

The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens.

SSUSH1 The student will describe European settlement in North America during the 17th century.

Overview: Students will be expected to explain how eastern North America was settled by the French, English, and Dutch. Focus is on economic and political development, relations with Native Americans and subsequent problems that developed in each colonial region. Additional emphasis should be placed on how location and place influenced the development of each colonial region.

a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, and relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.

Virginia's Development

The first permanent English colony in North America was Jamestown, Virginia founded in 1607. It was a business venture of the **Virginia Company of London**, an English firm that planned to make money by sending people to America to find gold and other valuable natural resources and then ship the resources back to England. Initially, the colony suffered from a lack of leadership and profitable enterprises which resulted in starvation and near failure of the colony. In order to induce Englishmen to come to the Virginia Colony, the company instituted a series of changes that helped the colony grow. The company's monopoly on land was lessened which allowed the colonists to acquire land for themselves. English common law was imposed and eventually a measure of self-government was allowed. At this point, more women and families began to come to Virginia.

Tobacco Cultivation Changed Virginia

There was no gold in the Jamestown colony, but John Rolf successfully cross-bred native strains of tobacco with West Indian tobacco. Tobacco quickly became a major cash crop and an important source of wealth in Virginia. Tobacco cultivation was labor-intensive. People known as indentured servants were sent from England to work for the Virginia Company. Indentured servants worked for a land owner in exchange for their passage to the New World in hopes of eventually claiming their own land. More tobacco cultivation required more indentured servants. Tensions began to develop over the continual need to supply land to newly freed indentured servants. African slaves were introduced to the Virginia Colony in 1619. Eventually, plantation owners came to rely on African slaves as a more profitable and renewable source of labor. As a result, Virginia's colonial economy became highly dependent on slavery.

House of Burgesses

The Virginia Company established a legislative assembly that was similar to England's Parliament, called the **House of Burgesses**. The House of Burgesses was the first European-style legislative body in the New World. The representatives were both appointed by the company's governor and elected by land-owning males of Virginia. Laws enacted were subject to approval by the governor and the London board of directors, but it was the first self-government in the colonies. However, all the colonists did not own land and therefore lacked representation. In 1676,

	<p>Nathaniel Bacon led a revolt of former indentured servants who wanted harsher action against the Native Americans in retaliation for their attacks on outlying settlements. Bacon’s Rebellion was put down; however, the rebellion had the effect of further weakening the indenture system while strengthening the reliance on slavery.</p> <p>Relations with Native Americans</p> <p>Relations between the colonists and Native Americans in Virginia went from wariness to assistance to all-out war. At the time of Jamestown’s founding, a strong confederacy of Native-American tribes, led by Powhatan, existed in the Virginia region. Initially wary of the colonists, ultimately a trade relationship developed between the local Native Americans and the English. However, as the colony began to expand, especially with the development of tobacco culture, Native Americans were increasingly in conflict with the colony. After unsuccessful attempts by the Powhatan Confederacy to drive the colonists out, many Native Americans fled the region and sought new places to live.</p>
<p>b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.</p>	<p>Settlement of New England</p> <p>Calvinists in England (including the Pilgrims and Puritans) faced increased persecution for their desire to reform the Anglican Church and their opposition to the growing power of the English monarchy. Using their influence and wealth, the Puritan leadership was able to acquire a majority share in a trading company. Using the trading company as a front, the Puritan leadership moved the headquarters of the London Company of Plymouth to Massachusetts. Afterwards, many Puritans and their families immigrated to the American colonies in order to escape persecution. Thus, the New England colonies were established by Pilgrims at Plymouth and the Puritans settled around present-day Boston. Like their fellow colonists in Virginia, the settlements had similar problems acclimating to their new environment and suffered substantial losses in its early years.</p> <p>Relations with Native Americans</p> <p>Initially, relations with the Native Americans living in the coastal regions of New England were cordial. Each side engaged in a profitable exchange of trade goods, but, as the English colony grew in size, so did the tension between the Puritans and Native Americans. King Phillip’s War (1675–1676) was an early and bloody conflict between English and regional Native American tribal groups. King Phillip, or Metacom, was the regional leader of the Native Americans. The conflict originated as the Puritan community spread out from Boston and took more and more Native American land. Additionally, some tribal members had converted to Christianity disrupting traditional political and cultural ties among the region’s tribes. Many colonists died in the war, but it also caused a heavy loss of life among the Native American population. As a result, large areas of southern New England were opened to English settlement.</p> <p>A New Type of Governance</p> <p>The Puritans held a tight control over the political and social structure of the community. Communities were run using town meetings. Voting rights were limited to men who belonged to the church, and church membership was tightly controlled by each minister and congregation. Towns were run as direct democracies with each</p>

	<p>voting member having a direct role in the administration of government. Additionally, the Massachusetts colonial charter provided for the creation of a broader form of government. The charter allowed for a colonial government consisting of a governor and deputy governor, a council of assistants, and a general court of shareholders, known as freemen, that would create the laws. Contrary to the charter, the Council of Assistance had taken much of the political power. In 1634, the freemen demanded that the charter be enforced to the letter which resulted in the creation of a more representative government.</p> <p>Participation in the political process became a problem as more children were born in America. Puritans leaders believed that many of those born in America lacked a personal covenant (relationship) with God, the central feature of Puritanism. Since church membership was a requirement for voting, Puritan ministers encouraged a “Half-way Covenant” to allow partial church membership for the children and grandchildren of the original Puritans, who had not experienced a conversion experience. As a result, these “half way” church members were allowed the opportunity to participate in the governance of the colony.</p> <p>Opposition to Puritan Rule</p> <p>As a result of their strict religious beliefs, the Puritans were not tolerant of religious beliefs that differed from their own. Frequently, those who disagreed with Puritan ideology and practices were banished from the colony. One such banished dissident, Roger Williams, worked with like-minded individuals to found the colony of Rhode Island. As a result, Rhode Island would come to be known as a colony more tolerant of different religious beliefs.</p> <p>In England, the monarchy was restored to power in 1660. The Crown decided to assert control over semi-independent Massachusetts. In 1686, the British King Charles II canceled the Massachusetts Charter. To get more control over trade with the colonies, James II (who followed Charles II as King of England) combined British colonies throughout New England into a single territory, the Dominion of New England. James appointed his own governor, Sir Edmund Andros. The reformed colonial structure governed as a royal colony. The colonists in this territory greatly disliked this centralized authority and overthrew the royal governor. Events in England led to the dissolution of the Dominion of New England, but Massachusetts remained a royal colony.</p> <p>Political turmoil may have been one of the factors in one of the most notorious incidents in colonial American History. In 1692, the infamous Salem Witch Trials took place. The incident began when three girls, ill with symptoms including convulsions and “fits”, accused several local residents of using witchcraft to cause the illness. The accusations spread and led to over 150 Massachusetts colonists being accused of witchcraft. Of the 150 accused, 29 were convicted and 19 hanged. At least six more people died in prison. Contributing causes of the Salem Witch Trials included extreme religious faith, stress from a growing population, deteriorating relations with Native Americans, and the narrow opportunities for women and girls to participate in Puritan society.</p>
<p>c. Explain the development of the mid-Atlantic colonies; include the Dutch</p>	<p>Development of the Mid-Atlantic Colonies—New York</p> <p>The Dutch founded the colony of New Amsterdam in 1614. The colony comprised all or parts of the present day states of New York, Connecticut, and New Jersey. Founded as a private money-making venture, the colony quickly became</p>

<p>settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.</p>	<p>profitable. The colony was noted for its diverse population and its tolerance. As a result of winning the Second Anglo-Dutch War in 1664, the British seized control of the colony. The region was divided with the largest portion renamed New York. Dutch colonists remained in the new English colony and contributed greatly to its continued prosperity.</p> <p>Development of the Mid-Atlantic Colonies—Pennsylvania</p> <p>In 1681, King Charles II granted William Penn a land charter as re-payment of a loan made by Penn’s father to the king. The land charter subsequently became known as Pennsylvania. Using his charter, Penn created a colony that became a place of refuge for English Quakers who faced persecution for their beliefs in Great Britain and in the English colonies of North America. Penn’s philosophy of religious tolerance attracted other immigrants such as Germans and Scots-Irish.</p>
<p>d. Explain the reasons for French settlement of Quebec.</p>	<p>Originally, French explorers sought a northwest passage around North America for a shorter trade route to Asian markets. Failure to find such a route led the French to establish a trading post to acquire the area’s valuable natural resources and export them to Europe. Quebec was the first permanent French settlement in North America.</p>
<p>e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies</p>	<p>The Southern colonies were noted for their rich soils in the coastal regions and along the river valleys. In addition to good soil, a long growing season meant that southern farmers could often produce two crops each year. Deep rivers and the distance of the Fall Line from the coast meant that inland farmers were able to ship tobacco, indigo, corn, and rice directly from their farms to European markets. The economic development of the southern colonies reflected this geological line. North of the Fall Line tended to be populated by subsistence family farms. These farms grew primarily what was needed to live along with a cash crop used to purchase or barter for trade goods such as salt, gunpowder, lead, and iron tools. South of the Fall Line, commercial farms developed that grew primarily labor intensive cash crops such as rice, tobacco, and indigo. As a result, slave labor was more common south of the Fall Line while less common north of the same line.</p> <p>In The Middle Colonies, harbor and river systems significantly shaped their development. The Hudson and Delaware Rivers provided highways to the interior of North America. Furs from the Native Americans were transported toward the coast then exchanged for European goods, such as iron tools and firearms. Later, the region’s farmers were able to use the rivers to ship wheat and other agricultural goods to markets in other colonies and Europe, as well as to import manufactured goods from markets abroad. Harbors in cities such as Philadelphia and New York City allowed the Middle Colonies to grow into major commercial hubs for all of the British American colonies.</p> <p>The New England Colonies were marked by poor, thin, rocky soils and a relatively short growing season that made farming difficult. However, plentiful forests and proximity of the sea led New Englanders to develop a thriving ship-building industry. Fishing, whaling, and commercial trade from harbors such as Boston became important economic engines for the region. New Englanders became the merchants of the colonies and New England-based ships were the carriers of colonial goods in the Trans-Atlantic trade.</p>
<p>Key Vocabulary</p>	<p>Virginia Company House of Burgesses</p>

	Powhatan Bacon’s Rebellion Massachusetts settlement Rhode Island settlement Half-Way Covenant King Phillip’s War Massachusetts charter Salem Witch Trials Mid-Atlantic Colonies Pennsylvania New Amsterdam (New York) Quebec
Suggested Resources	<p>General Sites</p> <p>http://historymatters.gmu.edu/ Designed for high school and college teachers and students, <i>History Matters</i> serves as a gateway to web resources and offers other useful materials for teaching U.S. history.</p> <p>http://www.digitalhistory.uh.edu/database/subtitles.cfm?TitleID=97 Teaching resources designed to help instructors at all levels bring the past to life and to help students understand that knowledge of the past is our best guide in making decisions that will determine our future. (You will need to sign up for a free account.)</p> <p>Specific Sites to the Standard</p> <p>http://www.pbs.org/wgbh/amex/weshallremain/ Website for the excellent PBS documentary “We Shall Remain” that presents U.S. History from a Native American point of view.</p> <p>http://www.preservationvirginia.org/rediscovery/page.php?page_id=6 Great website on the rediscovery of Jamestown.</p> <p>http://www.virtualjamestown.org/page2.html Virtual tour of Jamestown</p> <p>http://www.plimoth.org/ Plimoth (Plymouth) Plantation</p> <p>http://www.nps.gov/nr/travel/kingston/colonization.htm National Park Service website on Dutch Colonization.</p> <p>http://vlib.iue.it/history/CANADA/canada2.html Canada History Portal</p> <p>http://www.pilgrimhall.org/philipwar.htm King Philip’s War</p>

Sample Questions

How was the settlement of Virginia different from the settlement of Massachusetts?

- A. Massachusetts was created as a haven for Quakers from England.
- B. Virginia was settled primarily for economic reasons rather than to escape religious persecution.
- C. Virginia was created as a haven for Native American to escape persecution by English colonists.
- D. Massachusetts was settled primarily for economic reasons rather than to escape religious persecution.

The presence of which pair of geographic conditions discouraged the development of a plantation economy in the New England colonies?

- A. wide coastal plain and absence of good harbors
- B. rocky soil and short growing season
- C. numerous rivers and humid climate
- D. flatlands and lack of forests

Writing Prompt: By the 1750s three distinct colonial regions had developed in the American Colonies. Analyze how the differences in economics, religious beliefs, and geographic location defined these distinct regions.

SSUSH2 The student will trace the ways that the economy and society of British North America developed.

Overview: By the second century of American colonial settlement, the colonists had begun to develop a strong economic structure based on trade between the Old World (Europe and Africa) and the New World (the Americas). The British government, desiring to strengthen both its strategic hold on key trade areas and to protect its merchants, began to pass laws that restricted British and colonial merchant trade within the British mercantile empire. All the major European nations practiced economic nationalism (mercantilism) while seeking to undercut each others' economies by enticing their respective rival colonial merchants to trade outside their official trade networks. The sugar trade, dependent upon slave labor, was the most lucrative trade of the period. The transplantation of African chattel slavery in the British colonies of North America was to have a profound impact on the culture of the southern colonies and the future development of the United States. Another important development in the American colonies was the idea that social class and upward mobility was not based on the European concept of the aristocracy of the blood but on ones' ability to attain success through hard work.

a. Explain the development of mercantilism and the trans-Atlantic trade.

Mercantilism

The founders of the British colonies were greatly influenced by an economic theory known as **mercantilism**. This theory held that the earth had a limited supply of wealth in the form of natural resources, especially gold and silver, so the best way to become a stronger nation was to acquire the most wealth. Because the world's wealth was thought to be limited, the more one country had, the less any other country could have. Consequently, as a nation became stronger and wealthier, its enemies became poorer and weaker.

Mercantilism inspired the European governments to depend upon the American colonies as sources of raw materials not available in the mother country. Thus, colonies became great sources of wealth that would make the mother country wealthier and stronger. In the case of the British, the more land they could colonize in America, the less land there would be for France and other European countries. The more American goods the British could sell to other countries, the less money those countries would have for themselves. Great Britain would get stronger, and its European rivals would get weaker.

Mercantilism also inspired Parliament to control **transatlantic trade** with its American colonies. All goods shipped to or from British North America had to travel in British ships, and any goods exported to Europe had to land first in Britain to pay British taxes. Some goods could be exported to Britain only. These restrictions were designed to keep the colonies from competing against Britain. Americans responded by becoming smugglers or by ignoring British trade laws. This was especially true when the government in England was weakened by internal dissent.

b. Describe the Middle Passage, growth of the African population, and African-American

The Middle Passage

The sea voyage that carried Africans to North America was called the **Middle Passage** because it was the middle portion of a three-way voyage made by the slave ships. First, British ships loaded with rum, cloth, and other English manufactured

culture.	<p>goods sailed to Africa, where they were traded for Africans as part of the slave trade. Then, in the Middle Passage, the slaves would be transported to the New World. The crew would buy sugar, molasses, and other American goods using profits they made from selling the slaves in the colonies, and they would ship the goods back to Britain. This process was repeated for decades. Three hundred to four hundred slaves were crammed into low cargo spaces with no standing room and forced to lie side by side. Sickness could, and did, ravage the enslaved on the slave ships. About two of every ten slaves died during the passage.</p> <p>Growth of the African Population</p> <p>As tobacco farmers and other cash-crop farmers prospered, they greatly expanded the size of their farms. Because of the resulting need for workers available to plant, grow, and harvest the crops, farmers turned to African slaves to do this work. The first Africans arrived in Virginia in 1619. During the colonial period, approximately 250,000 Africans were imported into the colonies. The vast majority of these slaves were located in the southern colonies, where they supplied the labor required to support the region’s agriculturally based economy.</p> <p>African American Culture</p> <p>There was no single African culture. People brought from west Africa represented a large number of different cultures. In an effort to control the slaves, slave owners attempted to strip away the cultural identity of their slaves and sought to replace it with the culture of the plantation or region to which the slave was brought. However, the physical isolation of slaves from their masters led to the creation of a new blended culture rather than the replacement of one culture over another. What resulted was the creation of a unique African-American culture. Foods, such as okra, watermelon, yams (sweet potatoes), rice, and even grits have been attributed to cultural blending of African and European cultures. The practice of blending different African tribes on a single plantation led to the creation of blended language patterns such as Creole in Louisiana and Gullah in coastal Georgia and the Carolinas. Economically, coastal colonial South Carolina and Georgia owed its prosperity to the introduction of rice that was propagated by West African and West Indian slaves. Ironically, it was the same rice production that served as a food source for West Indian sugar plantations whose insatiable labor demands expanded slavery in the European colonies.</p>
c. Identify Benjamin Franklin as a symbol of social mobility and individualism.	<p>Benjamin Franklin</p> <p>Benjamin Franklin, along with George Washington, is one of the best known of America’s Founding Fathers and embodies the American ideals of social mobility and individualism. Franklin was born into a poor Boston family in 1706. At age 12, he became an apprentice to one of his brothers, who was a printer. At age 17, Franklin ran away to Philadelphia to start a life independent of his family. A few months later, he sailed to London to gain more experience in the printing business. He returned to Philadelphia in 1726 as an experienced printer, writer, and businessman. A strong proponent of education as a means of self-improvement, over his 84 year life, Franklin succeeded in making himself one of the world’s leading authors, philosophers, scientists, inventors, and politicians.</p>
d. Explain the	<p>The Great Awakening</p>

significance of the Great Awakening.

Background:

The Great Awakening was a religious revival influenced by the revivals that were sweeping through England, Scotland, and Germany in the 1730's. It spread from Europe to the colonies in the following decade and continued until the eve of the American Revolution. The revival placed an emphasis on individual religious experience rather than religious experience through church doctrine.

Several factors are said to be the causes of the Great Awakening:

- With the end of the English Civil War and reestablishment of a Protestant monarchy, the Church of England (Anglican Church) was the official church of the state. Catholics and the dissenting sects were suppressed and other religions, such as Judaism and Islam, were driven underground. Congregational Anglican ministers relied on elaborate sermons that were constructed as theological arguments that may have appealed to the highly educated but generally left less educated parishioners bored. The sameness of religious practice led to a complacency among English Christians. Religious practice became an expected routine lacking in any personalization.
- Ministers such as Jonathan Edwards, William Tennent, and George Whitefield began to urge Christians to adopt a more emotional involvement in Christianity through fervent prayer and personal study of the Bible. Their sermons were more emotional, appealing to the heart not just the head. Many American ministers also urged a reliance on the work of the Holy Spirit to transform and lead the Christian.
- The Great Awakening was also a reaction to the Enlightenment which emphasized logic and reason and stressed the power of the individual to understand the universe based on scientific laws. Similarly, individuals grew to rely more on a personal approach to salvation than church dogma and doctrine through a personal understanding of scriptures.

Significance:

- The Great Awakening broke up long established colonial Puritan and Anglican churches. The Congregationalists (Puritans) split internally between those who held to the traditional beliefs (Old Lights) and those who favored the beliefs of the Great Awakening preachers (New Lights), and new denominations such as the Baptists, Methodists, and Presbyterians gained members.
- The movement also created a social split between the wealthy, who tended to remain with the established church and those who supported the newer beliefs. The split could also be seen along geographic lines with those living in the upland regions more often supporting the ideas of the Great Awakening.
- The Great Awakening challenged the established authorities as the colonists questioned the need to follow in lock step the precepts of not only the Church of England but also the orders of the English monarchy and its authorities. The idea of the shared struggle that Awakening preachers had spoken of was easily transferred to the shared struggle for independence.
- As the new denominations challenged the established authorities, colonial

	<p>governments passed laws that favored already established denominations (Congregationalists in New England and the Anglicans in the South). Those who chose to adhere to the new ideas were often persecuted. As the idea of independence grew in the 1770's, these same individuals were able to challenge the state authority of England and withstand persecution having already endured persecution for their religious beliefs.</p> <ul style="list-style-type: none"> • The American colonies, especially those in New England, had been founded on the idea that government ruled on the basis of a covenant relationship with God and the people (e.g., The Mayflower Compact). The governance structure of the new churches reflected this idea as churches appointed their own ministers and administered their own church. This sense of independence would be reinforced by the political ideas of John Locke's social contract and Thomas Paine's emotional appeal for independence.
Vocabulary	<p> Mercantilism Transatlantic trade Middle Passage Benjamin Franklin Individualism Social Mobility The Great Awakening </p>
Suggested Resources	<p> http://www.pbs.org/wgbh/aia/home.html Africans in America, PBS documentary. http://www.fpri.org/orbis/4702/taylor.peoplebritishamerica1700.html An excellent essay on the colonial population of British colonial America. http://www.great-awakening.com/?page_id=12 The Great Awakening http://nationalhumanitiescenter.org/tserve/eighteen/ekeyinfo/grawaken.htm The First Great Awakening with lesson plans for teachers http://nationalhumanitiescenter.org/tserve/eighteen/ekeyinfo/erelrev.htm How the Great Awakening affected the American Revolution </p>

Sample Questions

Which economic policy was based on the idea that the American colonies existed primarily to provide an economic benefit for Great Britain?

- A. mercantilism
- B. socialism
- C. free trade
- D. laissez-faire capitalism

Why did slavery grow in the American colonies in the middle 1600's?

- A. Given the harsh colonial conditions, Englishmen refused to come to America.
- B. Colonial leaders saw the advantages of using slaves over indentured servants.
- C. Poor conditions along the African coast meant more Africans were willing to leave.
- D. Large scale wars in West Africa meant more slaves were available driving prices down.

Writing Prompt: How did the Great Awakening reflect the American colonists' drive for independence?

SSUSH3 The student will explain the primary causes of the American Revolution.

Overview: The primary cause of the American Revolution was the growing belief among the colonists that their rights as Englishmen were being violated. This belief originated in the lingering effects of the French and Indian War. England prevented colonial expansion and trading outside of the British Empire which limited their economic growth.

<p>a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.</p>	<p>Beginning in 1689, Great Britain and France fought a series of wars for control of European and colonial trade. The French and Indian War (1754-1763) was the last of a series of wars fought between Great Britain and her allies and France and her allies. The war began in North America as a result of on-going British-American expansion into the Ohio River Valley. The French persuaded their Indian allies to join them in preventing further settlement in the region west of the Appalachian Mountains. Great Britain eventually won the war. The Treaty of Paris (1763) ended the French and Indian War and forced France to turn over control of Canada to Great Britain. France also surrendered its claim to all land east of the Mississippi River, with the exception of the city of New Orleans.</p> <p>The end of the French and Indian War brought Great Britain great benefits. The British were now in control of the largest empire in the world and were in a dominate position in Europe. However, over 70 years of war had nearly bankrupted the British government. The French and Indian War had more than doubled the British national debt. As a result, those living in the British isles had endured heavy taxation, high inflation, and unemployment during this time.</p> <p>With the French and Indian War over, the American colonists breathed a sigh of relief. European and Native Americans threats to the American frontier had ended (or at least lessened) and would allow American land speculators to sell land in the Ohio Valley. Furthermore, the end of French, Dutch, and Spanish privateers in the Caribbean meant that colonial merchants could expand their regional trade networks and reap handsome profits by dealing directly with the West Indies, Africa, and other parts of the Americas. As the British government began to insist that the American colonies pay for their security, colonial governments questioned the need for permanent British garrisons.</p> <p>The British government saw the prosperity of its American colonies as a way of paying the cost of the wars. The British government hoped to lower colonial administrative costs by passing the cost on to their colonies and through enforcement of existing tariffs. To insure that smuggling would be prosecuted, an extensive customs service was established. The King’s prosecutors found it difficult to obtain convictions for smuggling in American colonial courts and created vice-admiralty courts empowered to identify, try, and convict suspected smugglers. These courts were superior to the colonial courts and did not have a jury but a panel of military officers who served as judges. The American colonials believed that the use of courts without juries represented a violation of English civil rights.</p>
<p>b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as</p>	<p>After a long period of pre-occupation with security concerns, the British began trying to re-establish control over the colonies. To pay for years of war, Parliament was resolved to enforce existent British trade laws, such as the Navigation Acts, and to reduce the cost of colonial administration. The British government was removed by both distance and time from her American colonies and lacked an understanding of a new psychology of self-sufficiency and individualism that had developed in the</p>

seen in Sons and Daughters of Liberty and Committees of Correspondence.

colonies. British actions in the American colonies set up a series of responses and counter-responses by the American colonials and the British government.

In general, the American colonists reacted to new British laws and policies by either ignoring the law, organizing to inform and plan actions, or take direct action against the British. Several incidents illustrate the response-counter response nature of the struggle between Great Britain and its colonies. These incidents grew in intensity until the British Army and colonial militia exchanged musket fire on Lexington Green.

Example 1

Pontiac, a chief of the Ottawa Nation, led a coalition of Native Americans in 1763 in an attempt to drive the British and American colonial families out of the Ohio Valley. Thousands of British Americans were killed as well as hundreds of British troops. Pontiac's War was concluded with the help of the Iroquois Confederacy and skillful diplomacy. To curtail further Native American attacks, Parliament passed the **Proclamation of 1763** in an attempt to end Americans settlement beyond the Appalachian Mountains. The new law embittered wealthy colonial land agents Unable to enforce the law due to immensity of the region and a shortage of troops, the Proclamation never really stopped migration into the region. Simply, the Americans ignored the law and settled the region anyway.

Example 2

Shortly after the Treaty of Paris (1763) was concluded, the British government announced that colonies would be taxed for the cost of their protection. These taxes included the Sugar Act of 1764. The Sugar Act imposed a tax on the importation of molasses, the key ingredient for making rum. The new law also created vice-admiralty courts which tried suspected smugglers before a military court instead of a civilian court. These new measures angered American colonial importers who chose to ignore the new laws.

The inability of the British government to collect the new tax led to the passage of a more widespread tax, the **Stamp Act of 1765**. The tax was collected on every document or newspaper printed or used in the colonies. Previous taxes had only impacted certain groups, such as molasses importers, but the Stamp Act affected everyone in colonial America. The taxes ranged from one shilling a newspaper to ten pounds for a lawyer's license. The law required that a stamp be affixed to the taxable property to show that the tax had been paid. In addition, the tax was to be paid with hard currency (not colonial paper money) and would be enforced through the Vice-Admiralty courts. The British Prime Minister, Lord Grenville, had been warned by colonial agents that the passage of the new tax would be met with widespread anger in the colonies. Despite the warning, the Stamp Act was passed by Parliament.

The colonial reaction was swift and widespread. The colonies' central argument against the new tax was that the colonies did not have representation in Parliament. Therefore, taxes imposed by Parliament on the colonies represented a violation of English civil liberties. The Massachusetts Colonial Assembly created a **Committee of Correspondence** to communicate with the other colonies. New York invited the other colonies to a meeting and organized the **Stamp Act Congress** to draft formal petitions of protest to Parliament. In Boston, Samuel Adams organized the **Sons of Liberty** organized to protest the law. These protests often turned violent. Tax collectors were hung in effigy and their property destroyed. Ships purportedly

	<p>carrying the stamps were denied entry to colonial ports. Perhaps most significantly, New York merchants organized a boycott of British goods. This boycott spread to other colonies and had a huge impact on British importers. The rising tide of violence in the colonies and the economic effects of the boycotts were instrumental in the repeal of the Stamp Act in March 1766. The hated law was largely ignored scarcely lasted a year.</p> <p>Example 3</p> <p>In 1767, Parliament, under the advice of the Lord Townshend, the Chancellor of the Exchequer (similar to our Secretary of the Treasury), passed a new series of tax laws, expanded the Customs Service, and the number of Admiralty Courts. Colonial organization and protests were renewed. To replace boycotted British cloth, the women of Boston organized the Daughters of Liberty. The organization spun yarn into thread, wove cloth on home looms, and was instrumental in maintaining the American boycott of British goods.</p> <p>Protests and riots in Boston were so ferocious that customs officials demanded and received military protection. However, the presence of the British Army and Navy in Boston only served to intensify the animosity between the British government and the colonials. As a result of the protests, the Townshend Acts were partially repealed in 1770. A duty on tea was left by Parliament.</p> <p>In 1773, Parliament passed the Tea Act. The act was designed to expand the tea monopoly held by the British East India Company by offering British imported tea at a reduced price in all the British colonies. The colonists believed that Parliament was trying to increase tax revenue by getting the colonists to more readily accept cheap tea. In general colonial ports turned the tea ships away or refused to handle the British tea. In Boston the Royal Governor insisted that the tea be kept on board ship until it could be landed. On December 16, 1773, members of the Sons of Liberty boarded the three tea ships and destroyed the cargo. There was little sympathy for the destruction of British property in Great Britain. Parliament passed a series of laws designed to punish the American colonies, and especially Massachusetts, for attack on the British ships. The Intolerable Acts were designed to make an example of Massachusetts and hopefully quell the growing resistance throughout to British authority. Instead of breaking Massachusetts, the laws effectively organized the other colonies against the British government. The colonists believed that Parliament had once again acted outside the English Constitution and violated the civil rights of the British citizens.</p>
<p>c. Explain the importance of Thomas Paine’s <i>Common Sense</i> to the movement for independence</p>	<p>Common Sense was published anonymously by Thomas Paine in January 1776. Initially 100,000 copies were printed, and it is generally believed that the short work was either read or heard by almost every American colonist. Paine wrote a clearly worded rationale for independence that the common man could understand. Paine’s argument helped to persuade many who were undecided to support the cause of independence.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • French and Indian War • 1763 Treaty of Paris • Proclamation of 1763 • Stamp Act • Intolerable Acts • Sons of Liberty

	<ul style="list-style-type: none"> • Daughters of Liberty • Committees of Correspondence • Thomas Paine • <i>Common Sense</i>
Suggested Resources	<p>http://www.suite101.com/content/effects-of-the-french-and-indian-war-a127738 Good series of short articles on the period. Follow the sidebar links for addition articles on the events leading to the American Revolution.</p> <p>http://publicliterature.org/books/common_sense/1 Online editions of <u>Common Sense</u></p>

Sample Questions

How did colonists react to the Proclamation of 1763?

- A. They resisted the British regulation of colonial agriculture.
- B. They supported the right to manufacture goods within the colonies.
- C. They opposed the ban on colonial expansion into western lands.
- D. They accepted the presence of more British troops to protect the colonies.

Identify the main idea of the quote below:

- A. The colonial legislatures should be appointed by the English King with the consent of Parliament.
- B. Only the colonist's elected representatives should have the power to levy taxes.
- C. The English King should have the right to tax the colonies.
- D. The colonists should oppose all taxation.

“The only representatives of the people of these colonies are persons chosen therein by themselves; and that no taxes ever have been, or can be constitutionally imposed on them but by their respective legislatures.”

-Statement by the Stamp Act Congress, 1765

Writing Prompt:

Many unfair British policies influenced colonial history from 1763 to 1776. Imagine that you are a colonist and write a letter to the editor of a newspaper encouraging colonists to protest these policies.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

Overview: This standard asks the student to recognize three characteristics of the American Revolution: the philosophical reasons for the Revolution as exemplified by the Declaration of Independence, the role and importance of France and other nations to the successful accomplishment of the United States’ independence, and the role of George Washington in creating a national army, the hardships experienced by those soldiers, and some of the early successes of the Continental Army. Students are also asked to explain how geography helped Washington’s forces to defeat the British forces under General Cornwallis.

a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.

Declaration of Independence

The Declaration of Independence was the ideological explanation for American independence. The Declaration was drafted by John Adams, Robert Livingston, Benjamin Franklin, Roger Sherman, and Thomas Jefferson, although Jefferson was the principle author of the Declaration. There continues to be scholarly debate on the origins of the ideas contained in the Declaration. Most scholars hold that the ideas of John Locke’s *Second Treatise on Government* played a significant influence on the Declaration. Locke’s key ideas of “natural rights,” the equality of all men, and the

	<p>role of government are featured prominently in the preamble.</p> <p>The Declaration can be divided into three key parts.</p> <ol style="list-style-type: none"> 1. The Preamble called the attention of the world to the plight of the American colonists. In this section, Jefferson laid out the key ideological reasons why the American colonies had chosen to break away from the British government. Key ideas included many of those Locke had outlined earlier. These ideas included the concept of natural rights, the origin and purposes of government, and the reasons why the colonists had elected to rebel against the King and Parliament. 2. The second section is the list of grievances or justifications. This section contains 27 separate points of difference the colonies had with King George III and his government. 3. Finally, the declaration offers a discussion of the Americans' many unsuccessful attempts to get relief from Britain and ends with the conclusion that the only way for Americans to have their rights restored is to restore them themselves by declaring independence from Britain and by controlling their own government.
<p>b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.</p>	<p>French Alliance</p> <p>Great Britain became the dominate world power after successfully concluding the Seven Years War (French and Indian War). Britain's traditional enemies (France, Spain, and the Netherlands) looked for a way to regain the advantage in world trade. As Britain's American colonies began rebelling, Louis XVI's ministers began negotiating with the Americans. Thomas Jefferson and Benjamin Franklin were instrumental in negotiating the Franco-American Treaty of 1778. The alliance essentially turned the tide of the war against Great Britain. French naval attacks in the Caribbean and against British holdings in India forced the Royal Navy to weaken its blockade along the eastern seaboard of the United States. Large quantities of muskets, cannons, shot and powder were given to Washington's forces. The Marquis de Lafayette had arrived earlier and led American forces in battle against British and Hessian forces. Lafayette was instrumental in persuading the French government to commit additional land forces against the British in the colonies, and French forces played a key role in the defeat of the British at the Battle of Yorktown.</p>
<p>c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.</p>	<p>The Common Soldier</p> <p>The Revolutionary Armies were composed of two distinct groups-the state militias and the Continental Army. Militias were organized by each state and community and generally provided their own weapons and uniforms. Enlistments were short term and training was poor. They were notoriously unreliable in battle. Washington remarked that militia units "...come in you cannot tell how, go, you cannot tell when; and act, you cannot tell where; consume your provisions, exhaust your stores, and leave you at last in a critical moment." At the urging of Washington, Congress provided for the creation of a standing army—The Continental Army. Enlistments were for one to three years. Pay was meager. Rations were short and the army often had to scavenge to find supplies of food, fuel, and fodder. Disease, brought on by close confinement combined with poor diet and sanitation, was a bigger danger than the British Army. The most common killers were influenza, typhus, typhoid, and dysentery, but dedicated surgeons, capable nurses, a smallpox inoculation program, and camp sanitation regulations limited the death tolls.</p>

George Washington and the Continental Army

George Washington was appointed by Congress to be Commander and Chief of the Continental Army in June 1775. Washington had developed an excellent military reputation in the French and Indian War when he led British and Virginian forces out of the ambush that killed the British commander William Braddock.

After his appointment, Washington reorganized the Continental Army, secured additional equipment and supplies, and started a training program to turn inexperienced recruits into a professional military. As a field general, Washington was not the most successful commander. Despite losing many battles, Washington’s strong personality and reputation garnered him the support and respect of American soldiers. His force of will is best exemplified at the Battle of Monmouth Courthouse in June 1778 when Washington personally stopped American forces from fleeing the battlefield and led a counter-attack which pushed the British back.

Early in the war Washington preferred to engage the British in quick, strong strikes and then retreat as a means of overcoming the inadequate training of American forces and to boost morale. This principle is illustrated when Washington **crossed the Delaware River** on December 25, 1776. His forces routed the Hessian forces at Trenton, New Jersey in a surprise attack. Washington then marched his force across New Jersey and defeated a pursuing British force before retreating into winter quarters. These two decisive victories boosted the morale of American forces, which had been defeated in New York earlier that year.

Washington’s skill at maintaining his force under trying conditions is best shown during the Winter of 1777-1778 when the American Army was encamped at **Valley Forge**, Pennsylvania. In the Campaign of 1777, the British had tried to combine their forces in Canada with their forces in the colonies to split the colonies north and south along the Hudson River. The British failed to accomplish their goal when they were defeated in central New York at Saratoga. A third British force attacked and successfully captured Philadelphia in September 1777. Washington attempted to recapture Philadelphia but failed. With winter approaching, Washington withdrew the Continental Army into a winter encampment. In the popular imagination, Valley Forge was the winter home of a ragged, starving dispirited American Army. While clothing was in short supply, the army was kept fed and remained intact throughout winter. However, Valley Forge proved to be critical in the further development of the army. European soldiers such as Baron von Steuben and Lafayette arrived. Baron Friedrich Wilhelm Augustus von Steuben was especially instrumental in teaching close-order drill critical for the maneuver and fire tactics of eighteenth century warfare. Late in the war, Washington was able to use this newly trained force to defeat the British at Monmouth Courthouse and, alongside French troops, at Yorktown.

d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

American Victory

Britain’s plan to counter the French–American alliance was to have **General Charles Cornwallis** move the war to the southern states to try to separate those colonies from revolutionary forces in the North. He immediately succeeded in a series of British victories, but the Americans were able to prevent a complete victory in the South. Cornwallis pursued the Americans into Virginia but met heavy resistance. Wishing to maintain communications with Great Britain by sea, the British general retreated to the coastal town of **Yorktown**. While awaiting the British

	<p>fleet, his forces were surrounded by the combined French and American armies. The timely arrival of the French fleet drove away the British evacuation fleet. Cut off from any reinforcements, Cornwallis was forced to surrender, and the American Revolution came to an end in North America. (See map below)</p> <p>1783 Treaty of Paris</p> <p>The 1783 Treaty of Paris ended the American Revolutionary War. The United States won its independence from Great Britain and gained control of land stretching to the Mississippi River. Britain ceded Florida to Spain and certain African and Caribbean colonies to France.</p>
Vocabulary	<ul style="list-style-type: none"> • Declaration of Independence • John Locke • George Washington • Crossing the Delaware River • Valley Forge • Benjamin Franklin • Marquis de Lafayette • General Charles Cornwallis • Battle of Yorktown • 1783 Treaty of Paris
Suggested Resources	<p>Library of Congress Website: Declaration of Independence http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html</p> <p>George Washington as a military leader What Made George Washington a Good Military Leader? http://edsitement.neh.gov/curriculum-unit/what-made-george-washington-good-military-leader</p> <p>Another excellent lesson on George Washington as Military Leader http://www.pbs.org/georgewashington/classroom/military_leader.html</p> <p>The Continental Army http://www.revwar75.com/ob/intro.htm www.history.army.mil/books/RevWar/ContArmy/CA-fm.htm http://tigger.uic.edu/~rjensen/am-rev.htm</p> <p>Battles and Campaigns http://www.patriotresource.com/amerrev/index.html</p>



Routes of Washington and Rochambeau in 1781

From NPS "American Revolution at a Glance" unigrd

Sample Questions

The Declaration of Independence is BEST described as

- A. description of a new institutional framework for democratic government
- B. a formal announcement of war between the colonies and Great Britain
- C. **an explanation of why the colonies were dissolving political connections to Britain**
- D. a statement that the United States would not become involved in foreign affairs

The main purpose for writing the Declaration of Independence was to

- A. declare war on Great Britain.
- B. force France to support the Revolutionary War.
- C. convince Great Britain to abolish slavery.
- D. **state the colonists' reasons for separating from Great Britain.**

Which document included John Locke's idea that people have the right to overthrow an oppressive government?

- A. Mayflower Compact
- B. Northwest Ordinance
- C. **Declaration of Independence**
- D. Bill of Rights

Writing Prompt:

How did the Declaration of Independence reflect the grievances of the American Colonists leading up to the Revolutionary War?

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

Overview: Between the end of the American Revolution and the beginning of the Constitutional Convention, the survival of the United States was in question in large part because the government that was created under the Articles of Confederation was very weak. This standard will measure the student's knowledge of the events surrounding the creation of the United States Constitution and during the administrations of the first two presidents.

a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.

Articles of Confederation and Shays' Rebellion

The Articles of Confederation were written during the American Revolution. They reflected Americans' fear of a powerful national government. As a result, the Articles created a government that had no executive branch and that lacked the power to tax, regulate commerce, or establish one national currency. The Articles gave individual states more power than the national government resulting conflicts among the states that came to threaten the existence of the nation. The political weakness of the United States and its potential for collapse left it vulnerable to attack by foreign countries and convinced many influential Americans to support a Constitutional Convention.

Political leaders were further motivated by **Shays' Rebellion**, which they felt set a precedent for mob rule. Daniel Shays led more than a thousand farmers who, like him, were burdened with personal debts caused by economic problems stemming from the states' Revolutionary War debts. Shays and his men tried to seize a federal arsenal in Massachusetts but were turned back by the Massachusetts Militia. This was just one of many protests that debt-ridden farmers made during this period. Without the power to tax, America's weak government could not repair the national economy. Responding to Shays' Rebellion, George Washington supported the establishment of a stronger central government. In May 1787, he was elected president of the Constitutional Convention in Philadelphia, where he and the Founding Fathers created a federalist form of government for the United States.

b. Evaluate the major

Federalists and Anti-Federalists

<p>arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist Papers concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.</p>	<p>Writing the Constitution was just the first step in creating the new government. Before the Constitution could take effect, the states had to accept, or ratify, it. As soon as the contents of the Constitution were published, a group of influential people spoke out against it. These people came to be known as the Anti-Federalists. They believed the government created by the Constitution would be too powerful and would eliminate the power of the states. They also argued that the Constitution did not describe the rights guaranteed to the states and to each citizen.</p> <p>To counter these claims, James Madison, Alexander Hamilton, and John Jay wrote a series of articles that supported ratification of the Constitution and explained the intent behind its major provisions. These articles were known as <i>The Federalist Papers</i>, and supporters of the Constitution became known as Federalists. These essays laid out a series of reasoned arguments designed originally to persuade the people of New York that the structure of a new Constitution actually protected and strengthened the United States. Key to these arguments was the use of the Constitution itself to illustrate how the Anti-Federalists had nothing to fear. In Papers 6-9, the writers pointed out that the factionalism of the Confederation period had weakened the Union. In Paper 39 Madison presented the argument for a Republican form of government. Papers 47-51 used Montesquieu’s writings to support the idea of a separation of powers protected through a series of checks and balances that would prevent one branch of government from becoming too powerful.</p> <p>To overcome the anti-Federalist argument that the Constitution failed to include a statement of states’ rights and individuals’ rights the Federalists promised that they would support of bill of rights upon ratification of the Constitution.</p> <p><i>The Federalist Papers</i>, the promise of the Bill of Rights, and the efforts of Federalists convinced a majority of state assemblies to ratify the Constitution by 1791.</p>
<p>c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.</p>	<p>The Great Compromise</p> <p>One great issue facing the delegates to the Constitutional Convention was how states could have equal representation in the new government. States with large populations supported a plan to create a legislative branch in which representatives were assigned based on each state’s population. States with smaller populations supported a plan to create a legislative branch in which all states were equally represented. Delegates to the Constitutional Convention settled the issue of representation in Congress by approving the Great Compromise. This compromise helped “save” the Constitution by settling the dispute between states with large populations and states with small populations. The compromise called for the creation of a legislature with two chambers: a House of Representatives, with representation based on population, and a Senate, with equal representation for all states.</p> <p>Slavery</p> <p>Another divisive and controversial issue that confronted delegates to the Constitutional Convention was slavery. Though slavery existed in all the states, southern states depended on slave labor because their economies were based on producing cash crops. When it became clear that states with large populations might have more representatives in the new national government, states with large slave populations demanded to be allowed to count their slaves as a part of their population. Northern states resisted. Both sides compromised by allowing the states</p>

	<p>to count three-fifths of their slaves when calculating their entire population. Also, to protect the practice of slavery, states with large numbers of slaves demanded that the new government allow for the continuation of the slave trade for 20 years and that northern states return runaway slaves to their owners. Delegates to the Constitutional Convention agreed to these demands.</p> <p>Separation of Powers</p> <p>Despite the fact that most delegates to the Constitutional Convention believed the government designed by the Articles of Confederation had to be replaced, many still feared strong central governments. To reassure people that the new government would not be too powerful, the framers of the Constitution created a limited government with divided powers. The framers were greatly influenced by the ideas of the famed French political thinker Barron Charles de Montesquieu. The rights guaranteed to U.S. citizens by the Constitution limited the power of the government. Powers were divided in two ways within the new government. First, power was divided between national and state governments. Second, the power of the executive branch was weakened because it was shared with the legislative and judicial branches. For example, the legislature can override a presidential veto of a bill, and the Supreme Court can rule that a bill signed by the president is unconstitutional. To further safeguard against an abuse of power, the Constitution gave each branch of government a way to check and balance the power of the other branches. An example of these checks and balances would be the president’s power to veto laws passed by Congress.</p>
<p>d. Analyze how the Bill of Rights serves as a protector of individual and states’ rights.</p>	<p>One of the principle reasons that the American colonists revolted against the British government was the colonists’ belief that Parliament had abridged colonial rights as guaranteed to them under the English Bill Rights. When the Constitution was drafted, the Anti-Federalist felt that a strong central government could also infringe upon civil liberties. The Anti-Federalists would not ratify the new Constitution without the inclusion of a bill to protect a citizen’s rights. A proposal for a bill of rights was introduced in June 1789 by James Madison. The proposal was approved separately by both houses of Congress by September 1789 and ratified by the states by April 1792.</p> <p>An examination of the Bill of Rights should note that the first nine rights deal with key individual rights and protections. These rights include the right of free expression, assembly, protections against self incrimination, and the right to a trial by a civilian jury (as opposed to the hated Admiralty Courts). To protect these individual rights, Madison limited the power of the Federal government in the Tenth Amendment by reserving any un-enumerated rights to the states.</p>
<p>e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the</p>	<p>Presidency of George Washington</p> <p>George Washington, the most influential and popular figure of the time, was elected the first president of the United States. He established important patterns for future presidents to follow. One key development associated with Washington was the creation of the cabinet system Washington called on Thomas Jefferson to be his secretary of state and Alexander Hamilton his secretary of treasury. Developments that altered the course of the history of the U.S. government took place during his administration. Washington favored non-intervention in Europe and avoided siding with France against Great Britain. Instead, the United States persuaded Britain to</p>

<p>development of political parties (Alexander Hamilton).</p>	<p>forgive many pre-Revolutionary debts and to drop certain restrictions on American trade with British colonies in the Americas. This ushered in an era of booming trade with Britain. Washington’s new government persuaded Congress to pass taxes on liquor to help pay the states’ debt from the Revolutionary War. The tax hit the small whiskey-makers in western settlements particularly hard because they made liquor using excess crops of grain in order to make it easier to transport, even using whiskey as a medium of exchange. The Whiskey Rebellion resulted in Western Pennsylvania when armed violence broke out as farmers frightened and attacked federal tax collectors. George Washington led a large militia force into the western counties and put down the rebellion. Washington’s response set a precedent for Constitutional authority to enforce the law.</p> <p>Political Parties</p> <p>Political parties had their origin in the differences of opinions between Secretary of State, Thomas Jefferson, and Secretary of Treasury, Alexander Hamilton. Both felt very differently about the organization of the new nation and how the nation should be run including the Constitutionality of a national bank. Hamilton’s group adopted the name Federalists and wanted to expand the power of the government to stabilize the nation and its economy. Jefferson’s supporters came to be known as the Democratic-Republicans and believed that the national government must limit its power to those areas described by the Constitution. Within the foundations of these two groups is the two-party system that has come to control United States politics. When Washington announced he would not seek a third term as president, the two men and their supporters attacked one another and competed to replace him. Things got so bad that in his farewell address, Washington warned about the dangers of political parties (factions).</p> <p>Presidency of John Adams</p> <p>The election of 1796 was a bitter contest between John Adams and Thomas Jefferson, with Adams winning by a small margin. Like Washington, Adams set examples that influenced future presidents as well as the course of American history. However, his administration was plagued by conflicts with France and Great Britain that crippled the nation’s economy, and he received harsh political criticism from supporters of Vice President Jefferson. To aid Adams, a Federalist Congress passed the Alien and Sedition Acts. These laws increased citizenship requirements so that Jefferson could not receive support from the immigrant community and attempted to stop any criticism by limiting speech and press rights. In reaction to the Alien and Sedition Acts, Jefferson and Madison argued in the Kentucky and Virginia resolutions that states could refuse to enforce federal laws they opposed. This was the beginning of the states’ rights concept.</p>
<p>Key Terms</p>	<p>Alexander Hamilton Anti-Federalists Articles of Confederation Bill of Rights Charles de Montesquieu Checks and Balances Executive Branch</p>

	Federalists George Washington Great Compromise James Madison John Adams Judicial Branch Legislative Branch Limited Government Political Parties/Factions Separation of Powers Shays's Rebellion Slavery States' Rights <i>The Federalist</i> U.S. Constitution Whiskey Rebellion
Suggested Resources	Constitution and Bill of Rights http://constitutioncenter.org/ http://www.ourdocuments.gov/doc.php?flash=true&doc=13 The Federalist Papers http://lexrex.com/enlightened/Federalist/federalistpapers.htm

Practice Questions

Most anti-Federalists changed from opponents to supporters of the Constitution after they were promised

- A. a bill of rights
- B. term limits on the office of president
- C. good relations with Native Americans

Use the quotation below to answer the question.

“ . . . In contemplating the causes which may disturb our union, it occurs as matter of serious concern that any ground should have been furnished for characterizing parties by geographical discriminations—Northern and Southern, Atlantic and Western—whence [from which] designing men may endeavor to excite belief that there is a real difference of local interests and views . . . ”

George Washington
 Farewell Address,
 September, 1796

Based on this advice to the nation by President Washington, delivered upon his retirement, which of the following statements BEST reflects his principal concerns for the future of the United States?

- A. Truly patriotic citizens should vote in local elections.
- B. Citizens should be wary of sectionalism in the United States.
- C. The future of the United States depends upon its economic strength.
- D. A responsible citizen cannot accept at face value the views of any politician

Demands for the calling of a Constitutional Convention in 1787 reflected the growing belief that the

- A. small and large states should be political equals
- B. rights of businesses were not being protected
- C. national government needed to be strengthened
- D. state governments had too little power

Writing Prompt:

Compare the viewpoints and beliefs of Thomas Jefferson and Alexander Hamilton on the Constitutional power of the federal Government.

SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.

Overview: The United States underwent significant social, economic, and territorial changes during the first third of the 1800s while experiencing the growth of sectional differences that led to the Civil War. As the population of the United States grew both naturally and as the result of immigration, the demand for additional land grew. Expanding into the lands west of the Appalachians and east of the Mississippi River, settlers demanded connections between western agricultural and eastern markets. An on-going war between Great Britain and France led America into a second war with the British and to acquisition of additional lands for settlement.

<p>a. Explain the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.</p>	<p>Northwest Ordinance</p> <p>The region west of the Appalachians had been settled by French and English traders and was one of the strategic objectives of both the French and Indian War and the American Revolution. Several states claimed portions of the region and reluctantly gave up claim to their lands in exchange for repudiation of their state Revolutionary War debts. Congress hoped to sell the public lands in the region to settle outstanding debt and to finance the operation of the new government. To rectify competing land claims, Confederation Congress passed the Land Ordinance of 1785. The law was significant in providing a mechanism for division of the land into rectangular sections. This methodology would be used each time the U.S. acquired new lands. The Land Ordinance was also significant because it provided a way for free public education to be financed through the sale of the Sixteenth section in each township.</p> <p>The land north and west of the Ohio River became the Northwest Territory. It was the first territory created outside the original states. In 1787 Congress passed the Northwest Land Ordinance. The law provided for the method by which new territories would be admitted to the United States. The ordinance banned slavery in the Northwest Territory effectively making the Ohio River the boundary between free and slave regions. The Northwest region was a lawless region prior to the passage of the 1787 act. This law demonstrated to Americans that their national government intended to encourage westward expansion. The laws of the nation would follow its citizens across the continent. New states would be admitted to the nation as equal members of the Union.</p>
<p>b. Describe Jefferson’s diplomacy in obtaining the Louisiana Purchase from France and the territory’s exploration by Lewis and Clark.</p>	<p>Louisiana Purchase</p> <p>Louisiana was originally a part of New France the region had exchanged hands several times. In 1800, the region was ruled by Spain but was the home to many American merchants and farmers. New Orleans was the key port in the region and was an important outlet of American farm goods produced in the Ohio River Valley. President Jefferson sent Robert Livingston and James Monroe to France to inquire about the purchase of New Orleans for the United States in order to secure a permanent port on the Mississippi River. Napoleon, seeing an opportunity to finance his on-going conflicts in Europe and a way to keep the British from expanding in</p>

	<p>North America, agreed to sell the United States the entire region for \$15 million. The purchase doubled the size of the United States. Lands critical for future expansion were secured and the United States had a secure port at New Orleans to export American goods abroad. Jefferson entered the office a strict Constitutional constructionist, but instead his purchase of Louisiana greatly expanded the power of the Presidency as the Constitution made no provision for this type of Presidential action.</p> <p>Lewis and Clark Expedition</p> <p>The Ohio Valley was being settled quickly. Jefferson had sensed that the destiny of the nation was tied to the Mississippi River Valley. Jefferson worried that the regional difficulty of communicating and trading with east coast could precipitate secession from the United States. When Jefferson purchased Louisiana, these fears were eased. No one was exactly sure what lay between St. Louis and the Pacific. Jefferson sent Meriwether Lewis and William Clark to explore Louisiana and the western lands all the way to the Pacific Ocean. On their 16-month expedition, Lewis and Clark charted the trails west, mapped rivers and mountain ranges, wrote descriptions and collected samples of unfamiliar animals and plants, and recorded facts and figures about the various Native American tribes and customs west of the Mississippi River. Most significantly, Lewis and Clark reached the Pacific Ocean and established a legal claim to the region along the Columbia River. This claim would allow for the future expansion of the United States to the Pacific Ocean.</p>
<p>c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.</p>	<p>War of 1812: Causes</p> <p>Britain and France had been at war since 1789. Americans were often caught in the middle as British and French naval forces seized American ships and crews. Earlier Presidents were able to steer a middle course and avoid a declared war in Europe by using diplomacy and embargos. However, renewed warfare in 1809 intensified tensions between the British and the United States. On June 12, 1812 President James Madison asked for a declaration of war from Congress.</p> <p>Madison cited four reasons for America's first war. First, Americans objected to restrictions Britain was enforcing to prevent neutral American merchants from trading with the French.</p> <p>Second, Americans were outraged by the British policy of impressment. Under this policy, thousands of American sailors were forced against their will to serve in the British navy after their merchant ships were captured at sea.</p> <p>Third, the British had refused to turn over fortifications along the Great Lakes as required by the Treaty of Paris of 1783. Americans suspected the British were using these British-held sites to give support to Native Americans as they continued to fight to keep Americans from settling lands west of the Appalachian Mountains.</p> <p>Fourth, Americans wished to drive the British out of North America altogether by conquering Canada while the British army was fighting the French in Europe.</p> <p>War of 1812: Results</p> <p>Although the war was a military disaster for the United States, the United States lost no territory to the British and America's army and navy gained respect because they had stood up to Europe's most powerful nation. The war ended all hopes Native Americans had of driving the Americans out of the Ohio Valley. Politically, the war marked the end of the Federalist Party because they had failed to support the call to</p>

	<p>war. The War of 1812 also served to stimulate America’s economic growth. The War of 1812 was the end of all U.S. military hostility with Great Britain. Never again would Britain and the United States wage war over diplomacy, trade, territory, or any other kind of dispute.</p>
<p>d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.</p>	<p>National Infrastructure</p> <p>In this period, many families moved west of the Appalachian Mountains to claim land in the new American territories stretching to the Mississippi River. Their travel was difficult, taking a week to cross the distance a car might drive today in a few hours. In response, private companies built the young nation’s roads and waterways. These roads were often turnpikes, or toll roads, which travelers paid a fee to use. In turn, these fees were used to pay for upkeep of the new roads. Where roads could not be built, barges were used on rivers to carry people and goods—as long as the rivers flowed in the same direction that the settlers and merchants wanted to travel. Soon a new invention, the steamboat, enabled people to buy a ticket from private companies that operated the boats and to travel upstream as easily as downstream. Lastly, in the wilderness where rivers did not run and roads could not be built, government leaders joined businesspeople to build canals—artificial rivers. These shallow waterways were for barges, not steamboats, and had pathways alongside on which horses or mules pulled the barges.</p> <p>Erie Canal</p> <p>The most famous canal built in this era was the Erie Canal, which connects the Great Lakes to the Atlantic Ocean. It stretches 363 miles from Lake Erie to the Hudson River, which flows into the Atlantic Ocean at New York City. It was opened in 1825 after eight years of digging by thousands of laborers, mostly immigrants. The Erie Canal served as a turnpike for barges where a road could not easily be built, and greatly lowered transportation costs. This not only opened up western New York and regions further west to increased settlement, but also helped unite new regions with the Atlantic states. The effect of the Erie canal on this country was stunning. Cargo that cost \$100 a ton and took two weeks to carry by road could now be moved at \$10 a ton in 3½ days.</p> <p>Rise of New York City</p> <p>Until 1790, New York City was the capital of the United States. In the early 1800s, civic development turned this colonial town into a great economic center established on a grid of city blocks. By 1835, the population had grown so large that New York City outpaced Philadelphia as the largest U.S. city. Trade grew when the Erie Canal made the city’s harbors the link between European merchants and the great agricultural markets across the Appalachians. The city was home to the biggest gathering of artisans and crafts workers in the United States, and its banking and commercial activities would soon make it the leading city in all of North America.</p>
<p>e. Describe the reasons for and importance of the Monroe Doctrine.</p>	<p>Monroe Doctrine</p> <p>Following the end of the Napoleonic Wars, Spain’s colonial holdings gained their independence. When a possible Franco-Spanish alliance appeared imminent in 1823, President James Monroe warned the nations of Europe not to meddle in the politics of North and South America. When a group of European countries planned to help one another recapture American colonies that had gained independence, Monroe</p>

	announced that the United States would prevent European nations from interfering with independent American countries. Further, Monroe said the United States would remain neutral in wars between European nations and would not interfere with their American colonies. In summary, the Monroe Doctrine defined a key aspect of U.S. foreign policy to which America still holds today.
Key Terms	Erie Canal Lewis and Clark Louisiana Purchase Monroe Doctrine New York City Northwest Ordinance War of 1812
Suggested Resources	Lewis and Clark Expedition http://www.pbs.org/lewisandclark/ http://www.nationalgeographic.com/lewisandclark/ http://lewis-clark.org/ War of 1812 http://www.mrnussbaum.com/war1812.htm The Erie Canal http://www.eriecanal.org/ The Monroe Doctrine http://www.ourdocuments.gov/doc.php?flash=true&doc=23 http://www.u-s-history.com/pages/h255.html

Sample Questions

From President James Monroe's 1823 address to Congress (the Monroe Doctrine):
 . . .The American continents. . . are not to be considered as subjects for future colonization by any European powers. . . .
 We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.

From President Theodore Roosevelt's addition to the Monroe Doctrine in 1904:
 Chronic wrongdoing. . . may . . . require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States. . . to the exercise of an international police power.

From the words above, it is clear that President Monroe's primary intention was to

- A. encourage U.S. territorial expansion.
- B. **maintain the security of the United States.**
- C. form alliances with European colonial powers.
- D. help Latin American nations achieve independence

Use the quote below to answer the question.

"You have secured to us the free navigation of the Mississippi. You have procured an immense and fertile country: and all these great blessings are obtained without bloodshed."

This quotation refers to

- A. **the Louisiana Purchase.**
- B. gains from the Black Hawk War.
- C. the loss of British forts in the West.

D. the annexation of Texas.

The completion of the Erie Canal in 1825 allowed cheaper freight travel by water between Buffalo and

- A. Boston.
- B. Baltimore.
- C. New York City.
- D. Washington, D.C.

Writing Prompt:

Describe how the Louisiana Purchase, War of 1812 and the Monroe Doctrine helped to establish American nationalism.

SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

Overview: The War of 1812 marked the beginning of America’s transition from an agrarian nation to an industrial power. Stymied by on-going war and blockades between France and her enemies in the first years of the 19th century, Americans began developing its own native means of industrial production that were not dependent on European imports. At the same time Americans began moving westward into the Ohio Valley and beyond the Mississippi. Most students are familiar with the California Gold Rush but few know of “Oregon Fever” in which families moved westward in hopes of free or cheap land in Washington and Oregon. Thus, America’s great economic prosperity in the early 19th century had both national and regional impact. This prosperity allowed Americans to reflect on social problems and to seek reforms that took hold in some regions more easily than in others.

a. Explain the impact of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets.

The era known as the **Industrial Revolution** began in Great Britain in the 18th century when the country began the transformation from purely agrarian to a modern industrial and commercial economy. Soon hand-made and home-made goods were replaced by machine made and factory made goods and power-driven machines operated by semi-skilled or unskilled workers came to replace skilled laborers. The Industrial Revolution made its way to the United States in 1793 with the completion of Samuel Slater’s water powered textile mill in Rhode Island. Real impetus for the change to a industrialized economy came in the first decade of the 19th century as the Napoleonic Wars interfered with America’s exports to European markets and its imports from Great Britain. The inability of the American Army to effectively arm itself for defense coupled with the desire not to be subject to the uncertainties of European international relations caused Americans to seek ways to improve the national economy.

As in England, the success of the Industrial Revolution was aided by four factors. First, transportation was expanded (See USH 6d). Second, a power source was effectively harnessed (water-power and, shortly thereafter, steam power). Third, improvements were made to industrial processes such as improving the refining process and accelerating production. Lastly, the government helped protect fledgling American manufacturers by passing protective tariffs.

Eli Whitney and the Industrial Revolution

American inventor Eli Whitney best illustrates the rise of industrialism with his invention of the cotton gin and his development of interchangeable parts for muskets. Whitney invented the cotton gin in 1793. It is a machine that rapidly removes cotton plant seeds from the valuable cotton fiber used to make thread and fabric. By producing more cotton in a day than any person could do by hand, the gin reduced

	<p>the cost of processing cotton and greatly raised the profit from growing it. To further cut costs and raise profits, unskilled slaves were often put to work running the cotton gins in the southern states.</p> <p>Another industrial improvement Whitney developed was interchangeable parts. Prior to industrialization, a broken mechanism or machine had to be discarded and replaced because all its parts had been handmade by skilled workers to fit only that mechanism. Whitney introduced the practice of manufacturing identical parts so only the broken part would need to be replaced to repair the whole machine. He applied this process to making muskets. If one piece of the musket’s mechanism broke, the owner could continue to use the musket after that piece was replaced with a matching piece. Interchangeable parts made it possible for semiskilled workers to mass-produce mechanical products.</p>
<p>b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.</p>	<p>Westward Movement</p> <p>Americans have always looked westward. As the coastal plains filled, colonists arriving from Europe sought unclaimed land in the backcountry of each colony. After the French and Indian War, settlers crossed the Appalachians and entered the Tennessee and Ohio River Basins. After the American Revolution, settlers began to fill the Ohio Valley and moved out into western Georgia and Alabama. The conclusion of the Louisiana Purchase in 1803 doubled the size of America’s land holdings and brought new opportunities to move westward into the Mississippi River Valley. Florida, the last piece of foreign held territory in the east was acquired in 1819 from Spain. By 1850, Americans had settled California, Oregon and Washington. The process of settlement took 150 years to reach the Appalachians, 50 years to reach the Mississippi and another 30 years to settle the Pacific states. In 230 years, Americans had come to dominate the continent. Americans believed such rapid expansion must have been a result of divine favor referred to as Manifest Destiny.</p> <p>Manifest Destiny was a phrase coined to describe the belief that America was to expand and settle the entire continent of North America. The phrase originated in 1845 when John L. O’Sullivan, a newspaper editor, wrote that it was America’s "Manifest Destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions."</p> <p>The center of population growth in the years after the War of 1812 was in future states of Ohio, Indiana, Illinois, and northern Kentucky. In this region three factors encouraged families in the eastern states to move into the Midwest. First, Native Americans were removed from the region. Second, land speculators had acquired large tracts of land and were eager to sell. Third, as the national infrastructure moved westward it was easier to migrate west. Although interest rates on land were high, so were grain prices throughout the 1830’s and 1840’s. Fertile soil and the development of better plows and harvesters allowing farmers large crops yields and increasing the allure of westward expansion.</p>
<p>c. Describe reform movements, specifically temperance,</p>	<p>In the 1820’s a Second Great Awakening arose in America. While the movement itself is not the subject of this element, one of the effects of the movement was a desire by Christians to attack perceived social ills in 19th century America.</p> <p>Temperance</p>

<p>abolitionism, and public school.</p>	<p>The stress of an industrial environment, poor quality of water, and cheapness of liquor all contributed to an increase in alcohol consumption during this period. The temperance movement grew out of a desire to protect women and children from abuse and general poverty associated with the workingman spending his pay on drink. Temperance movements originally attempted to get people to drink less (temper their drinking) but quickly moved to pledges of abstaining from drinking. In the beginning of the period, there were many temperance societies, but around 1835 most merged into the American Temperance Society. The movement was successful in reducing the amount of alcohol consumed but fell short of gaining the total abolishment of drinking in the United States.</p> <p>Abolitionism</p> <p>Probably the most heated reform issue in America was the abolition of slavery. Abolishment movements had existed in America since the colonial period. Their popularity waned after the American Revolution. Renewed interest in the abolition of slavery began in the 1830's. Three groups emerged during this period. One group the American Colonization Society (1818) called for the emancipation and transportation of freed slaves back to Africa. The second group, The American Antislavery Society (1833), led by William Lloyd Garrison called for immediate emancipation by any means necessary. A moderate group, the Liberty Party, had pledged to end slavery through legal and political means.</p> <p>Public School</p> <p>Until the 1840's, there was little public education. Only the wealthy educated their children. Reformers believed that in order for democracy to be effective an educated population would be needed. Horace Mann of Massachusetts, along with Henry Barnard of Connecticut, began the Common School Movement. The Common School Movement hoped to create good citizens, unite society and prevent crime and poverty. Mann advocated a free public education, financed by local funds, and administered by a local school board and superintendent. This model is essentially the one used in America today.</p>
<p>d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.</p>	<p>Women's Rights</p> <p>Women in the early 1800s were legally and socially inferior to men. Women could not vote and, if married, could not own property or retain their own earnings. Women were leaders in the reform movements such as the temperance and abolitionist movements. However, in the 1840's a number of prominent women activists were denied access to the London World Anti-Slavery Convention because they were women. These women, including Elizabeth Cady Stanton, Lucretia Mott, and the Grimke Sisters (Angelina and Sarah) became outspoken advocates for women's equality. With the advent of universal male suffrage, women began to hope that suffrage would be extended to them.</p> <p>To push toward their ideas, Stanton and Mott organized a meeting "to discuss the social, civil, and religious condition and rights of woman." The conference was held in Seneca Falls, New York on July 19-20, 1848. The meeting was attended by 300 people including 40 men. Curiously, none of the women felt that they could preside over the meeting so Mott's husband initially led the conference. Stanton drafted the Declaration of Sentiments, modeling her work after the Declaration of Independence. Stanton's Declaration called for an end to the unequal treatment of women. In</p>

	<p>addition, Stanton drafted eleven other resolutions dealing with women’s equality. Her ninth resolution which called for women to have the right to vote nearly failed but Frederick Douglass gave a speech which persuaded the delegates to vote for the proposal. One hundred men and women signed the declaration. The Seneca Falls Conference marked the beginning of the Women’s Rights Movement.</p>
<p>e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.</p>	<p>The development of American nationalism</p> <p>After the War of 1812, the United States entered a period of introspection. America’s leaders were determined never to be dragged into another international crisis that also, through partisan political politics, nearly split the Union. The period became known as the “Era of Good Feelings” and was dominated by one political party, the Democratic Republicans. The critical feeling of the period was to promote and strengthen the United States by focusing on internal improvements.</p> <ul style="list-style-type: none"> • After the first bank charter lapsed, regional banks printed their own currency without the backing of specie. The War of 1812 exposed these weak currencies and many investors and depositors were left without recourse when local banks failed. Furthermore, local banks had refused to honor federal bank notes making it difficult for the federal government to pay the army and purchase supplies. During this period of growing nationalism, national finances were strengthened through the creation of a new national bank that served as a depository for federal funds and stable source of currency. • A new tariff was passed in order to protect American industry from what was seen as unfair trade practices by British manufacturers who had a reputation of dumping cheaply produced goods on American markets to the detriment of American manufacturers. • The Supreme Court strengthened the federal government’s power through a series of critical court decisions that backed the power of the new national bank to regulate finances. • The expansion of the nation westward was eased through new federal land purchasing policies that made purchasing a homestead easier. New roads, canals, and river improvements were made so that western farmers could market products in the growing eastern cities. <p>The rise of popular political culture</p> <p>During the “Era of Good Feelings”, campaigning was generally a tepid affair with regional candidates promoting regional issues. The inconclusive “favorite son” election of 1824 and resultant “corrupt bargain” gave rise, once again, to a two-party system—the Jacksonian Democrats and the National Republicans (led by John Quincy Adams and Henry Clay). Jackson’s presidential campaigns caused an increase in public participation in politics, and things got rough. Jackson’s side accused his opponent of flattering European royalty and of misusing public funds. The opponent accused Jackson of unfaithfulness in his marriage, of massacring Native Americans, of illegally executing convicted soldiers, and of dueling. These accusations were publicized in songs, pamphlets, posters, and lapel buttons. A voter could find all these at the first-ever campaign rallies and barbecues.</p> <p>Jacksonian Democracy</p> <p>President Andrew Jackson and his supporters shared a political philosophy later referred to as “Jacksonian Democracy.” It sought a stronger presidency and executive</p>

	<p>branch, and a weaker Congress. Out of respect for the common man, it also sought to broaden public participation in government, so it expanded voting rights to include all adult white males, not just landowners. Another principle of Jacksonian democracy was that politicians should be allowed to appoint their followers to government jobs as a way of limiting the power of elite groups. Jacksonians also favored Manifest Destiny and greater westward expansion of the United States.</p>
<p>Key Terms</p>	<p>Abolitionism American Nationalism Cotton Gin Eli Whitney Elizabeth Cady Stanton Industrial Revolution Interchangeable Parts Jacksonian Democracy Manifest Destiny Public School Reform Seneca Falls Conference Temperance Movement Women’s Suffrage</p>
<p>Suggested Resources</p>	<p>General History http://www.digitalhistory.uh.edu/ American Industrial Revolution http://www.pbs.org/wgbh/theymadeamerica/whomade/slater_hi.html Samuel Slater http://www.pbs.org/wgbh/theymadeamerica/whomade/whitney_hi.html Eli Whitney http://www.pbs.org/weta/thewest/program/ The West. Teaching materials that accompanied the PBS documentary. http://www.teachushistory.org/Temperance/forteachers.htm The Temperance Movement http://www.npg.si.edu/col/seneca/senfalls1.htm Seneca Falls Conference</p>

Sample Questions

The emerging idea in the mid–1800's that the United States should control the land between the Atlantic Ocean and the Pacific Ocean was known as

- A. American Destiny
- B. American System
- C. Manifest Destiny**
- D. Mutual Obligation

The *Declaration of Sentiments*, adopted during the Seneca Falls Convention in 1848, is most closely associated with the rights of

- A. immigrants
- B. women**
- C. enslaved persons
- D. Native Americans

Writing Prompt:

Analyze how the fervor of Second Great Awakening impacted reform movements in the United States.

SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

Overview: In the decades before the Civil War, three distinct regions emerged in the United States: the North, the South, and the West. Sharp divisions emerged between the economies and cultures of the North and South. In the West, settlers from both the North and South merged to create a distinct way of life.

a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).

Abolition

During the colonial era, the abolitionist movement had been dominated by the Quakers. As an effect of the American Revolution many northern states began to gradually emancipate slaves. Further expansion of slavery was limited by the Northwest Ordinance of 1787, which prohibited the extension of slavery into the Northwest Territories. Slavery was further hampered in 1808 when the ban on the importation of African slaves was enacted. During this time, the abolitionist movement confined itself to promoting the resettlement of African-Americans to the new colony of Liberia. The Second Great Awakening marked a resurgence of the abolitionist movement. By 1833 the abolitionist movement began to organize itself into a mass movement.

Among the most notable abolitionists were the following:

William Lloyd Garrison: Garrison was the leading voice for temperance, women’s equality and immediate emancipation. He was the founder and editor of *The Liberator*. Garrison’s newspaper was the leading abolitionist newspaper and was noted for graphic stories of the bad treatment received by slaves.

Frederick Douglass: a former slave. Douglass worked for Garrison and traveled widely, giving eloquent speeches on behalf of equality for African Americans, women, Native Americans, and immigrants. He later published autobiographies and his own antislavery newspaper, *The North Star*. Douglass was the most influential African-American in the abolitionist movement.

The Grimke sisters, Sarah and Angelina, were southern women who lectured publicly throughout the northern states about the evils of slavery they had seen growing up on a plantation. Their public careers began when Garrison published a letter from Angelina in his newspaper. The sisters were considered very radical for the time because they advocated not just abolition but equality for women and African-Americans.

The campaign included both men and women; Northerners and some Southerners. For the first time, African-Americans began to play a significant role in the movement. Instead of a gradualist approach, the new abolitionists advocated for immediate emancipation without compensation for slave owners. The “Garrisonians”, taking their name from their leader, William Lloyd Garrison, promoted direct action to end slavery. Abolition became a divisive issue as the southern states reacted against the growing hostility in the North toward slavery.

Nat Turner Rebellion

African American preacher Nat Turner believed his mission on Earth was to free

his people from slavery. Seeing an 1831 solar eclipse as a message from above, he led a slave rebellion on four Virginia plantations. About 60 whites were killed before Turner and his band were captured, tried, and executed. Fear and anger over the murder of primarily women and children led to many innocent African-Americans becoming victims of mob violence. Virginia, who had been considering banning slavery, instead passed a series of laws to strengthen the institution of slavery. Other southern states quickly passed laws that emulated Virginia’s revised slave codes.

Slavery as a Major Political Issue

The issue of slavery had been present in American politics since the nation’s inception. Slavery was an issue when Jefferson drafted the Declaration of Independence. The crafters of the Constitution had created a series of compromises addressing slavery to placate Southerners at Philadelphia. Jefferson and Washington spoke out against slavery and freed their slaves upon death. Slavery was prohibited in the Northwest Territories by Federal law so that slave holding was confined to those states south of the Mason-Dixon line. Prior to the cotton gin, slavery was nearly dead in the upper South, awaiting its final benediction by state legislatures, and was dying a slow death in the Lower South. The cotton gin and westward expansion revived slavery. Politicians in the first third of the 1800’s sought to maintain “a perfect equilibrium” on the issue of slavery in several ways. First, by maintaining an equal number of slave and free states, and second, by preventing slavery from becoming a divisive issue through the passage of the “gag” rule which prevented the discussion of slavery in the House of Representatives from 1836-1844. Third, by continuing the process of working out compromises on slavery in the 1850’s.

However, as the mid-western and northern states continued to grow in economic power and population (political representation), slavery became increasingly entangled in every political issue facing the nation, such as nullification, states’ rights, and the admission of new territories as states.

Party politics were also affected by slavery. The two-party political system re-emerged in the early 1830’s with the birth of the Whig Party but the issue of slavery fatally split the party by the end of the 1850’s. New parties far more vocal on abolition, such as the Liberty Party and the Free Soil Party which emerged in the early 1850’s. These parties caused great fear among southerners who felt increasingly besieged, but by 1860 nearly all of these minor parties had self-destructed.

b. Explain the Missouri Compromise and the issue of slavery in western states and territories.

Missouri Compromise of 1820

The admission of Missouri as a new state is an excellent illustration of how Congress sought to maintain a “perfect equilibrium” between the number of free and slave states. The admission of Missouri would have kept the number of free and slave states balanced. However, attempts were made to limit slavery within the new state. Southern Senators killed the measure in committee. In December 1819, Alabama was admitted to the Union (as a slave state) restoring the balance of free and slave states. When Missouri petitioned in early 1820 for admission, northern Senators were reluctant to agree because the balance of power would favor slave states. However, Maine had petitioned the Senate for admission also. Senators linked the admission of Maine and Missouri together and added a last minute

	<p>provision restricting slavery to a line south of latitude 36°, 30” (Missouri’s southern border), excepting Missouri itself. Northern Senators hoped to restrict the further expansion of slavery into the Louisiana Territory. The Missouri Compromise passed.</p>
<p>c. Describe the Nullification Crisis and the emergence of states’ rights ideology; include the role of John C. Calhoun and development of sectionalism.</p>	<p>Nullification Crisis</p> <p>After the issue of slavery, states’ rights were the second great divisive issue of the mid-19th century. Simply, the idea of states’ rights revolved around who held the supreme power of government- states or the Federal government. The roots of the argument can be seen in the Constitutional debates between the Federalists and the Anti-Federalists. It re-emerged in 1798 as the Kentucky and Virginia Resolutions, which opposed the legality of the Alien and Sedition Acts.</p> <p>The issue of whether states could nullify federal law nearly split the United States. Congress had passed the Tariffs of 1828 and 1832 to protect American manufacturers from cheap British goods. Southerners believed that the tariff was purposely passed to hurt southern plantation owners, so South Carolina legislators nullified the tariff. Andrew Jackson’s Vice President John C. Calhoun argued with President Jackson about the right of states to nullify (cancel) federal laws they opposed. Calhoun, a South Carolinian, resigned from the vice presidency to lead the efforts of the southern states in this crisis. His loyalty to the interests of the southern region, or section, of the United States, not to the United States as a whole, made clear how divided the nation had become. The issue was resolved when a compromise tariff was passed and Jackson’s Congressional supporters authorized the President to use the army and navy to enforce federal law. South Carolina then backed down from its secessionist threats.</p> <p>The Nullification Crisis had a profound effect on North-South relations. Calhoun continued to vocally support the issue of states’ rights and began to build a coalition of southerners who would not back down from the threat of force in the future. Slave owners began to wonder what would happen if the Federal government decided to end slavery by law.</p> <p>Sectionalism</p> <p>As the 19th century approached its half-way mark, two distinct regions were developing in the United States. The social and economic disparity between the Northern and Mid-western states and the Southern states contributed to the rise of sectionalism. The North and Mid-west were industrial, increasingly educated, and populated by a growing immigrant population. The Southern states continued to rely heavily on agriculture and slave labor for all aspects of its economy. In addition, the Southern states’ populations grew slowly and were socially stagnant. Politics were dominated by wealthy plantation owners and their commercial interests, while in the North an era of mass political involvement had begun. Southerners saw newly opening lands in the far west as an opportunity to preserve and protect the southern way of life.</p>
<p>d. Describe the war with Mexico and the Wilmot Proviso.</p>	<p>Mexican-American War</p> <p>Causes</p> <p>In 1845, the United States, under the leadership of President James Polk, took Texas into the Union. The war began as a result over differing frontier claims. The United States insisted that the U.S.-Mexican border was the Rio Grande, while Mexico insisted that the border was marked by the Nueces River (150 miles north of</p>

the Rio Grande). In addition, it was clear to Mexico that the United States had set its sights on the Mexican territories of New Mexico and California. The United States had attempted twice to purchase the territories from Mexico. When the United States sent troops south of the Nueces to Rio Grande, the Mexican Army attacked the cavalry patrols.

The War

As the war developed, the United States attacked on two fronts. First U.S. forces occupied California. Second, a large American force invaded Mexico from Texas. Mexican forces were defeated and the United States occupied much of northern Mexico. As this northern force, under Zachery Taylor advanced south, a second force landed at Vera Cruz, under Winfield Scott. Scott’s forces advanced overland from the coast, attacked Mexico City, and captured it on August 7, 1846.

The Treaty—Guadalupe-Hidalgo, 1848

As the war was coming to a conclusion, Nicolas Trist, an official with the Secretary of State was sent by President Polk to negotiate an armistice with the Mexican government. Trist found the political situation in Mexico chaotic with the absence of Mexican President Santa Anna and negotiated a peace treaty with other members of the government. The treaty resembled the pre-war attempts of the United States to acquire Mexican territory. Provisions included:

- The Rio Grande would be the recognized border between the United States and Mexico,
- Mexico ceded the territories of California and New Mexico (eventually becoming all or parts of seven states). The area became known as the Mexican Cession.
- The United States paid \$15 million to the Mexican government and assumed the claims of American citizens against the Mexican government.

Wilmot Proviso

When the Hidalgo treaty was introduced to Congress for ratification, it immediately was caught up in the tensions between pro-slavery and anti-slavery factions. Pennsylvania Representative David Wilmot introduced legislation in the House that boldly declared "neither slavery nor involuntary servitude shall ever exist" in lands won in the Mexican-American War. Wilmot and other Northern representatives had grown tired of President Polk and his allies continual blocking of internal improvement bills in the House and were worried that the extension of slavery into California would harm free labor. The proviso passed through the House where northern states held the majority but failed in the Senate where the division between free and slave states was equal. The issue of whether to allow or prohibit slavery in new states remained unresolved.

e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.

Compromise of 1850

The Compromise of 1850 was four years in the making. Northern Whigs and Southern Democrats engaged in heated attacks on one another on the status of slavery in the Mexican Cession. Then the discovery of gold in California in 1848 rapidly increased the population of the territory past the 100,000 citizens’ necessary for statehood. As a part of their plan of statehood, Californians drew up a state constitution that outlawed slavery in the proposed state.

Southern politicians objected to California’s admission as a free state on two

	<p>points. First, Southerners argued that the exclusion of slavery in the territory violated the Missouri Compromise (the compromise line split the state). Second, Northerners already controlled the House and Southerners feared the admission of California would upset the balance of free and slave states in the Senate. Northern and southern representatives argued bitterly over California. Finally, Henry Clay, who defused tensions previously with the Missouri Compromise in 1820 and a compromise tariff in 1833, (earning Clay the title of the “Great Compromiser”) presented a plan that Clay hoped would solve the impasse. Debates between John C. Calhoun, representing the Southern position, and Daniel Webster, representing the Northern position, raged over the bill. Numerous votes were taken, but the extremists on both sides prevented passage of the bill. Clay and Calhoun both left the Senate too ill to continue. Senator Stephen A. Douglas (Illinois) and Daniel Webster (Massachusetts) worked to split Clay’s bill into separate bills so that Congressmen could vote on each separately. The five bills then moved through Congress and were passed.</p> <p>Collectively, the five laws were known as the Compromise of 1850. The compromise stated:</p> <ul style="list-style-type: none"> • The state of New Mexico would be established by carving its borders from the state of Texas. • New Mexico voters would determine whether the state would permit or prohibit the practice of slavery. • California would be admitted to the Union as a free state. • All citizens would be required to apprehend runaway slaves and return them to their owners. Those who failed to do so would be fined or imprisoned. • The slave trade would be abolished in the District of Columbia, but the practice of slavery would be allowed to continue there. <p>Despite passage of the bills, the Compromise of 1850 eased sectional tensions over slavery for only a short time.</p>
<p>Key Terms</p>	<p>Abolitionism Compromise of 1850 Frederick Douglass John C. Calhoun Mexican-American War Missouri Compromise 1820 Nat Turner’s Rebellion Nullification Crisis Sectionalism States’ Rights The Grimke Sisters William Lloyd Garrison Wilmot Proviso</p>
<p>Suggested Resources</p>	<p>William Lloyd Garrison’s editorial on the Nat Turner Rebellion http://fair-use.org/the-liberator/1831/09/03/the-insurrection Frederick Douglass http://www.iupui.edu/~douglass/home.html Grimke Sisters (includes lesson plans)</p>

http://www.gilderlehrman.org/historynow/09_2005/historian4.php
John C. Calhoun's Southern Address
<http://civilwarcauses.org/saddress.htm>

The nullification confrontation of 1832-1833 between President Andrew Jackson and South Carolina Senator John C. Calhoun concerned

- A. Jackson's attempts to abolish slavery in the South
- B. Calhoun's claim that a state has the power to ignore federal laws
- C. the constitutionality of the second Bank of the United States
- D. whether slavery would be allowed in western territories

Use these quotes to answer the question.

"The slaveholding states will no longer have the power of self-government, or self-protection, and the federal government will become their enemy . . ."

South Carolina legislature, Declaration of the Causes of Secession, 1860

"The Union is older than any of the states, and, in fact, it created them as states."

Abraham Lincoln, 1861

The quotes above represent two sides in which important conflict in American history?

- A. the conflict over how much independence states should have in the federal system
- B. the conflict over what level of representation small states should have in the federal legislature
- C. the conflict over whether or not to add an amendment to the Constitution that would free all slaves
- D. the conflict over whether or not to forcibly remove Native Americans from their lands in the West

The Nat Turner Rebellion had a significant impact on

- A. the rights of slaves in the South.
- B. the eventual abolition of slavery.
- C. the spread of slavery westward.
- D. the Emancipation Proclamation.

Consider the following headlines:

"Missouri Compromise Allows Two New States into the Union"

"Congress Agrees to Compromise of 1850"

"Popular Sovereignty Adopted Under Kansas- Nebraska Act"

Which issue is reflected in these headlines?

- A. status of slavery in the territories and states
- B. growth of agriculture on the Great Plains
- C. clash of federal and state powers
- D. conflicts with foreign nations over the West

Prior to 1850, what was a main reason the North developed an economy increasingly based on manufacturing while the South continued to rely on an economy based on agriculture?

- A. Protective tariffs applied only to northern seaports.
- B. Manufacturers failed to make a profit in the South.
- C. Slavery in the North promoted rapid economic growth.
- D. Geographic conditions supported different types of economies.

Writing prompt:

As the nation's economy and territory developed, tensions between the northern and southern states grew. Explain the diplomatic attempts taken by Congress to balance the power between the two regions.

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

Overview The standard will measure students' understanding of the causes of the Civil War, its course from start to finish, and its consequences. The Civil War was one of the defining events in U.S. history, so knowledge of the war is an essential part of a student's understanding of American history.

a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.

Three issues in the last years of the 1850's further polarized the nation over the issue of slavery and pushed the North and South toward open conflict.

Kansas-Nebraska Act

The rich farm lands west of Missouri beckoned families and investors. In 1820 and 1853, Congress considered creating the territories of Kansas and Nebraska for settlement. The legislation caught the attention of southern Congressmen who refused to consider the creation of the new territories unless the provisions were made for southerners to bring slaves into the territories. Northern representatives argued that the expansion of slavery into the new territories was a violation of the Missouri Compromise. In 1854, Congress again took up the issue of slavery in new U.S. states and territories. Stephen A. Douglas included a provision using **popular sovereignty** (rule by the people), which would allow the citizens of the territory to decide whether or not slavery would be allowed. Southerners hoped that by allowing the people to decide the issue that more slave states could be added. After a great deal of rancorous debate in both Houses, the bill was approved.

The passage of the Kansas-Nebraska Act had several effects. First, the Kansas-Nebraska Act virtually repealed the Missouri Compromise of 1820 and the Compromise of 1850. Settlers in all new territories would have the right to decide for themselves whether their new home would be a free or a slave state.

Second, pro- and antislavery groups hurried into Kansas in an attempt to create voting majorities there. Antislavery abolitionists came from eastern states; proslavery settlers came mainly from neighboring Missouri. Some of these Missourians settled in Kansas, but many more stayed there only long enough to vote for slavery and then returned to Missouri. Proslavery voters elected a legislature ready to make Kansas a slave state. Abolitionists then elected a rival Kansas government with an antislavery constitution, established a different capital city, and raised an army. Proslavery Kansans reacted by raising their own army. Violence between the two sides created warlike conditions that led to the territory being referred to as "Bleeding Kansas." Ultimately, in 1859, a constitution reflecting an abolitionist point of view was approved by both citizens in Kansas and the Congress. Popular sovereignty, excepting voter fraud, proved a failure for pro-slavery forces.

Third, politically, the passage of the act split the existent political parties and gave rise to the Republican Party. President Pierce's inability to control the violence in Kansas led to his defeat in the election of 1856. Abraham Lincoln made his initial national reputation in a failed attempt at Douglas' Illinois Congressional seat by debating the Kansas-Nebraska Act.

Dred Scott Decision

In 1857, the U.S. Supreme Court issued the *Dred Scott decision*, settling a lawsuit in which a slave named Dred Scott claimed he should be a free man because he had lived with his master in slave states and in free states. The Court rejected Scott's claim, ruling that **no** African American—even if free—could be a U.S. citizen. The Court said Congress could not prohibit slavery in federal territories.

Thus, the Court found that popular sovereignty and the Missouri Compromise of 1820 were unconstitutional. The *Dred Scott* decision gave slavery the protection of the U.S. Constitution. In essence, nothing short of a constitutional amendment could end slavery—an event not likely to occur. Proslavery Americans welcomed the Court's ruling as proof they had been right during the previous few decades' struggles against abolitionists. In contrast, abolitionists convinced many state legislatures to declare the *Dred Scott* decision not binding within their state borders. The new Republican Party said that if its candidate were elected president in 1860, he would appoint a new Supreme Court that would reverse *Dred Scott*.

The final action was **John Brown's Raid**. John Brown, an ardent abolitionist, decided to fight slavery with violence and killing. In 1856, believing he was chosen by God to end slavery, Brown commanded family members and other abolitionists to attack proslavery settlers in Kansas, killing five men. Leaving Kansas, Brown decided to begin a slave war in the east by seizing arms and munitions and leading slaves in rebellion. In 1859, he led a group of white and black men in a raid on the federal armory at Harpers Ferry, Virginia (in modern-day West Virginia) in hopes of arming slaves for a rebellion. The raid failed and Brown was captured by U.S. Marines led by U.S. Army Colonel Robert E. Lee. Eventually, Brown was convicted of treason against the state of Virginia and executed by hanging. At first, many northerners and southerners were horrified by Brown's actions. Eventually, many northerners came to respect what Brown had done, viewing him as a martyr for the abolitionist movement. Southerners were angered. Many in the South viewed Brown as a terrorist killer, a man that sought to incite a slave insurrection that would have led to the slaughter of hundreds of men, women, and children. Vocal northern support of Brown's actions did little to calm an anxious south. Invoking the specter of the Nat Turner Rebellion nearly 20 years earlier, Southern states began to strengthen and train their state militias.

b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.

Preserving the Union

Republican **Abraham Lincoln** was elected president in 1860. Upon Lincoln's election, South Carolina voted to secede (separate from) the United States. South Carolina was followed by Mississippi, Florida, Alabama, Georgia, Louisiana, and then Texas. These states formed the Confederate States of America (the "Confederacy").

In his first inaugural address, Lincoln tried to conciliate Southerners saying that he was not going to abolish slavery and that he only wanted to preserve the union. He went on to urge Southerners to abandon the idea of secession and rejoin the Union. President Lincoln believed preservation of the United States (the "Union") was the most important task for any U.S. president. He did not believe the southern states had the right to secede from the Union and thought they were merely rebelling against the government.

As a result, he never considered the Confederacy a separate country. In April 1861, Confederate forces attacked the U.S. Army fortress at Fort Sumter, South Carolina and the long-feared Civil War began. When Lincoln called for a large volunteer army to preserve the Union, more states—Virginia, Arkansas, North Carolina, and Tennessee—seceded to join the Confederacy. Although Lincoln had often stated he wished only to restrict the spread of slavery, not to abolish it, over time he did embrace the idea of ending slavery in the United States.

Gettysburg Address

Lincoln's desire to preserve the Union can also be seen in his speech at Gettysburg, Pennsylvania. The occasion was the dedication of a military cemetery at the Gettysburg battlefield in November 1863 four months after 51,000 Union and Confederate soldiers were killed in the battle there. When Lincoln rose to speak, starting with his famous words "Four score and seven years ago...", he spoke for just two minutes. Lincoln thought the speech was a failure because of poor crowd response and it was not until the next day, when the speech was widely published by northern newspapers, that Lincoln's words caught the imagination of the north. Lincoln's call to continue on with the fight for the fallen and to help preserve "...government of the people, by the people, for the people..." helped to raise the spirits of Northerners who had grown weary of the war and were dismayed by Confederate victories over the larger Union armies.

Lincoln's Second Inaugural Address

Abraham Lincoln was reelected president in 1864. When he delivered his **Second Inaugural Address**, Union victory over the Confederacy was certain, and Americans foresaw an end to slavery. Instead of boasting about that victory, Lincoln expressed sorrow that the states had not been able to resolve their differences peacefully. However, he clearly stated that slavery was such an evil that the North was right to have gone to war over the issue. Nevertheless, he urged Americans not to seek revenge on slaveholders and their supporters and military. Instead, he urged reconstruction of the South take place "with malice toward none; with charity for all." Lincoln formed what would become the popular memory of why the war was necessary. He said it had been fought to preserve the Union as an indivisible nation

of citizens who would no longer profit from “wringing their bread from the sweat of other men’s faces”—from taking their earnings from the labor of unpaid slaves.

Habeas Corpus

Not all Northerners supported President Lincoln’s efforts to preserve the Union. Some were Confederate sympathizers (just as some Southerners were Union sympathizers). Throughout the war, in some states Lincoln suspended the constitutional right of *habeas corpus*—the legal rule that anyone imprisoned must be taken before a judge to determine if the prisoner is being legally held in custody. The Constitution allows a president to suspend habeas corpus during a national emergency. Lincoln used his emergency powers to legalize the holding of Confederate sympathizers without trial and without a judge to agree they were legally imprisoned. Over 13,000 Confederate sympathizers were arrested in the North.

After the war, Lincoln’s actions were partially repudiated by the Supreme Court decision, *Ex parte Milligan*, 1866, which upheld the suspension of habeas corpus in times of national crisis but ruled that civilians could not be tried in a military court.

c. Describe the roles of Ulysses Grant, Robert E. Lee, “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.

<p>North</p> <p>President Abraham Lincoln</p> <ul style="list-style-type: none"> • U.S. representative from Illinois • President of United States of America, 1861–1865 • Appointed Gen. Ulysses S. Grant commanding general of Union armies • Issued Emancipation Proclamation • Promoted Thirteenth Amendment to Constitution. 	<p>South</p> <p>President Jefferson Davis</p> <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • U.S. senator from Mississippi twice. • U.S. secretary of war during the Pierce administration. • President of Confederate States of America, 1861–1865 • Appointed Robert E. Lee as General in Chief of Confederate armies.
<p>General Ulysses S. Grant</p> <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Won first Union victories • Captured control of Mississippi 	<p>General Robert E. Lee</p> <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Appointed General in Chief

	<p style="text-align: center;">River in <i>Siege of Vicksburg</i></p> <ul style="list-style-type: none"> • Appointed commanding general of Union armies by Lincoln • Accepted surrender of Confederate Gen. Lee at Appomattox to end Civil War 	<p style="text-align: center;">of Confederate armies by Davis</p> <ul style="list-style-type: none"> • Fought larger Union armies to standoff at Battle of Antietam • Defeated at Battle of Gettysburg • Surrendered to U.S. Gen. Grant to end Civil War
	<p style="text-align: center;">General William Tecumseh Sherman</p> <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Served under Gen. Grant during Siege of Vicksburg • Destroyed Atlanta; on his March to the Sea due to use of total warfare ended the Confederates’ ability to fight • Accepted surrender of all Confederate armies in the Carolinas, Georgia, and Florida 	<p style="text-align: center;">General Thomas “Stonewall” Jackson</p> <ul style="list-style-type: none"> • Graduated from U.S. Military Academy, West Point • Actions led to Confederate victory at First Battle of Bull Run • Considered to be a brilliant tactician. • Fought under Confederate Gen. Lee at Antietam and Second Bull Run • Died at the Battle of Chancellorsville
<p>d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.</p>	<p style="text-align: center;">Key Battles of the Civil War</p> <p>Civil War historians acknowledge 50 major battles and 5000 minor battles fought from 1861-1865. There were also countless skirmishes in the Civil War. Land battles were fought mostly in states east of the Mississippi River and south of the Ohio River; sea battles were fought along the Atlantic coast and in the Gulf of Mexico; and major river battles were fought on the Mississippi. The battles listed in the element are representative of key strategies and moments in the war.</p> <p>Fort Sumter—April 1861— Guarding the mouth of Charleston Harbor, Fort Sumter was one of the last forts under federal control located in seceding states. Confederate forces staged a 24-hour bombardment against it and, by attacking federal property, had committed an act of open rebellion. To uphold the Constitution, President Lincoln believed he had no choice but to call for troops to respond against the Confederacy. As a direct result, the Civil War began.</p>	

	<p>Antietam—September 1862—Confederate Gen. Robert E. Lee marched his forces to Antietam Creek, Maryland, where he fought the war’s first major battle on northern soil. It was the deadliest one-day battle in American history, with over 26,000 casualties, but neither side won a victory. As Lee withdrew to the South, Union forces might have been able to end the war by going after the Confederates—Union soldiers outnumbered their force two-to-one—but they did not follow Lee. The significance of the Battle of Antietam was that Lee’s failure to win and the Union’s claim of victory encouraged Lincoln to issue the Emancipation Proclamation.</p> <p>Gettysburg—July 1863—Confederate Gen. Robert E. Lee hoped that an invasion of Union territory would significantly weaken Northern support for the war effort. Lee’s army was met by Union troops at Gettysburg, Pennsylvania. In the course of a three-day battle, as many as 51,000 were killed. It was the deadliest battle of the American Civil War. Gettysburg marked the beginning of the end for the Confederate forces in the east. Lee gave up attempts to invade the Union or to show Northerners that the Union troops could not win the war. Four months later, Lincoln delivered his Gettysburg Address at the dedication of the Gettysburg National Cemetery.</p> <p>Vicksburg—May–July 1863—Union Major Gen. Ulysses S. Grant laid siege to Vicksburg, Mississippi, because the army that controlled its high ground over a bend in the Mississippi River would control traffic on the whole river. After a seven-week siege Grant, aided by naval actions along the mouth of the Mississippi River, achieved one of the Union’s major strategic goals: by gaining control of the Mississippi River. Confederate troops and supplies in Arkansas, Louisiana, and Texas were cut off from the Confederacy. This Union victory, coupled with the Union victory at Gettysburg, was the turning point of the war.</p> <p>Atlanta—July–September 1864—Union Gen. William Tecumseh Sherman besieged Atlanta, Georgia, for six weeks before capturing this vitally important center of Confederate manufacturing and railway traffic. Sherman’s goal was to disrupt the Confederacy’s capacity to resupply its troops throughout the South. Union troops burned Atlanta to the ground and then marched across Georgia to the Atlantic Ocean, destroying the railways, roads, and bridges along the path, as well as the crops and livestock his troops did not harvest and butcher to feed themselves. Now the South knew it would lose the war, and the North knew it would win. Lincoln easily won reelection against a candidate who wanted a truce with the Confederacy.</p>
<p>e. Describe the significance of the Emancipation Proclamation</p>	<p>Emancipation Proclamation</p> <p>Lincoln used executive powers again to issue the Emancipation Proclamation. It emancipated (freed) all slaves held in the Confederate states. Lincoln did not expect Confederate slaveholders to free their slaves, but he thought news of the proclamation would reach southern slaves and encourage them to flee to the North. Lincoln believed one reason southern whites were free to join the Confederate Army was because slaves were doing war work that, otherwise, the whites would have to do. Encouraging slaves to flee north would hurt the southern war effort.</p> <p>Although the Emancipation Proclamation did not free slaves held in the North, it</p>

	<p>was warmly welcomed by African Americans living in Union states. The proclamation in essence declared the issue of ending slavery to be an aim of the Union war effort. The proclamation also opened the way for northern African-Americans to join the Union Army.</p>		
<p>f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.</p>		Northern Economy	Southern Economy
	Foundation	Industry and trade	Agriculture
	Manufacturing Resources	92% of U.S. industrial output; generous resources to produce weapons and other military supplies and equipment and other military supplies and equipment	8% of U.S. industrial output; minimal resources to produce many weapons
	Food Production	More than twice as much as the South produced	Less than half as much as the North produced
	Employment & Property Ownership	Many citizens worked for someone else and owned no property. Even in large-scale farming regions, machines reduced the need for agricultural workers.	Though many Southerners owned slaves, the economy of the South as a whole depended on the production of cash crops such as cotton, corn, rice, and tobacco, which required human labor and depended on slavery.
	Population	71% of U.S. population; 99% free, 1% slave; large enough to assemble an army capable of defending the Union	29% of U.S. population; 67% free, 33% slave; too few free men to assemble an army capable of defending the Confederacy

	Railroads	71% of U.S. railroad network; efficient railway transport system. Ready capacity to transport troops and their supplies, food, etc.	29% of U.S. railroad network; inefficient railway transport system. Poor capacity to transport troops and their supplies, food, etc.
	Exports & Views on Tariffs	34% of U.S. exports; favored high tariffs on imported foreign goods to protect northern industries and workers' jobs	66% of U.S. exports; favored low (or no) tariffs on imported goods to keep the prices of manufactured goods more affordable
Key Terms	Abraham Lincoln Battle for Atlanta Battle of Antietam Battle of Gettysburg <i>Dred Scott</i> Decision Emancipation Proclamation Fort Sumter Gettysburg Address Habeas Corpus Jefferson Davis John Brown Kansas-Nebraska Act Lincoln's Second Inaugural Address Popular Sovereignty Robert E. Lee Siege of Vicksburg Thomas "Stonewall" Jackson U.S. Grant William Tecumseh Sherman		
Suggested Resources	There are countless volumes, not to mention many excellent documentaries on the key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. <u>Print</u> General Histories Catton, Bruce. <i>Civil War</i> . This work is available in a number of different editions. Foote, Shelby. (1958-1974) <i>The Civil War, A Narrative</i> 3 vols. McPherson, James M. (2003) <i>Battle Cry of Freedom: The Civil War Era</i> .		

Documentary

Ken Burn's *The Civil War*. An excellent film series. Teachers should not use the whole series but be judicious. The section on the Battle of Gettysburg, including the dramatization of Lincoln's address is especially good. Even without the film, the web site for the series provides excellent background material.

<http://www.pbs.org/civilwar/>

Websites

Georgia Virtual History

<http://www.sos.ga.gov/archives/>

Excellent local website. Electronic documents include diaries that make for poignant reading.

General Sites

The American Civil War Homepage

<http://sunsite.utk.edu/civil-war/warweb.html>

The Civil War Homepage

<http://www.civil-war.net/>

The Civil War Trust. Quite a few interactive Civil War maps articles, and lesson plans

<http://www.civilwar.org/>

The National Park Service guides associated with the Civil War are excellent. Too numerous to list. Search by battles.

Sample Questions

Why did the Ded Scott decision upset people in the northern states?

- A. It removed all limits to the spread of slavery.
- B. It increased the likelihood that the slave trade would be reestablished.
- C. It increased the likelihood that the southern states would secede from the Union.
- D. It weakened support for Abraham Lincoln's selection as a Republican candidate.

The Confederate defeat at Vicksburg was important because it

- A. ended the last major Confederate invasion of the North.
- B. resulted in the Confederacy being split in half along the Mississippi River.
- C. caused Jefferson Davis to resign as president of the Confederacy.
- D. forced Robert E. Lee to leave Virginia and take command in the West.

Which of the following was a belief held by John Brown (1800.1859)?

- A. Individual states should decide whether to permit slavery.
- B. Abolitionists should work for gradual change.
- C. The South should work to diversify its economic base.
- D. Slavery should be abolished by violent means, if necessary.

Which factor provided a military advantage during the U.S. Civil War?

- A. Eighty percent of the nation's factories existed in the North.
- B. Southern merchant ships outnumbered those controlled by the North.
- C. Seventy percent of U.S. railroad tracks existed in southern territory.
- D. The North made an alliance with France to receive troops and other aid to fight the South.

Writing Prompt:

"*The Civil War was necessary.*" Assuming the role of a southern or northern sympathizer, validate the above statement.

Was the Confederate defeat inevitable?

SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.

Overview: Reconstruction, 1865 -1877, involved the rebuilding of the South after the Civil War and readmitting the Confederate States to the Union. Students of this standard are asked to consider three ways that the South was rebuilt—legally (through Congressional mandate), politically (with the arrival of the Republican Party and the weakening of the Democratic Party), and the social changes brought about with the attempt to blend freedmen into Southern society. Needless to say, Southerners resisted these attempts to change the political and social structure of the South. This resistance gave rise to secret societies, which used violence and intimidation to break the political will of African-Americans and southerner sympathizers. Ultimately, the reconstruction of the South was brought to an end by economic necessity and the lack of political will of Northern politicians to continue the democratic experiment in the South.

a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.

Presidential Reconstruction

Reconstruction became a conflict between the Radical Republicans and Presidents Lincoln and Johnson who proposed more moderate requirements for the former Confederate states. The Radical Republicans wanted to punish the South severely for the Civil War. Lincoln and the moderates wanted to bring the South into the Union quickly. The process of rebuilding the South began before the war ended. In 1863 Lincoln proposed the *Ten Percent Plan* which called on Southern states to complete three tasks in order to restore their status in the Union. First, they had to ratify the Thirteenth Amendment. Next states had to repudiate secession. Finally, when ten percent of 1860 voters had taken an oath of allegiance, the state would be restored to the Union.

Radical Republicans objected saying the plan was too lenient and did not go far enough to protect the rights of the newly freed slaves. In response, they proposed the Wade-Davis Bill. In addition to ratification of the Thirteenth Amendment, the proposed law would have required the 50% of southern voters to swear that they did not support secession. Southern supporters believed that this was an impossible task designed to keep the South dominated by Northern political interests. Lincoln vetoed the Wade-Davis Bill. Sadly, before Lincoln could reintroduce his plan, he was assassinated.

Lincoln's vice president and successor, Andrew Johnson's plan of reconstruction was similar to Lincoln's. He sought to rapidly reintegrate Southern states back into the Union by appointing governors who would make the required political changes. The election of 1866 returned a Radical Republican majority to Congress. The Radical Republicans began pushing forward bills that favored their position and Johnson vetoed them one after another. Congress responded by impeaching Johnson, but ultimately failed to remove him from office. Johnson and the moderates, politically weakened, were unable to stop the next Congressional effort.

Congressional Reconstruction

The First Reconstruction Act, which was passed over Johnson's veto in 1867, divided the South into five military districts that were administered by military governors. The law turned the clock back on any Reconstruction measures passed by southern states (except for Johnson's home state of Tennessee). To be readmitted to the Union, the Southern states were required to guarantee African-American suffrage, hold open election for both white and African-American representatives to the state constitutional convention, and create a new state constitution that

	<p>recognized the three Reconstruction amendments, 13th, 14th, and 15th, to the Constitution. By 1870, all the Southern states had been re-admitted to the Union. Federal troops remained in the South to enforce the provisions and to protect African Americans from mob violence.</p>
<p>b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen’s Bureau.</p>	<p>“Forty-acres and a mule” In January 1865, Gen. William T. Sherman issued a special field order to settle African-American families who were following his Army. Each family was to be allotted forty-acres and a mule from confiscated lands in the Georgia, Florida, South Carolina coastal islands and upriver some 60 miles from the sea. Approximately 18,000 families were to be settled in this way. However, before the program could be fully implemented, President Andrew Johnson rescinded this order and returned all confiscated lands to their former owners.</p> <p>The Freedmen’s Bureau In March 1865, Congress created the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau) in order to ease freed slaves’ transition from enslavement to freedom. The bureau’s responsibilities included introducing a system of free labor, overseeing some 3,000 schools for freed persons, settling disputes and enforcing contracts between the usually white landowners and their black labor force, and securing justice for African-Americans in state courts.</p> <p>While the Freedmen’s Bureau did help some former slaves acquire land unclaimed by its pre-war owners, Congress did not grant land or the absolute right to own land to all freed slaves. Such land grants would have provided African Americans some level of economic independence. Without it, and with few skills outside of farming, the newly freed slaves had few options other than entering the sharecropping, crop lien, or tenant farming system, where they often ended up working for former slaveholders in conditions little different from slavery.</p> <p>As in the case of land grants, the Bureau lacked any enforcement authority on its own and lost its remaining ability to carry out its mission when Federal troops were withdrawn from the South. White Southerners refused to support its objectives and Northern politicians neglected to give it financial support. The Freedmen’s Bureau ceased operation in 1872.</p> <p>Educational Success During the Reconstruction period, African Americans made progress in many areas. Many African American children were able to attend free schools for the first time. African Americans started newspapers, served in public office, and attended new colleges and universities established for them. One of these institutions, Morehouse College, was founded in Atlanta in 1867 as the Augusta Institute. A former slave and two ministers founded it for the education of African American men in the fields of ministry and education.</p>
<p>c. Describe the Nullification Crisis and the emergence of states’ rights ideology; include the role of John C. Calhoun and</p>	<p>Nullification Crisis After the issue of slavery, states’ rights were the second great divisive issue of the mid-19th century. Simply, the idea of states’ rights revolved around who held the supreme power of government- states or the Federal government. The roots of the argument can be seen in the Constitutional debates between the Federalists and the Anti-Federalists. It re-emerged in 1798 as the Kentucky and Virginia Resolutions, which opposed the legality of the Alien and Sedition Acts.</p>

<p>development of sectionalism.</p>	<p>The issue of whether states could nullify federal law nearly split the United States. Congress had passed the Tariffs of 1828 and 1832 to protect American manufacturers from cheap British goods. Southerners believed that the tariff was purposely passed to hurt southern plantation owners, so South Carolina legislators nullified the tariff. Andrew Jackson’s Vice President John C. Calhoun argued with President Jackson about the right of states to nullify (cancel) federal laws they opposed. Calhoun, a South Carolinian, resigned from the vice presidency to lead the efforts of the southern states in this crisis. His loyalty to the interests of the southern region, or section, of the United States, not to the United States as a whole, made clear how divided the nation had become. The issue was resolved when a compromise tariff was passed and Jackson’s Congressional supporters authorized the President to use the army and navy to enforce federal law. South Carolina then backed down from its secessionist threats.</p> <p>The Nullification Crisis had a profound effect on North-South relations. Calhoun continued to vocally support the issue of states’ rights and began to build a coalition of southerners who would not back down from the threat of force in the future. Slave owners began to wonder what would happen if the Federal government decided to end slavery by law.</p> <p>Sectionalism As the 19th century approached its half-way mark, two distinct regions were developing in the United States. The social and economic disparity between the Northern and Mid-western states and the Southern states contributed to the rise of sectionalism. The North and Mid-west were industrial, increasingly educated, and populated by a growing immigrant population. The Southern states continued to rely heavily on agriculture and slave labor for all aspects of its economy. In addition, the Southern states’ populations grew slowly and were socially stagnant. Politics were dominated by wealthy plantation owners and their commercial interests, while in the North an era of mass political involvement had begun. Southerners saw newly opening lands in the far west as an opportunity to preserve and protect the southern way of life.</p>
<p>d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.</p>	<p>Resistance to Reconstruction In the South, resistance to Reconstruction took several forms. Many southern citizens refused to participate politically. Southern states passed harsh laws that restricted the economic and political rights of freedmen. Still others resorted to violence as a means of intimidation towards the freedmen.</p> <p>Black Codes Enacted by many Southern states immediately after the Civil War, Black Codes were designed to regulate relations between white southerners and newly freed slaves. While recognizing some rights, such as legalized marriage, ownership of property, and limited access to the courts, Black Codes denied African-Americans the rights to testify against whites, to serve on juries or in state militias, to vote, and to express legal concern publicly. Also, the Codes were an attempt by plantation owners to secure the labor supply lost as a result of the Thirteenth Amendment by requiring all African-Americans to provide proof of employment or be forced to work for white land owners. Black Codes enraged northern Congressmen and the public who saw the laws as a re-introduction of slavery.</p>

	<p>Ku Klux Klan</p> <p>Founded in Tennessee in 1866, the Ku Klux Klan was originally a Confederate veteran’s club but quickly became an organization closely associated with the worst forms of violence and intimidation. Initially, the Klan tried to scare African-Americans into compliance and keep them from voting. When this method did not work Klan members attacked Northern whites who came South, Southern whites who tried to aid Reconstruction, and African-Americans who were educated and participated in community affairs. Eventually, anyone who Klan members disliked could be attacked, beaten, or brutally murdered, often in front of family members. Resistance to the Klan was difficult due to a lack of weapons among African-Americans and control of the court system by the KKK sympathizers. Some states, notably Arkansas, Tennessee, and Texas successfully broke up the Klan with special police forces. Eventually, the Federal government used the Enforcement Acts to break up Klan activities. By 1872, Klan violence had greatly lessened as some southern leaders urged the Klan to step down because federal troops would stay in the South as long as African Americans needed protection from society..</p>
<p>e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.</p>	<p>Impeachment</p> <p>President Andrew Johnson angered the Radical Republicans by vetoing several Congressional Reconstruction measures. The Radical Republicans tried to find a way to remove President Johnson from office and in 1867 passed the Tenure of Office Act over Johnson’s veto. The law forbade the President from removing important government officials without Congressional approval. Regardless, Johnson removed Radical Republican appointee, Secretary of War Edwin M. Stanton who had supported Congressional Reconstruction bringing him into conflict with President Johnson. The President fired Stanton and ordered him to vacate his office. (Stanton barricaded himself in his War Department office and remained there until after the impeachment trial was over.) Thaddeus Stevens, a Radical Republican member of the House, began the impeachment process when he filed charges against President Johnson for his dismissal of Stanton. After a lengthy, hearing, Andrew Johnson was acquitted by one vote and remained in office.</p> <p>Relationship to Reconstruction</p> <p>The attempt to impeach the President was a clear move by the Radical Republicans to seize control of Reconstruction. Even though Johnson won the impeachment battle with Congress, his days were numbered. As a one-time Democrat, Johnson would not be considered for the Republican nomination in 1868 and no Democrat could be elected to the Presidency so soon after the Civil War. In the end, Ulysses Grant, a Radical Republican supporter, was elected President and Congress had full control over Reconstruction.</p>
<p>f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.</p>	<p>In the Election of 1876, the Democrats nominated Samuel J. Tilden and the Republicans nominated Rutherford B. Hayes. The campaign was a bitter one. Tilden won the popular vote by 260,000 votes, but failed to carry the majority of the electoral votes. Four states’ (Florida, Louisiana, Oregon, and South Carolina) electoral votes were disputed. A special Federal commission was appointed to award the electoral votes. The Commission awarded Hayes the election along straight party lines. Democrats in Congress threatened to filibuster the electoral</p>

	<p>vote count. Hayes met with Democratic House members and worked out the Compromise of 1877. In exchange for Democrats' support, Hayes agreed to support internal improvements for the South, appoint a Southerner to the Cabinet, and withdraw Federal troops from the South. Shortly after his inauguration in March of 1877, President Hayes ordered the removal of Federal troops from the South. Republican dominated state governments collapsed across the South and African-Americans were slowly disenfranchised by state laws. Reconstruction had ended.</p>
Key Terms	<p>1876 Presidential Election Andrew Johnson's Impeachment Black Codes Compromise of 1877 Fifteenth Amendment Fourteenth Amendment Freedmen's Bureau Ku Klux Klan (KKK) Morehouse College Presidential Reconstruction Radical Republican Reconstruction Thirteenth Amendment</p>
Suggested Resources	<p>Excellent interactive website http://www.digitalhistory.uh.edu/reconstruction/index.html Teacher designed web site http://www.philwrites.com/H_reconstruction.htm Freedmen's Bureau Archive http://freedmensbureau.com/</p>

Sample Questions

Which of the following BEST describes African Americans and the right to vote in the South in the late 1800s and early 1900s?

- A. African Americans had the right to vote in theory, but in practice they were often prevented from voting by various means.
- B. African Americans had the right to vote, but they generally chose not to participate in politics.
- C. African Americans who were former slaves or their descendants could not vote.
- D. African Americans were guaranteed the right to vote by federal troops.

The agency with the GREATEST impact on helping former slaves adjust to their new lives after the American Civil War was

- A. the State Department.
 - B. the Freedmen's Bureau.
 - C. the Emancipation Department.
 - D. the Bureau of Family and Human Services
- Consider the following:

Fourteenth Amendment to the United States Constitution

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

By virtue of the Fourteenth Amendment, the Federal government is allowed to

- A. allocate funding for government programs.
- B. create taxes on the income on all citizens.
- C. enforce laws on the behalf of all citizens.
- D. forbid states from placing limits on the rights of its citizens.

The Fifteenth Amendment to the United States Constitution was primarily meant to

- A. grant citizenship to all people born in the United States.
- B. end the institution of slavery in the United States.
- C. allow former slaves the right to vote.
- D. allow women the right to vote.

Congress wanted to impeach President Andrew Johnson because

- A. he violated the Tenure of Office Act.
- B. he supported the southern Black Codes.
- C. he threatened to wage war against Spain.
- D. of his conciliatory policies toward southern states.

Writing Prompt:

Throughout the history of the United States the extension of democracy, the unification of the nation, and disputes between the President and Congress over power have been key themes. Describe how these three issues were evident during the Reconstruction Era.

SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.

Overview: The modern United States was created by the growth of big business and advances in technologies. While Reconstruction was going on in the South, the rest of the nation was in the process of creating a modern industrial economy that, by the early 20th century, had outstripped America's European competitors. The expansion of railroad companies fueled industrial growth and sent Americans westward in ever increasing numbers. The steel industry, initially developed to support the railroads, became major contributors to the growth of cities. Immigrants who arrived to be the farmers and workers in railroad and steel changed the face of America.

a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.

Impact of Railroads

The railroads were the biggest customers for the **steel industry** because thousands of miles of steel track were laid. In turn, the railroads had a great impact on the steel industry. To supply their biggest customers, steel producers developed cheap, efficient methods for the mass production of steel rails. These low-cost methods enabled more industries to afford the steel companies' products. Other industries were also impacted. Consider, for example, the Pullman Sleeping Car which was developed for the comfort of long distance travelers. These cars needed glass for windows; cloth for seats, wood was needed for the car construction, bedding for the sleepers, and a myriad of other smaller fittings to hold the entire car together. To increase train safety, signal systems were developed, better braking systems were invented, and the national time zones were created.

The railroads, as the single largest business in the United States at this time, also changed the way businesses were organized.

- Huge amounts of capital were needed to create and maintain a nation-wide business. This capital was acquired through both public (i.e., government) subsidies to railroads and private investments.
- Large professionally trained managerial staffs were needed to keep up with many passengers, cargo, and equipment.
- New means of accounting were created to track the large efficiencies needed for railroads to be efficient, cost effective, and profitable.
- Internal organization led in turn to the consolidation of the many railroads.

	<p style="text-align: center;">This was especially true as economic panics caused less profitable lines to collapse and be absorbed by larger, more profitable firms.</p>
<p>b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.</p>	<p>Immigrant Labor Built the Railroads</p> <p>The construction of the transcontinental railroad would not have been possible had a large labor supply of immigrant labor not been available and without the public investment in railroads by land grants and guaranteed construction costs. Generally, Irish and German laborers constructed the rail route from east to west. The owners of the Central Pacific Railroad, who were building the line from California, initially brought European immigrants from the east but had trouble keeping them working due to the proximity of the gold fields. As replacements, the owners hired available Chinese labor in California and then brought in additional Chinese labor to complete the task. Chinese workers were paid approximately \$28-\$35 per month (compared to \$50 the European worker earned) to do the very dangerous work of blasting and laying ties over the treacherous terrain of the high Sierras. However, the work was dangerous. Many Chinese died in the explosive blasts they ignited to cut the solid rock roadbed. Many others died under landslides and heavy snowfalls before the first transcontinental railroad was completed in 1869.</p> <p>Development of the West</p> <p>The federal government granted vast areas of western land to railroad owners. Railroad right-of-ways were 10 miles wide, plus 400 feet so the railroads could sell the land to help finance the cost of construction. The railroad companies contributed to the development of the West by selling low-cost parcels of their western land for farming. Settlers, lured by the Homestead Act of 1862, traveled west on the trains to farm on the fertile soil. Western farmers used the trains to ship their grain east, and western cattle ranchers shipped their steers to eastern butchers. Both farmers and ranchers sold their goods to people who could not easily be reached without railroads. The railroads earned money by transporting settlers west and goods east.</p>
<p>c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies</p>	<p>The rise of trusts and monopolies</p> <p>The period after the Civil War was a time when business concerns sought to maximize their profits by combining competing corporations into single entities. These large companies would be able to control prices, production, and sales and establish a monopoly. There are several individuals from this era who are known for the monopolies they created. These include Andrew Carnegie (steel), Cornelius Vanderbilt and Jay Gould (railroads), and J.P. Morgan (banking and finance). The standard deals only with John D. Rockefeller</p> <p>John D. Rockefeller (1839-1937)</p> <p>Rockefeller was known for his economy, precision, and foresight in creating one of America's landmark corporations-Standard Oil. After obtaining a degree in business, Rockefeller started out as a book-keeper and clerk in a wholesale grain and produce business in Cleveland, Ohio in 1855. His diligence and hard work won him great admiration. His idea of thrift gave him the capital to start his own wholesale grain business in the early 1860's. However, Rockefeller soon realized that the growth of agriculture in the upper Mississippi Valley would eclipse Cleveland's role in grain sales and foresaw Cleveland's location could serve as a</p>

	<p>clearinghouse for raw materials. The newest commodity gaining in popularity and usage was oil. In 1863 Rockefeller entered the oil refining business. Oil had been discovered in Pennsylvania in 1859. In order for the oil to be used, it needed to be refined into a distilled spirit—kerosene. Rockefeller began by developing a business that transported petroleum products. Rockefeller sought to cut his costs by creating his own barrel-making factory; he bought forest land for the wood to make barrels, and horses and wagons to transport the petroleum products to market. His practice was what is known today as vertical consolidation, creating a monopoly that consists of all elements of production from raw material to sale of the finished product. In 1870 Rockefeller created Standard Oil. Rockefeller began to buy up inefficient refineries and closed those that were too expensive to renovate and improved those that showed promise. When railroads proved inefficient for his needs, he built a pipeline from the oil fields to the refinery. By 1879, Rockefeller and Standard Oil controlled 90% of the refining capacity in the United States. In 1882, Rockefeller combined his many companies into the Standard Oil Trust. The trust enabled Standard Oil to monopolize all aspects of the oil industry from production to marketing. In 1890 the Standard Oil Trust was broken up by the Ohio Supreme Court.</p>
<p>d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.</p>	<p>Electricity</p> <p>The effects of technological advances made after Reconstruction forever changed how people lived. The most famous inventor of the period is Thomas Edison. He invented the electric light bulb, the phonograph, motion pictures, a system for distributing electrical power, and many other technologies powered by electricity. Edison also established the concept of industrial research, and he founded a research laboratory staffed by engineers and technicians in New Jersey.</p> <p>Edison’s technological achievements were used by other inventors, as evidenced by the development of long-distance electricity transmission, which enabled Edison’s electric light to illuminate buildings, streets, and neighborhoods across the United States. Electricity soon replaced steam as the source of power for factories. It replaced horses as the means to power streetcars. Of greatest impact, perhaps, was electricity replacing humans as the source of power for household appliances. Edison’s inventions eliminated much manual labor that had been associated with everyday household activities and improved Americans’ quality of life.</p>
<p>Key Terms</p>	<p>Big Business Chinese Laborers Electric Light bulb John D. Rockefeller Monopolies Motion Pictures Phonograph Railroad Industry Standard Oil Company Steel Industry Thomas Edison Transcontinental Railroad Trusts</p>

Suggested Resources	<p>Transcontinental Railroad From the American Experience series on the construction of the railroad. Includes lesson plan ideas. http://www.pbs.org/wgbh/americanexperience/features/introduction/tcrr-intro/</p> <p>Central Pacific Railroad http://cpr.org/Museum/index.html</p> <p>Industrial Age in America (lesson plans) http://edsitement.neh.gov/lesson-plan/industrial-age-america-robber-barons-and-captains-industry</p> <p>John D. Rockefeller http://www.pbs.org/wgbh/amex/rockefellers/peopleevents/p_rock_jsr.html</p> <p>Thomas Edison http://memory.loc.gov/ammem/edhtml/edb10.html</p>
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Sample Questions

In the 1860s, a railroad was built connecting the East Coast of the United States with the West Coast. What was one important effect of this?

- A. It took longer to travel from San Francisco to New York.
- B. People did not use any other form of transportation.
- C. **It became quicker to travel from San Francisco to New York.**
- D. People could now fly by airplane to get to places more quickly.

Which of the following BEST explains how railroads stimulated the national economy in the late 1800s?

- A. They increased the number of railroad barons.
- B. They allowed a large number of people to enter the United States.
- C. **They efficiently allowed products to be shipped across the country.**
- D. They diminished the power of monopolies in the railroad industry.

In the nineteenth century, big business leaders such as John D. Rockefeller would have likely attempted to

- A. lobby Congress to pass tougher anti-immigration laws so American workers could get jobs.
- B. **consolidate many similar corporations into one giant business that controlled all of the market.**
- C. seek assistance from the government to ensure that their business was making quality products.
- D. work closely with labor unions to provide workers with safer working environments and living wages.

Writing Prompt:

What was the impact of big business on the American economy and culture during the post-Civil War period?

SSUSH12 The student will analyze important consequences of American industrial growth.

Overview: As the United States became the world’s leading industrial power, American society changed in many ways. Native Americans found themselves defending lands the government had earlier promised would be theirs forever. Immigrants found themselves competing for jobs and banding together to fight for decent working conditions. Factory workers began to organize unions that challenged the ways factory owners treated them.

a. Describe Ellis Island, the change in immigrants’ origins to southern and eastern Europe and the impact of this change on urban

New Immigration

The last quarter of the 19th century was marked by a great deal of turmoil in Europe. Low wages, unemployment, disease, forced military conscription, and religious persecution inspired immigrants to flee their homelands and emigrate to the United States. These groups formed the bulk of the “new immigration” coming to America.

Prior to the 1880’s the majority of immigrants came from northern and western

<p>America.</p>	<p>Europe. During the colonial period immigrants were overwhelming English, along smaller groups of Scots, Germans, French, and Africans. In the decades after the American Revolution, large groups of Irish and Germans arrived. After the Civil War, more and more Eastern and Southern Europeans immigrated to America. Between 1880 and 1920, over 20 million immigrants entered the United States. These newcomers would eventually comprise an amazing 15% of the total population.</p> <p>These latest newcomers greatly affected the social as well as the economic and political landscape. Because poverty and political instability were common in their home countries, the new immigrants were likely to be poor. Often they were Jewish or Catholic and spoke no English. Poverty prevented many from buying farmland so most worked as unskilled laborers and mostly lived in cities. Whether Asian or European, these new immigrants tended to settle in areas populated by people from the same countries who spoke the same languages and worshipped in the same ways. The new immigrants did not appear to blend into American society the way earlier immigrants had.</p> <p>Ellis Island</p> <p>Ellis Island Immigrant Station located in New York Harbor was opened in 1892. By 1924, the station had processed 12 million immigrants. By some estimates, 40% of all Americans today can trace their port of entry back to Ellis Island. Upon arrival in New York harbor, immigrants were transported from their ships by barges to the immigrant processing center. There were 21 processing centers. The two most famous were Ellis Island in New York and Angel Island in California. Arrivals were asked 29 questions including name, occupation, and the amount of money carried. The inspection process lasted from 3-7 hours. As more restrictive laws were passed in the 1890s more rigorous provisions for entry were required. About 2% of immigrants seeking entry were denied admission to the U.S. and sent back to their countries of origin for reasons such as having a chronic and contagious disease, criminal background, or insanity. Sadly, around 3,000 immigrants died on the island waiting to be processed.</p> <p>Impact of New Immigration on Urban America</p> <ul style="list-style-type: none"> • Over-crowding in the cities led to increased problems with crime and disease. • Increased demand for agricultural and industrial goods spurred additional economic growth. • Low-wage labor was available to work in the growing American industrial economy. • New cultural items such as Italian opera, Polish polkas, Russian literature, kindergarten, and new foods, such as spaghetti, frankfurters and hamburgers, became a part of the America diet.
<p>b. Identify the American Federation of Labor and Samuel Gompers.</p>	<p>American Federation of Labor and Samuel Gompers</p> <p>Unskilled laborers were subject to low wages, long workdays, no vacations, and unsafe workplaces. Because individual workers had little power to change the way an employer ran a business, workers banded together in labor unions to demand better pay and working conditions. Originally, labor unions were organized for</p>

	<p>either skilled or unskilled workers. Each group had their own union. The unions relied on collective bargaining to obtain their demands, but, when employers refused to bargain, unions used direct action (i.e., labor strikes) to obtain concessions. The earliest national labor union was the Knights of Labor (1869). Members of the union were both skilled and unskilled workers. While initially effective, the union lost influence and power after the failure to win concessions in the Missouri Pacific Railroad Strike and suffered distrust from the Haymarket Affair in 1886. Furthermore, skilled workers were reluctant to support lower paid unskilled workers when the latter went out on strike.</p> <p>Samuel Gompers, an immigrant who came to the United States in 1863, was a cigar maker by trade. In 1886, he helped to create the American Federation of Labor, or AFL. He was President of the union from 1886-1924, except for a one year vacation. His union accepted only skilled workers. He organized workers by craft rather than by geography as the Knights had. Gompers also did not see capitalism as the enemy, as had radical members of the Knights of Labor, and he urged workers to work with owners for higher pay and better working conditions. However, he was not above using work stoppages (labor strikes) to obtain what was desired. Gompers’ tactics proved to be very effective until the Great Depression. The AFL was successful due to its sheer numbers—some four million members at its height of power.</p>
<p>c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.</p>	<p>Expansion West Brought Renewed Conflict</p> <p>As eastern regions of the United States became more industrialized after the Civil War, people seeking rural livelihoods moved farther and farther west. In turn, Native Americans had to compete with these newcomers for land. A series of brutal wars ensued as various Plains Indian tribes attacked settlers, wagon trains, and the Army in an effort to protect their lands. In 1868, the Federal government reached an agreement with many of the Plains tribes when they signed the Fort Laramie Treaty. In exchange for land set aside in the Black Hills of the Dakotas, the Plains nations agreed to leave western migrants alone. However, the discovery of gold in the Black Hills of the Dakotas in 1875 leads to violation of the treaty and renewed warfare. The Great Sioux War of 1876-1877 culminated in the Battle of the Little Big Horn in which much of the Seventh Cavalry was killed. Despite this victory, the Plains nations were doomed by superior numbers and organization. The United States government targeted the buffalo and wiped the Plains tribes’ main food supply. While some native bands escaped into Canada, most of the surviving Plains tribes were forced to live on reservations.</p> <p>One of the great leaders of Native Americans was the Lakota leader, Sitting Bull (<i>Tatanka-Iyotanka</i>). He became a noted warrior as a result of the fighting between the United States and Lakota in 1863. After continued incursions into Lakota Territory in 1876, Sitting Bull led the coalition of Plains tribes against the U.S. Army which culminated in the Battle of the Little Big Horn. Afterward, a large force of U.S. Army troops relentlessly pursued the Plains bands subduing some groups but Sitting Bull led his people into Canada. After five years of exile and unable to feed his people, Sitting Bull returned to the United States and finally agreed to settle on a reservation. About 10 years later, Sitting Bull’s tribe was urged to join the new Ghost Dance religious movement that was sweeping through the Plains tribes. The Native Americans believed their ceremony would reestablish their ancestral lands and repopulate the buffalo population, thus restoring the Sioux’s lost</p>

	<p>greatness. As some of Sitting Bull’s followers were ordered to be brought back to the reservation, a confrontation with elements of the 7th Calvary ensued. As the soldiers began to confiscate weapons from the Sioux, a shot was fired. Some of Sitting Bull’s band may have been convinced that their Ghost shirts would protect them as they resisted the soldiers. This tragic gun battle at Wounded Knee ended in the deaths of over 300 Sioux, including women and children. This would be the last major conflict between Native Americans and the U.S. Army and signaled the end of resistance to westward expansion by white settlers.</p>
<p>d. Describe the 1894 Pullman strike as an example of industrial unrest.</p>	<p>Pullman Strike</p> <p>The Panic of 1893 led the Pullman Palace Car Company to cut wages as orders for cars slowed. Pullman manufactured passenger cars and had established what was supposed to be a model community of homes and services for workers. These workers complained to George Pullman about the wage cuts and the refusal of Pullman to lower rents for company housing. When members of the American Railway Union (led by Eugene V. Debs) refused to handle Pullman cars, Pullman locked his workers out. Railroad workers and other labor unions across the nation went out on strike in support of the Pullman workers. Railroad companies hired strikebreakers to end the strike and successfully applied for an injunction against the unions to stop the strike. Debs and the unions ignored the injunction. Following a speech by Debs in May 1894, workers destroyed railroad property. Citing interference with the U.S. mail, President Grover Cleveland ordered government forces to break up the strike. Debs was arrested, tried, and convicted on conspiracy charges. The unions were later sued for damages by the railroads. Both big business and the U.S. government feared labor unions were a menace to America’s capitalist economy.</p>
<p>Key Terms</p>	<p>American Federation of Labor Ellis Island Pullman Strike Samuel Gompers Sitting Bull Wounded Knee</p>
<p>Suggested Resources</p>	<p>Ellis Island http://www.nps.gov/elis/index.htm</p>

Sample Questions

To aid in processing immigrants, in 1892 the United States government opened

- A. The Statue of Liberty.
- B. Ft. Wagner.
- C. Ft. Sumter.
- D. Ellis Island.**

Samuel Gompers founded this labor union in the late nineteenth century, attempting to organize skilled workers to resist abuses by management.

- A. The Knights of Labor
- B. The National Labor Union
- C. The American Federation of Labor**
- D. The Congress of Industrial Organizations

The Pullman Strike of 1894 was an important event in the history of organized labor because it showed that

- A. the Federal government was willing to back the concerns of working-class people instead of backing giant corporations.
- B. unions were powerful enough to break the restrictions placed on them by management and the regulations set by Congress.

C. the needs and concerns of union members mattered less to the government than the needs and concerns of industrial executives.

D. unions were infiltrated by anarchists after people were killed during the strike in Chicago, Illinois.

Writing Prompt:

The expanding frontier influenced the nation in several ways. Present two facts to prove that each of the statements applies to the history of the period. (a) The expanding frontier has helped the growth of democracy. (b) The expanding frontier led to conflict. (c) The expanding frontier has helped the nation to achieve greater economic independence.

How did the railroads contribute to the development of the western United States?

SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.

Overview: The perceived excesses of business and industry coupled with growing social concerns inspired reformers to make important improvements in America’s political and social environment. These reformers were known as *Progressives*. The Progressive Era marks the second definitive era of social and political reform, comparable to the reform movements of the 1840’s. Progressive reforms strengthened American democracy in ways carried forward into present times. Sadly, these reforms did not extend to all parts of American society as African Americans found themselves left out of reform efforts when southern whites continued to deny basic rights to black citizens.

a. Explain Upton Sinclair’s *The Jungle* and federal oversight of the meatpacking industry.

The Jungle (1906) was an intended exposé on the dangerous working conditions faced by immigrant workers but instead is remembered as an exposé on the Chicago meatpacking industry. In 1904, Upton Sinclair was sent by a socialist magazine to work undercover in the Chicago meatpacking industry. In his undercover research, Sinclair learned about all aspects of the meatpacking industry and about the lives of the immigrant workers who made up its workforce. The novel took two years to be published because of its horrific subject matter. The novel was an instant success. The role of the government was expanded by these efforts to protect the U.S. population and to require regulation of business practices.

Just as Uncle Tom’s Cabin brought the issue of abolition into middle class homes of the 1850’s, Sinclair’s novel had a similar effect in rousing the middle class in calling for action against unsafe food packaging and preparation practices. Popular history has President Theodore Roosevelt reading the novel at breakfast and resolving to take action against the practices described by the novelist. The Jungle served as an impetus for passage of laws to regulate the meatpacking industry, to require meat packers to produce food that was safe to consume, and, ultimately, the Pure Food and Drug Act of 1906.

b. Identify Jane Addams and Hull House and describe the role of women in reform movements.

Women’s Role in Reform Movements (Progressive Era)

By the last quarter of the 19th century, many middle class women had received considerable education and society still respected women as nurturers and agents of stability. Women used this influence and their educational attainment to advocate for social change. These reforms included a re-born temperance movement, women’s suffrage, sanitation, educational reforms, and attacks on racism. Women, such as Jane Addams, played a huge role in improving the lives of the urban poor, especially immigrant women and children who were forced by circumstance to work and live in dangerous and unhealthy conditions.

	<p>Jane Addams (1860-1935) was the founder of the Settlement House Movement in the United States. The Settlement House Movement began in urban England as a way of helping the poor by using donations from the wealthy in an effort to improve the lives of the destitute. Addams decided to create similar settlement house in Chicago after visiting Toynbee House in London, England. She founded Hull House in 1889 in an immigrant community for the purpose of provide educational opportunities for immigrants, especially immigrant women. By 1893, Hull House was serving 2000 clients. Addams was also gradually drawn into advocating for legislative reforms at the municipal, state, and federal levels, addressing issues such as child labor, healthcare, and immigration. Later, Addams also became actively involved in women’s suffrage and was a charter member of the National Association for the Advancement of Colored People.</p>
<p>c. Describe the rise of Jim Crow, Plessey v. Ferguson, and the emergence of the NAACP.</p>	<p>Jim Crow Laws (1876-1965)</p> <p>Following the end of Reconstruction, white Democrats regained power in southern legislatures, and, beginning in 1876, ten of the eleven former Confederate states had created a legal framework for separating whites and African-Americans known as “Jim Crow laws”. The initial purpose of Jim Crow laws was to prevent African-Americans from participating in the political process, including voting, serving in office, and participating in jury trials. Gradually, Jim Crow laws were extended to include public education, transportation, and other public facilities. There were separate water fountains, waiting rooms, and restrooms for whites and African-Americans. The laws were supposed to provide “separate but equal” facilities but, in practice, facilities for African-Americans were separate and inferior. Jim Crow laws were initially created by states but, during the Woodrow Wilson administration, Jim Crow was extended to the federal government.</p> <p>In 1890, Louisiana passed just such a Jim Crowe law that required separate facilities on railroads. Concerned citizens, of all races, were determined to challenge the legality of the new law. The opportunity came in 1892 when Homer Plessey (who was 1/8th African-American, thus meeting the legal definition, but not looking African-American) decided to challenge the law. He was arrested for refusing to leave a whites only railroad car. Plessey’s case was fought all the way to the Supreme Court. In 1896, the Supreme Court ruled in <i>Plessey v. Ferguson</i> that “separate but equal” was constitutional. Racial discrimination was now legal.</p> <p>Widespread violence, including lynchings, against African-Americans led to the formation of the National Association for the Advancement of Colored People (NAACP) in 1909. Created by a group of white supporters and W.E.B. Dubois, the NAACP’s stated goal was to secure for all people the rights guaranteed in the 13th, 14th, and 15th Amendments to the United States Constitution. The organization quickly began to challenge Jim Crow laws and lynching through the courts. Success in an Oklahoma case enhanced the organization’s reputation and foreshadowed the success the NAACP would have in ending public school segregation in 1954.</p>
<p>d. Explain Ida Tarbell’s role as a muckraker.</p>	<p>The term “muckraker” originated from a speech that President Theodore Roosevelt used praising journalists in their role of uncovering that which was hidden from and corrupted society. Between 1902 and 1904, Ida Tarbell (1857-</p>

	<p>1944) wrote a series of magazine articles exposing Standard Oil’s business practices. Tarbell’s 19 part “The History of the Standard Oil Company” marked the beginning of investigative journalism. Spurred by her father’s business loss at the hands of Rockefeller, Tarbell’s methods became a model for other investigative journalists. She investigated Standard Oil for two years by examining public records, newspaper coverage and interviewing former Standard Oil executives in order to piece together how Rockefeller was able to create the company. The articles told of how Rockefeller used his business methods to destroy independent oilmen in Pennsylvania in order to create an oil monopoly. She concluded her series by examining Rockefeller’s character in which she characterized him as “money-mad” and that Rockefeller had created a national life that was far meaner, poorer, and uglier than had existed prior to Rockefeller’s creation of Standard Oil. Her series was well received because, unlike Sinclair’s socialist tendencies, Tarbell was not critical of capitalism but instead focused her criticism on the unethical practices of Rockefeller and his associates in building Standard Oil. Issues raised by Ida Tarbell’s role as a muckraker led to the growing belief that the government should intervene in business and not allow monopolies.</p>
<p>e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.</p>	<p>In the early 20th century, Progressivism emerged as a movement to improve American democracy, to achieve social and economic justice, and to correct the evils of industrialization and urbanization. The Progressive Movement was generally made up of the educated middle class who saw reform as civic duty. Politically, the Progressives planned to attack graft, the political machine, and the influence of big business on government. The Progressive Movement also planned to create new political procedures that would enable greater political participation. To attack poverty, the Progressive planned to lobby for greater governmental regulation to protect consumers and workers.</p> <p>Political Reforms</p> <p>Local/ State Reforms</p> <p>Initiative/referendum: allowed voters to suggest and approve laws directly without going through state legislatures.</p> <p>Recall: enabled voters to get rid of politicians who were unsatisfactory, without waiting for a complete election cycle.</p> <p>National Reforms</p> <p>Direct election of senators: The Seventeenth Amendment provided for the direct elections of U.S. Senators ending the state legislative cronyism responsible for the appointment of Senators.</p> <p>Economic Reforms</p> <p>Labor laws</p> <ul style="list-style-type: none"> • State child labor laws set a minimum age for employment and restricted the types of jobs that children could hold. • State laws were also pass to protect women by setting a minimum wage and laws that created maximum hours. • Work site inspections to insure health, safety, and sanitation.

	<ul style="list-style-type: none"> • State Worker’s Compensation Laws <p>Improving living conditions for the poor in cities.</p> <p>At the outset of the Progressive Era, Jacob Riis, a New York photojournalist documented the living conditions of the urban poor. His work <i>How the Other Half Lives</i> (1890), documented the unhealthy tenement housing that workers and families were forced to live in, as well as the sanitary conditions of slum streets. His work led to the institution of municipal housing codes calling for the re-design of urban housing and the creation of sanitation departments that removed garbage and dead animals from the streets. In addition, large urban centers began providing sewer and water services lessening the chances of typhoid and cholera outbreaks in cities.</p>
<p>f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.</p>	<p>The Conservation Movement emerged in the 1870’s. There were three schools of conservationist thought at the time. First, business supported a laissez-faire approach believing that business should be allowed to do as they wished with public lands. Second, there was the Environmentalist school led by John Muir. The Environmentalists believed that nature was sacred and humans were the intruders. Further, humans should make a minimal impact on nature. Theodore Roosevelt and his mentor, Gifford Pinchot, belonged to the Conservationist school. They believed that nature could be used but it should also be protected.</p> <p>Theodore Roosevelt was a life-long naturalist, who majored in Natural History at Harvard, and an avid hunter. Roosevelt saw the continued despoliation of land for timbering and mining would result in the loss of key habitat needed for hunting and future economic development. Throughout his presidency, Roosevelt increased national reserves of forests, mineral lands, and hydropower sites. During his tenure in office, Roosevelt created the National Forest Service, five new national parks, 18 new U.S. national monuments, 51 bird reserves, four game preserves, and 150 national forests. This also encouraged states to follow the lead of the national government.</p>
<p>Key Terms</p>	<p>Conservation Movement Direct Election of Senators Hull House Ida Tarbell Initiative Jim Crow Muckrakers NAACP <i>Plessy v. Ferguson</i> President Theodore Roosevelt Recall Referendum Upton Sinclair</p>
<p>Suggested Resources</p>	<p>History of the Chicago Stockyards http://www.chicagohs.org/history/stock.html The <i>Jungle</i> is also available online at Project Gutenberg www.gutenberg.org/ebooks/140 Jane Addams</p>

	<p>http://www.lkwdpl.org/wihohio/adda-jan.htm Role of Women in the Progressive Era</p> <p>http://bss.sfsu.edu/cherny/gapesites.htm A collection of websites on the era.</p> <p>http://www.tenant.net/Community/Riis/title.html Hypertext version of <i>How the Other Half Lives</i>.</p> <p>http://memory.loc.gov/ammem/amrvhtml/conshome.html Evolution of the Conservation Movement</p>
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Sample Questions

Founded by Jane Addams in 1889 in Chicago, Hull House was intended to

- A. protest the Army's treatment of Native Americans in the frontier.
- B. **provide services to newly arrived immigrants to the United States.**
- C. raise awareness to the plight of the rural poor in the United States.
- D. lobby Congress to limit the number of poor immigrants to the United States.

The importance of the Supreme Court Case of *Plessy v. Ferguson* (1896) was that it

- A. **reinforced the doctrine of separate but equal facilities based on race.**
- B. required that the Voting Rights Act would be enforced in the South.
- C. permitted the placing of Indians on reservations.
- D. ended the Jim Crow era in the American south.

In the era of the "Muckrakers," Ida Tarbell became known for exposing the abuses of

- A. **the oil industry.**
- B. the steel industry.
- C. the Federal government.
- D. state and local governments.

Writing Prompt:

How did the efforts of Progressive Reformers lead to changes in the to American society and government?

SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.

Overview: As the 20th century approached, the United States entered the world stage as an influence at least equal to such traditional powers as Britain and France. Soon the United States would emerge from the Spanish-American War as a great world power. At the same time, the United States became increasingly multi-cultural as more varied immigrant groups sought out America as a land of opportunity. Just as immigrants from southern and eastern Europe faced discrimination on the east coast, Asian Americans on the U.S. west coast also encountered racial discrimination and segregation.

a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.

Anti-Asian Sentiment on the West Coast

The Chinese were the first immigrants to be excluded from entering the United States. The Chinese had first arrived in large numbers in the 1850's when gold was discovered in California. Those Chinese who were able to afford passage hoped to make a fortune in what was known as "Gold Mountain." As gold became more difficult to find, Chinese miners were driven out of the gold fields and took jobs helping to build the railroads. The Central Pacific Railroad imported Chinese laborers to help complete construction. When railroads were completed, Chinese laborers were forced to live in Chinese only enclaves along the West Coast "Chinatowns" Chinese immigrants were predominantly men, who because of language and cultural differences, kept to themselves. Soon, politicians renewed blame on Chinese labor for depressing wages on the West Coast. They actively

	<p>lobbied Congress to restrict any future immigration.</p> <p>In 1882, Congress passed and President Taft signed the Chinese Exclusion Act. The Act excluded Chinese "skilled and unskilled laborers and Chinese employed in mining" from entering the country for ten years under penalty of imprisonment and deportation. Reentry into the United States required certification papers and all resident Chinese were declared permanent aliens and denied citizenship status. Chinese immigrants were forbidden to bring their wives and children into the United States.</p> <p>The Exclusion Act led to a large scale human smuggling operations from China into the United States. The Exclusion Act did not entirely keep out cheap labor. Japanese laborers quickly took up the demand for cheap labor. Although Japanese laborers were able to open businesses and buy farm land, they were also subjected to immigration restrictions beginning in 1907.</p>
<p>b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.</p>	<p>Roots of Expansionism As the United States industrialized, businessmen began to look overseas for additional markets, sources of raw materials for future developments, and potential investment. As a young nation, many felt that the United States should emulate the European nations with their colonies in Africa and Asia and with the Naval capacity to protect national interests. In an effort to obtain overseas markets and spread democracy, these expansionists wanted the United States to establish territories overseas before the European nations acquired any additional colonies. The first overseas opportunity for the United States came in with acquisition of Alaska from Russia in 1867. Closer to home, the United States began to pursue interests in the Caribbean which ultimately led the nation into a war against Spain.</p> <p>Spanish-American War (1898)</p> <p>Causes</p> <p>The United States had long had an interest in Cuba. Throughout the 19th century the Cubans had tried to overthrow Spanish rule but had been met with defeat each time. In 1895, a new revolution broke out. Spain responded with great force and brutality. Angered over the harsh treatment of the Cubans and fearful of losses to millions of American investments in Cuba, many Americans demanded action against Spain. The United States responded by sending the battleship <i>Maine</i> to the shores of Cuba. On February 15, 1898 the battleship exploded and sank in Havana Harbor with the loss of 250 officers and men. U.S. newspapers called loudly for U.S. action in what was perceived as an act of war against the United States. President McKinley was reluctant to declare war on Spain without clear evidence of Spanish involvement in the <i>Maine's</i> destruction. A leading newspaper published a letter stolen from the Havana post office written by the Spanish minister to the United States. The <i>De Lôme Letter</i> belittled the American President and angered many Americans, who began to clamor for war against Spain.</p> <p>The War</p> <p>The initial phases of the Spanish-American War began in the Pacific. Since 1882, the U.S. Navy had undergone a modernization campaign that resulted in the creation of a two-ocean fleet. Prior to the declaration of war, Assistant Secretary of the Navy Theodore Roosevelt had positioned ships near the Philippines. When war</p>

was declared, Roosevelt ordered the Navy to immediately proceed to the Philippines. The U.S. Navy surprised the anchored Spanish ships and destroyed them. After the naval operation, the U.S. moved quickly to bring land forces to the Philippines.

The U.S. Army was not prepared for an overseas war. Numbering only 28,000 men, the Army was mainly composed of veterans of the Plains Indian War. From the April 25th declaration of war until early summer, the Army grew to 220,000 men who had to be trained, clothed, armed, and transported to Cuba. While the army prepared, the U.S. Navy blockaded the Cuban coast, trapping Spain's Atlantic Fleet. The U.S. Army landed in Cuba and began its advance. However, Spanish forces were better armed and had more combat experience than the Americans. As a result, the American advance slowed to a crawl allowing the Spanish to create a fortified line in the hills around Santiago de Cuba. Due to the determined efforts of the U.S. Army, including four regiments of African-American troops and Theodore Roosevelt's all-volunteer unit known as "The Rough-Riders," the Americans forced the Spanish to retreat. The Spanish fleet sailed out into the waiting guns of the American fleet and was destroyed. Meanwhile, other American units had captured Puerto Rico.

The Treaty of Paris, 1898

Spain agreed to grant Cuba independence; Puerto Rico (in the Caribbean) and Guam (in the Pacific) were ceded to the United States; the Philippines were acquired by the United States for a token \$20 million.

The War in the Philippines (1899-1902)

The first battles of the Spanish-American War took place in the Philippines, another Spanish colony to which Spain refused to grant independence to rebels fighting a revolutionary war. The U.S. Navy quickly defeated the Spanish navy, and Americans debated whether the United States should expand its territory to include the Philippines or respect Filipino independence. Reluctant to see a weak nation, vulnerable to foreign take over, emerge from Filipino independence the United States decided to administer the Philippines as a territory. Angered by the U.S. decision, Filipino freedom fighters under the leadership of Emilio Aguinaldo continued their fight. By 1902 the guerrilla forces were defeated and the U.S. began administration of the islands, gradually releasing control until final independence of the Philippines occurred in 1946.

The United States Congress had debated and rejected the annexation of Hawaii since 1893 when a group of American businessmen led a rebellion against the Hawaiian monarch and petitioned to become part of the United States. The prize naval base at Pearl Harbor had been leased by the U.S. for decades and proved to be crucial to naval operations in the Pacific during the Spanish American War. As a result, Congress reconsidered the value of this resource, and annexation was approved in 1898. The acquisition of these new territories prompted an intense **debate over American expansionism**. Several prominent Americans including William Jennings Bryan, Mark Twain, and Andrew Carnegie founded the American Anti-Imperialist League. The League opposed the annexation of the Philippines on grounds that it was the antithesis of America's founding principles. The League launched a series of court challenges regarding the right of the U.S. to rule areas

	<p>outside of the continental United States. Ultimately, the court rulings created a stratification of territories in which some could, at some future date, become states (e.g., Puerto Rico, Hawaii, and Alaska) and some would not (e.g., Philippines).</p>
<p>c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.</p>	<p>U.S. involvement in Latin America</p> <p>Following the end of the Spanish-American War the United States was in an excellent position to take advantage of markets throughout Latin America. The center piece of this development would be the construction of a trans-oceanic canal between the Pacific and Atlantic Oceans. There were three basic reasons for a canal:</p> <ul style="list-style-type: none"> • To shorten the sailing time between the east and west coast. • To facilitate faster movement of U.S. naval assets from one ocean to another. • To protect U.S. holdings in the Pacific. <p>Earlier attempts by both French and U.S. companies had been failures. In 1903, following diplomatic maneuvering by the United States, the construction of the Panama Canal began. The United States had to overcome difficult terrain and tropical illnesses to build the canal. The canal was opened in 1914 to Naval ships.</p> <p>To protect the canal and U.S. regional interests, Theodore Roosevelt issued what became known as the Roosevelt Corollary to the Monroe Doctrine (usual shortened to the Roosevelt Corollary). In 1902, Venezuela was threatened with invasion by Great Britain and Germany over the nation’s inability to pay back loans to the banks of each respective nation. Roosevelt, fearing European encroachment in Latin American, reminded the Europeans that the U.S. held to the Monroe Doctrine (1823). In 1904, Roosevelt stated that the Europeans were not welcome in the region and the U.S. would oversee the collection of any national debts owed by Latin American nations to Europeans. In essence, the U.S. would intervene in Latin American countries to prevent their takeover by any other nation. This policy became the key component of Roosevelt’s “Big Stick” policy. President Roosevelt based his foreign policy on the idea of "Speak softly and carry a big stick; you will go far." Roosevelt held that negotiations (Speak softly) were key to any relationships but if negotiations were not fruitful, then U.S. would use its military to enforce order (the Big Stick).</p> <p>Invoking the Corollary, the United States intervened in the Dominican Republic in 1904, Nicaragua in 1912, and Haiti in 1915. The policy pleased U.S. and European businessmen but angered Latin Americans who felt that the U.S. did not have the right to intervene in their affairs.</p>
<p>Key Terms</p>	<p>American Expansion Chinese Exclusion Act Panama Canal Philippine-American War Roosevelt Corollary Spanish-American War</p>
<p>Suggested Resources</p>	<p>The World of 1898 (website of the Library of Congress) http://www.loc.gov/rr/hispanic/1898/ <i>The Crucible of Empire, The Spanish-American War</i> (PBS website supporting the documentary) http://www.pbs.org/crucible/</p>

	<p>Panama Canal Museum http://www.canalmuseum.com/ Philippine-American War (Writers Note: these website may exhibit bias and should be reviewed prior to use) http://opmanong.ssc.hawaii.edu/filipino/philam.html http://philippineamericanwar.webs.com/</p>
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Sample Questions

Which of the following helps to explain the reason for American expansionism in the mid-1800s and early 1900s?

- A. **The United States sought new markets for agricultural and industrial products.**
- B. The United States wanted to establish colonies in Asia, Africa, and Australia.
- C. United States foreign policy rejected the theory of "Social Darwinism."
- D. The United States military wanted to establish overseas bases and recruit from those locations.

The Spanish-American War was the first war fought by the United States in which it

- A. **acquired overseas possessions**
- B. tested tanks in battle
- C. used the Panama Canal
- D. allied with a foreign power

Why did Congress pass the Chinese Exclusion Act in 1882?

- A. The United States was at war with China.
- B. China was supporting Japanese expansion in the Pacific.
- C. **Many Americans resented Chinese immigrants who worked for lower wages than Americans.**
- D. It was passed in retaliation for the Boxer Rebellion which caused the deaths of many Americans.

As a result of the Spanish-American War,

- A. the U.S. gained exclusive rights in Spanish ports.
- B. the anti-imperialist movement in the U.S. died down.
- C. **the U.S. gained Puerto Rico and Guam as new possessions.**
- D. for the first time, the U.S. government had a budget surplus.

Writing Prompt:

Discuss two actions of the United States in Latin America from 1890-1914. Identify the causes and effects of each. What connections can be made between the emerging industrial strength of the United States and its interest in obtaining over-seas territories.

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

Overview: Though reluctant to get involved in the conflict, the United States was, by a series of events, forced to enter World War I. Traditionally, United States history lessons have focused on the military aspect of the war. Elements here focus clearly on three areas--factors that lead the U.S. into the war; how the war affected the home front; and President Wilson's role in the peace treaty.

<p>a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.</p>	<p>From Neutrality to Engagement</p> <p>In August 1914, war broke out in Europe between Germany and Austria-Hungary and France, Russia, and Great Britain. The intense fighting soon spread beyond the fields, forests, and hillsides of Europe to include the seas around Western Europe and out into the eastern Atlantic. In the United States, tensions ran high, especially as newspapers reported on the destruction and loss of life in Belgium, a neutral country. Americans, who in large part came from the nations at war, tended to support their native lands. President Woodrow Wilson was worried that supporters of each side would drag the United States into the war. Furthermore, Wilson worried that violence might occur in the United States between Americans supporting one side or the other. To calm the potential for violence, Wilson went</p>
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before Congress on August 19, 1914 to ask for a declaration of neutrality stating that "The United States must be neutral in fact, as well as in name...."

However, the actions of the United States tended to favor the Allies (i.e., the British and French). The U.S. was in a recession in 1914. American businessmen and farmers saw the war as a business opportunity. The United States was eager to trade throughout Europe, but the British had established a blockade not only against German ports but neutral ports as well. Bethlehem Steel was soon sending munitions to England, while the Morgan Bank provided loans that were used by the French and British to pay for war goods. By 1917, American loans to the allies had soared to \$2.25 billion; loans to Germany stood at a paltry \$27 million.

Germany's Unrestricted Submarine Warfare

Germany also relied heavily on imported foodstuffs to feed its population and chemicals for its industries. The British Royal Navy outnumbered the German Imperial Fleet and was able to place an effective blockade on Germany's Baltic Sea ports, as well neutral ports in northwest Europe. By early 1915, Germany had decided to expand submarine attacks from Allied warships to any commercial shipping, including belligerent and neutral nations, beginning unrestricted submarine warfare. German submarines were very effective sinking an average of two ships each day in the first quarter of 1915. To counter German successes, the British admiralty ordered British shipping to fly a neutral flag and sometimes loaded critical materials aboard fast liners and other passenger ships on the belief that the Germans would not dare sink a passenger ship. German commanders ignored the ruse and sank all shipping vessels. In March 1915, the first American was killed off the British coast. The United States reacted with outrage. Attacks on ships carrying Americans increased until May 1915 when the British liner *Lusitania* was sunk off of the Irish coast, with a loss of 128 Americans. President Wilson reacted by issuing a series warning notes to Germany against further attacks on American shipping. Germany acquiesced and then on August 19, 1915 the S.S. *Arabic* was sunk with three Americans killed. The Germans feared that the U.S. would declare war and ordered submarine commanders to cease attacks on passenger liners.

The year 1916 proved critical for both the Allies and Germany who suffered heavy casualties in a series of failed offensives. The German High Command decided to renew unrestricted warfare to force the British to sue for peace. The Germans believed that they would have six months to complete operations before the United States would declare war. In 1916, President Wilson was re-elected on a peace platform and in January 1917, offered to mediate peace talks between the warring nations.

Engagement

Unrestricted submarine warfare renewed in February 1917. Anticipating reaction by the United States, the German government instructed its ambassador to the United States to approach the Mexican government and ask that it join Germany in a war against the United States. The telegram sent by the German foreign minister Arthur Zimmerman was not favorably received by the Mexican government and was intercepted by British intelligence and given to President Wilson. In February 1917, President Wilson responded to German attacks and

	<p>threats by severing diplomatic relations with Germany. U.S. public opinion about a war in Europe was split. Some groups favored continued neutrality. Some groups favored war on one side or the other. However, when the Zimmerman Telegram was published by the newspapers in March 1917, American public opinion swelled to support war against Germany. The President knew after this point war with Germany was inevitable but he was still reluctant to lead the nation into a war. Despite his reticence, Wilson went before Congress on April 2 and asked for declaration of war.</p>
<p>b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</p>	<p>World War I impacted Americans in a number of ways. The war increased the power of the Federal government and changed the demography of the United States.</p> <p>The Economy The Wilson administration moved to centrally organize the U.S. economy with the creation of a series of wartime boards. These boards oversaw production, mediated labor disputes, and improved railroad operations.</p> <p>Finance To finance the war, the United States borrowed from the American people by selling Liberty Bonds. These bonds accounted for two-thirds of the war's cost. In addition to borrowing, the United States also increased income and excise taxes.</p> <p>Civil Liberties President Wilson was correct in his assessment of the American people when he said every man would pay a penalty for non-conformity. In June 1917, at the request of the Wilson administration, Congress passed the Espionage Act of 1917. The law provided penalties for spying, sabotage, and (most importantly) obstructing the war effort. The law also banned the use of the U.S. mail to send antiwar materials. On June 30, 1918, Eugene Debs, a prominent Socialist, four-time candidate for the presidency, and union leader, was arrested after making a series of speeches against the war urging American men not to fight. Debs was convicted under the Espionage Act and sentenced to 10 years in prison. He was also permanently disenfranchised. The Supreme Court later upheld Debs' conviction. Debs' sentence was commuted by President Harding after Debs served three years in federal prison, during which time he continued his bid for the white house.</p> <p>The Great Migration The migration of African-Americans from the southern states to the northern states had begun before World War I as families sought to escape share-cropping and Jim Crow violence. The trend accelerated during the war years as defense manufacturing jobs became available. Prior to the war, northern factory owners preferred immigrant workers and only used African-Americans as strike-breakers. The war temporarily ended immigration and opened new opportunities for African-Americans. 1.5 million African Americans from the South moved to northern cities. During the 1910s and 1920s, Chicago's African American population grew by 148 percent; Cleveland's by 307 percent; Detroit's by 611 percent.</p>
<p>c. Explain Wilson's Fourteen Points and the proposed League</p>	<p>Wilson's Fourteen Points In January 1918 President Wilson spoke to Congress about the war aims of the nation. His plan ultimately became known as the Fourteen Points and was designed</p>

<p>of Nations.</p>	<p>to create a lasting peace in the world. The points included:</p> <ol style="list-style-type: none"> (1) Open diplomacy (no more secret treaties) (2) Freedom of the seas (3) End international trade barriers (4) Reduce armaments (5) Impartial dealings with colonies and their natives (6-13) Dealt with the rights of self-determination for the people of eastern and central Europe (14) Sought to create an international organization, the League of Nations, to help keep the peace. <p>During the postwar treaty negotiations, Wilson worked hard to get as many as possible of his Fourteen Points included in the treaty and succeeded in securing the creation of the League of Nations. However, American opposition to the League of Nations ultimately led the Senate to refuse to ratify the treaty. Isolationists in the Senate believed that by joining the League the United States would become involved in future conflicts in Europe and elsewhere. Though Wilson traveled across America to create public support for the treaty’s ratification, the Senate eventually rejected it. The United States never joined the League of Nations.</p>
<p>d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.</p>	<p>Social changes seen during the war led to two constitutional amendments. Americans’ anti-German feelings led to a campaign to outlaw beer and other alcoholic beverages. This campaign well suited the Progressive Era’s opposition to saloons. Congress passed the Eighteenth Amendment, which prohibited “the manufacture, sale, or transportation of intoxicating liquors.” Ratification of the Nineteenth Amendment, which gave women the right to vote, was helped by the country’s gratitude for women’s economic contributions during the war. The women had filled jobs in factories after men volunteered and were drafted into military service. The suffrage movement had worked for decades to petition congress to pass this legislation. Tactics included demonstrating in front of the White House and driving cross-country motorcades to promote the cause. Eventually President Wilson supported the women’s right to vote expecting that in return they would support his League of Nations.</p>
<p>Key Terms</p>	<p>Eighteenth Amendment Espionage Act Eugene V. Debs Fourteen Points Great Migration League of Nations Nineteenth Amendment U.S. Neutrality Unrestricted Submarine Warfare</p>
<p>Suggested Resources</p>	<p>Teaching Module Produced for Teaching American History Grant http://www.tahg.org/module_display.php?mod_id=22&review=yes Thought provoking, alternative view of U.S. neutrality and the impact of the World War I on the U.S. http://www.lewrockwell.com/orig3/dwyer3.html</p>

What was the effect on the United States of the sinking of the ship *Lusitania* by a German submarine in 1915?

- A. It led to an immediate United States declaration of war against Germany.
- B. It aroused public anger against Germany and led President Wilson to demand that Germany respect the rights of travelers from neutral countries.
- C. It led President Wilson to prohibit Americans from traveling on the ships of countries involved in the war.
- D. It led President Wilson to sign a lend-lease plan to provide Great Britain with military supplies.

Which statement is MOST true about many African Americans during World War I?

- A. They protested discrimination in the U.S. Army.
- B. They left the rural South for jobs in the North.
- C. They purchased large numbers of farms in the Midwest.
- D. They left the United States for Liberia and Sierra Leone.

The PRIMARY goal of Woodrow Wilson's Fourteen Points was to

- A. establish European navigational rights to the Atlantic and Baltic.
- B. impede nations from entering into international alliances.
- C. punish Germans for participation in World War I.
- D. prevent another international war.

Writing Prompt:

Why did the United States enter WWI despite three years of neutrality?

SSUSH16 The student will identify key developments in the aftermath of WW I.

Overview: In the decade after World War I, conservatives in the country tried to impose their image of America on the nation, while a new generation of young people challenged traditional values and authority on social matters.

a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

In the mid-nineteenth century, the German philosopher Karl Marx developed a new theory which combined history and economics. Marx held that history was composed of a series of revolutions in which those who were oppressed overthrew their oppressors and established new political and economic forms. Marx also said that these new systems gradually became corrupted by those in power who then became oppressors themselves. He held that the final revolution would be between the capitalists and the workers. Eventually, the workers would tire of being oppressed by low wages and poor working conditions and violently overthrow the current economic system, capitalism. This workers' revolution would usher in a new time period which would see the creation of a dictatorship in which workers would share the means of production and distribution. Marx's theory became known as a **more** extreme form of socialism, **Communism**.

The idea of a worker controlled economic system appealed to industrial workers worldwide. In 1901, the Socialist Party of America was created. Elements of socialist theory also infiltrated American labor unions, especially the Industrial Workers of World (I.W.W.). With the exception of the election of 1912 and 1920, the Socialist Party in the United States was a weak third party. In 1917, after communist revolutionaries known as Bolsheviks overthrew the czar in Russia, the Bolsheviks established the Union of Soviet Socialist Republics. The Bolsheviks, led by Vladimir Ilyich Lenin, called for a worldwide revolution to destroy capitalism.

The Red Scare

Unable to engage in direct action during World War I, labor unions began to strike for higher wages after the war. These strikes, thought to be led by communists, became increasingly more violent. The fear of the spread of

	<p>communism in the United States, or the Red Scare, was further heightened by a series of bombings sponsored by a group of Italian anarchists. The attacks were carried out against public buildings and officials. The Attorney General A. Mitchell Palmer was attacked twice by terrorists. These attacks, coupled with the violent labor strikes, led the United States Justice Department and the FBI to stage a series of raids against suspected anarchists and communists. Hundreds were arrested across the United States. However, civil libertarians claimed the Palmer Raids lacked legal standing and targeted people’s beliefs rather than actions taken. Most of those arrested were later released but 556 persons were deported. The Red Scare ended when a purported May Day plot to overthrow the government never took place and Palmer’s actions were censured for violating civil liberties.</p> <p>Immigration Restricted</p> <p>The Red Scare was one factor that led to new restrictions on immigration. Other factors were two ideas that grew strong in America in the 1920s. One of the ideas was that people born in America were superior to immigrants. The other was that America should keep its traditional culture intact. Anti-immigrant, anti-Jewish, and anti-Catholic sentiments contributed to the popularity of a revived Ku Klux Klan, not just in the South but throughout the nation. By 1924 this conservative reaction against immigrants resulted in the passage of The National Origins Acts that established the Quota System that set limits on the number of immigrants who could come from each country.</p>
<p>b. Identify Henry Ford, mass production, and the automobile.</p>	<p>Henry Ford was the developer of the first mass produced automobile—the Model T. While the idea of mass production was not new, Ford used an improved assembly line, the continuous assembly line, to quickly build automobiles. Ford constructed his manufacturing facilities so that all the elements of production (foundries, machine shops, assembly lines) were all in one location. By standardizing parts, focusing on specialization of labor, and careful management, Ford was able to speed up production and drive down costs. At its introduction, Ford’s Model T cost \$950, but within ten years the same model cost \$280.</p> <p>The automobile led to huge social changes in America by expanding suburbs, a need for improved road-ways, and making travel more independent.</p>
<p>c. Describe the impact of radio and the movies.</p>	<p>The period after World War I marked the beginning of mass media, especially commercial radio and movies. Although hobby radio had existed since the early years of the Twentieth Century, the development of the vacuum tube, a type of amplifier, in the mid-1920’s accelerated the development of commercial radio. The first radio broadcasts were used to relate the elections results of the 1920 election. By 1925, 600 radio stations had been established. By 1923, nearly three million Americans had radios. Soon music, stories, sporting events and news were being broadcast nationwide. Radio helped to create a common cultural experience for thousands of Americans. Advertisers were quick to realize the marketing potential of radio. They began using radio to mass market the multitude of consumer goods that were developed in the period, such as washing machines, electric toasters, and laundry soap.</p> <p>Movies had a similar beginning. The first movies were silent films but by the late 1920’s the first movies with sound were available to audiences. During this era, the movies became big business as movie studios churned out an average of 800 feature films annually. Conservatives of the time often disapproved of what they viewed as</p>

	<p>the immoral influence of these forms of entertainment but were unable to reduce their popularity.</p>
<p>d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.</p>	<p>The 1920's marks a distinct break from the Victorian culture of the previous century.</p> <p>Visual Arts</p> <p>In the visual arts, the 1920s marked the beginning of the Modernist Movement. American artists were influenced by European modern artists whose work was first exhibited in 1913. These works were impressionistic, abstract, geometric, and a break from the school of romanticism and realism. The era also marked the beginning of the art deco movement as artists began to create artistically styled furnishing using modern materials such as aluminum, plastics, and glass. In architecture, the trend of building skyscrapers accelerated.</p> <p>Literature</p> <p>Literature in the era was noted for its themes of alienation and disillusionment. Writers rebelled against traditional constraints and incorporated themes deemed immoral by the previous generation. Most notable were the writers that came out of the Harlem Renaissance.</p> <p>Harlem Renaissance</p> <p>The Harlem Renaissance marked the first significant artistic movement coming out of African-American culture. Centered in a borough of New York City, the movement produced notable works of literature, music, dance, and visual art. Writers included Zora Neale Hurston, W.E.B. Dubois, and Langston Hughes. Hughes' poetry used the rhythms of African American music, particularly blues and jazz. This allowed Hughes to experiment with a very rhythmic free verse. The Cotton Club, located in Harlem, was an important location where ideas, such as Jazz, of the Harlem Renaissance were exposed to white audiences.</p> <p>Performing Arts</p> <p>As previously noted, the performing arts expanded with the advent of radio and movies. As income rose during the period, families had more disposable income to spend on entertainment. Radio stations needing to fill air time broadcasted the latest music to listeners. Two genres of music benefitted from this demand for music.</p> <p>Popular Music</p> <p>As the late nineteenth century saw a tremendous growth in the middle class, music and piano lessons became a part of the expected education. There was a demand for new music to be played and sung around the piano. There were several centers of music in the United States where composers and lyrists were hired to meet the demand for music, including Chicago, Philadelphia, and Detroit. The most famous music center was Tin Pan Alley in New York City. Tin Pan Alley was a real location—5th Avenue and 28th Street. One of the famous composers of the period was Irving Berlin. Berlin wrote a large number of songs, some of which students today would recognize including <i>White Christmas</i> and <i>God Bless America</i>.</p> <p>Jazz</p>

	<p>Although Jazz was not born out of the Harlem Renaissance, Jazz was the first true American music. The musical form was so influential that the era of the 1920's was known as the Jazz Age. Born in the deep South, Jazz was thought to have originated from the musical traditions brought by slaves from West Africa combined with western music instruments and techniques. Jazz as a musical style is easy to recognize but hard to define. Jazz has elements of different genres of music but is most noted for its improvisations. By the 1920's, there were several different types of Jazz, including Dixieland that originated in New Orleans. Famous musicians included Louis Armstrong, King Oliver, Jelly Roll Morton, and Duke Ellington. Jazz influenced main-line composers such as Cole Porter and the Gershwin Brothers who composed music such as <i>Rhapsody in Blue</i> and the Jazz opera <i>Porgy and Bess</i>.</p>
<p>Key Terms</p>	<p>Communism Harlem Renaissance Henry Ford Immigration Restrictions Irving Berlin Jazz Langston Hughes Louis Armstrong Mass Production Movies Radio Red Scare Socialism Tin Pan Alley</p>
<p>Suggested Resources</p>	<p>Henry Ford Museum http://www.hfmgv.org/exhibits/hf/ The Roaring Twenties (General websites) http://library.thinkquest.org/27629/themes/media/md20s.html http://www.1920-30.com/ http://www.historesearch.com/20sdep.html Jazz: Ken Burn's website that provides an excellent overview of Jazz history includes sound samples. http://www.pbs.org/jazz/ Tin Pan Alley, including music files, examples of sheet music, and biographies http://parlorsongs.com/insearch/tinpanalley/tinpanalley.php</p>

Sample questions

What was the Harlem Renaissance of the 1920s?

- A. a program of urban renewal among various ethnic groups begun in New York City
- B. a period of musical, artistic, and literary productivity among African Americans in New York City**
- C. the integration of African Americans into colleges and universities throughout the nation
- D. a set of political reforms and social programs supported by African American politicians in New York City

The growth of communism in the United States during the early 1900s directly led to

- A. a reform of labor laws
- B. a restriction of immigration**
- C. an extreme decline in nationalism
- D. an increased public support of unions

Writing Prompt:

In the 1920's the United States experienced a period of rapid changes in society, but these changes were resisted by more traditional elements. Explain why the U.S. changed during this decade and why there was wide-spread rejection of those changes.

SSUSH17 The student will analyze the causes and consequences of the Great Depression.

Overview: Though the U.S. economy appeared to be prosperous during the 1920's, the conditions that led to the Great Depression emerged during that decade.

a. Describe the causes, including overproduction, under-consumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

While many European nations suffered a post-World War I recession, the United States did not. American businesses, farms, and banks had profited greatly during World War I by selling products to European markets. However, by 1929, the economic boom for the United States was over and the Great Depression had begun. The causes of the Great Depression were:

1. **Industrial Overproduction:** Industries increased their productive capacity to produce and sell more goods, eventually creating a surplus of supply. This problem became exacerbated by a struggling post-war market in Europe.
2. **Consumer overspending:** With cash to spend after the war, Americans went on a spending spree. The development of the consumer market and the advent of consumer credit further encouraged spending. After the Stock Market collapse in October 1929, consumers quit spending except for absolute necessities creating a surplus of goods in the market place. This caused **Under-consumption** which further deepened the economic slow-down.
3. **“Get rich quick” attitudes:** Speculators sought to maximize their wealth through **speculation** in real estate and **the stock market**. To obtain capital for expansion, companies began to offer more shares of stock for sale. Seeing growing demand for stock translate into growing value of stock shares, speculators began to buy and sell stocks quickly to profit from the rising market. Buyers were allowed to borrow money to purchase stocks with as little as 10% down. Eventually, the speculators began to sell off stock to take profits and touched off a run on selling which led to the **Stock Market Crash of October 1929**.
4. **Disparity in wealth:** While many Americans prospered during the 1920's, some economic sectors did not. Farmers lost income throughout the 1920's as European markets closed to American farm goods. Coal mining suffered as oil began to replace coal as a fuel. In general, workers' wages failed to keep pace with prices during the period. As a result, there developed an unequal distribution of income that led to the richest 1% of Americans owning approximately 40% of the country's wealth.
5. **Banking Panic:** As unemployment increased, depositors began to require more and more of their savings. Lacking sufficient reserves, banks were forced to call in loans which in turn touched off a wave of bankruptcies. Unable to collect outstanding loans, banks began to fail. In all, 9,000 banks failed during the decade of the 1930s. Life savings disappeared. The failures of the banks led to a demand for more cash in the economy which contradicted Federal Reserve policy of the era. The shortage of cash worsened the effects of the economic downturn.

<p>b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.</p>	<p>A symbol of overproduction and contributing factor to the economic decline of the 1930s, the Dust Bowl originated in the southern plains of the United States. The first farmers arrived at the end of the Nineteenth Century drawn by the Homestead Act and the rich soil of the region. Farmers in the region talked of the rich, fertile soil and were soon producing bumper crops of wheat, corn, cotton, and livestock. However, unknown to the farmers, the Great Plains experience cycles of wet and dry. The southern plains were in a wet period when farmers first arrived. Spurred on by the soil's fertility and huge demand for grain caused by World War I, farmers planted thousands of acres of marginal land in crops. Beginning in 1931, the region entered into a dry cycle. The drought was the worst ever in U.S. history, covering more than 75% of the country and affecting 27 states severely.</p> <p>Farmers continued to plant wheat and cotton despite the failure of crops year after year. Deep plowing had killed the prairie grasses necessary to hold the top soil. Winds soon began blowing the dry top soil away; forming dust clouds thousands of feet high and miles wide. The dust storms and drought lasted nearly ten years. Although two-thirds of families remained in the region, a large group of share-croppers and tenant farmers left the farms of Oklahoma, Texas, and eastern Colorado and settled in the central California farming region. Without money, many became migrant farm workers who worked the vegetable, fruit, and cotton harvests of the west coast. The "Okies," as the migrants were known, became the subject of John Steinbeck's <i>The Grapes of Wrath</i>. The Dust Bowl eventually ended in 1938 when rains returned and the Soil Conservation Act was passed encouraging better plowing methods in the region.</p>
<p>c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.</p>	<p>Social Impact of the Great Depression</p> <p>By 1933, twenty-five percent of the labor force was unemployed and millions more were working only part time. In 1932, Fortune Magazine reported that 34 million people belonged to families with no regular, full-time wage earner. There were two million homeless people migrating around the country. Women and minorities were especially hard hit. Women, many of whom were single parents, were often fired because many businesses felt jobs should go to men first. African-Americans were often the first laid-off only to be replaced by white workers. Children were malnourished. While there were some public assistance programs and private charities, they were quickly overwhelmed by the sheer numbers of those who needed assistance. Men abandoned their families to search for work and, when they were unable to find a job, did not return home out of shame. Some teenagers were asked to leave home and find a job to support themselves, as their families were increasingly unable to do so. Homeless families, lacking shelter, used cardboard and packing crates to create encampments called Hoovervilles, a name meant to cast criticism on President Hoover and his handling of the economic crisis.</p> <p>Political Impact of the Great Depression</p> <p>While in office, Herbert Hoover attempted to diminish the impact of the Great Depression by creating work relief programs that included the construction of the Golden Gate Bridge and the Boulder (later Hoover) Dam. He attempted to slow home foreclosures by asking the Federal government to guarantee home loans. However, his programs appeared to the public as too little too late. In 1932, Hoover ran for re-election. The Democratic candidate for President, Franklin D. Roosevelt,</p>

	publicly blamed Hoover for the depression. Then in the election of 1932, Hoover suffered a large defeat, obtaining 39.7% of the popular vote to Roosevelt's 57.4%.
Key Terms	Dust Bowl Great Depression Hoovervilles Stock Market Crash
Suggested Resources	Farming in the 1920' and 1930's: Features numerous oral histories http://www.livinghistoryfarm.org/farminginthe30s/water_02.html Herbert Hoover Presidential Library http://hoover.nara.gov/ Pictures of the Great Depression http://lcweb2.loc.gov/fsowhome.html http://www.historyplace.com/unitedstates/lange/index.html

Sample Items

The term Hooverville refers to

- A. new subdivisions of homes that were constructed during the .land boom of the early–1920s.
- B. the tent cities that thousands of soldiers inhabited while fighting in France in World War I.
- C. **the popular name for shanty towns that were common during the Great Depression.**
- D. the homes that were constructed for the poor during the New Deal.

Which of these was a PRIMARY cause of the Dust Bowl?

- A. **the overworking of farmlands in the Great Plains**
- B. a decrease in demand of agricultural goods
- C. low dairy prices in the Midwest
- D. the Great Depression

One of the major causes of the stock market crash of 1929 was

- A. **excessive buying of stocks on margin**
- B. overconsumption of goods and services
- C. failure of international banking systems
- D. low prices of stocks and bond

During the second half of the 1920s, which economic trend was a major cause of the Great Depression?

- A. deficits in the federal budget
- B. reductions in tariff rates
- C. creation of national and state sales taxes
- D. **overproduction and under-consumption**

Writing Prompt

Choose two causes of the Great Depression in the United States and explain how they contributed to the economic turmoil of the 1930's.

SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.

Overview: In the first presidential election during the Great Depression, American voters rejected Herbert Hoover and voted in Franklin D. Roosevelt. Roosevelt used the name “New Deal” for his series of programs to end the Depression. He promised these programs would help different segments of the economy recover by addressing specific needs and weaknesses. This standard will measure students’ understanding of how Roosevelt’s New Deal affected the lives of the American people.

a. Describe the creation of the Tennessee Valley Authority as a works	When Franklin D. Roosevelt took his oath of office in March 1932 the nation was in a grave crisis. Five thousand banks had closed. Unemployment hovered at twenty-five percent. Corporate profits had fallen to ninety percent and farm commodity prices had fallen sixty percent. Two million Americans were homeless.
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<p>program and as an effort to control the environment.</p>	<p>As a result, the American public had lost confidence in its government.</p> <p>Roosevelt’s first hundred days in office was a declaration of war on the Great Depression. Roosevelt immediately signed an executive order closing all the nation’s banks until their solvency could be determined. He then called Congress into special session and sent Congress a series of bills designed to address the nation’s problems. Collectively, these bills would become known as the New Deal.</p> <p>Tennessee Valley Authority:</p> <p>An early New Deal program implemented by the Roosevelt administration was the Tennessee Valley Authority (TVA). The Tennessee River Valley region runs through seven states and at the time was one of the poorest regions in the nation. Flash floods were endemic due to excessive tree cutting in the Blue Ridge Mountains and poor management of agricultural lands. On May 18, 1933, FDR signed the TVA into law in order to improve navigability on the Tennessee River, provide for flood control, plan reforestation, assist in industrial and agricultural development, and aid the national defense by producing munitions. The TVA built dozens of dams to control the environment by preventing disastrous floods. Each dam had its own power plants, parks, and navigation aids. This construction projects created hundreds of jobs for unemployed workers. At the TVA’s height the employment of designers and construction workers reached a total of 28,000. Inexpensive power brought new employment for men and women to the region, such as textile mills.</p>
<p>b. Explain the Wagner Act and the rise of industrial unionism.</p>	<p>Wagner Act Gives Labor Union New Life</p> <p>Labor unions had suffered greatly as a result of the Great Depression. Unions supported FDR’s 1932 campaign with the understanding that Roosevelt would protect working men and women. The National Industrial Recovery Act (1933), one of Roosevelt’s first New Deal programs, had guaranteed worker’s rights to organize. Bitter strikes developed over organizing rights leading companies to circumvent the law and, in 1935, the Supreme Court had declared the law an unconstitutional restraint of free trade. Roosevelt responded with the passage of the National Labor Relations Act (Wagner Act). The act protected the right of workers to organize and forbade companies from engaging in retaliation. The act also created an enforcement mechanism and used the federal government as an overseer to insure fair elections. With this protection, labor union membership grew. By 1945, 37% of the U.S. work force was unionized.</p>
<p>c. Explain the passage of the Social Security Act as a part of the second New Deal.</p>	<p>Entering into a second term, Roosevelt believed a second New Deal was needed to address the “one-third of a nation ill-housed, ill-clad, and ill-nourished.” One such group impacted by the second New Deal was the nation’s senior citizens. Most seniors did not have pensions and those who did saw them wiped out as a result of the Great Depression. Roosevelt signed into law the Social Security Act in 1935. The new law provided for old-age pensions, unemployment insurance, and aid to the disabled. The first version of Social Security excluded many groups including agricultural workers, teachers, domestic help, and children. As a result the act excluded many African-Americans and women. Many of these concerns were addressed in subsequent amendments of the Social Security Act.</p>
<p>d. Identify Eleanor Roosevelt as a symbol</p>	<p>President Roosevelt’s wife, Eleanor, was very influential in her own right. She was the first president's wife to testify before a Congressional committee, the first to</p>

<p>of social progress and women’s activism.</p>	<p>hold press conferences, to speak before a national party convention, to write a syndicated column, to be a radio commentator, and to earn money as a lecturer. Eleanor Roosevelt was interested in humanitarian causes and social progress, and she was very vocal about them during her husband’s time in the White House. She traveled all over the United States to observe social conditions so she could keep the president informed as to the state of the nation. President Roosevelt referred to Eleanor as “his legs.”</p> <p>As a vocal advocate for both women and African-Americans, Eleanor Roosevelt was instrumental at ending discriminatory practices associated with New Deal legislation. As a supporter of women’s activism, she was also instrumental in convincing Roosevelt to appoint more women to government positions. Following WWII she became known as “First Lady of the World” due to her service with the United Nations. Some historians credit Eleanor Roosevelt’s actions with changing African-American voters from supporting Republican candidates to supporting Democrats.</p>
<p>e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.</p>	<p>Criticism of the New Deal Programs</p> <p>During his 12-year presidency, Roosevelt faced many challenges to his leadership and had many critics. Opponents of the New Deal came from all parts of the political spectrum. Some conservatives thought he had made the federal government too large and too powerful and that it did not respect the rights of individuals and property, while some liberals thought he had not gone far enough to socialize the economy and eliminate inequality in America. Perhaps Roosevelt’s biggest critic and rival presidential candidate in 1936 was Senator Huey P. Long of Louisiana. Long believed that the New Deal had not gone far enough. Long’s program, "Share Our Wealth," proposed a guaranteed household income for each American family paid for by high taxes on the wealthiest Americans.</p> <p>Roosevelt’s “Court Packing”</p> <p>In addition to the challenges to the New Deal issued by Huey Long and others, in 1936 the Supreme Court declared two pieces of the first New Deal unconstitutional (NIRA and AAA). Growing increasingly frustrated with a Supreme Court composed of nine men, all over 60 and generally conservative, he felt that the court was "thwarting the will of the nation." FDR informed his cabinet at a special meeting that he would send a message to Congress proposing the <u>reorganization of the federal judiciary system</u>. The plan was ostensibly designed to "improve the efficiency of the entire system" by adding judges to all levels of the federal courts and adopting procedures to expedite the appeals process. The intent of the plan was obvious: by adding a judge to the Supreme Court for every justice who refused to retire after the age of 70, FDR could appoint enough justices to uphold his New Deal programs. FDR was criticized for wanting to "pack the court"; thereby attacking the independence of the judiciary and subverting the Constitution. Many of Roosevelt's longtime supporters deserted him on this controversial proposal and the opposition he received to this proposal began to sour the nation on the New Deal.</p> <p>Neutrality Act of 1935 and 1939</p> <p>In the mid-1930’s, a Congressional investigation and investigative reporters</p>

	<p>found evidence that supported the idea that the United States had been pushed into World War I by banking and munitions interests. This evidence led Congress to pass a series of neutrality laws that made it illegal to sell arms or make loans to nations at war. The fourth of these acts, passed in 1939 in recognition of the Nazi threat to Western Europe's democracies, permitted the sale of arms to nations at war on a "cash and carry" basis. This meant that buyers would have to pay cash and send their own ships to American ports to pick up the supplies, thereby keeping American ships from being sunk by the Germans. The Roosevelt administration opposed the proposals because he believed that the laws might tie the United States' hands if Europe or China needed help in the future, but the President felt he had to sign the bills into law in order to insure remaining New Deal legislation would pass through Congress.</p>
<p>Key Terms</p>	<p>Court-Packing Bill Eleanor Roosevelt Huey Long Industrial Unionism Neutrality Acts Second New Deal Social Security Act Tennessee Valley Authority (TVA) Wagner Act</p>
<p>Suggested Resources</p>	<p>Roosevelt's Declaration of War on the Great Depression http://www.archives.gov/education/lessons/fdr-inaugural/ Tennessee Valley Authority http://www.tva.gov/abouttva/history.htm The New Deal Network: a teacher created website that has numerous lesson plans, primary documents, and background information on Roosevelt's New Deal. http://newdeal.feri.org/index.htm</p>

Sample Questions

What was one effect of the Wagner Act (1935)?

- A. The number of factory workers declined dramatically between 1935 and 1945.
- B. **Employers were prohibited from interfering in workers' efforts to unionize.**
- C. Laborers shifted their support from the Democratic Party to the Republican Party.
- D. Laborers in companies with more than 50 employees were prohibited from striking.

Use this quote to answer the question.

"Let me assert [declare] my firm belief that the only thing we have to fear is fear itself." President Franklin D. Roosevelt, March 4, 1933

In his first inaugural address, President Franklin D. Roosevelt was warning the American people NOT to be discouraged by the effects of

- A. Adolph Hitler's rise to power in Germany
- B. Japanese expansion in the Pacific
- C. **the Great Depression**
- D. Prohibition

What was one result of the work of the Tennessee Valley Authority in the 1930s?

- A. **generation of affordable electricity for rural areas**
- B. improvement in systems of communication
- C. restoration of a natural environment
- D. construction of nuclear power plants

Writing Prompt:

To what extent does the New Deal continue to affect us today? Do the lasting effects of the New Deal deem the movement a success or a failure? Explain your answer.
 To what extent was the New Deal an extension of prior reform movements such as Progressivism and Populism; to what extent was it a departure?

SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

Overview: World War II was the culminating event in the United States’ rise to the level of a superpower. Though initially reluctant to become involved in the fighting, once attacked, the United States responded with contributions that led to an Allied victory. Responding to the country’s need to fight the war, the federal government grew larger. This standard asks the student to identify the causes of World War II, selected key events, and the consequences of the war on the home front.

a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.

As a result of re-armament, the nation began to emerge from the Great Depression in 1940. African-American workers, despite receiving training in government approved programs, were denied access to defense jobs. Many employers felt that African-Americans could not be trained for complex jobs such as mechanics and aircraft construction and refused to hire African-Americans. **A. Philip Randolph**, an African-American labor organizer, had created the Brotherhood of Sleeping Car Porters to fight discrimination in 1925. Randolph and other African-American leaders met with President Roosevelt in September 1940 and presented the President with a memorandum urging his administration to take action to desegregate the armed forces and to end discriminatory hiring practices in industries with government contracts. The administration declined the request. Randolph began the **“March on Washington”** movement” in January 1941 as a grass-roots movement in order to force the Roosevelt administration to act on discriminatory practices. As the July date for the march approached, the media began reporting that 100,000 people would march on Washington. Roosevelt feared a race riot might occur in segregated Washington, D.C. if the march took place. Roosevelt also worried any violence would give a potential propaganda victory to Adolf Hitler. After meeting with Randolph and the head of the NAACP, Roosevelt issued an executive order prohibiting discrimination on government contracted jobs.

b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.

Japan Attacks the United States—December 7, 1941
 The Japanese attack on the United States in December 1941 evolved from her desire to conquer all of Asia for her own use. Japan was, and still is, a resource-poor nation. In order to keep her industries going and feed her people, the Japanese government began a policy of expansion in the 1890’s. Her military targeted the weaker nations of China and Korea and captured territory from both nations. Japanese aggression in China angered the United States because U.S. policy held that all nations should be able to trade freely in China and nations should respect the territorial integrity of China. Japan invaded Manchuria in 1931 and engaged China in all-out war in 1937, quickly conquering most of China, except for the southwestern provinces. The U.S. was prevented by neutrality laws from giving aid to the Chinese; however, with the passage of the Lend-Lease Law in 1939, the U.S. was able to lend money to the Chinese war effort. In 1940, Germany conquered France and the Netherlands and threatened Great Britain. France, the Netherlands, and Great Britain had rich colonial holdings in Asia. Japan sensed these colonial

holdings would be easy to acquire and positioned her military to conquer the entire region. In September 1940, the Japanese occupied French Indochina threatening British Malaysia, the Dutch East Indies, and the American Philippines. The United States immediately placed an embargo on airplane parts and aviation fuel. The U.S. also re-positioned the Pacific fleet from San Diego to the Hawaiian Islands. In July 1941, the U.S. placed a total financial and oil embargo on Japan. The Japanese felt that U.S. actions were directly threatening Japan and began to plan operations to take-over the East Indies, Malay Peninsula, and the Philippines. To prevent any counter-attack, the Japanese military felt it was necessary to destroy the American Pacific fleet. On the morning of December 7, 1941, the navy of the Empire of Japan launched a surprise attack on the U.S. Navy base at **Pearl Harbor**, Hawaii. Over 2,400 Americans were killed and 1,178 more were wounded, 19 ships were damaged, and over 300 aircraft were destroyed. The Japanese attack brought the United States officially into World War II.

Internment of Enemy Aliens

The United States worried that its large immigrant population of Italians, Germans, and Japanese would pose a security risk in the event of war with the Axis powers. In 1939, at the request of the President, the Justice Department developed a list of enemy aliens that included American citizens and citizens of Germany, Italy, and Japan that might be potential spies or saboteurs. In 1940, enemy aliens were required to register with the government. When the war broke out in 1941, suspects on the Enemy Alien List were arrested. Very few were held in jail. Most were later released and required to move away from defense industries.

A second group of suspects included Italian-Americans, German-Americans, and Japanese-Americans. There were simply too many Italian-Americans and German-Americans to intern. However, many Americans believed that the disaster at Pearl Harbor and subsequent minor attacks along the California coast were the result of collusion between Japanese-Americans living in California and the Japanese military. The west coast was designated a security zone and all potential enemies were to be removed from the region. Eventually 110,000 Japanese-Americans were removed from California, Oregon, and Washington under Executive Order 9066. . Whole families were shipped off to the high desert regions of the American west, many losing their homes, businesses, and farms.

c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

Lend-Lease

Nine months before Pearl Harbor, Congress passed the Lend-Lease Act and amended the Neutrality Acts so the United States could lend military equipment and supplies to any nation the president said was vital to the defense of the United States. Roosevelt approved \$1 billion in Lend-Lease aid to Great Britain in October 1941. When the United States entered World War II, \$50 billion worth of equipment and supplies had already been sent to Britain, France, the Soviet Union, and China—the nations that would now be U.S. allies.

Battle of Midway (June 4–7, 1942)

Six months after the Japanese attack on Pearl Harbor, the U.S. Navy won a sea battle against the Japanese Navy that was a turning point in World War II. The Japanese tried to trap and sink America’s aircraft carriers near Midway Island an American refueling station for ships and airplanes. The United States destroyed four

	<p>Japanese aircraft carriers while losing only one American carrier. The American victory is regarded as the most important naval engagement of the Pacific campaign of the war and, at the time, was a huge morale boost for America. The Japanese Navy never recovered from this defeat, enabling the United States to gain control of other strategic Pacific islands.</p> <p>D Day (June 6, 1944)</p> <p>D Day was the code name for the first day of Operation Overlord, the Allied invasion of Nazi-occupied France. It remains the largest seaborne invasion in history, with over 156,000 men crossing the English Channel in 6,939 vessels. When the Allies landed at Normandy the German troops occupying the heavily fortified French coast were unprepared, thinking that the Allies would attack France in a different location. Although the Allies met heavy resistance, the invasion went almost exactly according to plan. As a result of the operation's success, American and British forces were able to maintain a permanent beachhead in mainland Europe to resupply their forces and push east to Germany. The geographical advantage gained by the invasion marked the beginning of victory for the Allies in Europe.</p> <p>The Fall of Berlin (April–May 1945)</p> <p>The Battle of Berlin was one of the final battles of the European theater during World War II. Two Soviet army groups attacked Berlin from the east and south, while a third attacked German forces north of Berlin. The Soviets lost 81,116 men taking the city, while the Germans lost 458,080 trying to defend it. It was one of the bloodiest battles in history. Adolf Hitler was in Berlin during the battle and, before it ended with Soviet occupation, he and many of his followers committed suicide. The city's defenders surrendered on May 2, but fighting continued outside the city until the formal German surrender, known as V-E Day, ended the war on May 8, 1945.</p>
<p>d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.</p>	<p>With the United States fully, and officially, engaged in World War II the nation went on a total war effort. To orchestrate the conversion of industry to supply the United States' war effort, the Roosevelt administration created the War Production Board. The War Production Board's responsibility was to regulate the production and allocation of materials and fuel. The board began by ending the production of non-essential goods, such as automobiles, and imposing a rationing system for gasoline and rubber. Civilian plants soon began producing war goods in great quantities. Plants that produced silk ribbons produced parachutes, typewriter plants produced machine-guns. Ford, General Motors, and other automobile manufacturers produced great numbers of airplanes, tanks, trucks, and artillery pieces. One of the most remarkable feats was the creation of the Liberty ship by Kaiser Aluminum. These ships were created in an assembly line fashion such that eventually a single cargo ship could be produced in 42 days.</p> <p>Rationing</p> <p>Food rationing began in 1942. Items such as sugar, meat, butter, canned vegetables and fruits all required coupons (also known as rationing stamps). Allotments were based on family size. Families that were able planted Victory Gardens to supplement their diets. Rationing of gasoline, sugar, and tires lead to some black marketeering, although, most Americans bore the hardships with a good spirit because they knew everyone was in the same position and the goods they gave</p>

	<p>up were destined for servicemen and women overseas.</p> <p>Role of women in war</p> <p>At the outbreak of the war, women who already had jobs found that the choices of occupation and the rate of pay suddenly changed for the better. Women served in many different capacities during the course of the war. Some women served in the military. 216,000 women volunteered for service in the various branches of the Armed Services. In order to meet the demand for labor, the U.S. government began a campaign to lure women into the workforce. The government created a fictional ideal woman worker known as “Rosie the Riveter” to appeal to women’s patriotism. Women worked in many different areas including munitions, aircraft plants, shipyards, and, of course, as clerks and secretaries. By war’s end, 18 million women had entered the work force.</p>
<p>e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.</p>	<p>The Manhattan Project</p> <p>The Manhattan Project was a code name for a secret research and development program whose goal was to build an atomic weapon during World War II. European scientists, such as Albert Einstein, who had fled Nazi Germany, feared that German physicists were developing an atomic weapon for Hitler and urged Roosevelt and Churchill to create a similar program. Led by General Leslie Groves, the project created numerous research labs, including Los Alamos, New Mexico, where three atomic weapons were developed.</p> <p>Military Implications</p> <p>Ultimately, these testing and production facilities led to the creation of the first working atomic weapons. The first was exploded near Los Alamos, New Mexico. Plans for an Allied invasion of Japan were underway and an estimated 1,000,000 Allied casualties. The successful test led to the creation of two working bombs that were subsequently used against the cities of Hiroshima and Nagasaki in a successful bid to convince the Japanese to surrender. Thereby ending the necessity of an invasion. The military application of these atomic bombs led to two important developments. First, the surrender of the Japanese government and the end World War II. Second, their development spurred a new, more dangerous arms race between the Soviet Union and the United States.</p> <p>Scientific and Economic Implications</p> <p>The creation of a government sponsored and financed research-and-development lab became a model for future weapons development programs. These programs were led by an officer of the military and used research scientists to produce technology necessary for national defense. Similar research-and-development models were used by civilian corporations for creating goods that could be used by the government and civilians. The mass production of isotopes led to the development of nuclear medicine and the use of atomic energy for electrical power.</p>
<p>f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the</p>	<p>The European Theater</p> <p>The United States was the prime supplier of war material to the Allies. To supply the European allies, it was necessary to cross the Atlantic Ocean. It took between 10-15 days for a convoy to cross the Atlantic. Along the way allied shipping had to fight German submarines and aircraft to feed and supply, not only allied soldiers, but also the British civilian population. Initially, the British isles served as a supply</p>

<p>U.S. faced in delivering weapons, food, and medical supplies to troops.</p>	<p>depot while the allies built up their forces to invade the continent. After landing troops on the coast of France and Italy, supplies followed the forces inland using the existent road networks. However, the farther the allied forces moved from the coast the longer it took to get supplies to the front lines. Gasoline was a particular problem for Allied forces that relied heavily on mobile warfare. In fact, the Allied advance stalled in November 1944 because the armor units ran short of fuel. Lend-leased goods were shipped to the Soviet Union through the German submarine defenses around the Scandinavian peninsula and around Africa to the Persian Gulf and through Iran.</p> <p>The Pacific Theater</p> <p>The distance across the Pacific was three times that of the distance from New York to Liverpool, Britain. It could take up to five months for supplies to get from California to Brisbane, Australia. The decision to prioritize the war in Europe sent the best and greatest amount of equipment to Europe so forces in the Pacific faced outdated equipment and shortages until U.S. industrial capacity caught up with demand. Additionally, unlike Europe, there was little or no infrastructure to transport and store supplies once they arrived in theater. Finally, the climate of the Pacific region wrecked havoc with supplies causing spoilage. These conditions led to the Allied policy of Island hopping to reach islands that would serve as landing strips to allow air-bombardments of Japanese fortifications. The United States also supplied the Chinese Nationalist Allies across mountainous and densely forested terrain in Southeast Asia.</p>
<p>Key Terms</p>	<p>A. Philip Randolph Atom Bomb Battle of Berlin Battle of Midway D Day Internment Lend-Lease Los Alamos Mobilization Pearl Harbor Rationing The Manhattan Project Wartime Conservation</p>
<p>Suggested Resources</p>	<p>War Relocation Authority http://www.trumanlibrary.org/whistlestop/study_collections/japanese_internment/background.htm U.S. Merchant Marine http://www.usmm.org/ww2.html Quartermaster Supply in the Pacific During World War II http://www.qmfound.com/qmcpacific.htm Rationing http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm Women in World War II http://www.nwhm.org/online-exhibits/partners/exhibitentrance.html “Rosie the Riveter”</p>

	<p>http://www.nps.gov/pwro/collection/website/rosie.htm The Manhattan Project http://library.thinkquest.org/17940/texts/timeline/manhattan.html Los Alamos Research Lab http://www.lanl.gov/history/ The Atomic Bomb and the End of World War II: A Collection of Primary Sources http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm</p>
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Sample Questions

Consumer rationing was used during World War II as a way to

- A. increase exploration for natural resources
- B. limit supplies of weapons to American allies
- C. draft men into the armed forces
- D. ensure that the military had essential materials

In World War II, D-Day refers to

- A. Hitler's invasion of France.
- B. the Allied invasion of France.
- C. the end of World War II in Europe.
- D. the Japanese attack on Pearl Harbor.

Partly because Japanese Americans living on the West Coast during World War II were considered security risks, they were

- A. forced to give up their U.S. citizenship.
- B. barred from military service throughout the war.
- C. moved from their homes to internment camps.
- D. prohibited by law from seeking employment with the federal government.

The purpose of the Manhattan Project was to

- A. provide economic aid to Latin American countries.
- B. develop atomic weapons for the U.S. military.
- C. bring about an end to poverty in U.S. urban areas.
- D. offer assistance to relocated European refugees.

Many Americans opposed the 1941 Lend-Lease Act because they feared it would

- A. draw the United States into the war in Europe.
- B. cause the country to fall into an economic recession.
- C. be declared unconstitutional by the Supreme Court.
- D. place the United States in violation of the Versailles Treaty.

Writing Prompt:

Describe the policies that led to American citizens finding themselves facing shortages of consumer goods including sugar, gasoline, automobiles and their parts during WWII?

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

Overview: The Cold War was a struggle between the western democratic nations (mainly the United States) and the communist nation of the Soviet Union (and later China) for the political supremacy of the world. Following World War II, the United States and the other Allies divided Germany into four occupation zones. Rivalries for influence over the German territories led to disagreements during the occupation of Germany by the French, British, Russians, and Americans. Thus beginning the Cold War. Over four decades, competition between the United States and the USSR involved many other countries aligned with one of the two superpowers.

a. Describe the creation of the	Europe lay in ruins in 1945. Millions of homes had been destroyed. Factories lay bare to the sky, machinery destroyed by bomb or fire. Rail and road networks were
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Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.

blocked by destroyed bridges and viaducts. The specter of famine stalked much of Europe because of shortages of labor, seed, and farm machinery. The traditional European powers were physically, financially, and emotionally unable to reconstruct the continent. The Soviet Union controlled the eastern half of Europe and, despite promises, showed no desire to allow free elections in the areas that they controlled. In fact, the Soviets had not withdrawn their military forces back to their own frontiers. These implicit threats of force by the Soviet Union lead to a state of tension between the United States and the Soviet Union that became known as the **Cold War** (1945-1991).

Truman Doctrine

The Truman Doctrine was an expression of the U.S. belief that communism would infiltrate those areas of Europe that were left weakened by the effects of World War II. In 1946, a civil war broke out in Greece between the democratically elected government and a communist-backed insurgent movement. The British government, that had traditionally supported and protected the Greeks, informed the United States that they were no longer able to assist the Greeks in resisting the communist attempt to take over Greece. Truman then issued a warning stating that the U.S. was prepared to use any means necessary to contain communism. Funds were promised to Greece and Turkey to assist in resisting communist take-overs. The policy of **containment** became the key foreign policy program of the United States until the downfall of the Soviet Union in 1991. While the policy was at first applied to Europe, it was later extended to the Middle East, Asia, Latin America, and Africa. By pledging to protect the world from communist expansionism, the United States in effect became the world’s protector from aggression. As a part of the Truman Doctrine, the North Atlantic Treaty Organization (NATO) was created to provide for the mutual defense of Western Europe amid fears of the newly atomic armed USSR. NATO-like treaties were also concluded with Asia and Pacific nations. This meant an expansion of America’s military, economic, and diplomatic presence to all areas of the world.

The Marshall Plan

To combat the negative economic impacts of the World War II, George C. Marshall, who was the Secretary of State during the Truman Administration, proposed a European Recovery Program (later known as the Marshall Plan) The plan had two major aims: to prevent the spread of communism in Western Europe and to stabilize the international political order in a way favorable to the development of political democracy and free-market economies. Over the four-years during which the Marshall Plan was formally in operation, Congress appropriated \$13.3 billion for European recovery. It aided 22 European nations in their economic recovery by providing much needed capital and assisted American businesses by opening up European markets to American goods. This relatively small injection of capital helped to stabilize European politics and enable Western European nations to resist communist infiltration.

b. Explain the impact of the new communist regime in China and the outbreak of the

Communist take-over of China

The Truman Doctrine was a success in western Europe, but, when applied to Asia in the late 1940’s, it was less so. China was embroiled in an on-again, off-again civil war fought by the U.S.-backed Nationalist forces (led by Chiang Kai-shek) and the

<p>Korean War and how these events contributed to the rise of Senator Joseph McCarthy.</p>	<p>Communist forces (led by Mao Zedong). In 1949, the Chinese civil war ended in a communist victory. U.S. support of the Nationalists earned the enmity of the Chinese communists. The creation of a communist state in Asia also altered the balance of power in the region. U.S. strategists believed that the communist Chinese and the Soviet Union would form a single monolithic communist state which would threaten the remaining democratic states in Asia.</p> <p>Korean War</p> <p>After World War II, the United States and the Soviet Union agreed to administer the formerly Japanese ruled Korean peninsula under a joint-trusteeship. However, the leaders of the two dominant Korean political parties, the right-wing (U.S.-backed) party led by Syngman Rhee and the left-wing (Soviet-backed) party led by Kim Il-sung, objected to the trusteeship and quickly organized their own countries—each bent on re-unifying Korea under the image of either democracy or communism. When the U.S. publically announced that South Korea was not in the defensive sphere of the United States, Kim Il-sung (with Soviet blessings) launched a war to re-unify South and North Korea in June of 1950.</p> <p>The fear of total take-over of Asia seemed to be confirmed when communist North Korea invaded democratic South Korea. Extending the policy of containment to Korea, President Truman, along with the United Nations, launched a defense of South Korea. After three years of fighting, the U.S. and U.N. forces stabilized the Korean frontier along the 38th Parallel (the original border). No peace treaty has been signed and hostilities between the two states continue.</p> <p>McCarthy Hearing (Officially-Army McCarthy Hearings)</p> <p>Senator Joseph R. McCarthy (R-Wisconsin), looking for a campaign issue to run for re-election, used America’s post-World War II fear of communism. McCarthy accused the Truman administration of being “soft on communism” and of losing China to the communists. McCarthy further claimed that the U.S. Department of State had been infiltrated by communist sympathizers and this group was shaping U.S. foreign policy to favor the Soviet Union. Subsequent Senate hearings did not prove McCarthy’s charges. In 1953, after Republican Dwight Eisenhower took office, McCarthy launched a wide-ranging series of investigations as the Chairman of the Internal Security Committee that included the Department of State and the United States Army. Between April and June 1954, the McCarthy Hearings were broadcast to a national audience. McCarthy’s tactics of making accusations of disloyalty, subversion, or treason without proper regard for evidence, belittling of witnesses, and constant interruptions to make points of order ultimately led to his downfall.</p>
<p>c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.</p>	<p>The Cuban Revolution</p> <p>Cuba was a major exporter of sugar to the United States and received special incentives from the U.S. government. Cuba was also a major tourist destination for Americans. In 1952, General Fulgencio Batista overthrew the elected government of Cuba and established a military dictatorship. He allied himself with the leading multi-national businesses and the mafia controlled hotels, casinos, and brothels. Batista exacted huge bribes for allowing these businesses to continue as usual in Cuba. In 1953, the 26th of July Movement led by Fidel and Raul Castro attempted to overthrow the Batista government. The movement’s stated goal was to restore</p>

democracy to Cuba. The coup attempt failed.. In 1955, the Castro brothers were exiled from Cuba. In 1956, the brothers returned with a group of guerilla soldiers. After a couple of years of intense fighting, they were able to overthrow the Batista government in 1958. Upon gaining control of Cuba, Fidel Castro named himself president for life. Castro’s plans to nationalize foreign businesses and land reform policies alienated American businessmen and Cuba’s wealthy. The United States responded by applying economic sanctions against Cuba.

Bay of Pigs operation effectively ends U.S.-Cuban relations

After realizing that Cuba’s new leader, Fidel Castro, had become a Communist, the United States began planning for the overthrow of the Castro government. Unwilling to be seen as directly involved in the overthrow of a populist government such as Castro’s, the U.S. used the Central Intelligence Agency to train and carry out a coup against the Castro government. The plan was to carry out a landing along the **Bay of Pigs** and use U.S. supplied aircraft to support the landing. On April 5, 1961, Cuban exiles landed but were crushed by the Cuban Army and Air Force. The newly elected Kennedy administration refused to use U.S. air support to support the invasion. Captured exiles revealed the U.S. backing and Castro went to the Soviet Union for military and economic support. The Soviet Union saw Castro’s gesture as a way to expand the Cold War into the western hemisphere and to throw U.S. strategic planners off their game.

Cuban Missile Crisis, 1962

U.S.-Cuban relations were further worsened when Castro allowed the installation of medium-range nuclear missiles on Cuba. The Soviet government was worried that U.S. nuclear weapons held a tactical and strategic edge on the Soviet Union. The Soviet government decided to place nuclear missiles on Cuba in order to shorten the time that Soviet missiles would have to reach targets in the U.S. These missiles would have placed most of the U.S., Canada, and Latin America within the range of attack. Castro saw the placement of Soviet missile batteries and their supporting troops as a way of preventing future interference in Cuban affairs by the United States.

When the missiles were discovered, the Kennedy administration ordered a naval blockade on Cuba rather than a direct military strike on the missiles fearing that such an attack would escalate into an all-out war with the Soviets. As nuclear warheads headed to Cuba on Soviet ships, the Soviet Union agreed to withdraw its missiles from Cuba if the U.S. would secretly withdraw its missiles from Turkey and pledge not to invade Cuba. Both sides agreed and the crisis was concluded.

d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.

Causes (1946-1964)

Vietnam had been a colony of France during the late 19th century. During World War II, the region had been seized by the Japanese. The Vietnamese people had organized a resistance movement, known as the Vietminh, warred against the Japanese and French. The organization was dominated by the communist party and led by Ho Chi Minh. When World War II ended, the French assumed that they would regain control of the region. The Vietminh resisted the takeover and defeated the French in 1954. The United Nations attempted to broker the creation of new nations in what had been French Indochina. The nations of Cambodia and Laos were created. However, the people of southern Vietnam did not want to be ruled from

Hanoi in the north and did not wish to be communist. The U.N. divided the nation at the 17th parallel and planned for an election to decide the unification of north and south. The South Vietnamese government rejected an all-Vietnam election because a communist-backed guerilla movement, the Vietcong, had begun a terror campaign in the south. The Vietcong targeted village chiefs, school teachers, and government officials. South Vietnam requested and received U.S. military support in the form of training for its armed forces. The United States believed that a communist takeover of South Vietnam would lead to further expansion of communism in Asia. President Eisenhower invoked the image of a row of falling dominoes, thereby creating the Domino Theory. In keeping with the U.S. policy of containment, the United States began its involvement in Southeast Asia. The United States increased aide, but reminded largely in an advisory role under President John Kennedy, but in 1963, the U.S. assisted in a coup against the perceived weak South Vietnamese government. In the ensuing chaos following the coup, communist forces were able to strengthen their hold over the South.

Escalation (1964-1968)

U.S. naval units in the Gulf of Tonkin had been supporting the South Vietnamese Marine and Naval units as they staged a series of raids into North Vietnam. On August 2, 1964, North Vietnamese naval vessels were accused of attacking the U.S. Navy destroyers *Maddox* and *Turner Joy*. President Johnson responded by ordering an air attack on North Vietnamese naval bases that had supported the North Vietnamese naval vessels. Prior to the U.S. attack, Johnson requested Congressional approval. Congress issued the Gulf of Tonkin Resolution which gave the President authorization to conduct military operations in southeast Asia without a formal declaration of war. Meanwhile, the Vietcong had intensified their effort and had decisively defeated larger South Vietnamese forces twice in 1964-1965 and attacked the U.S. support base at Pleiku. President Johnson made a marked change in U.S. policy by placing ground troops into combat in South Vietnam. The United States sent troops to Vietnam to protect its bases. This increase in troop strength gradually increased to more 500,000 men by 1968. The growth of U.S. military influence in the region led the Soviet Union and the People's Republic of China to give North Vietnam military aid.

The Practice of War

The U.S. fought primarily against the Vietcong in a guerrilla style war. The U.S. and North Vietnamese army did occasionally engage in direct combat. However, the U.S. had a decisive technical advantage in artillery, air support, and air mobility which spelled disaster for North Vietnamese units. Missions in the Vietnam War typically involved anti-guerrilla sweeps throughout the countryside in an effort to destroy the Viet Cong base of support or to find, fix, and destroy Viet Cong and North Vietnamese units. Communist units were supplied from the North by using the Ho Chi Minh Trail along the border with Laos and Cambodia. American air units tried to stop the flow of supplies along the Ho Chi Minh Trail and in destroying supply networks in North Vietnam. South Vietnamese civilians at times were caught in the middle of these fights and suffered heavy casualties.

Tet Offensive, 1968

	<p>U.S. forces were unable to totally destroy communist forces in the South and communist forces lacked the ability to drive out the Americans. However, the United States commander, General William Westmoreland, was under the impression that the communist forces were on the verge of collapse as his publication of enemy body-counts would indicate. He urged Congress to authorize an additional 200,000 men to finish off the North Vietnamese Army and Vietcong once and for all.</p> <p>The communist forces were not defeated, but had withdrawn into their sanctuaries in Cambodia and Laos to rebuild and train. General Giap, the commander of the North Vietnamese forces, decided to stage a massive offensive in the south in order to shatter the morale of the U.S. and South Vietnamese units. Massing his forces, Giap struck 100 cities in South Vietnam during the traditional lunar New Year festival. Although initially caught off guard, ARVN (Army of the Republic of Viet Nam) forces the U.S. rallied and counter-attacked inflicting severe casualties on the Vietcong. Televised scenes of heavy street fighting in Saigon and Hue played out against Westmoreland’s earlier report that the North Vietnamese Army and Vietcong were finished as a fighting force.</p> <p>Growing opposition to the war</p> <p>Opposition to the Vietnam War dated back to its beginnings when students from the pacifist movement protested the American entrance into the conflict. As early as 1964, there were mass student protests in San Francisco and New York City. As the Congressionally authorized lottery to draft American men into military service began, some students began to burn their draft cards to show their disdain for the war and the draft. The Johnson administration had adopted a policy of stressing only positive reports on the Vietnam War. Television news reports seen nightly by millions of Americans seemed to belie the positive image of the war portrayed by the President and his advisors. By 1968, the Tet Offensive had broken the faith of many Americans in the truthfulness of the government. Protests escalated as draft rules tightened and more and more young men were drafted and sent to Vietnam.</p>
<p>e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.</p>	<p>Truman’s Containment Policy and Eisenhower’s Domino Theory emphasized the role geography would have in creating foreign policy. The goal of foreign policy during the Cold War was to contain communism to a localized area and prevent its spread from one country to the next. To fight the Cold War, the United States had to create a strategy similar to its World War II strategy. The U.S. kept large well-stocked bases in Western Europe to prepare for a land-based attack by the large tank armies of the Soviet Union and to insure that Western Europe did not fall to communism as had Eastern Europe. The U.S. also had a strong naval presence in the world and relied heavily on nuclear-powered aircraft carriers and submarines to project U.S. power in every corner of the world and to discourage other areas of the world, especially Asia and South America, from falling to communism.</p>
<p>Key Terms</p>	<ul style="list-style-type: none"> • Bay of Pigs • Containment • Cuban Missile Crisis • Cuban Revolution • Korean War • Marshall Plan

	<ul style="list-style-type: none"> • McCarthyism • Tet Offensive • Truman Doctrine • Vietnam War
Suggested Resources	<p>The Korean War http://www.koreanwar.org/</p> <p>Cuban Missile Crisis</p> <ul style="list-style-type: none"> • http://library.thinkquest.org/11046/days/index.html • http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx <p>Vietnam War</p> <ul style="list-style-type: none"> • http://newton.uor.edu/Departments&Programs/AsianStudiesDept/vietnam-war.html

Sample Questions

What was the goal of the Marshall Plan of 1947?

- A. A to relax tensions with the Soviet Union and China
- B. **B to aid the economic recovery of European nations**
- C. C to rebuild the U.S. military after the defeat of Nazi Germany
- D. D to expand the U.S. highway system at the start of the Cold War

The change in governments in China and in North Korea after World War II concerned many Americans because

- A. **the new governments were communist.**
- B. those countries were allied with Germany.
- C. they were no longer solid trading partners.
- D. it threatened to end the U.S.'s Marshall Plan.

United States involvement in the Korean War was part of its policy of

- A. **containment.**
- B. isolationism.
- C. Big Stick diplomacy.
- D. mutual assured destruction

During the Korean War, the United Nations forces led by the United States succeeded in achieving their primary goal of

- A. ending Communist rule in North Korea.
- B. preventing South Korea from annexing North Korea.
- C. **preserving an anti-communist government in South Korea.**
- D. freeing Korea from Japanese control.

Ultimately, the Truman Doctrine was used to

- A. justify massive spending on the U.S. space program.
- B. **fight the spread of communism.**
- C. prosecute Nazi war criminals.
- D. create the United Nations.

Writing Prompt:

Discuss the three U.S. foreign policy goals during the Cold War focusing on their successes and failures.
 Discuss U.S. containment policies as applied to Europe and Asia between 1945 and 1975.

SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.

Overview: America's technological development and economic growth from the end of World War II through 1975 pushed the United States from an insular nation to a world leader both politically and economically.

a. Describe the baby boom and its impact	The Great Depression and World War II had caused many men and women to delay marriage and child-bearing. As World War II began to wind down and soldiers
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<p>as shown by Levittown and the Interstate Highway Act.</p>	<p>returned home to marry and start families the birth rate in the United States (and in other nations) began to sky-rocket. The period from 1946-1964 became known as the Baby Boom. The generation of children born during this period became known as Boomers. Approximately 79 million babies were born during this period.</p> <p>Impact</p> <p>The rapid increase in marriages and families profoundly affected the economy. First, the GI Bill of Rights, passed by Congress to protect and reward returning servicemen, provided low interest loans for homes and businesses, as well as grants for those who wished to return to school. The stimulus of money into housing caused a housing boom characterized by the development of the first suburban housing developments, such as Levittown, New York. The Levittown housing development became the proto-type for future developments. Floor plans were standardized and houses were designed to be mass produced in a 27 step process (much like an automobile). Second, consumer spending expanded as new furniture, appliances, and other household goods were needed. Increased consumer demand became the driving force in the post-war economy.</p> <p>Third, the demand for government built infra-structure increased. As children reached school-age there was an increased demand for schools. More highways were needed. Water, sewer, and power grids were laid out. A prime example of the government sponsored creation of infrastructure that began in the time period was the Interstate Highway Act passed in 1956. The original purpose of the Act, as envisioned by President Eisenhower, was to create a system of highways for strategic transportation of troops and supplies, but as the United States population grew, the old two lane system of roads connecting communities was proving inadequate. New, wider more direct routes built across the United States served to link population centers across the country. As a result, the Interstate Highway Act, forever changed population patterns allowing for the growth of suburbia and cementing America's dependence on the automobile.</p>
<p>b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement.</p>	<p>Although television predates World War II, it was not commercially feasible until after the production demands of World War II subsided. Prior to World War II, radio and print were the predominate medium by which news, entertainment, and marketing was delivered. By the late 1950's, television had replaced radio. The growth of television use was dramatic. From 1939 to 1941 only an estimated 7,000 television sets had been purchased. By 1959, the number of television sets had grown to 67 million. Television had the same effect that radio had on the previous generation. Many Americans watched the same entertainment and news programming creating a common national culture. Television news coverage impacted political and social events. Two events illustrate how television impacted modern American political and social culture.</p> <p>Kennedy/Nixon Debate, 1960</p> <p>Prior to 1960, Presidential campaigns were limited by time and distance. Candidates tended to go from campaign stop to campaign stop by rail or air. Mass audiences were reached via radio. In the 1960 Presidential campaign between Richard Nixon (R) and John F. Kennedy (D), the candidates agreed to hold four nationally televised presidential debates. While the substance of both campaigns was very similar, the candidates were not. Physically, the men were very different. Kennedy was young,</p>

	<p>tanned, clean-cut, and physically fit. Nixon was older, underweight after a recent illness, not particularly handsome, prone to excessive perspiration, and had a perpetual five o'clock shadow. The first debate was broadcast on September 26, 1960. Television accentuated every bit of the physicality of the candidates. According to ratings polls, 74 million viewers watched the debate and gave Kennedy the debate victory. Overnight, the Kennedy campaign picked up momentum as Kennedy appearance came across as much more positive than Nixon's. In contrast, voters who had listened to the debate over the radio reported that they felt Nixon had come across as the more experienced and knowledgeable of the two candidates. Television proved that with this new medium, image matters..</p> <p>Civil Rights Movement</p> <p>Nightly television news provided a regular reminder of the on-going struggle for civil rights in the south. Civil rights leaders used media coverage to illuminate their issues. News footage of attack dogs biting demonstrators or fire hoses blasting children made for dramatic viewing and caused many to question the equity of segregation laws. One of the most dramatic events broadcast was the attack of the Alabama State Patrol on the Selma March which was shown before a television drama on the Nuremberg War Crimes Trial. King's "I Have a Dream" speech was broadcast live to a nation-wide audience in 1963. As with images from the Vietnam War, television proved it could sway national opinion.</p>
<p>c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.</p>	<p>Aside from television, other new technological developments impacted Americans. Scientific researchers developed new products that aided the health, welfare, and economy of the United States. The development of new vaccines meant the end of childhood diseases such as polio, measles, and whooping cough. The development of air conditioning led businesses and population to spread into the deep South and southwest, changing the settlement pattern in the United States. Communication satellites, an outgrowth of the space program, made long distance phone calls and imaging less expensive and improved the ability of weather forecasters to protect people from the dangers of violent weather. World War II experiments in jet engines and jet aircraft led to a new generation of aircraft and ultimately resulted in the growth of the airline industry. By the 1970's, early versions of personal computers and rudimentary networks that resembled the internet spurred new ways of doing business and communicating with each other.</p> <p>While it is hard to argue that such developments were negative, social critics have pointed out that the wide-spread use of air conditioning changed community patterns by allowing people to stay inside rather than seeking the cool of early evenings on front porches thereby lessening communication between neighbors. The same has been said of personal computers as face-to-face communication and "written" communication in the form of letter writing has declined.</p>
<p>d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.</p>	<p>On October 4, 1957, the Soviet Union launched the first man-made earth satellite—Sputnik I. Sputnik I was not an unexpected development; U.S. intelligence had photographed the launch site using spy planes. However, the public and political outcry of the United States being bested by the Soviet Union led to several developments.</p> <ol style="list-style-type: none"> 1) A dramatic increase in investment in science and math education. 2) The creation of a national space program—National Aeronautics and Space

	<p>Administration (NASA).</p> <p>3) Inspired a generation of engineers and scientists to develop new technology which in turn led to, among other things, the development of the internet.</p> <p>4) Contributed to the perception of a “missile gap” between the U.S. and the Soviet Union. The fear was that the Soviets could use sudden (perceived) superiority in missile technology to launch an attack on the U.S. and her allies with little response from the U.S.</p> <p>5) Although he did not originate the Cold War, President Eisenhower’s devised policies to counter the perceived Soviet military threat. His “domino theory” led to American intervention in Vietnam. His “massive retaliation” stance proclaimed that the U.S. would answer any military attack with all out military and atomic capacity.</p>
<p>Key Terms</p>	<p>Air-Conditioning Baby Boom Interstate Highway Act Kennedy/Nixon Presidential Debates Levittown Personal Computer Sputnik I</p>
<p>Suggested Resources</p>	<p>Teaching American History Lesson Plan on the culture of the 1950’s http://www.eastconn.org/tah/LevittownAutomobilesCulture1950s.pdf</p> <p>Eisenhower Interstate Highway Act http://www.fhwa.dot.gov/interstate/homepage.cfm</p> <p>Television History http://www.tvhistory.tv/</p> <p>Museum of Broadcast Communication http://www.museum.tv/museumsection.php?page=60</p> <p>Interesting essay on the impact of Sputnik I http://universityhonors.umd.edu/HONR269J/projects/castell.html</p>

Sample Questions

What was one major result of the "space race" that occurred during the 1950s and 1960s?

- A. successful landing of Soviet astronauts on the Moon
- B. improvement of satellite telecommunications**
- C. development of nuclear weapons in space
- D. creation of a model for international cooperation

The successful launch of the *Sputnik* satellite by the Soviet Union in 1957 led to

- A. the creation of an effective space-based missile defense system.
- B. the discovery of the effects of low gravity on nuclear weapons.
- C. a major effort by the United States to improve math and science education.**
- D. the defeat of Richard M. Nixon by John F. Kennedy in the 1960 presidential election.

Increased automobile use in the 1950s motivated President Dwight Eisenhower to create

- A. a standardized driving test.
- B. a fuel emissions standard.
- C. automobile safety standards.
- D. the interstate highway system**

Levittown was an important aspect of what post–World War II issue?

- A. the Civil Rights Movement
- B. the growth of suburbs**
- C. the G.I. Bill
- D. the Cold War

Writing Prompt

Technological developments of the 1950's through the 1970's brought positive and negative experiences for society. Explain how these technologies changed American society and what those positive and negative effects have been.

SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.

Overview: The movement in favor of civil rights for African Americans and other minority groups dates back to the earliest days of U.S. history. The modern civil rights movement intensified after World War II when returning minority veterans began to actively seek changes in their civil rights after fighting a war to end oppression and tyranny abroad. While this movement still continues today, the greatest strides were taken in the 25 years following World War II.

a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.

Integration of the Armed Forces

In July 1948, President Harry Truman signed an executive order ending the segregation of the armed forces. Prior to that time period, African-American and white soldiers served in separate units. Integration of the African-American units with white units did not fully take place until the Korean War. In general, there were three reasons why integration took place. First, the growing recognition that segregation undercut the United States' moral stature during the Cold War; second, the need to reduce racial tensions within the military; and third, the manpower needs produced by the Korean war. Later studies commissioned by the military found that both African-Americans and whites benefitted from integration. Significantly, integration helped to break down stereotypes so that, as the Civil Rights movement intensified in the mid-1950, there was a broad spectrum of Americans who had developed relationships with other races.

Integration of the Federal Government

The integration of federally contracted jobs and the federal civil service was an evolutionary process. First, in response to pressure from A. Philip Randolph, President Roosevelt issued an executive order in 1941 ending discrimination on jobs that were federally contracted, thereby opening minority employment in defense plants. Next, President Truman banned racial discrimination in the hiring of federal employees and ended segregation in the armed forces in 1948. President Eisenhower issued an executive order that required enforcement of non-discrimination in federal jobs. The Civil Rights Act of 1964 finally barred discrimination in any job and reinforced powers of the Civil Rights Commission to enforce non-discrimination laws.

b. Identify Jackie Robinson and the integration of baseball.

Sports were the first arena for integration. Although there was no rule in baseball that required segregated baseball teams, by custom White and African-American baseball players had their own leagues and did not play each other. In the mid-1940's, two events occurred to break-down the color barrier. First, African-American Paul Robeson, a respected singer and activist, urged baseball owners to stop segregation from being a national trend by ending the segregation of the national past-time. Second, long-time baseball commissioner, Kennesaw Mountain Landis, who had been reluctant to integrate baseball, passed away thereby ending resistance from the baseball commission. Branch Rickey, a coach for the Brooklyn Dodgers, decided to break the color line in baseball by recruiting an outstanding

	<p>African-American player. In 1946, Jackie Robinson, a Georgia native, joined the Brooklyn Dodgers after playing for one season on the Dodgers' Montreal farm team. He became the first African-American player in Major League baseball since 1889, when baseball first became segregated. Jackson's outstanding play and his ability to absorb the jeers and threats from bigoted fans and other baseball teams earned him the respect of many fans and helped other African-American players, such as Satchel Page and Hank Aaron, break into baseball.</p>
<p>c. Explain Brown v. Board of Education and efforts to resist the decision.</p>	<p>The Supreme Court had ruled with <i>Plessey v. Ferguson</i> that "separate but equal" was the law of the land. In practice this meant that many states had created two systems of public accommodations—one White only, one Black only. In 1951, a Topeka, Kansas parent challenged segregation by suing his local school board. His daughter had to attend the African-American elementary school that required her to walk a mile, a portion of the walk through a rail switching yard, even though the closest elementary school (white only) was seven blocks away. The NAACP took on the case but lost on the Plessey precedent. The case was appealed to the Supreme Court, who combined the Brown case with similar cases. In 1954, the Supreme Court unanimously ruled "...in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."</p> <p>The Supreme Court ordered that public education be de-segregated, but no timeline for desegregation was issued and school systems were slow to de-segregate. In response to the Brown decision, Southern states organized the "Massive Resistance" movement which shut down state education systems rather than integrate the schools. A notable example of this type of action occurred in Little Rock, Arkansas in 1957 when the governor, Orval Faubus attempted to use the National Guard to block integration of Central High School. President Eisenhower responded by federalizing the Guard and moving units of the 101st Airborne into Little Rock to enforce the law. Faubus countered by closing Little Rock's schools for a year.</p>
<p>d. Describe the significance of Martin Luther King, Jr.'s <i>Letter from a Birmingham Jail</i> and his <i>I Have a Dream</i> Speech.</p>	<p><i>Letter from a Birmingham Jail</i></p> <p>The Civil Rights Movement in April 1963 had focused its energy on ending segregation in downtown Birmingham, Alabama. Dr. Martin Luther King, Jr. had been arrested for violating a city ordinance banning sit-ins. While in jail, King read an appeal by a number of Alabama clergy urging King to end the protests and pleading with King to allow time to take its course in ending segregation in Alabama. King's response to the clergy ultimately became a key document in the civil rights movement. King's letter was a defense of the non-violent methods being used to attack racism. King also criticized the clergy for urging patience in light of continued violence, countering,</p> <p><i>"For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."</i></p> <p><i>I Have a Dream</i> Speech.</p> <p>In the summer of 1963 the leaders of the Civil Rights Movement decided to replicate A. Philip Randolph's planned 1941 March on Washington. The 1941 march had been called off after Roosevelt granted concessions in federal hiring of</p>

	<p>African-Americans. This time various civil rights organizations were marching in support of Kennedy’s proposed civil rights legislation then before Congress. The March on Washington for Jobs and Freedom was held on August 28, 1963. It was the largest demonstration for civil rights in U.S. history. Various civil rights organizations and their leaders spoke before the Lincoln Memorial, including Martin Luther King, Jr. King’s 17 minute speech, <i>I Have a Dream</i>, was in part written remarks, but at the end of his speech, King expanded his remarks. It was these extemporaneous remarks that have become perhaps one of the most famous pieces of American oratory in U.S. history. The speech called forth an ideal in which racism and bigotry would end and all races could live in harmony with one another. The 1963 March and speech helped to garner support for Kennedy’s civil rights proposals.</p>
<p>e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</p>	<p>The Civil Rights movement had engaged in strategically trying to remove barriers that prevented African-Americans from facilitating changes in their own communities. Even though federal statute had ended segregation in transportation, housing and education, southern communities still created barriers to change. The Civil Rights Movement decided to attack voting rights in an effort to put in place candidates interested in pushing forward laws that would complete the breakup of Jim Crow. However, there was a great deal of violence associated with these attempts, especially in Mississippi and Alabama. Many African-Americans and civil rights workers faced intimidation, physical violence, and even murder as they led protests throughout the Southeast. The Federal government stepped in to insure that civil liberties would be protected when state governments refused to do so. The culmination of the Civil Rights movement of the late 1950’s and early 1960’s were two key pieces of law:</p> <p>The Civil Rights Act of 1964</p> <p>The law outlawed major forms of discrimination against African Americans and women, including racial segregation. It ended unequal application of voter registration requirements and the racial segregation of schools, at the workplace, and by facilities that served the general public ("public accommodations"). The law was upheld by the Supreme Court and later its provisions were extended to include the private work place and wage discrimination against women.</p> <p>The Voting Rights Act of 1965.</p> <p>This federal law outlawed various measures that had disenfranchised African-American voters. It ended the practice of literacy tests as a qualification to vote and mandated federal oversight of elections in the southern states. Unless otherwise released, southern states are still required to submit any changes to voting procedure to the Justice Department to insure voting rights are not abridged.</p>
<p>Key Terms</p>	<p>“I Have a Dream” speech “Letter from Birmingham Jail” <i>Brown v. Board of Education</i> Civil Rights Act of 1964 Harry Truman Jackie Robinson Martin Luther King Jr. Voting Rights Act of 1965</p>

Suggested Resources	Baseball, the Color Line, and Jackie Robinson (includes lesson plans) http://memory.loc.gov/ammem/collections/robinson/jr1860s.html Civil Rights Overview, written by students for students http://www.watson.org/~lisa/blackhistory/contents.html Civil Rights History http://www.civilrights.org/resources/civilrights101/
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Sample Questions

What action was taken by President Harry Truman in 1948 to further the cause of civil rights?

- A. He ended segregation in the armed forces.
- B. He persuaded Congress to pass the first Affirmative Action legislation.
- C. He introduced the G. I. Bill to help veterans returning from the war.
- D. He introduced the G. I. Bill that required veterans to live in integrated housing.

Which of the following leaders during the Civil Rights era beginning in 1947 is BEST known for advocating non-violent demonstrations?

- A. Martin Luther King, Jr.
- B. W. E. B. Du Bois
- C. Malcolm X
- D. Booker T. Washington

Read the excerpt from Martin Luther King's "Letter from Birmingham Jail" (1963).

"You may well ask: 'Why direct action? Why sit-ins, marches and so forth? Isn't negotiation a better path?' You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. [Our approach] seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue . . . We know through painful experience that freedom is never voluntarily given by the oppressor, it must be demanded by the oppressed."

Dr. King sets forth his argument for

- A. militant resistance.
- B. win-win negotiation.
- C. affirmative action.
- D. nonviolent protest.

Consider the following quote:

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

—United States Supreme Court Justice Earl Warren, May 17, 1954

From which Supreme Court decision is this paragraph taken?

- A. *Plessy v. Ferguson*
- B. *Brown v. Board of Education*
- C. *Swann v. Charlotte–Mecklenburg Board of Education*
- D. *Parents Involved in Community Schools v. Seattle School District No. 1*

Writing Prompt:

Explain the significance of the integration of the armed forces and sports in relation to the Civil Rights Movement in the United States.

SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.

Overview: In the late 1940's, 1950's, and 1960's, political actions and decisions resolved thorny issues that Americans had faced for many decades. Individual rights, civil rights, and social welfare were addressed by Americans, sometimes within the institutions of the U.S. government and sometimes by private citizens.

a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.

During most of the 1950s and 1960s, the U.S. Supreme Court was headed by Chief Justice Earl Warren. The **Warren Court**, as it was known, became famous for issuing landmark decisions, such as declaring that segregation in public schools was unconstitutional in **Brown v. Board of Education** (1954), that the Constitution includes the right to privacy, that the right of free speech protects students who wear armbands as an anti-war protest on school grounds, and that all states must obey all decisions of the Supreme Court. In 1963, the Warren Court issued another of its landmark decisions, **Miranda v. Arizona**: Police must inform suspects of their constitutional rights at the time of arrest. The case involved a man named Ernesto Miranda, who was convicted and imprisoned after signing a confession although, at the time of his arrest, the police questioned him without telling him he had the right to speak with an attorney and the right to stay silent. The Miranda decision strengthened Americans' individual rights.

Other Key Decisions from the Warren Court:

- Upheld the constitutionality of the Civil Rights Act of 1964 and Voting Rights Act of 1965
- Overturned state laws that were discriminatory by applying the 13th and 14th amendments to the states, especially in anti-miscegenation laws (laws against racial inter-marriage).
- Struck down state laws that prevented citizens from exercising their right to vote.
- Upheld the principle of “one-man, one-vote” by overseeing state re-apportionment of legislative districts.
- **Gideon v. Wainwright** (1963): This decision upheld the right of a defendant to have an attorney even if he or she cannot afford one. In the same case the Court ruled that the defendant had the right of appeal even if he or she could not afford court costs.
- Applied the “equal protection” clause of the Fourteenth Amendment to state criminal procedure (the state cannot infringe upon an individual's constitutional rights).

b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.

President John F. Kennedy was assassinated in Dallas, Texas on November 22, 1963. Kennedy's death had a profound impact on the nation:

1. The assassination reaffirmed for many Americans just how strong their government was because, although the president could be killed, the U.S. government would continue to operate.
2. The assassination gave the new president, Lyndon Johnson, the political capital to force his domestic legislative package through Congress. This included the Economic Opportunity Act of 1964, which launched Johnson's “War on Poverty,” and the Civil Rights Act of 1964, which outlawed segregation in American schools

<p>c. Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.</p>	<p>and other public places.</p> <p>President Lyndon Johnson launched his “Great Society” program as a way of attacking the endemic problem of poverty in the United States. He believed that the post-war prosperity of the United States could be harnessed to solve key quality of life issues. Johnson’s programs involved the:</p> <ul style="list-style-type: none"> • War on Poverty: forty programs intended to eliminate poverty by improving living conditions and enabling people to end the cycle of poverty. • Education: sixty separate bills that provided for new and better-equipped classrooms, minority scholarships, and low-interest student loans. • Medicare: guaranteed health care to every American over sixty-five. • Medicaid: provided health care assistance to the poor • The environment: introduced measures to reclaim our heritage of clean air and water. • National Endowment for the Arts and the Humanities: created with the philosophy that artists, performers, and writers were a priceless part of our heritage and deserve support. • Job Corps: provided job training for young men and women. • Head Start: program for four- and five-year-old children from disadvantaged families that gave them a chance to start school on an even basis with other youngsters.
<p>d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.</p>	<p>The cultural and political landscape of the 1960’s seemed to come to head in 1968. In addition to continued protests over the Vietnam War, consider the following events:</p> <ul style="list-style-type: none"> • January: The Tet Offensive marked the beginning of the end of the Vietnam War. The initial successes of the North Vietnamese and Viet Cong belied the positive picture that the Johnson Administration had been painting in the media. • March 19: First Black Power demonstrations were held at Howard University. This marked the beginning of an increased disenchantment with the SCLC’s non-violent tactics. • March 31: In a surprise announcement, Johnson declared that he would neither seek nor accept the nomination for a second Presidential term. Johnson’s focus on renewed peace negotiations resulted in a bombing moratorium of North Vietnam in November. • April 4: Martin Luther King, Jr. was assassinated in Memphis, Tennessee. His murder was marked by riots in several cities despite the call for a non-violent response to his death by leaders of the civil rights movement. King’s death further fragmented the civil rights movement. • June 5: Robert F. Kennedy was assassinated by Sirhan Sirhan, a Palestine immigrant who was angered over Kennedy’s support of Israel. Kennedy’s popularity and growing electoral strength may have resulted in his nomination for the Presidency. • August: Anti-war demonstrators attempted to disrupt the Republican National Convention in Miami, Florida but failed. However, at the Democratic National Convention in Chicago, various anti-war groups

	<p>managed to become the main focus of media attention. Chicago Mayor Richard J. Daley, a strong advocate for law and order, used police and National Guard units to violently suppress groups who were attempting to disrupt the Democratic Convention. The confrontations between the police and demonstrators were broadcast live on national television. Demonstrators believed that by inciting the police to action the protestors would receive greater national support but the opposite turned out to be true as most Americans supported the strong reaction of the police.</p>
<p>Key Terms</p>	<p>1968 Democratic National Convention Assassination of Martin Luther King Jr. Assassination of President Kennedy Assassination of Robert F. Kennedy Great Society Medicare <i>Miranda v. Arizona</i> Tet Offensive Warren Court</p>
<p>Suggested Resources</p>	<p>Warren Court Lesson Plan http://yale.edu/ynhti/curriculum/units/2004/1/04.01.07.x.html Great Society Lesson Plan using political cartoons http://www.congresslink.org/cartoons/lessons/the_great_society.htm Teaching American History Grant Lesson Plans for Kennedy and Johnson http://tahg.org/module_display.php?mod_id=84&review=yes 1968 Democratic National Convention http://www.chicagohs.org/history/politics/1968.html Great Society Lesson Plan https://docs.google.com/viewer?a=v&q=cache:Gq1bmS7SUB4J:amhist.ist.unomaha.edu/countDownload.php%3Ffilename%3DAllen,%2520Cook,%2520Hoefer,%2520McCormick_The%2520Great%2520Society%2520and%2520A%2520Thousand%2520Points%2520of%2520Light_The%2520great%2520Society%2520and%2520A%2520Thousand%2520Points%2520of%2520Lights.doc+The+Great+Society+and+A+Thousand+Points+of+Lights&hl=en&gl=us&pid=bl&srcid=ADGEESjq3w_Aahli_2Kzyu0_2nr7HqD31NioMQW6PpJE6xUuezCS6t8B8myI2qoahnHRe-Vp50PhiqclOxUC4b1thUqe_e0cJ78fTrkP2gJEmCaRCCMq7X6s92hC8u27OyXbRpI06wz6&sig=AHIEtbRpCKdcEtIkM4EHAfpistu9ssp_Q</p>

Sample Questions

The primary goal of President Lyndon Johnson's Great Society was to

- A. A increase military spending
- B. B expand the national highway system
- C. **C eliminate poverty and racial prejudice**
- D. D reduce taxes and the size of government

Which of these BEST describes Earl Warren's tenure as the Chief Justice of the United States Supreme Court?

- A. The country saw Prohibition ruled as unconstitutional.
- B. **The country saw an expansion of civil rights and civil liberties.**
- C. The Constitution was interpreted to place greater restrictions on individual liberties.
- D. The government was able to place restrictions on public protests to provide for public safety.

The assassinations of Martin Luther King, Jr. and Robert Kennedy in 1968 led to

- A. **increased social turmoil.**

- B. stricter gun control laws.
- C. increased involvement in the Vietnam conflict.
- D. the decision of President Johnson not to run for reelection

During the tenure of Chief Justice Earl Warren, the Supreme Court issued a ruling in the case of *Miranda v. Arizona* (1966). This ruling holds that

- A. **all accused people have the right to an attorney.**
- B. schools cannot mandate prayer in public schools.
- C. any law banning flag burning is unconstitutional.
- D. students at public or private schools are not protected by the 5th Amendment.

Writing Prompt:

Compare and Contrast Roosevelt’s New Deal with Johnson’s Great Society.

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960’s.

Overview: The 1960’s were a decade of great social change. In addition to the Civil Rights Movement, many other movements competed for Americans’ attention, including groups advocating rights for African Americans, Latinos, farm workers, and women. Another movement supported environmentalism. These movements were sometimes perceived as liberal and, in response, a conservative movement also arose during the sixties.

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.

Southern Christian Leadership Conference (SCLC)

The SCLC grew out the 1955 Montgomery Bus Boycott. After achieving success and forcing an end to discriminatory practices in Montgomery, other groups followed the same methodology to end segregation on municipal bus lines. In order to better coordinate actions, groups met in Atlanta in January 1957 to form what became the Southern Christian Leadership Conference (SCLC). The group, led by Dr. Martin Luther King, Jr., had as its goal to carry on non-violent crusades against the evils of second-class citizenship.

SCLC members tended to be from large urban areas where there was a strong, wealthy African American middle class. The growing reputation of Dr. King helped to draw a large number of historians and northern elites to the Civil Rights cause. The SCLC used several different tactics to fight segregation. They filed class-action law suits against state and local governments for failing to end segregation and used non-violent civil disobedience actions such as sit-ins, kneel-ins, and wade-ins. They also sponsored boycotts, mass rallies, and marches. They also tried to affect change in local politics by helping African-Americans to register to vote.

Student Non-Violent Coordinating Committee (SNCC)

SNCC (pronounced SNICK) grew out of the impromptu sit-in movement in Greensboro, North Carolina where a group of African-American students began to integrate lunch counters by staging sit-ins in the white only dining sections SNCC sought to create an organized movement composed primarily of students who would systematically challenge the legality of segregationist laws of the South. SNCC members organized **sit-ins** across the South and **Freedom Rides** (1961) to test the new federal laws that outlawed discrimination on interstate bus lines. The group also initiated the 1963 March on Washington and “Freedom Summer”, a voter registration drive in Mississippi and Alabama, in 1964. After the passage of the

	<p>Civil Rights Act (1964) and the Voters Rights Act (1965) SNCC began protesting the Vietnam War. In 1964, the organization split after some began to push the Black Power Movement and question the use of non-violence. SNCC dropped “Non-Violence” from its name and became the Student National Coordinating Committee. SNCC disappeared as an influential organization in 1970.</p>
<p>b. Describe the National Organization of Women and the origins and goals of the modern women’s movement.</p>	<p>National Organization of Women (1966)</p> <p>Origins</p> <p>The passage of the Civil Rights Act in 1964 had included Title VII which forbade the discrimination of women and formed the Equal Employment Opportunity Commission (EEOC) to enforce the provisions of Title VII. However, when the EEOC allowed continued gender-segregated job postings, Betty Friedan (feminist author) and Dr. Pauli Murray (Yale University law professor) decided to organize a women’s rights movement similar to the other civil rights movements but devoted strictly to women’s causes. In October 1966, they, along with 300 other men and women created the National Organization of Women (NOW).</p> <p>Goals</p> <p>According to NOW’s 1966 Statement of Purpose, its goal was “to bring women into full participation in the mainstream of American society now, exercising all the privileges and responsibilities thereof in truly equal partnership with men.” (). The following year, NOW set as its national goals the promotion of the Equal Rights Amendment (ERA), the repeal of all abortion laws, and the creation of publicly funded child care. Further goals included the ending of sexual discrimination in the areas of hiring, promotion, and wages.</p>
<p>c. Analyze the anti-Vietnam War movement.</p>	<p>There was no single, united anti-Vietnam War movement. The anti-war movement had its origins in the 1950’s anti-nuclear weapons movement, and long-time pacifists groups, such as the Quakers. There were several groups formed to protest the war. In 1960 Students for a Democratic Society (SDS) was formed. Its main goal was to liberalize American society. Members were strong supporters of the civil rights movement, playing an active role in Freedom Summer. A second group formed at the University of California, Berkley in December 1964, known as the Free Speech Movement (FSM). FSM was also initially concerned with domestic issues. Both these groups were focused on college campuses across the nation.</p> <p>When the United States began to bomb North Vietnam in 1965, both SDS and FSM began to protest the escalation of fighting in Southeast Asia. Tactics included marches on recruiting depots, “teach-ins”, urging young men to destroy their draft cards, assisting those who fled to Canada or Sweden to escape the draft, and protests at the Pentagon. Key leaders of the civil rights movement, such as Dr. King, added their voices to the anti-war movement in 1967. Another anti-war group, Vietnam Veterans Against the War also formed and provided a strong voice to the movement</p> <p>Growing opposition began to affect the Johnson administration as voices in the administration responded to the growing resistance to the war and urged de-escalation in Southeast Asia. Johnson decided not to pursue re-election in 1968. The voices of the anti-war movement became more strident, and more violent, following</p>

	<p>the Tet Offensive in 1968. Radical elements destroyed the ROTC building at Columbia University in an arson attack, leading producers of war materials were picketed, and the 1968 Democratic Convention in Chicago was disrupted by anti-war groups. As the movement became more radicalized, mainstream Americans, while still supporting the ending of the war, withdrew support for the perceived radical nature of the anti-war movement.</p> <p>The anti-war movement regained some support following Nixon’s escalation of the war in 1970. Nixon’s invasion of Cambodia led to widespread protests, including Kent State University during which four students were killed and several were wounded by the Ohio National Guard. Ultimately, the publishing of the Pentagon Papers caused the American public and Congress to lose respect for the Presidency. (The Pentagon Papers were a secret study commissioned, prior to escalation, during the Johnson administration whose findings concluded that a war was unwinnable in Vietnam and the U.S. should avoid the conflict. The papers revealed that the Johnson administration had lied to the American public on the rationale for fighting in Vietnam. The Nixon administration was painted with the same brush because Nixon had promised an end to war but seemed to be escalating the conflict.) The Vietnam anti-war movement was a decisive factor in the U.S. withdrawal from Southeast Asia. In 1973, Nixon announced the end of the war.</p>
<p>d. Analyze Cesar Chavez and the United Farm Workers’ movement.</p>	<p>United Farm Workers’ movement</p> <p>The UFW, an affiliate of the AFL-CIO, organized farm workers in California. Representing largely a Hispanic group, the UFW organized around work conditions and wages. It sought to gain concessions by using the non-violent tactics of the Civil Rights Movement. Its leaders were Cesar Chavez (1927-1993) and Dolores Huerta. Chavez was the son of a poor, Mexican-American agricultural laborer. Determined to better the lives of his family and other Hispanic workers, Chavez began work as a community organizer. Chavez founded the first agricultural labor union in California, the National Farm Worker’s Association. Chavez’s primary tactic was to politically organize a community in order to influence elections. Huerta was the founder of Community Services Organization after she saw the effects of poverty on the Hispanic children she taught in California. Later, Chavez and Huerta combined their efforts to create the United Farm Workers, which was based around local California farm communities. The first notable success of the UFW was the Delano Table Grape strike which forced grape growers to end discriminatory contracts using consumer boycotts as a way of forcing producers to accede to workers’ demands. Chavez also used water-only fasts as a weapon to obtain fair contracts for lettuce, vegetable, and fruit pickers and other agricultural workers.</p>
<p>e. Explain the importance of Rachel Carson’s <i>Silent Spring</i> and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the</p>	<p>The modern environmental movement was created as a result of two events:</p> <p>The publishing of <i>Silent Spring</i>(1962)</p> <p>Rachel Carson was an ecologist and naturalist. She wrote on nature for the U.S. government during the Great Depression. Concerned over the effects of the widespread use of synthetic pesticides during World War II, she wrote <i>Silent Spring</i> to warn the public about the effects of pesticides on nature. Her simple examples helped readers to understand how all life was inter-related. Her study prompted local communities to study the effects of aerial spraying or dusting for harmful insects.</p>

<p>modern environmental movement.</p>	<p>Her work was also instrumental in founding the modern environmental movement and subsequent government actions to protect the environment.</p> <p>The creation of Earth Day (April 1970)</p> <p>The Earth Day movement was created by Senator Gaylord Nelson of Wisconsin who wanted to start an environmental movement similar to the on-going anti-war movement. Twenty million Americans took to the streets, parks, and auditoriums to demonstrate for a healthy, sustainable environment in massive coast-to-coast rallies on April 22, 1970.</p> <p>The massive support for environmentalism brought on by these two events led to the creation of the United States Environmental Protection Agency and the passage of the Clean Air, Clean Water, and Endangered Species Acts.</p>
<p>f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).</p>	<p>By in large, conservatism was discredited as the result of the Great Depression. From 1930-1952, the Democrats dominated the White House and Congress. As a result, the Republican Party developed into two branches—one that went along with New Deal/Fair Deal policies of the Democrats and a conservative wing of the party. In 1955, the Conservative movement was reborn. Led by William F. Buckley, Jr. and Russell Kirk, the Conservative Movement’s key belief was that government should not be the vehicle for solving social and economic problems such as poverty, discrimination, or lack of opportunity. Instead, conservatives believed that these problems should and could be solved within the private sector with little government influence.</p> <p>Barry Goldwater (1964)</p> <p>Goldwater was a conservative Republican candidate for President in 1964. He earned his reputation as a conservative for his strong anti-union and anti-communist stands in the Senate. His 1960 work, <i>Conscience of a Conservative</i> is held to be one of the leading works on what it means to be a conservative. Goldwater defeated the moderate/liberal wing of the Republican Party and ran a strong state’s rights, anti-communist campaign in 1964. His election bid was defeated by the Democrats who painted him to be a conservative who would possibly engage the United States in a nuclear war with the Soviet Union.</p> <p>Richard Nixon (1968)</p> <p>Nixon ran for President based on his reputation as a strong anti-communist and pro-law-and-order candidate. Nixon opposed racial integration, denounced the liberal Supreme Court, and promised a return to order, stability, and decency in America. Once in office, he promised to scale back progressive reforms, pull U.S. troops out of Vietnam, and focus on détente (relaxed relations) between the U.S. and her Cold War enemies. He claimed that he represented the “silent majority” of social conservative Americans who had grown tired of the excesses of the liberalism of the 1960’s. He won the Presidency, beating out Democrat Hubert Humphrey.</p>
<p>Key Terms</p>	<p>Anti–Vietnam War Movement Barry Goldwater César Chávez Conservative Movement Earth Day Environmental Movement</p>

	<ul style="list-style-type: none"> • Environmental Protection Agency (EPA) • Freedom Rides • National Organization for Women (NOW) • Rachel Carson • Richard M. Nixon • <i>Silent Spring</i> • Sit-Ins • Southern Christian Leadership Conference (SCLC) • Student Nonviolent Coordinating Committee (SNCC) • United Farm Workers' Movement • Women's Movement
Suggested Resources	<p>Student Non-Violent Coordinating Committee (SNCC) http://ibiblio.org/sncc/index.html</p> <p>Freedom Riders http://www.crmvet.org/riders/frhome.htm</p> <p>National Organization of Women http://www.now.org/history/</p> <p>Cesar Chavez http://www.pbs.org/itvs/fightfields/</p> <p>Rachel Carson http://www.rachelcarson.org/</p>

Sample Questions

What was an important equal rights issue for women?

- A. pay equity
- B. voting rights
- C. working an 8-hour day
- D. job protection

The book *Silent Spring* was published in 1962 and had a dramatic impact on political activism in the United States. Which of these might have been a cause inspired by the author, Rachel Carson?

- A. protesting nuclear testing
- B. demanding integration of public schools
- C. suing companies for discriminating against female employees
- D. forming an environmental club to help clean up polluted lands

Writing Prompt:

Defend or refute this statement: “*protest movement of the 1960’s and 1970’s were an extension of the Civil Rights Movement.*”.

SSUSH25 The student will describe changes in national politics since 1968.

Overview: From presidential scandals to Supreme Court decisions, and from international peace efforts to the outset of the war against terrorism, national politics have changed since 1968 in ways that continue to redefine America.

<p>a. Describe President Richard M. Nixon’s opening of China, his resignation due to the Watergate scandal,</p>	<p>Nixon’s two terms as President were marked by tremendous highs and lows. Nixon had won a victory in 1968 with a promise to end the war in Vietnam and restore law and order to America.</p> <p>Nixon and China</p>
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changing attitudes toward government, and the Presidency of Gerald Ford.

Nixon's foreign policy goal was to establish cordial relations with the world's major nations. The major sticking point with improved relations was the Vietnam War. In an effort to end the fighting in Vietnam, Nixon worked at normalizing relations with the Peoples' Republic of China. Initially, China ignored the U.S. overtures, but continued conflict between the Soviet Union and China over their shared frontier led the Chinese to secretly approach the Nixon administration. In February 1972, Nixon and his National Security advisor, Henry Kissinger, along with the Nixon family and key advisors visited China. Nixon and Kissinger met with Communist Party Chairman Mao Zedong and China's Premier Zhou Enlai. The U.S. agreed to a one China policy (Agreeing that Taiwan was part of China and the U.S. would assist in seeking a peaceful solution to the China-Taiwan issue.). In addition to opening China up for future business relations, Nixon's visit also led the Soviet Union to abandon support for North Vietnam. The Soviets also agreed to negotiate a new nuclear disarmament treaty. North Vietnam, having lost support of both the Soviet Union and China, concluded a peace treaty with the United States in the beginning of 1973.

The Watergate scandal

In 1972, Nixon had been re-elected as President, however, a series of scandals involving Nixon led to his resignation on August 9, 1974.

- Nixon's re-election campaign had taken illegal campaign contributions from corporations who had in turn sought special favors from the President.
- Nixon authorized (or at the least acquiesced to) the burglary of the offices of the Democratic National Headquarters in the Watergate apartment complex. The burglars were trying to find out Democratic campaign strategies and to leave eavesdropping equipment in the office. The Nixon Whitehouse tried to cover-up its involvement and obstructed the Congressional investigation. When Nixon's level of involvement in the episode became apparent through investigative newspaper reporting, the House of Representatives began to draw up articles of impeachment against the President. Based upon the opinions of both the House and the Senate, Congressional Republican leaders informed the President that he would be convicted during an impeachment trial. As a result, Nixon resigned from office on August 9, 1974, rather than be the first President removed from office.

Impact of Watergate

Negative Impacts

- Increased cynicism and distrust of government led to fewer people participating in voting and seeking office.
- The two-party system was weakened as the reputation of the Republican Party was damaged.

Positive Impacts

- The protection afforded the media allowed the press to do their job as gatherers and disseminators of information even as it was revealed that threats and intimidation were leveled at them.
- The two-party system worked as the opposition party functioned to prevent excesses in power.

	<ul style="list-style-type: none"> • The U.S. democratic system, especially the system of checks and balances worked • The U.S. proved to still be a government of law. • The power of the executive branch was weakened and the power of the legislative branch was strengthened. • Congress gained public support. • Electoral and campaign reform movements sought to limit the power of corporate contributors. <p>Gerald Ford assumes the Presidency</p> <p>Upon Nixon’s resignation, Nixon’s Vice-President became President. Gerald Ford had been a respected thirteen term Congressmen from Michigan and had replaced Spiro Agnew as Vice President when Agnew had been forced to resign over tax evasion charges. Ford faced several key issues during his term in office.</p> <ul style="list-style-type: none"> • On-going issues around Watergate: Rather than continue to drag out the criminal portion of Watergate, Ford pardoned former President Nixon of any federal criminal wrong-doing. Despite harsh criticism of his action, Ford believed that it was time to put, what he described as the national nightmare, behind the nation and focus on the issues at hand. • National Economy: The United States was suffering from an inflationary period coupled with a decline in business. Ford and the democratically controlled Congress clashed over the solution to the problem. Ford vetoed 66 bills sent to him by Congress, and he was overridden 12 times. By 1975, the U.S. recession began to end. • Energy: Despite a developing energy shortage, Congress and the Ford administration failed to conclude a national energy policy. • Foreign Policy: Ford continued Nixon’s foreign policy objectives. He continued to improve relations with both China and the Soviet Union. He began a re-assessment of U.S.-Israelis relations following the break-down of Israeli-Egyptian peace talks. Ford also oversaw the final collapse of the South Vietnamese government as the North Vietnamese successfully took over the South. Thousands of South Vietnamese were evacuated to US naval vessels off-shore.
<p>b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as <i>Roe v. Wade</i> (1973) and the Bakke decision on affirmative action.</p>	<p>The Supreme Court ruled on many cases that would change the perception of civil liberties and civil rights in America. Two controversial cases with the greatest impact were <i>Roe v. Wade</i> and <i>Regents of University of California v. Bakke</i> (also known as the Bakke decision).</p> <p><i>Roe v. Wade</i> (1973) addressed the right of women to choose whether to have an abortion under certain circumstances. By expanding the constitutional right of privacy to include abortion, the Court extended civil liberties protections.</p> <p><i>Regents of University of California v. Bakke</i> (1978) ruled race can be used when considering applicants to colleges, but racial quotas cannot be used. The Court barred the use of quota systems in college admissions but expanded Americans’ civil rights by giving constitutional protection to affirmative action programs that give equal access to minorities.</p>
<p>c. Explain the Carter administration’s</p>	<p>In 1976, James (Jimmy) Earl Carter was elected President. Carter saw himself as an “outsider” in Washington and was elected on the promise that he would cut</p>

<p>efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.</p>	<p>bureaucracy and improve government operations. Unfortunately, the Carter Presidency was troubled by on-going economic problems. While the Carter Presidency has been viewed as a domestic failure, he had many foreign policy successes. Carter’s foreign policy was based on human rights.</p> <ul style="list-style-type: none"> • Concluded the Panama Canal Treaty which returned the Canal Zone to the nation of Panama. • Camp David Accords (1978): Carter brokered an end the Israeli-Egyptian conflict which led to a peace treaty between Israel and Egypt. • Carter granted diplomatic recognition to the People’s Republic of China. • When the Soviets invaded Afghanistan, Carter pledged to protect the Persian Gulf region from further Soviet aggression. The policy became known as the Carter Doctrine. • Iranian Hostage Crisis. U.S. support of the authoritarian regime of the Shah of Iran led to a break in U.S.-Iranian relations. The Iranian government was overthrown by Islamic fundamentalists in a 1979 revolution. The revolt marked the beginning of a new era in the region. The fundamentalist hated the U.S. for its support of Israel and for what was perceived as a corruption of the Islamic World by western ideology. After this time period, the U.S. and U.S. interests were increasingly targeted for terrorist attacks by Iranian-backed terrorist groups. As a part of the revolution, the Iranians seized control of the U.S. embassy in November 1979 and held as hostage the embassy staff until January 1981. After negotiations failed to obtain a release of the hostages, a rescue attempt was made, but it also failed. The failure of Carter to obtain the release of the hostages was a major reason for Carter’s re-election loss in 1980.
<p>d. Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.</p>	<p>In 1980, Ronald Reagan was elected President campaigning against what was cast as a weak and ineffective Carter Presidency. He pledged to restore the United States’ economy and prestige at home and abroad. Reagan promised to reduce government and rebuild the U.S. military. Reagan experienced unprecedented popularity during his presidency..</p> <p>Domestic Policies Reagan believed in supply-side economics or Reaganomics. He held that if Americans had more money to spend then the economy would improve. There were four key points to this idea</p> <ol style="list-style-type: none"> 1) Reduce government spending increases 2) Reduce income tax and capital gains tax 3) Reduce government regulation 4) Control money supply to reduce inflation <p>In general, the United States experienced a sustained period of economic growth during the period; however, federal deficits also increased dramatically.</p> <p>Foreign Policies Reagan took a hard line against the new aggressive regime in the Soviet Union. He began the largest peace-time build-up of the U.S. military in U.S. history. He announced the Reagan Doctrine stating that he would support any anti-Soviet guerilla movement. He gave support to anti-Soviet guerrillas in Afghanistan which</p>

	<p>resulted in the Soviet defeat in Afghanistan. Reagan also took a hard line on Islamic terrorism by launching air counter-strikes into Libya after Libya sponsored a terrorist attack on U.S. servicemen in Germany. He opposed guerilla movements in Central America (El Salvador and Nicaragua) that were thought to have been supported by the Soviet Union or its proxy, Cuba. However, Congress refused to provide financial support for the counter-revolutionaries. In reaction to Congress' refusal for funding, the Reagan administration used the profits in an "arms for hostages" deal to purchase weapons for the counter-revolutionaries in Central America. The resultant scandal became known as the Iran-Contra Scandal. Although Reagan denied knowledge of the deal, two of his highest level aides were convicted and sent to prison for violating federal laws.</p> <p>End of the Cold War</p> <p>The Soviet Union had built up its military arsenal in the late 1970's and early 1980's but the U.S. still retained a qualitative edge. When Reagan began modernizing U.S. forces and contemplating a new anti-ballistic missile shield called the Strategic Defense Initiative or "Star Wars," the Soviets could not respond because the cost of such modernization was beyond their resources. The Soviet economy was in poor shape after years of failures in agricultural and industrial production. Reagan persuaded the Saudi Arabians to lower the price of crude oil, thereby undercutting the Soviet's chief source of revenue—oil exports. The Soviet President, Mikhail Gorbachev, decided to begin a policy of <i>Perestroika</i> (economic rebuilding) and <i>Glasnost</i> (political reform). Gorbachev set up policies allowing freedom of speech, freedom of the press, and other reforms, putting the U.S.S.R. on a path to democratic government. Reagan played on these changes and began a dialogue with Gorbachev. The dialogue resulted in a nuclear arms agreement between the U.S. and the Soviets. Gorbachev's reforms led to a reduction in the Kremlin's control over the various states that comprised the Soviet Union. The Eastern European nations, in turn, rebelled against the Soviets and established their own democratic states. By 1989, the Cold War was over.</p>
<p>e. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.</p>	<p>William Jefferson Clinton was elected in 1992. Clinton's Presidency got off to a rocky start because he issued an executive order to protect gays and lesbians serving in the U.S. military. His actions angered Congress who felt that such an issue should be handled via legislative measures rather than an executive order. Clinton also offered nominees for the Attorney General of the United States who had hired illegal immigrants as domestic help and failed to pay social security taxes on the help. Clinton's relations with Congress did not improve; in 1994, the Republicans won both houses of Congress. Despite this setback, Bill Clinton's presidency included ratification of the North American Free Trade Agreement. NAFTA brought Mexico into a free-trade (tariff-free) zone already existing between the United States and Canada. Opponents believed NAFTA would send U.S. jobs to Mexico and harm the environment, while supporters believed it would open up the growing Mexican market to U.S. companies; these pros and cons are still argued today. Economically, the administration oversaw tax cuts and reduced spending that resulted in the closing of the national budget debt and resulted in a budget surplus.</p> <p>Clinton also became the second president in U.S. history to suffer impeachment. The House of Representatives charged him with perjury and obstruction of justice.</p>

	<p>The charges were based on accusations of improper use of money from a real estate deal and allegations he had lied under oath about an improper relationship with a White House intern. Clinton denied the charges and the Senate acquitted him, allowing Clinton to remain in office and finish his second term.</p>															
<p>f. Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.</p>	<p>In the Presidential Election of 2000, the Democrat candidate was Al Gore, who had been Vice-President during the Clinton Presidency. The Republican Party's nominee was George W. Bush, Governor of Texas and son of previous President George H.W. Bush. The election broke down as follows:</p> <table border="1" data-bbox="431 449 1260 638"> <thead> <tr> <th></th> <th>Bush</th> <th>Gore</th> </tr> </thead> <tbody> <tr> <td>Electoral vote</td> <td>271</td> <td>266</td> </tr> <tr> <td>States carried</td> <td>30</td> <td>20 and DC</td> </tr> <tr> <td>Popular vote</td> <td>50,456,002</td> <td>50,999,897</td> </tr> <tr> <td>Percentage</td> <td>47.9%</td> <td>48.4%</td> </tr> </tbody> </table> <p>Gore won the popular vote. Bush won more states, therefore winning more of the electoral vote. As prescribed by the U.S. Constitution, Bush won the Presidency because he won the majority of the electoral votes. The controversy in the election occurred over the electoral vote for Florida, a strong Republican state. Originally, the media had called the election for Bush (based on exit polls) but had to retract the call when Gore's vote margin closed. The margin was so close that a mandatory recount occurred. Gore requested a hand count of questionable ballots. All of these processes ran afoul of Florida election law and resulted in suit and counter-suit in both state and federal courts over the appropriateness of vote recounts. Ultimately, the Supreme Court ruled that a state-wide vote recount would be unconstitutional and Bush was declared the winner in Florida.</p>		Bush	Gore	Electoral vote	271	266	States carried	30	20 and DC	Popular vote	50,456,002	50,999,897	Percentage	47.9%	48.4%
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<p>g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.</p>	<p>On September 11, 2001, an Islamist terrorist group launched a series of attacks on the U.S. using airliners as weapons. The Twin Towers and the Pentagon were hit and another airliner crashed after the passenger and crew forced the terrorists to crash prior to reaching an unspecified Washington target. In response, and with overwhelming support of both Congress and the American people, Bush signed The Patriot Act the next month to allow the U.S. government to hold foreign citizens suspected of being terrorists for up to seven days without charging them with a crime. This law also increased the ability of American law-enforcement agencies to search private communications and personal records. Bush's administration then created the Department of Homeland Security and charged it with protecting the United States from terrorist attacks and with responding to natural disasters. In October 2001, another of Bush's responses to the 9/11 terrorist attacks was his authorizing Operation Enduring Freedom, the invasion of Afghanistan by the U.S. military and allied forces. Afghanistan's Taliban government was harboring the al-Qaeda leadership. The allied forces quickly defeated the Taliban government and destroyed the al-Qaeda network in Afghanistan; however, al-Qaeda leader Osama bin Laden escaped. The invasion of Afghanistan was part of Bush's larger war on terrorism, for which he built an international coalition to fight the al-Qaeda network and other terrorist groups. In March 2003, American and British troops invaded Iraq in Operation Iraqi Freedom. Iraq's president, Saddam Hussein, went into hiding while U.S. forces searched for the weapons of mass destruction (WMD) that Bush feared Hussein had and could supply to terrorists for use against the</p>															

	<p>United States. No WMD were found before Hussein was captured. He was convicted of crimes against humanity and executed in 2006.</p>
<p>Key Terms</p>	<p> Bill Clinton Camp David Accords Collapse of Soviet Union Electoral College George W. Bush Gerald Ford Impeachment of Bill Clinton Iran-Contra Scandal Iranian Hostage Crisis Iranian Revolution Jimmy Carter Nixon's Visit to China North American Free Trade Agreement (NAFTA) Operation Enduring Freedom Operation Iraqi Freedom Reaganomics <i>Regents of University of California v. Bakke</i> Richard Nixon <i>Roe v. Wade</i> Ronald Reagan War on Terrorism Watergate Scandal </p>
<p>Suggested Resources</p>	<p> Presidential Libraries Nixon http://www.archives.gov/presidential-libraries/visit/nixon.html Ford http://www.ford.utexas.edu/ Carter http://www.jimmycarterlibrary.gov/ Reagan http://www.reaganfoundation.org/ G.H.W. Bush http://bushlibrary.tamu.edu/ Clinton http://www.clintonlibrary.gov/ G.W. Bush http://www.georgewbushlibrary.gov/ </p>

Sample Questions

What was the primary purpose of the U.S. interventions in Afghanistan and Iraq during the early 2000s?

- A. A to expand global markets
- B. B to negotiate a peace settlement
- C. C to counter the threat of terrorism
- D. D to contain the spread of communism

President Ronald Reagan asked Congress to lower tax rates on businesses and wealthy individuals in order to

- A. increase exports to Asia

- B. impose limits on the money supply
- C. encourage new economic investment
- D. preserve funds for social welfare programs

Writing Prompt:

Compare and contrast at least two presidential responses to threats against American society between 1968 and 2010.

The U.S. History Teacher Notes were written by Michael Bergquist, and vetted by a team of high school teachers. Vetting team- Cathy Barco, Martha Battle, Ray Maple, Tammy Ponder, Dr. Mike Price, and Jay Taylor.