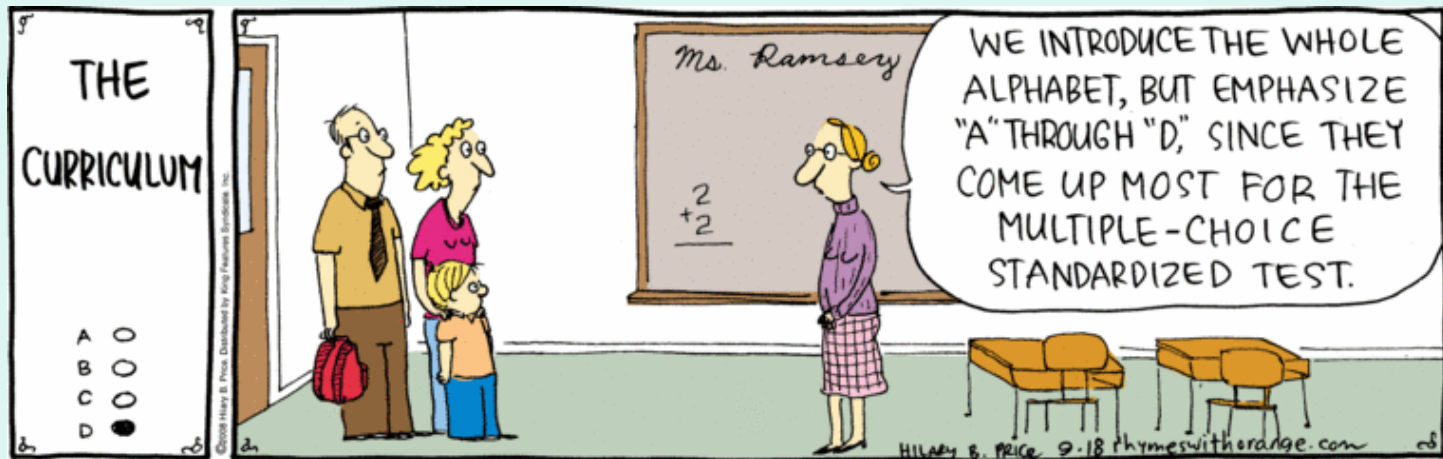


Bellport Middle School Assessment Review



8th Grade Social Studies

Lesson One: The Earliest Times

- **The First Americans**– The first people to live in the Americas came from Asia across the land bridge that once connected Alaska and Asia.

- **The First Americans**– were hunters and gatherers moving from place to place in search of food. From Alaska these people slowly spread southwards into North and South America. Now known as Native American Indians, they developed different lifestyles depending upon the resources and climate that they found.

- **The Rise of Native American Empires**–

In Mexico, Central America, and South America, Native peoples created highly developed societies. The **Maya** developed the earliest Native American Indian Civilization. Located in southern Mexico and Guatemala, the Maya made discoveries in science, astronomy, and mathematics. In addition, they built pyramids without ever contacting the Egyptians or learning about the wheel.



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Mayan positional number system

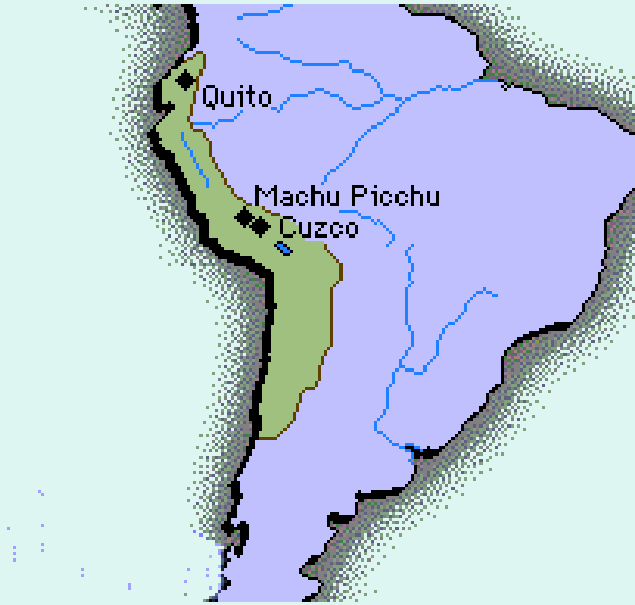


•The Rise of Native American Empires–

The **Aztecs** created an empire in central Mexico about 700 years ago. They built stoneworks, pyramids, and temples.



•The Rise of Native American Empires– The Incas also formed a large empire along the Andes Mountains in South America, with an extensive system of roads to connect all their territories.



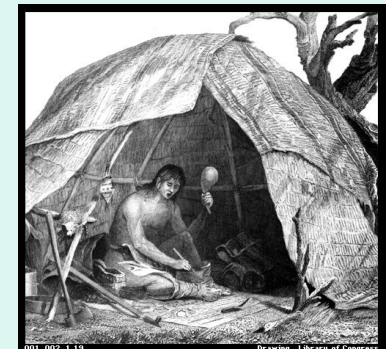
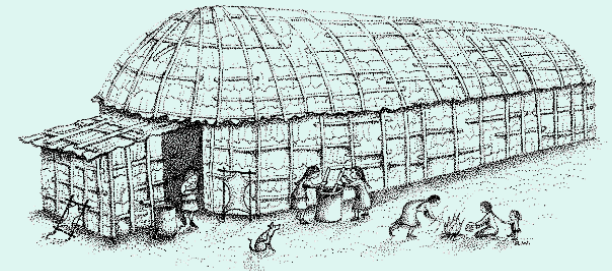
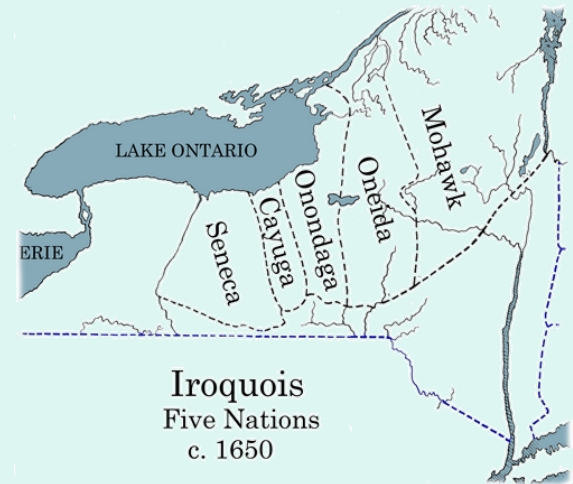
The Incan Empire

Lesson One: The Earliest Times

The NY Connection– The earliest Native American Indians in NY were the Algonquians. The Iroquois later settled in northwestern NY.

· **Lifestyles**– *Native American Indian peoples adapted to the environment in which they settled leading to many different cultures.*.. Algonquians lived in wigwams (round houses made of branches, bark, and grass). Iroquois families lived together in longhouses (long rectangular shelters made of branches, bark, and grass). Algonquian and Iroquois men hunted and fished, and were fierce warriors. Women were responsible for growing corn and squash and preparing food. The Algonquian and Iroquois tribes made clothes from the skins of deer and other animals they hunted.

· **The Iroquois Confederacy**– The five Iroquois tribes (Cayuga, Mohawk, Onondaga, Oneida, and Seneca) formed the **Iroquois Confederacy** in 1570. A hundred years later, a sixth tribe, the Tuscarora, joined. This early form of political union had its own constitution, in which Iroquois tribes promised not to fight one another. *It is believed the Iroquois constitution later influenced some authors of the U.S. Constitution.*



Lesson One: The English Colonies

• **The English Colonies**– The first English colony was started in Jamestown, Virginia, in 1607. Soon, the colony became profitable by growing tobacco for sale in England. ***Pilgrims and Puritans established colonies in Massachusetts where they could practice their religion freely.*** By the mid-1730s, the thirteen colonies had spread up and down the Atlantic coast.

• **Colonial Economics**– The economy of these colonists was based on mercantilism.

Mercantilism is designed to:

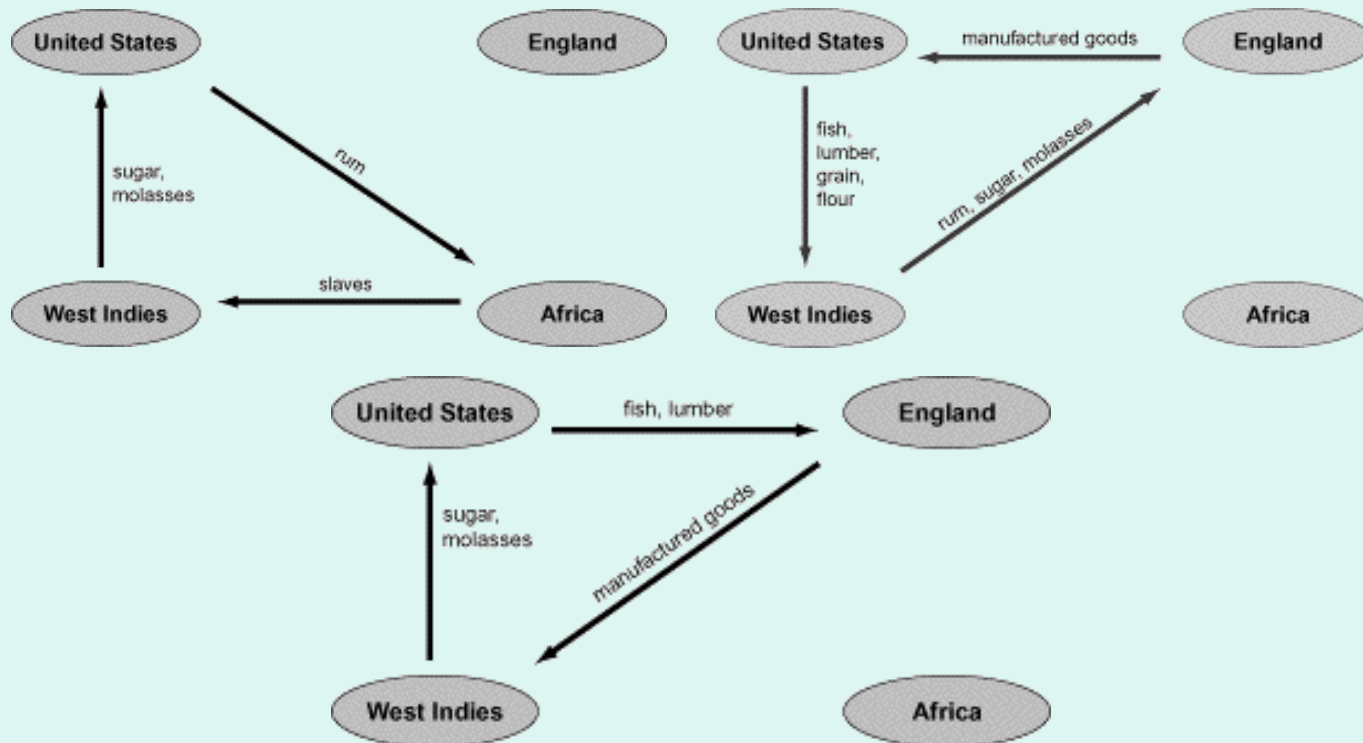
- Increase the wealth of the Mother Country and with it, its power.
- The colonies are expected to sell raw materials such as tobacco, rice, furs, and lumber, to the mother country at a low price.

• In exchange the colonists must buy expensive manufactured goods, furniture, fur hats, from the mother country. ***Mercantilism therefore is an economic system where the colonies exist to benefit the mother country.***



Triangular Trade

British mercantilism manifested itself in the form of the **triangular trade**. Trade routes linked the American Colonies, West Indies, Africa, and England. Each port provided shippers with a payoff and a new cargo. New England rum was shipped to Africa and traded for slaves, which were brought to the West Indies and traded for sugar and molasses, which went back to New England. Other raw goods were shipped from the colonies to England, where they were swapped for a cargo of manufactured goods. Mercantilism and the triangular trade proved quite profitable for New England tradesmen and ship builders. But in the Southern Colonies, where the Navigation Acts vastly lowered tobacco prices, economies suffered. The triangular trade also spurred a rise in the slave population and increased the merchant population, forming a class of wealthy elites that dominated trade and politics throughout the colonies.



Regional Economic Differences

The New England Colonies

The New England colonies spanned modern-day Massachusetts, New Hampshire, Maine, Connecticut, and Rhode Island. New England's economy centered on small farming, fishing, and home manufactures, as well as sea trade and shipbuilding. The region quickly expanded as immigrants streamed in and families grew. New England economy was based on small-scale agriculture, fishing, home manufactures, shipbuilding, and trading.

The Middle Colonies

The Middle Colonies included New York and New Jersey, and later Pennsylvania. Economically, the colonies relied on grain production, shipping, and fur trading with the local Native Americans. In 1681, Charles II granted the last unclaimed tract of American land to **William Penn**. Penn, a Quaker, launched a "holy experiment" by founding a colony based on religious tolerance. The Quakers had long been discriminated against in the Americas and England for their religious beliefs and their refusal to bear arms. Seeking religious freedom, Quakers, Mennonites, Amish, Moravians, Baptists, and others flocked to the new colony. Pennsylvania soon became economically prosperous, in part because of the industrious Quaker work ethic. By the 1750s, Pennsylvania's capital, Philadelphia, had become the largest city of the colonies with a population of 20,000.

The Southern Colonies

Virginia, centered in Jamestown, dominated the Southern colonies, which included the Chesapeake colonies, Maryland, and the Carolinas. The region was more religiously and ethnically diverse than the Middle or New England colonies, harboring immigrants from all over Europe, many Roman Catholics (especially in Maryland), and a large number of African slaves. In the South, families were smaller than in other regions because adult men far outnumbered women. Men, after all, were needed to work on the region's massive plantations. Plantations, which produced tobacco, rice, and indigo, influenced all aspects of life in the South. The size of plantations limited the development of cities and a merchant class, which had brought such wealth to New England. As tobacco plantations grew in size and demand for workers increased, slavery became the preferred source of labor. Slavery was officially sanctioned by law in 1660. At this time, fewer than 1,000 slaves lived in Maryland and Virginia. Over the next forty years, that number grew to nearly 20,000. Slavery later spread to the Carolinas, and by the early eighteenth century it was so entrenched in these areas that slaves outnumbered free whites. Black slaves were increasingly brought to the Southern colonies during the late 1600s to support an economy based on massive cash crops like tobacco, rice, and eventually cotton. By 1660, slavery was officially recognized by law.

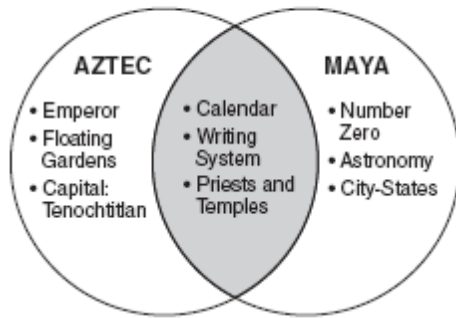
Lesson One: Homework Questions

1 Mountains, hills, plains, and plateaus are examples of

- (1) landforms (3) mineral resources
- (2) vegetation (4) political barriers

Base your answer to question 2 on the diagram below and on your knowledge of social studies.

Comparison of Aztec and Maya Cultures



2. According to this diagram, which feature was a characteristic of both the Maya and Aztec civilizations?

- (1) creation of floating gardens
- (2) use of the number zero
- (3) improvement of fishing methods
- (4) creation of a writing system

3. What was one result of the Columbian Exchange (the Encounter)?

- (1) Native American Indian populations continued to increase.
- (2) The African slave trade ended.
- (3) Diseases were spread to native populations.
- (4) Spain's empire in the New World declined.

4. Many different native cultures developed in North America primarily because

- (1) Native American Indians worshiped many gods
- (2) Native American Indian groups did not trade with each other
- (3) hunting for food was an important activity
- (4) a variety of environmental conditions existed throughout this region

5. Which group controlled the colony that was surrendered to England in 1664 by Governor Peter Stuyvesant?

- (1) French (3) Spanish
- (2) Dutch (4) Swedish

6. The main reason most of the early settlers came to the colonies of Maryland, Massachusetts, Pennsylvania, and Rhode Island was to

- (1) seek religious freedom
- (2) purchase inexpensive farmland
- (3) profit from the fur trade
- (4) obtain better jobs

7. Early European explorers who came to the New World were looking for a northwest passage in order to

- (1) prove the world was round
- (2) improve trade with Native American Indians
- (3) explore the Great Lakes

8. What was the major cause of death among Native American Indians after contact with Spanish explorers?

- (1) relocation (3) disease
- (2) slavery (4) starvation

9. The most widely accepted theory of the earliest human migration to the Americas is that people

- (1) crossed the polar ice cap from Norway to northern Canada
- (2) walked across a land bridge from Asia to Alaska
- (3) used seagoing vessels to sail from Africa to Central America
- (4) traveled in rafts and small boats from Pacific islands to South America

10. Why did most colonial farmers settle near oceans or coastal waterways?

- (1) Fewer Native American Indians lived there.
- (2) Local governments paid farmers to do so.
- (3) There were fewer problems with removal of trees and rocks.
- (4) Transportation of products was easier.

11. The belief that colonies exist to benefit the economy of the mother country is known as

- (1) triangular trade
- (2) mercantilism
- (3) free trade
- (4) nativism

12. Where were the Maya and Aztec empires located?

- (1) Canada
- (2) Central America
- (3) southeastern United States
- (4) southwestern Europe

13. The longhouse was a type of dwelling used by the

- (1) Seminoles
- (2) Iroquois (Haudenosaunee)
- (3) Nez Perce
- (4) Pueblos

14. Which development led to the other three?

- (1) Native American Indian populations were destroyed by disease.
- (2) New types of foods were shared by Europeans and Americans.
- (3) European nations sent explorers to the Americas.
- (4) Africans were brought to the Americas as slaves.

15. Along which river were most of the settlements in New France located?

- (1) Mohawk
- (2) Hudson
- (3) St. Lawrence
- (4) Missouri

16. In which region of the United States was the first permanent English settlement located?

- (1) Pacific Northwest
- (2) Great Plains
- (3) Atlantic Coast
- (4) Great Lakes

17. Which statement provides evidence that Native American Indians adapted to their environment?

- (1) The Pueblos developed an irrigation system for farming.
- (2) The many tribes of the Great Plains spoke different languages.
- (3) The Maya made great advances in mathematics.
- (4) The Delaware used oral tradition to retell their history.

Base your answers to questions 18 and 19 on the map below and on your knowledge of social studies.



18. Lumber, dried fish, and rum were mainly products of the

- (1) New England states
- (2) middle Atlantic states
- (3) southern states
- (4) Northwest Territory

19. The main reason for the variety of products in the different regions of the country was the differences in

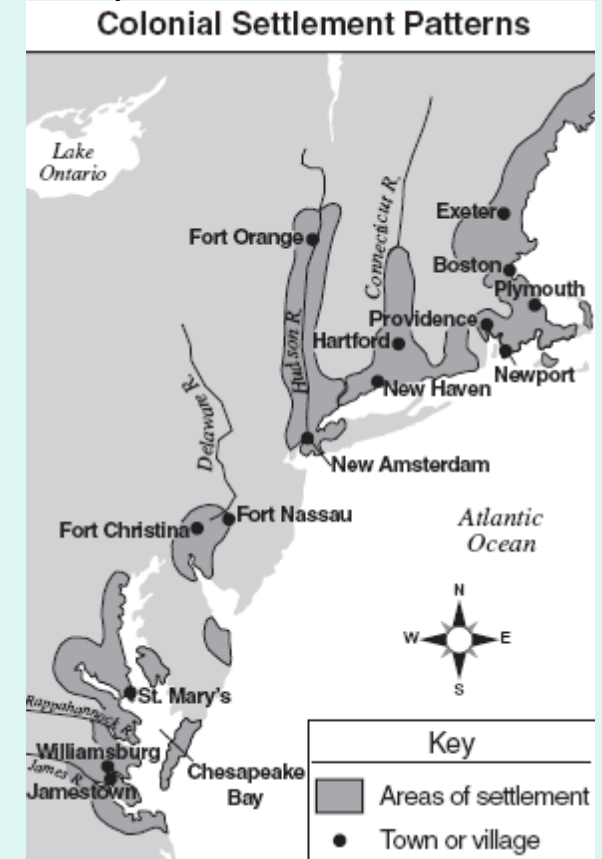
- (1) family structure and education
- (2) geography and climate
- (3) political and social systems
- (4) national origins and cultures

20. Land surrounded on three sides by water is called

- (1) a peninsula
- (2) a strait
- (3) an island
- (4) an isthmus

21. What was the main purpose of the Mayflower Compact?

- (1) to establish freedom of religion in the colony
- (2) to ensure obedience to the king of England
- (3) to provide a new chance for debtors and criminals
- (4) to create a government that would benefit the colony



22. The information on the map above suggests that early colonists

- (1) were unable to achieve political unity
- (2) located towns and villages within a few miles of each other
- (3) built their settlements near bodies of water
- (4) encountered difficulties with Native American Indians

23. What were the most profitable ways of making a living in New France?
- (1) fishing and fur trading
 - (2) mining for gold and silver
 - (3) commercial farming of tobacco and rice
 - (4) milling and manufacturing

Base your answers to questions 24 and 25 on the passage below and on your knowledge of social studies.

The Confederation was led by the Grand Council. It consisted of 50 sachems, or chiefs, from each nation's tribal council. Each of the five nations ran its own affairs independently. However, the Grand Council made decisions that affected the Confederation as a whole. The Grand Council was responsible for maintaining peace among the members. It also handled political and military matters such as forging treaties with other Indian nations and declaring war.

24. Which group of Native American Indians formed the Confederation discussed in this passage?
- (1) Algonquian
 - (2) Seminole
 - (3) Navajo
 - (4) Iroquois
25. Which democratic idea is reflected in the passage?
- (1) representative government
 - (2) judicial review
 - (3) universal suffrage
 - (4) checks and balances

26. Which adaptation to the environment is illustrated by the Iroquois use of the longhouse?
- (1) buffalo for clothing and shelter
 - (2) horses for transportation
 - (3) trees as building materials
 - (4) iron for tools and weapons

27. Which development led to the other three?
- (1) Columbus landing in Hispanola
 - (2) founding of the Jamestown colony
 - (3) thousands of Native American Indians dying from new diseases
 - (4) Europeans using both tobacco and potatoes

28. The need for agricultural workers in the early southern colonies led to the
- (1) formation of labor unions
 - (2) decision to industrialize
 - (3) improvement in farming
 - (4) use of enslaved persons from Africa

29. From west to east, the major geographic features of the United States are the
- (1) Rocky Mountains → Great Plains → Mississippi River → Appalachian Mountains
 - (2) Great Plains → Mississippi River → Rocky Mountains → Appalachian Mountains
 - (3) Rocky Mountains → Great Plains → Appalachian Mountains → Mississippi River
 - (4) Mississippi River → Appalachian Mountains → Great Plains → Rocky Mountains

Base your answers to questions 27 and 28 on the quotation below and on your knowledge of social studies.

“My children, listen well. Remember that you are brothers, that the downfall of one means the downfall of all. You must have one fire, one pipe, one war club.”

—from *Hiawatha the Unifier*

30. What is the speaker recommending to his people?
- (1) increased cooperation
 - (2) economic competition
 - (3) conservation of resources
 - (4) cultural exchange
31. Which political structure was formed as a result of the ideas expressed in this speech?
- (1) American Indian Movement
 - (2) Bureau of Indian Affairs
 - (3) Indian Reservation System
 - (4) League of Five Nations

Base your answers to questions 32 and 33 on the diagram below and on your knowledge of social studies.

Levels of an Archaeological Dig in North America

Level 1	← Metal knife, arrowheads, iron cooking pots, flintlock rifle
Level 2	← Arrowheads, fish hooks, pottery, corn kernels
Level 3	← Spearhead, charcoal, animal bones, sharpened flint
Level 4	← Animal bones, animal hair, nut shells

32. At which level of the dig would an archaeologist expect to find the most recent objects?

- (1) Level 1 (3) Level 3
 (2) Level 2 (4) Level 4

33. The people who left behind the objects found at Level 3 were most likely

- (1) successful farmers
 (2) primitive hunters
 (3) part of an industrial society
 (4) dependent on trade

34. Which phrase most accurately defines the term *culture*?

- (1) the artifacts left by ancient peoples
 (2) the interaction of plants and animals within a natural environment
 (3) a way of life shared by members of a society
 (4) a firsthand account of an event

35. One way in which the Aztecs, Incas, and Mayas were similar is that they

- (1) traveled to the Western Hemisphere from Africa
 (2) had developed advanced civilizations before the arrival of Columbus
 (3) settled in the desert of the southwestern United States
 (4) left no evidence to help us understand their cultures

36. What was the major reason the original settlers of Plymouth Colony, Maryland, and Pennsylvania came to America?

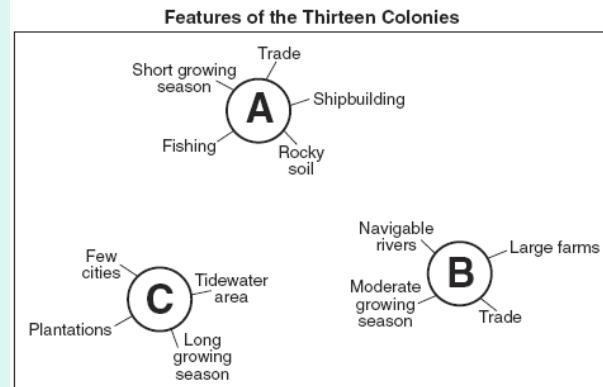
- (1) to secure freedom from religious persecution
 (2) to search for gold and silver
 (3) to convert Native American Indians to Christianity
 (4) to bring spices to the New World

37. Which heading best completes the partial outline below?

I.	_____
A.	Europeans establish colonies in North America.
B.	Millions of Native American Indians die from diseases.
C.	Enslaved Africans arrive in the Americas.
D.	Foods from the Americas are introduced in Europe.

- (1) Causes of English Colonization
 (2) Effects of the Exploration of the Americas
 (3) Cultural Contributions of Native American Indians
 (4) Discovery of the Northwest Passage

Base your answers to questions 38 through 39 on the diagram below and on your knowledge of social studies.



38. Which part of the thirteen colonies is represented by cluster A?

- (1) frontier region (3) middle colonies
 (2) New England colonies (4) southern colonies

39. The differences between the three clusters shown in the diagram were mainly due to

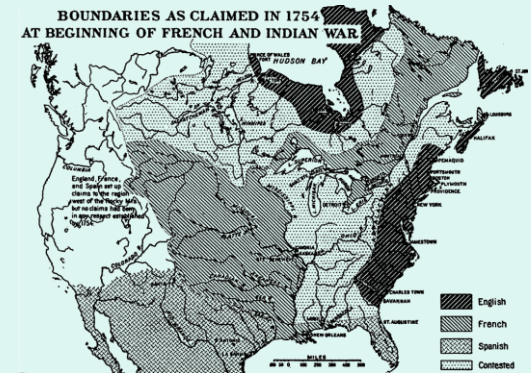
- (1) geographic conditions (3) political beliefs
 (2) relations with England (4) religious practices

Lesson Two: The Road to Independence

The French and Indian War

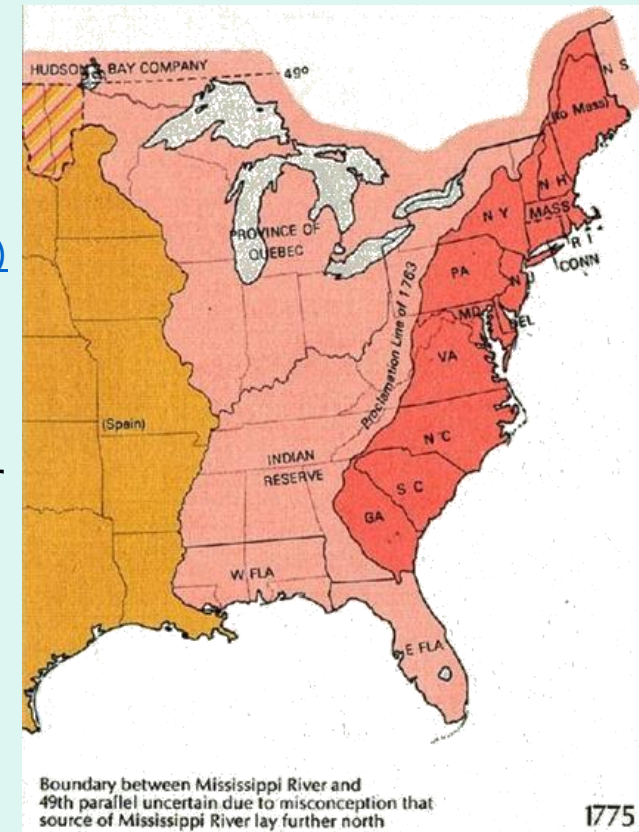
In the early 1750s, Virginia, Pennsylvania, France, and the Iroquois tribe all claimed ownership of the Ohio Valley. The French began constructing forts to stave off English colonial advances and to maintain their fur trade with local Native Americans. In 1754, a young George Washington, on the orders of the Virginia governor, led 400 Virginia militiamen against the French. He was quickly forced to surrender and lead his men home. Following this and other skirmishes, colonial delegates gathered in Albany, New York. Benjamin Franklin submitted the [Albany Plan](#), which called for the colonies to unify in the face of French and Native American threats. ***The Albany Plan, was the first attempt to form a unified colonial government, it won the support of the delegates but was rejected by the colonies, who were not yet ready for union.*** War started soon after the Albany meeting.

The [French and Indian War](#) pitted England against France and its Native American allies. England suffered early humiliating losses against the French and its allies. Still, England righted itself and pushed France out of the Ohio Valley and into Canada. Under the [Treaty of Paris](#) (1763), Britain gained all of the land in North America east of the Mississippi. The euphoria of victory, however, soon wore off. Due to the costs of the war, England faced financial difficulties. ***The English reasoned that because the colonies benefited the most from the war, they should be taxed to alleviate England's war debt. This policy sparked an escalating tension between England and its colonists that eventually led to the American Revolution.***



Roots of the American Revolution

- **The Proclamation Line of 1763** – To prevent further Native American Indian attacks, the British government declared that colonists could not settle west of the Appalachians. [The Proclamation Line of 1763](#) was resented by colonists.
- **The British Propose New Taxes to Pay for the Cost of the War**— A series of taxes was passed by the British Parliament without consulting the colonists. The colonists protested and argued against **“taxation without representation”** claiming it was tyranny. They particularly objected to the [Stamp Act of \(1765\)](#) which taxed newspapers and official documents. Colonists protested by boycotting or refusing to buy British goods.
- **The British Respond**– The result of the boycotts was for the British to cancel all of the new taxes except the one on tea. In 1773, some colonists protested by dumping tea into Boston harbor in what became known as the [“Boston Tea Party”](#).
- **The Intolerable Acts**– Parliament responded swiftly and angrily to the Tea Party with a string of legislation that came to be known as the **Intolerable Acts**. The Intolerable Acts included the four Coercive Acts of 1773 and the Quebec Act. The four Coercive Acts:
 - Closed Boston Harbor to trade until the city paid for the lost tea.
 - Removed certain democratic elements of the Massachusetts government, most notably by making formerly elected positions appointed by the crown.
 - Restricted town meetings, requiring that their agenda be approved by the royal governor
 - Declared that any royal agent charged with murder in the colonies would be tried in Britain.
 - Instated the Quartering Act, forcing civilians to house and support British soldiers



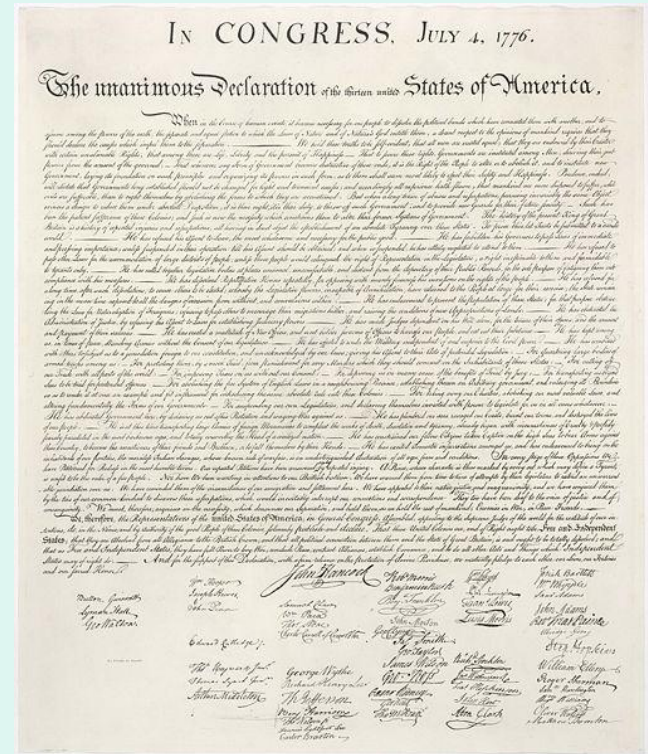
The Revolution Begins

· **The First Continental Congress**— In September 1774 the Committees of Correspondence of every colony except Georgia sent delegates to the **First Continental Congress**. The delegates voted for an organized boycott of British imports and sent a petition to **King George III**, which conceded that Parliament had the power to regulate commerce but objected to its arbitrary taxation and denial of fair trials to colonists. Preparing for possible British retaliation, the delegates also called upon all colonies to raise and train local militias



Lesson Two: The Declaration of Independence

- **The Declaration of Independence** - In June 1775, the Second Continental Congress elected **George Washington** commander in chief of the newly established American Continental Army. Meanwhile, the British forces abandoned Boston and moved to New York City, which they planned to use as a staging point for conquering New England.
- In January 1776, **Thomas Paine's** pamphlet, **Common Sense**, was published and widely distributed. Paine called for economic and political independence, and proposed that America become a new kind of nation founded on the principles of liberty. By May 1776, Rhode Island had declared its independence and New England was deep in rebellion.
- In June, the **Second Continental Congress** adopted a resolution of independence, officially creating the United States of America. **Thomas Jefferson's** draft of the **Declaration of Independence** was officially approved on July 4. The Declaration of Independence proclaimed a complete and irrevocable break from England, arguing that the British government had broken its contract with the colonies. It extolled the virtues of democratic self-government, and tapped into the Enlightenment ideas of **natural rights** put forth by John Locke and others who promoted equality, liberty, justice, and self-fulfillment.



The Declaration Provides a List of Grievances- Against King George and explaining why the Colonies are declaring independence.

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refuted his Assent to Laws, the most wholesome and necessary for the public good... 17

The American Revolutionary War 1775–1783

Early in the war, General [George Washington](#)'s forces began the war in New York. New York in fact saw more fighting during the war than any other colony. The colonists, led by **Ethan Allen**, captured **Fort Ticonderoga** in 1775. In 1776 Washington and the Continental Army were driving from New York in decisive defeats that began with the [Battle of Long Island](#). On Christmas 1776, Washington fought back and won decisive victories at Trenton (Crossing the Delaware River) and Princeton, New Jersey. In 1777, the British looked to win the war by dividing the colonies through New York. The plan failed when General John Burgoyne, was defeated at the [Battle of Saratoga](#) (also called the [Battle of Freeman's Farm](#)). This victory raised the U.S. army's morale and convinced France to recognize U.S. independence and to join the war against Britain. In early December 1777, 11,000 troops under George Washington's command marched through the snow to spend the winter at [Valley Forge](#), Pennsylvania, where they regrouped and trained.

The War Ends- Washington moved his forces from New York toward [Yorktown](#), Virginia, in 1781 where the British had established a new base. Near Yorktown, Washington joined 2,500 French troops and a small American force. In October 1781, these troops besieged the British base until the smaller British force surrendered.

The [Treaty of Paris of 1783](#) was signed in September 1783. In it, the British recognized American independence and defined the borders of the United States. The United States borders were set along Canada, the Mississippi, and Spanish Florida.



Homework Questions

1. The Albany Plan of Union called for

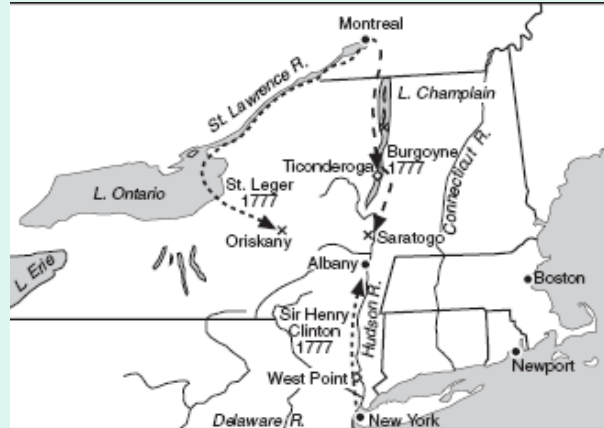
- (1) equal voting rights for all citizens
- (2) a declaration of war on England
- (3) a joint colonial council for defense
- (4) separation from England

2. Many American colonists believed that British tax laws were unfair because

- (1) colonists lacked representation in Parliament
- (2) the British treasury had a surplus of funds
- (3) Native American Indians were exempt from British tax laws
- (4) taxes were higher in the colonies than in England

3. What was one purpose of the Declaration of Independence?

- (1) to establish a framework for government
- (2) to state the reasons for the colonies to separate from England
- (3) to express reasons for limiting immigration
- (4) to list arguments for women's suffrage



4. What does this map of the American Revolution illustrate?

- (1) George Washington's plan to evacuate New York City
- (2) colonial attempts to conquer Canada
- (3) British strategy to capture New York and divide the colonies
- (4) importance of the French Navy to the colonial cause

5. The slogan "No taxation without representation" referred to taxes enacted by

- (1) colonial legislators
- (2) town meetings
- (3) the English Parliament
- (4) the First Continental Congress

6. Which set of events is in the correct chronological order?

- (1) Boston Tea Party □ Declaration of Independence □ French and Indian War
- (2) French and Indian War □ Boston Tea Party □ Declaration of Independence
- (3) Declaration of Independence □ French and Indian War □ Boston Tea Party
- (4) French and Indian War □ Declaration of Independence □ Boston Tea Party

7. Which statement expresses an opinion about the causes of the Revolutionary War?

- (1) Colonists participated in triangular trade.
- (2) The Boston Massacre took place on March 5, 1770.
- (3) Samuel Adams founded the Sons of Liberty.
- (4) The Quartering Act was a serious violation of the colonists' liberties.

8. The main purpose of the Navigation Acts passed by England was to

- (1) limit the size of ships in English waters
- (2) ensure that England benefited from colonial trade
- (3) train sailors for the British navy
- (4) limit manufacturing in colonial America

9. What was the primary purpose of the Declaration of Independence?

(1) to persuade England to end slavery in America

(2) to list reasons the colonies should be free from England

(3) to provide a plan for financing the American Revolution

(4) to convince the king to grant colonists more land

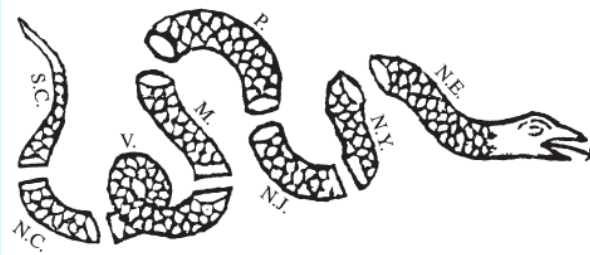
10. Colonial boycotts of British goods before the Revolutionary War were effective measures because they

(1) reduced the profits of British merchants

(2) lowered the prices of imported products

(3) left British troops short of supplies in the colonies

(4) allowed the Americans to start their own factories



J O I N, or D I E.

11. Which statement most accurately expresses the main idea of this illustration from the 1750s?

(1) Colonies that do not unite are not loyal.

(2) Colonies cannot survive unless they are united.

(3) Each colony should maintain its independence.

(4) Any colony that does not unite will be attacked.

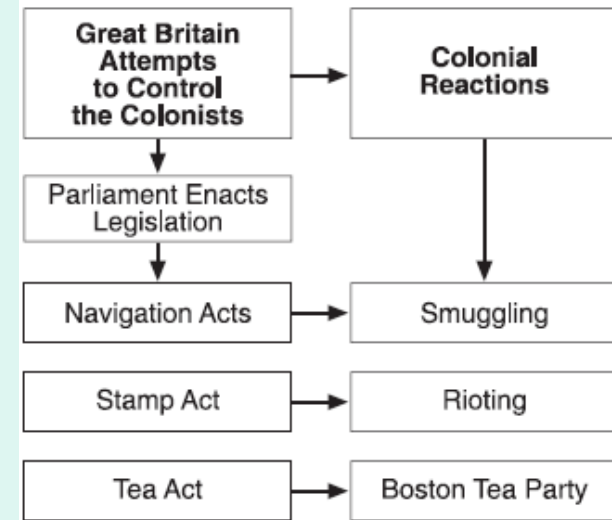
12. What was a result of the French and Indian War that led directly to the American Revolution?

(1) The British lost most of their colonies in the Americas.

(2) French colonies expanded west of the Appalachians.

(3) Native American Indians were given lands west of the Appalachians.

(4) England decided to make the American colonists help pay war debts.



Base your answers to questions 13 and 14 on the chart above and on your knowledge of social studies.

13. Which conclusion is best supported by the chart?

(1) The Stamp Act led to widespread smuggling.

(2) Colonists raised revenue by imposing new taxes.

(3) British policies were opposed by many colonists.

(4) The colonists reacted to British laws in a nonviolent way.

14. The series of events shown in the chart led directly to the

(1) start of the French and Indian War

(2) outbreak of the American Revolution

(3) formation of a colonial alliance with Prussia

(4) rejection of the Albany Plan of Union

15. Which statement represents one of the main ideas in the Declaration of Independence?

- (1) The United States needs a strong central government.
- (2) The power of the president must be limited by the legislative and judicial branches.
- (3) People have a right to rebel against an unjust government.
- (4) Americans cannot afford to pay high British taxes.

16. During the Revolutionary War, the most common way American women helped the Patriot cause was by

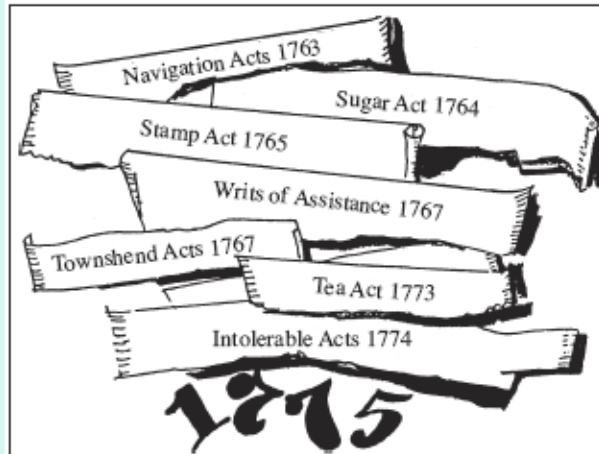
- (1) acting as spies
- (2) serving in the military
- (3) managing farms
- (4) taking their children to Canada

17. In the American colonies, boycotts were an effective way of protesting British policies mainly because the boycotts

- (1) ended trade within the colonies
- (2) forced Britain to remove most troops
- (3) kept out products from other European nations
- (4) caused economic hardships for British merchants

Base your answers to questions 18 and 19 on the illustration below and on your knowledge of social studies.

British Colonial Policies



18. The main goal of most of the policies shown in the illustration was to

- (1) allow American colonists greater self government
- (2) enable Great Britain to raise revenues and control trade
- (3) encourage immigration to the colonies
- (4) encourage Americans to trade with other European countries

19. The policies shown in the illustration led to the

- (1) outbreak of the French and Indian War
- (2) expansion of British trade with the thirteen colonies
- (3) start of the American Revolution
- (4) passage of the Northwest Ordinance

TEST TAKING TIPS

Read the question before you look at the answer.

Read all the choices before choosing your answer.

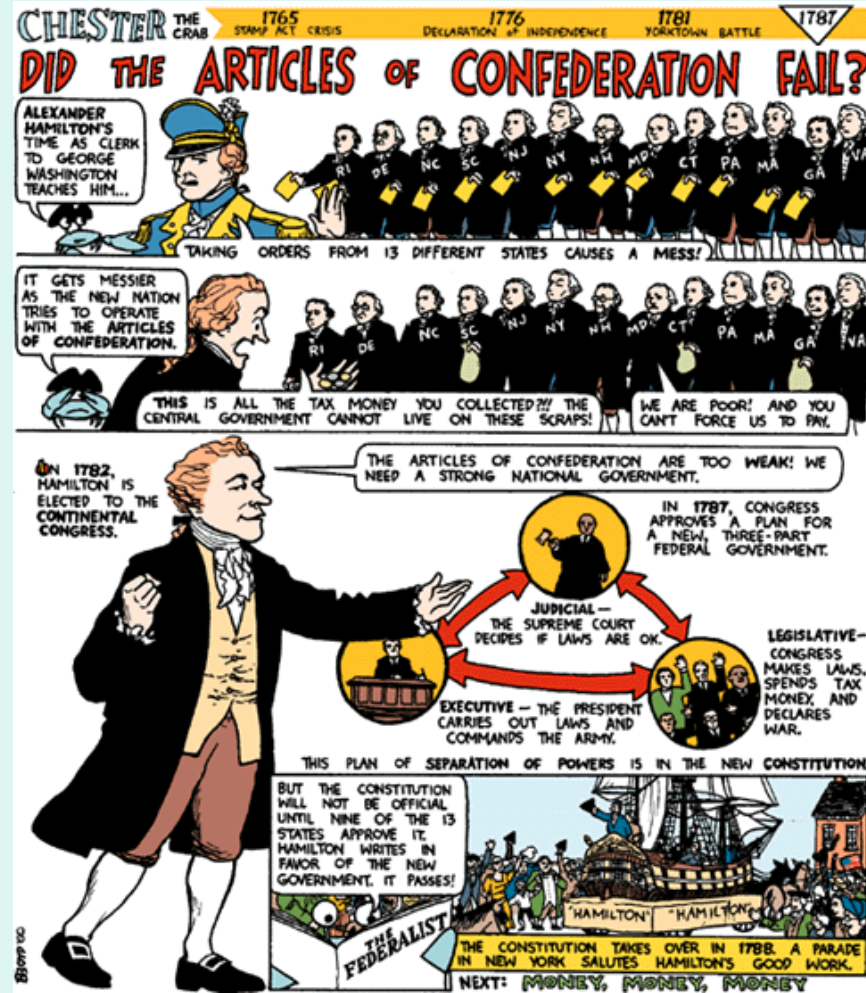
Lesson Three: The New Nation

A New Government for the United States - The Articles of Confederation - In an attempt to create a unified national government the **Articles of Confederation** were adopted in 1781. *The Articles of Confederation favored the rights of individual states, instead of a strong central government.* The central government established by the Articles was virtually powerless.

- It consisted of a Congress, with no executive branch or judicial department. Congress had no power to tax, raise troops, regulate interstate commerce, or make binding national treaties; it could only request taxes from states, not demand them, and therefore could not regulate currency or raise money for the nation.

- The new government, passed the [Northwest Ordinance](#) of 1787, forbade slavery in the territory above the Ohio River, contained a settlers' bill of rights, and defined the process through which territories could become states.

- Under the Articles of Confederation the government had little power to maintain law and order. When an uprising of farmers in western Massachusetts led to **Shays' Rebellion** there was no army to put down the uprising. For many Americans, Shays' Rebellion revealed the shortcomings of national government under the Articles of Confederation.

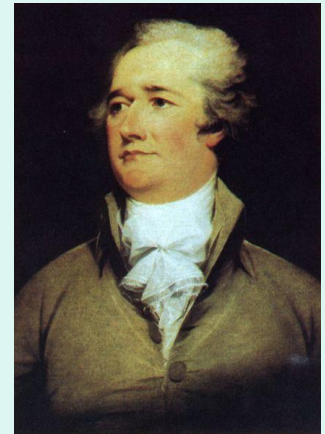


The Constitution

In May 1787, fifty-five delegates met in Philadelphia. Notable delegates included George Washington, John Dickinson, John Jay, Benjamin Franklin, Alexander Hamilton, and James Madison. **The delegates were convinced of the need for a stronger national government.**

The Constitutional Convention. The main difficulty in drafting the Constitution immediately became clear: achieving a balance between the needs of large and small states.

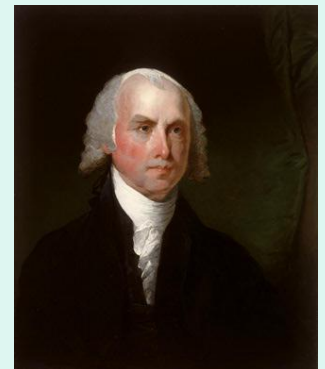
- James Madison presented the **Virginia Plan.**
- The plan called for a bicameral (two house) legislature with representation in both houses proportional to population. But the smaller states opposed the Virginia Plan, since representation by population would give more power to the larger states.
- Smaller states supported the **New Jersey Plan.**
- The plan called for a unicameral (one house) Congress in which each state would have an equal number of seats.
- In June 1787, a committee assigned to resolve this conflict approved the **Great Compromise.**
- The plan created a bicameral legislature where each state received an equal vote in the upper house.
- Representation in the lower house was proportional to population.
- Another issue that had to be solved was how should slaves be counted toward representation. The solution came in the **Three-fifths Compromise**, which allowed three-fifths of all slaves to be counted as people for the purpose of representation in Congress.



Alexander Hamilton



John Jay



James Madison 23

Separation of Powers—The authors of the Constitution feared leaving too much power in one branch of the government. The separation of the power of government into different parts.

1. **Executive Branch** - Carries out the law, sign a bill into law, sign treaties, make appointments, made up of the President and the agencies and departments.
2. **Legislative Branch** - Makes the law, ratify treaties and appointments. Made up of: Congress - House of Representatives and the Senate
3. **Judicial Branch** - Judges the law, declare a law unconstitutional. Made up of the federal court system and Supreme Court

Powers Under the Constitution	
Federal government can:	State governments can:
Regulate foreign and interstate commerce	Regulate intrastate commerce
Levy taxes	Run elections
Conduct international relations	Provide education
Declare and wage war	Maintain the integrity of state borders
Raise an army and navy	Maintain police power
Coin money	Ratify proposed constitutional amendments

Checks and Balances -

The system by which each branch of government is given power over other branches.

1. Congress can:

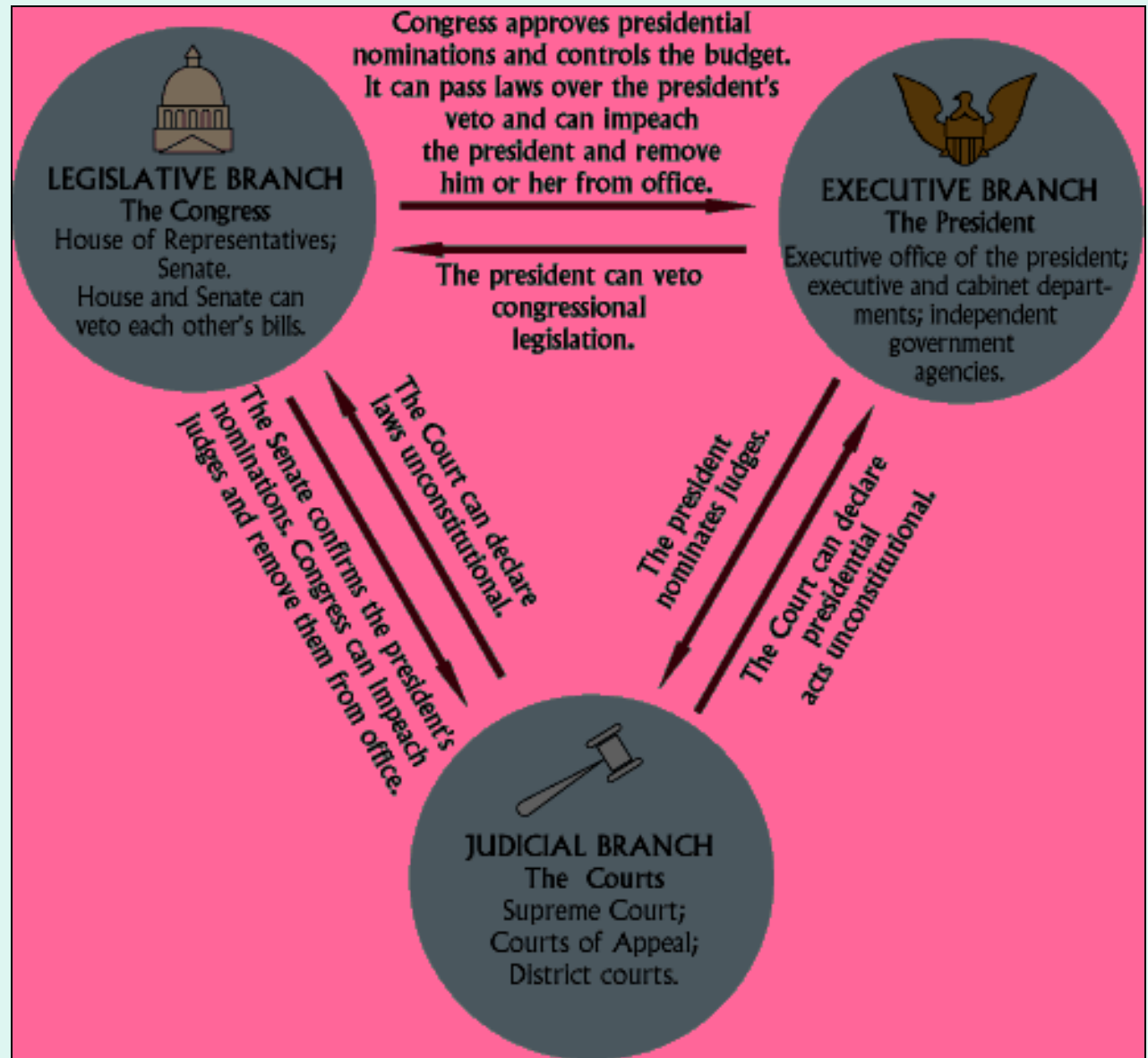
- Refuse to pass a bill.
- Override a veto
- Refuse to ratify a treaty or Presidential appointment.
- Impeach a Judge or President.

2. The President can:

- Veto a law

3. Judicial Branch can:

- Declare a law unconstitutional
- Has a lifetime tenure of office



Ability to Change— The Constitution although over 200 years old has kept up with the changing needs of the nation through its ability to change.

- **The elastic clause**— Article 1 Section 8 Clause 18 of the Constitution gives Congress the power to pass laws needed to carry out the functions of the federal government. Because of the nonspecific nature of the clause it has been called the elastic clause because of Congress's ability to stretch its powers by the use of the clause.

- **The Amendment Process - The first method** is for a bill to pass both the U.S. Senate and the House of Representatives by a two-thirds majority in each. Once the bill has passed both houses, it goes on to the individual states for a vote. An amendment to the Constitution must be approved by three-fourths of the states.

- **The second method** given in the U.S. Constitution is for a Constitutional Convention to be called by two-thirds of the legislatures of the states, and for that convention to propose one or more amendments. These amendments are then sent to the states to be approved by three-fourths of the legislatures.



Lesson Three: The States Debate Ratification

Constitutional Principals

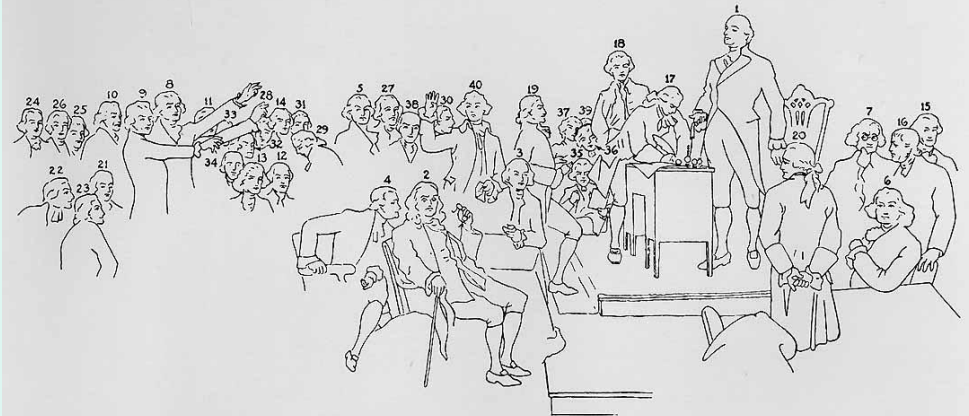
Democracy— Our Constitution is based on democracy. Americans decide through their elected representatives, what government should do. ***This principal is stated in the first part of the Constitution (the Preamble) which states, "We the People..." It tells us that under our form of government it is the people who hold the real power.***

Federalism— The writers of the Constitution created a system where power was shared between the national government and the state governments. In this division of power, the national government deals with matters that affect the whole country. State governments handle their own local affairs.

Ratification— In order to become law, nine states would have to ratify (approve) the Constitution. Special conventions were held in each state for this purpose. Some supported while others opposed the new government because of varied beliefs and concerns.



SCENE AT THE SIGNING OF THE CONSTITUTION OF THE UNITED STATES



- | | | | |
|-------------------------------------|--|-------------------------------|---------------------------------|
| 1. Washington, George, Va. | 11. Butler, Pierce, S.C. | 21. King, Rufus, Mass. | 31. Miffin, Thomas, Pa. |
| 2. Franklin, Benjamin, Pa. | 12. Sherman, Roger, Conn. | 22. Gorham, Nathaniel, Mass. | 32. Clymer, George, Pa. |
| 3. Madison, James, Va. | 13. Johnson, William Samuel, Conn. | 23. Dayton, Jonathan, N.J. | 33. FitzSimons, Thomas, Pa. |
| 4. Hamilton, Alexander, N.Y. | 14. McHenry, James, Md. | 24. Carroll, Daniel, Md. | 34. Ingersoll, Jared, Pa. |
| 5. Morris, Gouverneur, Pa. | 15. Read, George, Del. | 25. Few, William, Ga. | 35. Bedford, Gunning, Jr., Del. |
| 6. Morris, Robert, Pa. | 16. Bassett, Richard, Del. | 26. Baldwin, Abraham, Ga. | 36. Brearley, David, N.J. |
| 7. Wilson, James, Pa. | 17. Speight, Richard Dobbs, N.C. | 27. Langdon, John, N.H. | 37. Dickinson, John, Del. |
| 8. Pinckney, Chas. Cotesworth, S.C. | 18. Blount, William, N.C. | 28. Gilman, Nicholas, N.H. | 38. Blair, John, Va. |
| 9. Pinckney, Chas, S.C. | 19. Williamson, Hugh, N.C. | 29. Livingston, William, N.J. | 39. Broom, Jacob, Del. |
| 10. Rutledge, John, S.C. | 20. Jenifer, Daniel of St. Thomas, Md. | 30. Paterson, William, N.J. | 40. Jackson, William, Secretary |

Federalists and Anti-Federalists

The Fight For Ratification— Once approved by the Constitutional Convention in 1787, the Constitution was sent to the states for ratification. Only two-thirds (nine) of the states were needed to ratify it to put the new government into operation.

- The process of ratification began with two opposed and entrenched sides. The supporters of the Constitution called themselves **Federalists**.
- Their opponents went by the name **Anti-federalists**. The Anti-federalists claimed the Constitution granted too much power to the national government. They argued that the Constitution doomed the states to be dominated by a potentially tyrannical central government.
- Federalists defended the necessity of a strong national government and lauded the Constitution as the best possible framework. The Federalists pushed ratification through eight state conventions by May 1788, though Rhode Island and North Carolina both rejected the Constitution outright.
- Virginia and New York, states crucial to the Union in terms of population and economics, remained undecided. In June 1788, New Hampshire became the ninth state to ratify the Constitution, making the document the legitimate framework of national government.
- Debate gripped Virginia and New York. In late June 1788, Virginia finally ratified the Constitution by a narrow 53 percent majority.
- In New York, disputes continued for a month until Alexander Hamilton's Federalists finally emerged victorious by a margin only slightly greater than that in Virginia. The writings of the political leaders of this period are an important part of American history.
- The most notable works are collected in **The Federalist Papers**, a series of articles written by John Jay, James Madison, and Alexander Hamilton. Exactly how much influence these papers had on the ratification of the Constitution is up for debate, but the articles do clearly explain the arguments in favor of the Constitution.

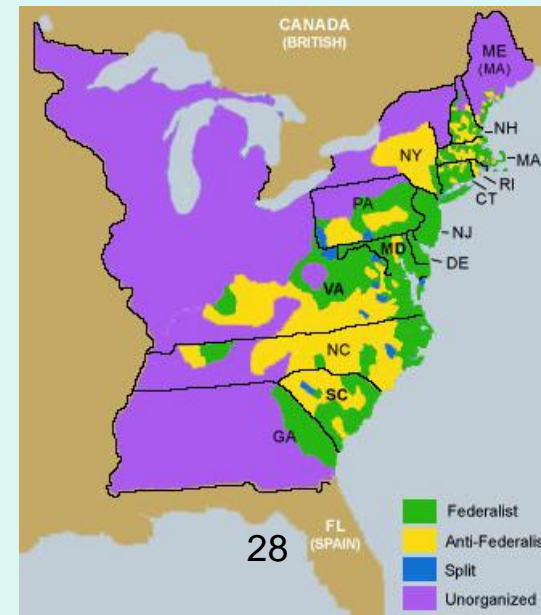
The Ratification Process— By the end of 1788, twelve states had voted to ratify or approve the Constitution. In several states, support was won only by promising that a **Bill of Rights** would be added. A Bill of Rights was added to the Constitution in 1791 in the form of the first ten amendments to the Constitution.

These ten amendments protect important individual liberties.



Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

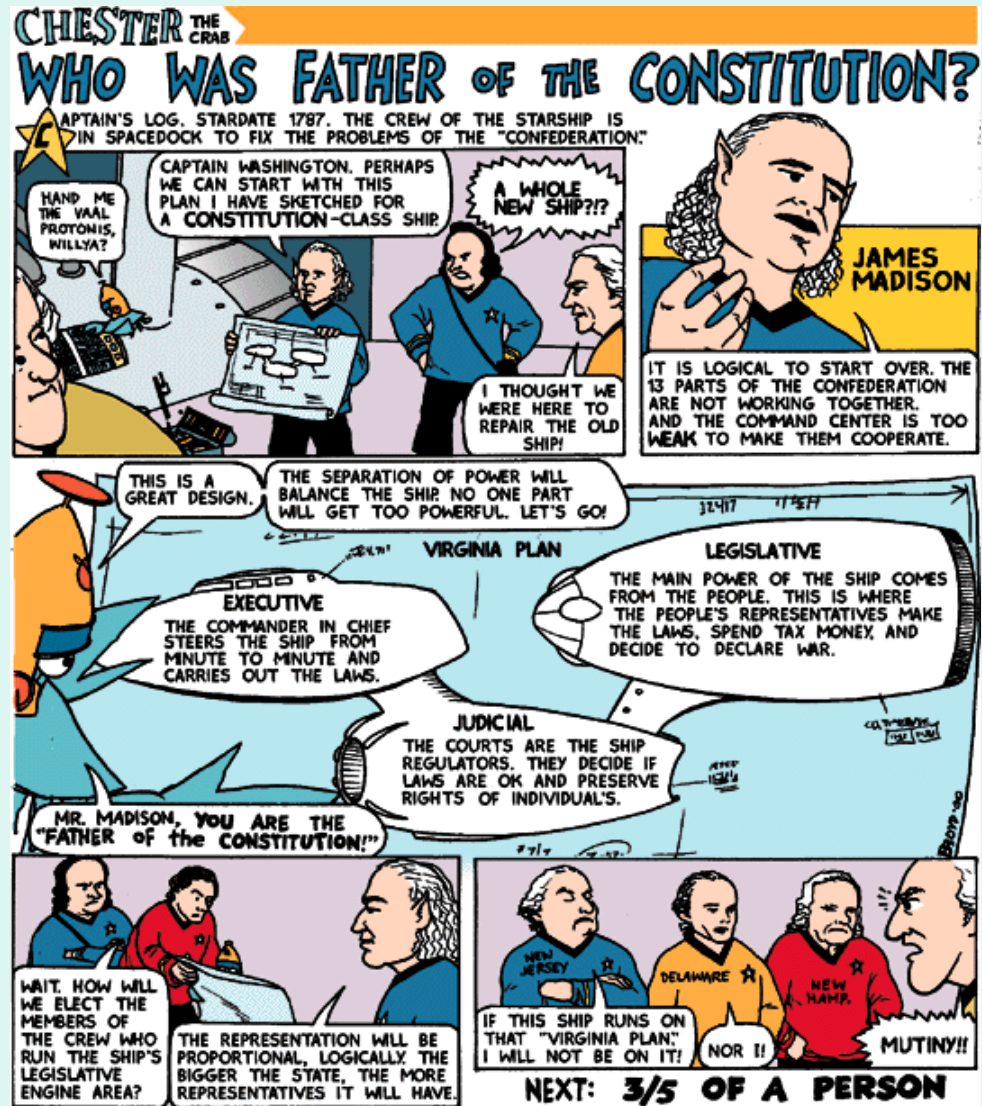


The Bill of Rights comprises the first 10 amendments to the U.S. Constitution.

Among their provisions:

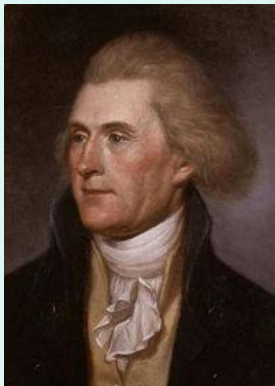
- the freedoms of speech, press, religion, and the right to assemble peacefully, protest and demand changes (First Amendment)
- the right to bear arms (Second Amendment)
- the protection against unreasonable searches, seizures of property and arrest (Fourth Amendment)
- due process of law in all criminal cases (Fifth Amendment)
- the right to a fair and speedy trial (Sixth Amendment)
- the protection against cruel and unusual punishment (Eighth Amendment)
- the provision that the people retain additional rights not listed in the Constitution (Ninth Amendment).

The Bill of Rights is a series of Amendments to the Constitution and, therefore, is not subject to repeal by Congressional action. Since the adoption of the Bill of Rights, only 16 more amendments have been added to the Constitution. Although a number of subsequent amendments revised the federal government's structure and operations, most followed the precedent established by the Bill of Rights.

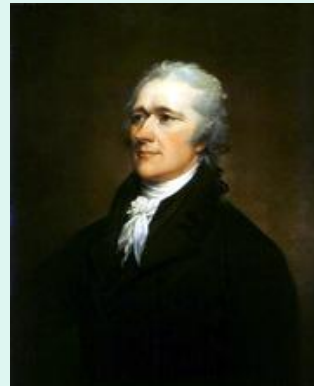


The "Unwritten Constitution"— refers to the ideas and processes that are accepted as a needed part of American government, regardless of the fact that they are not actually in the Constitution. These ideas and processes came about through the custom and precedent.

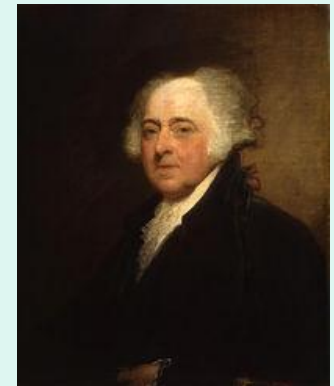
- **President's Cabinet- George Washington** was the first to have a cabinet of **advisors** to aid him in making decisions for the nation. (a few examples include: The **Attorney General** of the **Justice Department**, The **Secretary of Defense** of the **Defense Department** and The **Secretary of State** of the **State Department**).
- **Political Parties-** Political parties are as old as the Constitution itself, however the document makes no rules to govern them. The first political parties arose from the debates over Constitutional ratification (the **Federalists Party** lead by **Alexander Hamilton** and the **Democratic-Republicans** headed by **Thomas Jefferson**).
- **Congressional Committees-** The system by which the majority of the work in Congress is accomplished is not defined in the Constitution. The work of Congress soon became so vast, that it became essential to the governing of the nation, to divide the work of legislating into specialized committees.
- **Judicial Review-** The most important power of the **Supreme Court**, that of Judicial Review or the ability to declare laws unconstitutional, is not in the Constitution. The power of **Judicial Review was a precedent set in the 1803 *Marbury v. Madison*** decision. It also serves a **check and balance** on the laws passed by Congress and the actions and treaties of the President.



Thomas Jefferson



Alexander Hamilton



John Adams

Lesson Three: The New Government in Operation

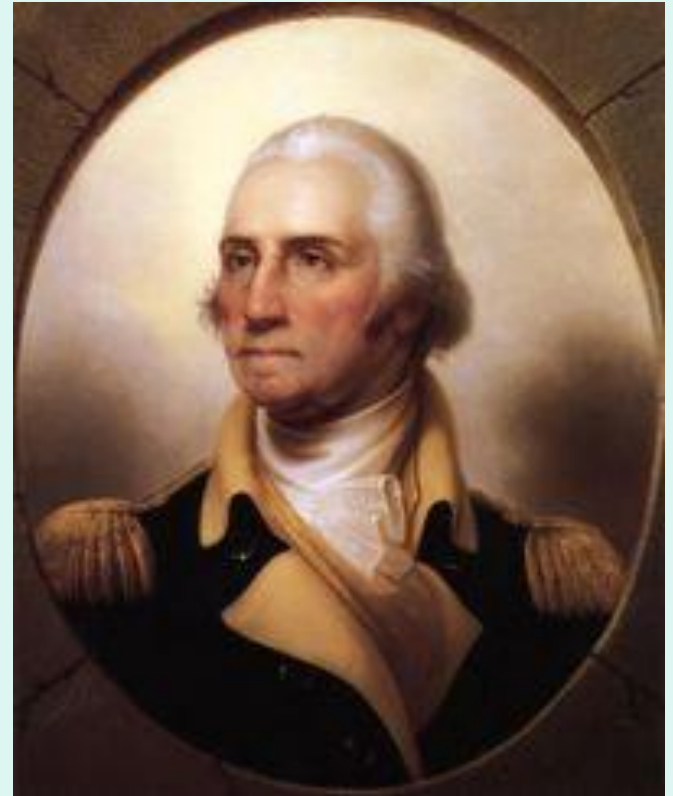
Washington's Domestic Policy

The Presidency of George Washington 1789–1797—

In 1789 in New York City, [George Washington](#) was inaugurated as the first President of the U.S. His major challenge was to provide direction and stability to the new nation.

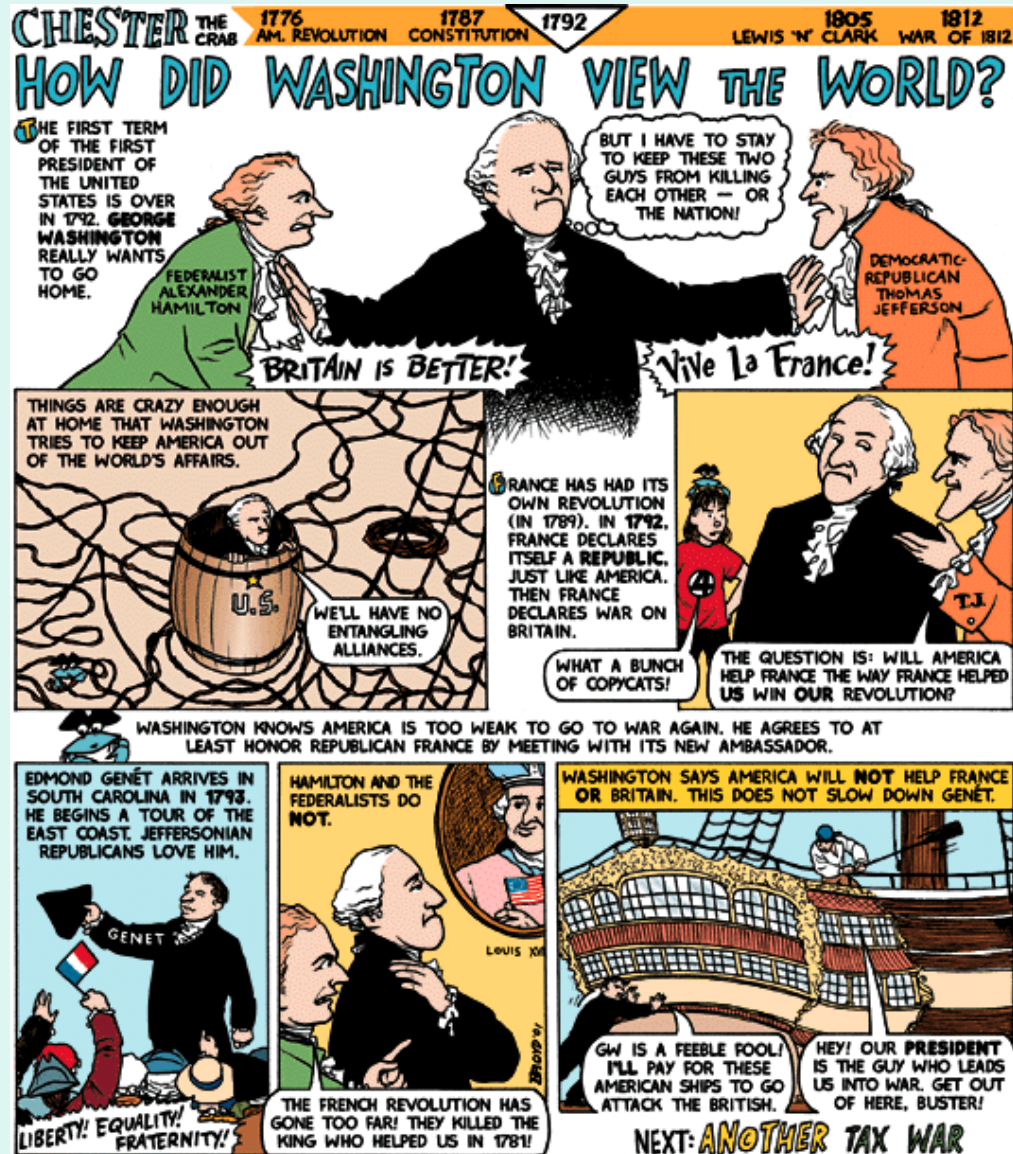
Domestic Policy— Washington's first domestic challenge was forming a government and appointing officials to be in charge of executive departments. The chief officials Washington appointed also became known as the **Cabinet**. Over the years, as the government assumed greater responsibilities, new Cabinet departments were created. This set the precedent and became part of the **unwritten constitution** that the President would have a Cabinet to help him run the nation.

Raising Money— The Revolutionary left the nation with a huge debt which Alexander Hamilton, the Secretary of the Treasury, planned to address with a [four part plan](#). Hamilton believed the Federal government should **pay off the national and state debts** in order to establish the nation's credit. He proposed a **Whiskey Tax** to raise money from western farmers and a **Tariff** on imported foreign goods to protect American industries. His most controversial proposal was the creation of a [national bank](#) as a place to deposit taxes, provide a sound currency, and to make loans to the national government.



The Rise of Political Parties — The framers of the Constitution considered political parties to be bad for good of government. However, by the end of Washington's term, disagreements arouse between groups led by Alexander Hamilton and **Thomas Jefferson**. Jefferson's followers believed that Hamilton's plan would benefit only the wealthy while hurting poor farmers. The birth of the **Republican Party** can be traced to 1793, when *Jefferson resigned from Washington's cabinet in opposition to Federalist policy decisions, especially the plans of Alexander Hamilton to raise money and create a National Bank*. Washington clearly allied himself with the **Federalists** in 1794 by accusing the Republicans of inciting the Whiskey Rebellion (discussed below).

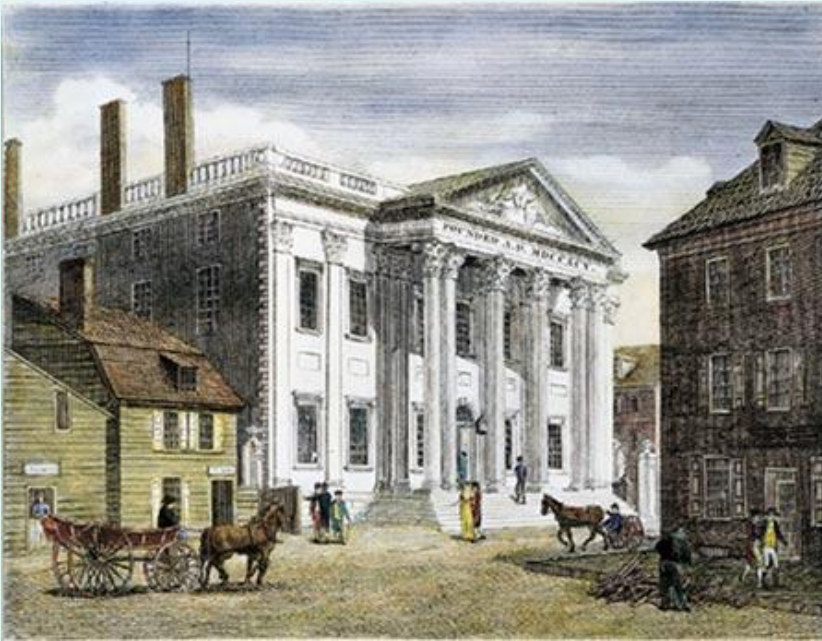
- **The Federalists**, led by Washington and Hamilton, called for a strong central government. They represented the industrial and manufacturing interests, which were concentrated in the Northeast.
- **The Republicans**, led by Jefferson and Madison, advocated powerful state governments over centralized power, and represented the more rural and agrarian South, as well as the Western frontier.



The Whiskey Rebellion — In July 1794, frontier farmers in western Pennsylvania who produced whiskey from corn violently protested against Hamilton's 1791 excise tax on domestically produced whiskey. This revolt, which became known as the **Whiskey Rebellion**, represented the first major test of the national government's ability to enforce its laws within the states. Whereas the earlier **Shay's Rebellion** exposed the central government's weakness under the Articles of Confederation, the Whiskey Rebellion revealed the new government's strength. President Washington responded decisively, leading 13,000 men into Pennsylvania to crush the rebellion.



A tax collector is tarred and feathered during the Whiskey Rebellion



Washington's Foreign Policy— Throughout his term in office, Washington worked to preserve U.S. neutrality in international relations. His first test in foreign affairs came in 1793, when revolutionary France went to war with Britain and Spain, U.S. loyalties were divided. Jefferson's supporters favored the French revolutionaries, while the Federalists favored the British. Refusing to be drawn into the war, Washington issued the **Proclamation of American Neutrality** in 1793 which looked to keep the U.S. from taking sides in European disputes or becoming involved in foreign wars.

Washington's Farewell Address — In 1796, Washington retired from office, deciding not to run for a third term. *He thereby set the precedent of presidents serving no more than two terms in office*—a precedent that became law with the ratification of the Twenty-Second Amendment (1951). *In his farewell address, Washington implored future generations to avoid embroilment in the affairs of other nations, and to concentrate on the creation of "efficient government" at home. He warned that the development of parties would destroy the government, fearing that special interest groups and foreign nations would come to dominate the two factions.*



The Presidency of Thomas Jefferson

John Adams — (1797—1801) was a Federalist who continued Washington's policies. In 1800, Adams lost the election to Thomas Jefferson.

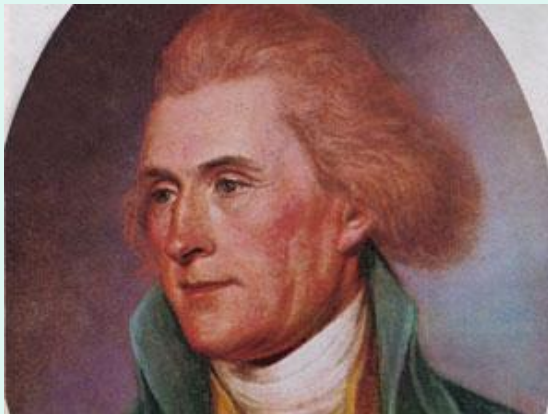
Jefferson's Views on Government — Jefferson saw his election as a turning point for the nation. He believed the best government was a weak one, Jefferson opposed special privileges for the wealthy, and had strong sympathies for the common farmer. As President, he set about reducing the size of the army, ending naval expansion, and lowering government costs.

Midnight Judges and Judicial Review — Before the end of his term, John Adams appointed a number of Federalists judges to federal court positions before Republican rule. Adams appointed the judges' during his final few hours in office which became known as "midnight appointments." One such appointment was Federalist William Marbury as justice of the peace in the District of Columbia. But Adams failed to deliver Marbury's appointment on time. Marbury, in response, asked the Supreme Court to force Jefferson to accept the appointment. In February 1803, **Chief Justice John Marshall** and the court denied Marbury's request, ruling that Congress had unconstitutionally given the Supreme Court the authority to force Jefferson to accept the appointment in the Judiciary Act of 1789, ruling that that law was unconstitutional. The ***Marbury v. Madison*** ruling was the first time that the Supreme Court declared an act of Congress to be unconstitutional. Chief Justice John Marshall's ruling in the case of ***Marbury v. Madison*** asserted the Supreme Court's power of judicial review and marked the first time the Supreme Court declared an act of Congress unconstitutional.



1801 Federalist cartoon shows the devil helping Jefferson pull down the pillar of American government

The Louisiana Purchase — In 1800, France acquired the Louisiana Territory from Spain. Fearing that the new French ruler, Napoleon, had plans to build an empire in the Americas, Jefferson sent negotiators to France in an attempt to purchase the territory. Napoleon needing money agreed to sell all of the Louisiana territory in order to finance French efforts fighting wars in Europe. After some negotiation, the price was set at \$15 million in April 1803. The Louisiana Purchase nearly doubled the size of the U.S. and eliminated the French (and remnant Spanish) control of New Orleans and the Mississippi River. **Jefferson, always a strict constructionist, feared that the purchase would be deemed unconstitutional because the Constitution did not explicitly grant such purchasing and expansionist powers to the federal government.**



On this day in 1803, President Thomas Jefferson signed legislation authorizing the United States to pay Napoleonic France \$11,250,000 for 828,800 square miles of French territory that encompassed all or part of 14 current U.S. states and two Canadian provinces.

Lesson Three: Preserving the Nation's Independence

The Presidency of Thomas Jefferson Continued

The Embargo Act of 1807— with war raging between Britain and France, British ships began stopping U.S. ships to search for deserters from the British navy. This practice humiliated Americans and put pressure on Jefferson to take action. To avoid war, Jefferson pushed the [Embargo Act](#) through Congress. American ships were prohibited from trading with European nations. The act hurt the U.S. economy and led to a depression.

James Madison & The War of 1812

Jefferson retired from office after serving two terms, solidifying the two-term limit precedent that Washington had set. James Madison, Jefferson's secretary of state, won the election of 1808. During the war with France, British ships stopped American ships and seized U.S. sailors, claiming they were defectors from the British navy. Meanwhile some Americans thought the time was ripe to seize Canada from the British.

In 1812, Congress declared war on Britain, American forces tried to invade Canada as the [War of 1812](#) began, but were unsuccessful. In retaliation, British troops took Washington D.C. and burned down the White House.

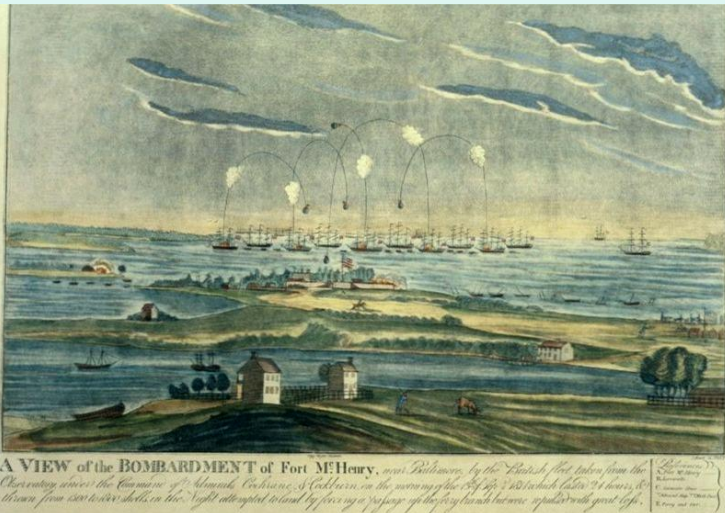
The New York Connection — Much of the fighting of the war took place in the Great Lakes and upstate New York. The British attacked New York communities such as Sackets Harbor on Lake Ontario and Ogdensburg on the St. Lawrence River. In 1813, British troops retaliated for the attack on Canada by burning the settlement of Buffalo. Americans won a major battle of the war at Plattsburg.

In 1814, a peace treaty was signed that left things much as they had been before the war. Under provisions of the treaty the British promised they would no longer search American ships for British deserters. Thus Americans had proved they could protect their independence. Perhaps the most important result of the war was a rise of American nationalism and a desire to expand the nation westwards.

American Nationalism and the Spirit of Cooperation

The perceived American victory in the War of 1812 ushered in an era of nationalism and cooperation.

- On a cultural level, the war yielded a number of important symbols of national pride and cooperative spirit, including the "[Star-Spangled Banner](#)," which a young American, Francis Scott Key, composed while observing the British attack on Fort McHenry.
- Another patriotic element emerging from the war was the popular term "**White House**" for the presidential mansion (after the British burned Washington, D.C., in battle, the presidential mansion was covered in whitewash to conceal the stains).
- In 1816, Madison signed the bill to charter the [Second Bank of the United States](#).
- He pushed through a moderate tariff bill in order to protect America's growing industries, and urged federal funding for internal improvements, **including a national system of roads and canals**. In Congress, **Henry Clay** fleshed out these nationalist economic policies in his **American System**, a policy program aimed at economic self-sufficiency.



An artist's rendering of the battle at [Fort McHenry](#), where [Francis Scott Key](#) was inspired to write "[The Star Spangled Banner](#)".



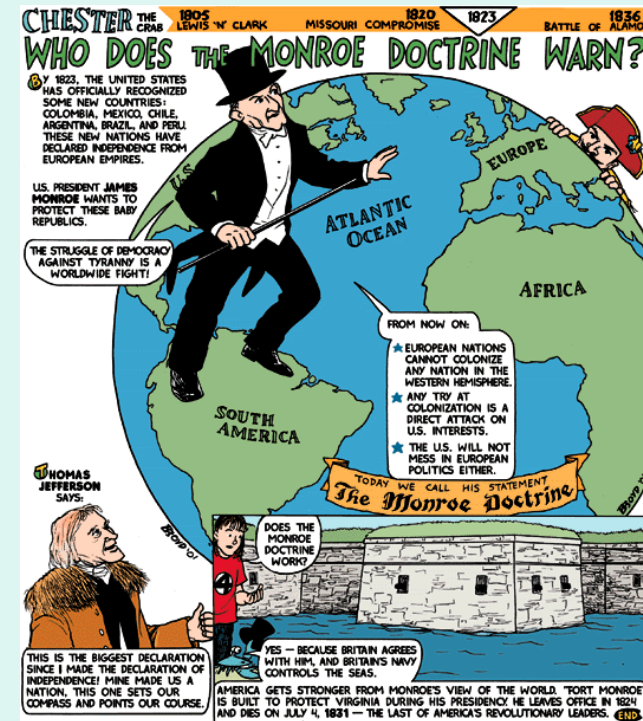
[Oliver Hazard Perry's](#) message to [William Henry Harrison](#) after the [Battle of Lake Erie](#) began with what would become one of the most famous sentences in American military history: "We have met the enemy and they are ours." This 1865 painting by William H. Powell shows Perry transferring to a different ship during the battle.

James Monroe and the Era of Good Feelings

In the 1816 presidential election, James Monroe won easily. His term in office became known as the **Era of Good Feelings**, in part because of the political cooperation stemming from one-party politics, and because of America's high morale after the War of 1812. Monroe rarely departed from James Madison's nationalistic program. He supported federal funding for internal improvements, though he hesitated to authorize direct federal involvement, and he raised protective tariffs to spur American manufacturing.

The Monroe Doctrine — During James Monroe's presidency, several revolutions against Spanish rule flared up in South and Central America and ousted the colonial governments. New leaders such as Simon Bolivar established independent regimes. The U.S., having itself broken away from colonial rule, officially recognized these new countries, and established lucrative trading relations with many of them. Fearing that European governments would intervene and try to reassert colonial dominance, Secretary of State John Quincy Adams composed the **Monroe Doctrine**, which Monroe revealed in 1823. This doctrine declared American dominance in the Western Hemisphere and warned against European interference in the Americas. It consisted of three principles:

- Unless American interests were involved, the United States would stay out of European wars.
- The "American continents", including both North and South America, were not subject to any further colonization by European powers.
- The United States would construe any attempt at European colonization in the New World as an "unfriendly act."



The Age of Andrew Jackson

The nickname "Old Hickory" has stayed with him, but in 19th century America, Andrew Jackson was commonly known as simply, "The Hero." The United States' seventh president and the first "everyman" to be elected to our highest office, Jackson was early America's most vocal champion of democracy. He was the first President not born to wealth and not from an Eastern state. He was a populist meaning his supporters came from the majority of Americans mostly laborers, farmers and frontiersman.

Democratic Changes Under Jackson

Voting Rights

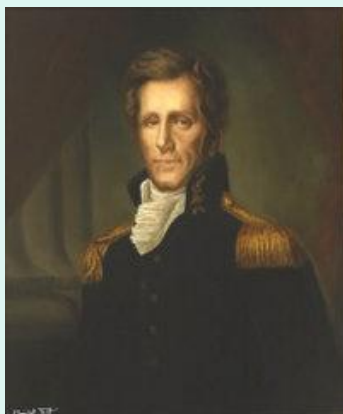
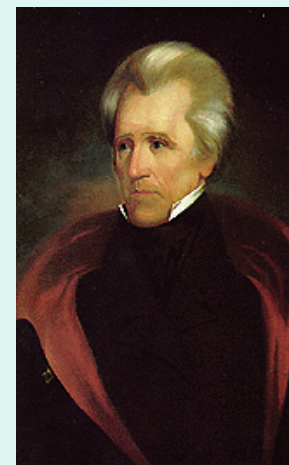
After Jackson's election, states eliminated the requirement that voters own property, so that most white males over 21 could vote.

Choosing a President

Selection of Presidential candidates by party leaders was replaced by nominating conventions, where popularly elected members of each political party chose their candidates.

Campaign Methods

With increased numbers of voters, new campaign methods emerged. Candidates held dinners, rallies, and public meetings. Jackson invited ordinary people to his inauguration.



Chief Justice John Marshall administers the oath of office to Andrew Jackson on the east portico of the U.S. Capitol, March 4, 1829. From the [Library of Congress](#).
Reproduction number: LC-USZC4-7731



Lesson Three: The Age of Reform

Jackson as President — Andrew Jackson came to Washington in 1829, intending to rule according to the will of the people. Jackson's two terms in office 1829—1836 saw an expansion of American democracy. He was the first president to use the veto power extensively. He took a heavy hand with Congress and other government departments. He also broke with many traditions, and in doing so, set new ones that continue to affect American politics.

- **The Kitchen Cabinet** — Past presidents had used the cabinet as a policy forum, selecting men of different backgrounds to represent the varied allegiances and interests of the country. Jackson, by contrast, surrounded himself with only his political allies and close friends from Tennessee. Because cabinet members were all Jackson supporters and often had questionable political skill, opponents dubbed Jackson's advisors the "**Kitchen Cabinet.**"

- **The Spoils System** — For all government appointments, Jackson favored a rotation of office known as the [spoils system](#), whereby the winning party (in this case, Jackson's Democrats) would remove officeholders belonging to the opposing party and fill the open position with its own supporters— "to the victor belongs the spoils." Jackson reasoned that ordinary party members could fill government positions as well as any trained officials.



King Andrew I
Jackson political cartoon

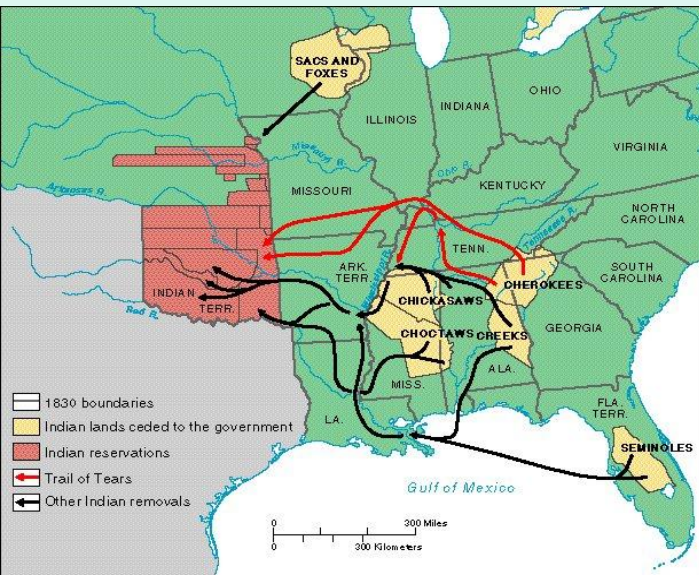
Andrew Jackson was a strong president who used the office to forcefully pursue his agenda. Many political opponents, fearing Jackson's use of power, called him "King Andrew."

This 1832 cartoon uses that theme to show Jackson, dressed as a king, trampling on the Constitution. While the cartoon garnered support for the opposing Whig Party, it did little to thwart Jackson's desire to increase the power of the presidency.

Jackson and Native Americans

Indian Removal Act — Jackson was determined to secure Native American lands for U.S. settlement.

- The **Indian Removal Act**, passed in 1830, granted Jackson the funds and the authority to *move Native Americans to assigned lands West of the Mississippi*, using as much force as necessary.
- U.S. officials began aggressively clearing out the Cherokee tribe from the Southwest, and Georgia took control of the former Cherokee territory. In 1832, the Supreme Court under Chief Justice John Marshall delivered a ruling against Cherokee removal. In **Worcester v. Georgia**, the Court ruled that the Cherokee comprised a “domestic dependent nation” with a right to freedom from molestation. Jackson opposed the ruling and proceeded with removal, supposedly commenting in defiance, “John Marshall has made his decision; now let him enforce it.”
- Without the president enforcing its decision, the Supreme Court could not protect the Cherokees, and the aggressive Cherokee removal continued unabated. *Between 1835 and 1838, the U.S. army forced bands of Cherokees to move west on a journey known as the **Trail of Tears***. Nearly one quarter of the tribe died on the journey. Cherokees staggered along the Trail of Tears from Georgia to Oklahoma between 1835 and 1838. Between 2,000 and 4,000 of the 16,000 migrating Cherokees died from the harsh conditions.



The Trail of Tears



"The Trail of Tears"
Painting by Robert Lindneux in the Woolaroc Museum, Bartlesville, Oklahoma

Women's Rights and Reform Movements — The position of American women in the early 1800s was legally and socially inferior to men. Women could not vote and, if married, could not own property or retain their own earnings.

- The reform movements of the 1830s, specifically [abolition](#) (the anti-slave movement) and temperance (total ban on alcohol from society because it was seen as the cause of many social ills), gave women a chance to get involved in the public arena. Women reformers soon began to agitate not just for temperance and abolition, but also for women's rights.

- Activists such as [Elizabeth Cady Stanton](#), and [Lucretia Mott](#) argued that men and women are created equal and should be treated as such under the law.

- In 1848, Mott and Stanton organized a women's rights convention in **Seneca Falls, New York**. The **Seneca Falls Convention** issued a Declaration of Sentiments, *modeled on the Declaration of Independence, that stated that all men and women are created equal*. The Declaration and other reformist strategies, however, effected little change as women would have to wait until 1920 to gain the vote.

- In 1843, [Dorothea Dix](#), a Massachusetts schoolteacher, described to the state legislature the conditions of the insane in prison and encouraged the construction of insane asylums to better rehabilitate the mentally ill. In the following years, asylums opened throughout the United States.



Lucretia Mott



Elizabeth Cady Stanton



Dorothea Dix

Homework Questions

1. The creation of the Virginia House of Burgesses was an important step in the development of democracy in colonial America because it
 - (1) adopted a bill of rights for women
 - (2) allowed citizens to vote directly on proposed laws
 - (3) provided the first written constitution
 - (4) established a representative form of government
2. The Constitution of the United States was considered an improvement over the Articles of Confederation because the Constitution changed the
 - (1) status of slavery
 - (2) civil rights of minorities
 - (3) number of Americans eligible to vote
 - (4) balance of power between national and state governments
3. Which provision was included in the United States Constitution to allow it to adapt to changing times?
 - (1) separation of powers
 - (2) an electoral college
 - (3) a federal system
 - (4) an amendment process

4. The authors of the United States Constitution included a system of checks and balances to
 - (1) prevent any one branch of government from controlling the other branches
 - (2) protect states against the power of the national government
 - (3) guarantee respect for the freedoms listed in the Bill of Rights
 - (4) safeguard the United States against foreign attacks
5. Which land acquisition added the most territory to the United States?
 - (1) annexation of Texas
 - (2) purchase of Florida
 - (3) treaty for Oregon
 - (4) Louisiana Purchase
6. Before 1820, most factories and mills in the United States were powered by
 - (1) oil
 - (2) water
 - (3) electricity
 - (4) coal
7. Which development led to the other three?
 - (1) United States troops fought a series of battles with Native American Indians.
 - (2) The buffalo population was greatly decreased.
 - (3) Thousands of settlers migrated west of the Mississippi River.
 - (4) Native American Indians were forced to move to reservations.

Debate over Ratification of the United States Constitution

Speaker A: "Our liberty depends on guaranteed individual rights. Citizens with these rights will be able to make decisions for the good of the whole nation."

Speaker B: "I admire your optimism; however, only a well-educated group of elected officials should be trusted to make decisions for the good of all."

Speaker A: "We must not allow the rule of a few privileged officials to overpower the will of average citizens."

Speaker B: "A strong central government, composed of elected officials, will be acting in the best interests of all citizens."

Speaker A: "I fear you are ignoring the needs of the people. There must be a guarantee that the freedoms of citizens will not be trampled over by a strong national government."

8. In this debate between *Speaker A* and *Speaker B*, *Speaker A* would most likely agree that the leaders of the nation should
 - (1) establish a monarchy
 - (2) add a bill of rights to the Constitution
 - (3) increase the power of the federal government
 - (4) limit the right to vote to property owners

9. Delegates to the Constitutional Convention of 1787 wrote a new constitution because

- (1) the Revolutionary War was over
- (2) the Articles of Confederation were about to expire
- (3) they wanted to increase the power of the states
- (4) they believed that a stronger central government was necessary

10. Many of the settlers of the original thirteen colonies had experienced religious discrimination in Europe. This situation influenced the authors of the United States Constitution to establish

- (1) separation of church and state
- (2) the right to bear arms
- (3) freedom to petition the government
- (4) freedom from cruel and unusual punishment

11.

- The president appoints new members to the Supreme Court.
- The Senate must approve presidential appointments to the Supreme Court.
- The Supreme Court can declare laws made by Congress unconstitutional.

Which constitutional principle do these statements illustrate?

- (1) flexibility
- (2) federalism
- (3) checks and balances
- (4) federal supremacy

12. Eli Whitney and Samuel Slater were important to the early Industrial Revolution in the United States because they

- (1) developed new methods of manufacturing
- (2) invented new forms of transportation
- (3) built machines powered by steam
- (4) improved techniques in the production of steel

13. What was the main purpose of the [Mayflower Compact](#)?

- (1) to establish freedom of religion in the colony
- (2) to ensure obedience to the king of England
- (3) to provide a new chance for debtors and criminals
- (4) to create a government that would benefit the colony

14. The New York State Constitution, adopted in 1777, was important because it

- (1) inspired the writing of the Declaration of Independence
- (2) maintained British influence in the State
- (3) served as a model for the Constitution of the United States
- (4) gave all adult males the right to vote

15. Delegates at the Constitutional Convention of 1787 agreed to the [Three-Fifths Compromise](#) as a way to

- (1) limit the power of the president
- (2) provide legal rights for women
- (3) settle differences over representation in Congress
- (4) establish term lengths for senators

16. The Preamble of the United States Constitution says that the power to govern originates with the

- (1) states
- (2) president
- (3) Supreme Court
- (4) people

17. During the struggle over ratification of the

Constitution, Federalists and Anti-federalists

disagreed mainly over the

- (1) wisdom of maintaining friendship with England
- (2) need for the continuation of slavery
- (3) election of George Washington as the first president
- (4) division of power between the national government and the states

18. Which statement illustrates the system of checks and balances at work?
(1) The president sends American troops on a peacekeeping mission to Europe.
(2) Congress passes a law regulating the sale of handguns.
(3) The Senate refuses to approve the president's choice for a Supreme Court justice.
(4) The governor of New York discusses policy with the president.

19. President Thomas Jefferson sent [Lewis and Clark](#) into the newly acquired Louisiana Territory primarily to
(1) explore and map the region
(2) search for gold and other valuable mineral deposits
(3) improve relations with Native American Indians
(4) force British and Spanish settlers out of the territory

20. In the 1840s, Seneca Falls, New York became the center of the movement for
(1) women's rights
(2) temperance reform
(3) labor union organization
(4) states' rights

21. During the first half of the 19th century, the abolition movement worked to
(1) end slavery
(2) promote the civil service system
(3) establish free public schools
(4) limit consumption of alcoholic beverages

Base your answers to questions 22 and 23 on the statements below and on your knowledge of social studies.

Speaker A: "The president does not like the law Congress is voting on. He does not think it is the right thing for the government to do."

Speaker B: "If the president really wants to stop the law, he has the power to do so."

Speaker C: "Even if the president does stop the law, Congress can still have its way if two-thirds of the members are willing to vote for it."

Speaker D: "Congress may get its way, but the president is confident that when the law is heard by the Supreme Court, it will be declared unconstitutional."

22. Which congressional power is referred to by Speaker C?
(1) veto (3) judicial review
(2) override (4) impeachment

23. Speaker D is referring to which constitutional principle?
(1) veto (3) judicial review
(2) override (4) impeachment

24. At the Constitutional Convention, the Great Compromise settled the dispute over
(1) representation in Congress
(2) the issue of slavery
(3) the presidential veto power
(4) judicial review

25. "The Cherokees are nearly all prisoners. They have been dragged from their homes and encamped at the forts and military places, all over the nation. . . . The property of many has been taken and sold before their eyes for almost nothing."

This quotation from an eyewitness on the Trail of Tears describes events connected with the

(1) Battle of Little Big Horn
(2) Dawes Act
(3) Lewis and Clark Expedition
(4) Indian Removal Act

26. During the first part of the 19th century, differences between the North, South, and West led to
(1) sectionalism (3) federalism
(2) isolationism (4) mercantilism

27. By which process can the United States Constitution be changed?

- (1) veto
- (2) amendment
- (3) resolution
- (4) legislative hearing

28. Which part of the federal government is most like the [New York State Assembly](#)?

- (1) cabinet
- (2) Supreme Court
- (3) House of Representatives
- (4) Treasury Department

29.

- Congress could not levy and collect taxes.
- Congress could not regulate interstate or foreign trade.
- There was no national court system to settle disputes.
- The thirteen separate states lacked national unity.

Which document is characterized by these statements?

- (1) Articles of Confederation
- (2) Federalist Papers
- (3) Northwest Ordinance
- (4) United States Constitution

30. Supreme Court decisions based on First Amendment issues usually involve the

- (1) rights of individuals
- (2) control of big business
- (3) collection of taxes on income
- (4) corruption in government

31. The case *Marbury v. Madison* was a landmark Supreme Court decision because it

- (1) established the power of the Supreme Court to declare a law unconstitutional
- (2) increased the power of the Federalists in the legislative branch
- (3) resulted in an increase in the number of Supreme Court justices
- (4) reinforced the power of the president as commander in chief

32. Which action toward Native American Indians did the United States government take between 1820 and 1840?

- (1) paying them for their land
- (2) giving them United States citizenship
- (3) making them take jobs in factories
- (4) removing Native American to reservations

33. The system of checks and balances was included in the Constitution to

- (1) provide a method to change the document
- (2) allow voters a voice in the legislative process
- (3) ensure that one branch of government would not gain too much power
- (4) allow for trial by jury in all civil and criminal cases

TEST TAKING TIP

Usually the correct answer is the choice with the most information.

34. Which part of the federal government is most directly affected by the results of the federal census?

- (1) House of Representatives
- (2) Supreme Court
- (3) president's cabinet
- (4) United States Senate

35. To win support for ratification of the United States Constitution, Federalists agreed to

- (1) give up western land claims
- (2) restrict the importation of slaves
- (3) add a bill of rights to the document
- (4) grant voting rights to all adult white males

36. The Louisiana Purchase was important to the growth of the United States because it

- (1) doubled the size of the country
- (2) gave the nation control of the Great Lakes
- (3) completed America's westward expansion
- (4) brought California into the Union

37. The Seneca Falls Convention, held in 1848, is a significant event in United States history because it

- (1) supported the Missouri Compromise
- (2) was the first national labor union meeting
- (3) provided the United States with new western territory
- (4) was an important step in the women's rights movement

TEST TAKING TIPS

Answering options

Improve your odds, think critically:

Cover the options, read the stem, and try to answer

Select the option that most closely matches your answer

Read the stem with each option

Treat each option as a true-false question, and choose the "most true"

Lesson Four: The Different Economies of the North and South

In the 80 years between the American Revolution and the Civil War, the North and South developed along distinct and opposing lines—economically, politically, and culturally.

- While the North became an industrial and manufacturing powerhouse deeply affected by social reform movements like abolitionism and women's rights, the South became a cotton kingdom, founded on slavery, whose inhabitants generally abstained from or opposed such reformist tendencies.

- **Manufacturing in the North** — Manufacturing first took hold in New England. The region's poor soil made large-scale farming unprofitable, and its extensive waterways and steady influx of immigrants favored the development of manufacturing—the *waterways supplied power for mills and facilitated trade*, while the immigrants comprised a nearly inexhaustible labor supply.

- Small New England mills gave way to larger, more productive ones, and the expansion of foreign markets allowed the factory system to blossom. Factories became the center of planned towns designed to accommodate the needs of the factory owners and workers.

- **Cotton and Slavery in the South** — The South took a very different economic course than the North. After the Revolution, when tobacco income plummeted, cotton reinvigorated the stagnant southern economy.

- The widespread use of the [cotton gin](#), invented by [Eli Whitney](#) in 1793, made cotton plantations efficient and profitable.

- As the cotton-based economy boomed so did slavery, since slaves were needed to man the large-scale and labor-intensive plantations. Although Congress banned the importation of slaves in 1808, the smuggling of slaves continued until the 1850s, and the southern slave population doubled between 1810 and 1830.

- Various slave uprisings did occasionally erupt most notably, [Nat Turner's Rebellion](#) in Virginia in 1831. *The South became a veritable "Cotton Kingdom," remaining rural and agrarian while the North became industrialized.*



America Moves to Secure Its Borders and Expand Its Territory

As the nation began to grow and prosper, the focus of its foreign policy changed from neutrality to securing its borders from foreign threats.

Louisiana Purchase, 1803 — France needing cash to fight a war in Europe, offered to sell the area it controlled west of the Mississippi River. *Despite doubts about the constitutionality, President Jefferson purchased the [Louisiana Territory](#), doubling the size of the U.S.*

The Cession of Florida, 1819 — [Adams-Onís Treaty](#) (or Transcontinental Treaty of 1819): Secretary of State [John Quincy Adams](#) and Spanish minister to Washington Luis de Onís addressed two major problems: (1) the concerns of Georgians who wanted the United States to control East Florida to end [Seminole](#) raids, and (2) the Spanish desire to clearly define the boundary between Mexico and the [Louisiana Purchase](#).

1. Spain ceded all Florida to the U.S.
2. The United States assumed \$5 million in claims by American citizens against Spain
3. Spain surrendered its claim to the Oregon Territory (present day Oregon, Washington and part of British Columbia) north of 42 degrees north latitude.



The Monroe Doctrine — In December 1823, in a message to Congress, Monroe set forth the following principles, which would later become known as the [Monroe Doctrine](#):

- The Western Hemisphere was no longer open for colonization
- The political system of the Americas was different from Europe
- The United States would regard any interference in Western hemispheric affairs as a threat to its security
- The United States would refrain from participation in European wars and would not disturb existing colonies in the Western Hemisphere



This painting (circa 1872) by John Gast called **American Progress** is an allegorical representation of **Manifest Destiny**. In the scene, an angelic woman (sometimes identified as Columbia, a 19th century personification of the United States) carries the light of "civilization" westward with American settlers, stringing telegraph wire as she travels. American Indians and wild animals flee, or lead the way—into the darkness of the "uncivilized" West. Wikipedia



The Nation Expands its Territory:

Manifest Destiny — Fueling the expansion westward was the popular belief that it was America's [manifest destiny](#) to expand across Texas, toward the Pacific coast. In 1845, a New York journalist wrote of "our manifest destiny to overspread and to possess the whole of our continent which Providence has given us for the development of the great experiment of liberty." Manifest destiny tapped into America's nationalist spirit, which had been growing since the War of 1812, and echoed Protestant beliefs that America was a "called nation"—that is, chosen by God as a haven where Protestants could spread their faith.

Annexation of Texas (1845) — An opportunity to expand the nation's borders came in 1836, when settlers in the Mexican province of Texas declared independence and defeated Mexican forces. In 1845, Congress voted to [Annex Texas](#) and make it part of the U.S.

Oregon Territory (1846) — In [The Oregon Treaty](#) with Great Britain, the line dividing Canada and the U.S. was extended westwards to the Pacific.

Mexican-American War (1846-1848) — [The Mexican War](#) was a dispute between the United States and Mexico over the Texas border which led to the Mexican-American War. After the United States won the war, Mexico ceded territory now occupied by California, Nevada, Utah, Arizona, Colorado, and New Mexico.

Seward's Folly: The Purchase of Alaska (1867) — The United States purchased Alaska from Russia just after the Civil War for 7.2 million dollars.



Lesson Four: The Civil War, 1860–1865

America Moves to Secure Its Borders and Expand Its Territory

California Gold Rush—In January 1848, an American carpenter struck gold in California's Sierra Nevada Mountains. As news of this discovery drifted east, a [gold rush](#) began, drawing hordes to the West Coast in search of their fortunes. California attracted about 100,000 immigrants in a single year, including Mexicans, Europeans, and Americans from the East coast. This influx of settlers led to the growth of numerous cities and mining towns, and pressure grew for California to organize its own government, either independent of the Union or as a state.

The Homestead Act and the Transcontinental Railroad To promote settlement of the West, Congress passed the [Homestead Act in 1862](#), which offered 160 acres to anyone who would cultivate and improve the land. Much of this western land, however, was ill-suited to farming, so ranchers and railroad builders ended up owning most of it.

· In 1862, Congress passed the Pacific Railway Act, which chartered the Union Pacific Railroad company and authorized the building of the [transcontinental railroad](#). While the Union Pacific Railroad Company built tracks westward from Iowa, the Central Pacific Railroad Company built tracks eastward from California. The two tracks converged on May 10, 1869 in Promontory, Utah. This historic moment marked the completion of the first transcontinental railroad, and by 1884, there were four such lines. Whereas just fifty years earlier it had taken pioneers many grueling months to cross the nation, Americans could now travel from coast to coast in a week's time. Railroads attracted many new settlers to the newly accessible West by offering free transportation and long-term loans to travelers.



Causes of the Civil War

1. **Sectionalism**— During the early 1800s, America became divided into sections. The Northern, Southern, and Western sections of the U.S. each developed their own unique economic and cultural ways of life.

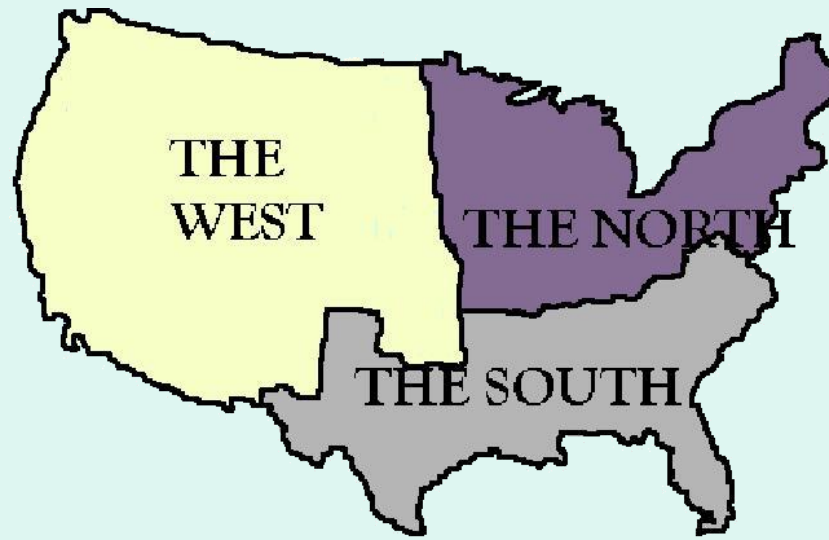
· The different ways of living in each region led to sectionalism. **Sectionalism** referred to the greater loyalty that many Americans felt toward their own region (or section) than to the country as a whole.

What was the difference between the two sections?

A. **The North** - primarily industrial in nature. Business and industry played major roles. While the North was not known for its agricultural production it was the largest producer of grain. Life was faster and commerce important.

B. **The South** - primarily agricultural. The southern economy was primarily based upon the existence of large family farms known as plantations. The plantation economy relied on cheap labor in the form of slaves to produce tobacco and then cotton. The plantation lifestyle produced a slower more leisurely lifestyle. Farmers on the plantation did not do the work themselves. They were referred to as the "gentleman farmer."

C. **The West** — Western states (now the "Midwest") became the nation's breadbasket, growing and shipping grain to the North and South.



2. **Slavery**—The causes of the American Civil War are found in a complex blend of political, economic, social and psychological factors—all overshadowed by the massive specter of [slavery](#). In the early 19th century, slavery appeared to be in decline, but a series of events worked to revive the institution, including:

- The revival of the cotton economy occurred with the invention of the [cotton gin](#) and as new areas in the Deep South were brought under cultivation; cotton production again became profitable, renewing the demand for slavery
- The attacks of Northern abolitionists may have rallied Northern anti-slavery forces, but they offended many Southerners.
- The [annexation of Texas](#) (1845) and the opening of [the Mexican Cession](#) offered new areas in which slavery might be established.
- It must be remembered that the vast majority of white Southerners were too poor to own slaves and were in the difficult position of having to compete against unpaid labor.
- This triggered a mass migration of independent farmers who sought new opportunities farther west.

3. **The Northern abolitionists** — opposed the spread of slavery into the territories and also wanted to abolish its existence in the Southern states. The North looked down upon the South, noting its self-absorption and relative lack of prosperity. The Industrial Revolution had brought tremendous increases in wealth and technology, but it tended to concentrate in the pockets of a few. Factory work was impersonal and often dangerous; sweatshops and child labor were commonplace. Wealth was channeled to greedy politicians; contributions and bribes yielded protective tariffs and federal subsidies that were helpful to the moneyed interests of the North.

- Undeterred, many [abolitionists](#) defied the original [Fugitive Slave Act of 1793](#), as well as the later [Fugitive Slave Act](#) of 1850, and actively sought to assist runaway slaves in their quest for freedom, most notably through the auspices of the [Underground Railroad](#). Abolitionist leaders included such figures as [William Lloyd Garrison](#), [Frederick Douglass](#), [Harriet Tubman](#) and [William Lloyd Still](#). The most famous book to make the case that slavery was morally wrong was [Uncle Tom's Cabin](#) by Harriet Beecher Stowe who wrote about the evils of slavery.

4. **States Rights** — Southerners believed that each state had the power to reject federal law or even leave the Union altogether if they wished.

5. **Western Expansion** — As the nation expanded westward, new states were added. This posed the problem of whether these states should enter the Union as slave or free states.

Lesson Four: The New Government in Operation

The Breakdown of Compromise

The expansion of the U.S. into the West reopened a controversy that had been temporarily settled by the 1820 [Missouri Compromise](#) the balance of slave-holding versus free lands. Regional passions flared as the nation debated the extension of slavery into the new territories.

The Missouri Compromise:

- Missouri was admitted to the Union as a slave state
- That [slavery](#) was to be prohibited from the new American territories in the [Louisiana Purchase](#) north of 36° 30' north latitude (the southern boundary of Missouri); states to the south of the line (the new Arkansas Territory) would decide the slavery issue for themselves.
- That Maine (formerly part of Massachusetts) be admitted to the Union as a free state.

Texas entered the Union as a slave state in 1845 because the territory was already slave-holding when it sought admission. But the other lands ceded by Mexico—including California and New Mexico—were undecided, so Northern and Southern interests rallied to recruit these lands to their side.

The Compromise of 1850: In 1849, California requested admission as a free state.

- This frightened the South because the admission of another free state into the Union would make slave-holding interests a minority in Congress.

Southern Congressmen tried to block California's admission. With the national government in gridlock, [Henry Clay](#) stepped forward in May 1850 to present a compromise, much as he had thirty years earlier when Missouri sought statehood.

[The Compromise of 1850.](#) The Compromise of 1850 called for the admission of California as a free state; the strengthening of the [Fugitive Slave Act](#); popular sovereignty in Utah and New Mexico concerning the question of slavery; the abolition of the slave trade in D.C.; and the federal assumption of Texas's debt.

Compromise Undermined:

A Divided Nation During the Great Debate, about the Compromise of 1850, one particular point of contention was the strengthening of the **Fugitive Slave Act**. The Fugitive Slave Act:

- Denied alleged fugitives the right to a trial and did not allow them to testify in their own defense.
- It further granted court-appointed commissioners greater payment if they ruled in favor of the slaveholder.
- In addition, the law authorized federal marshals and southern posses to enter the North and target runaway slaves who had escaped decades earlier.

The Fugitive Slave Act reminded Northerners of their complicity with the institution of slavery. Some Northerners worked vigorously to undermine the Fugitive Slave Act.

The Underground Railroad—a network of safe houses and escorts throughout the North that helped escaped slaves to freedom. **Harriet Tubman**, a former slave, was instrumental in forming this network.

Uncle Tom's Cabin: No event did more to encourage Northern abolitionism and sympathy for runaway slaves than the 1852 publication of ***Uncle Tom's Cabin***, written by **Harriet Beecher Stowe**. Stowe wrote about slavery with grim reality, telling the story of a black slave who is torn from his family, sold from place to place, and eventually whipped to death. Three hundred thousand copies of *Uncle Tom's Cabin* were sold in 1852, and 1.2 million had been sold by the summer of 1853. Dramatized versions of the story were produced at playhouses throughout the North, attracting audience members from all segments of society.



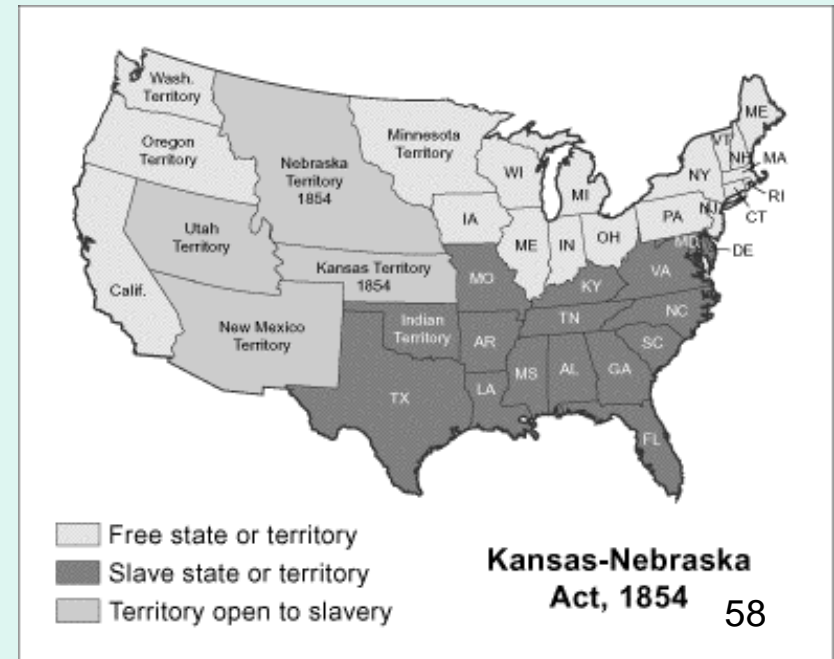
Harriet Beecher Stowe

The Kansas-Nebraska Act

In January 1854, Senator Stephen A. Douglas of Illinois proposed a bill to organize Nebraska (part of the Louisiana Purchase) as a territory. Because the Nebraska Territory lay above the 36°30' line, set by the Missouri Compromise to disallow slavery, Nebraska would automatically become a candidate for admission as a free state. Southerners therefore planned to oppose the bill unless Douglas made some concessions.

- The bill declared that the slavery issue in the Nebraska region would be decided by **popular sovereignty**.
- **The Kansas-Nebraska Act** effectively nullified the Missouri Compromise and opened up the Nebraska and Kansas territories to popular sovereignty. The Kansas-Nebraska Act, however, led to sectional conflict, because Nebraska was likely to prohibit slavery, as a territory above the 36°30' line, Kansas became a battleground for sectional interests.
- Pro-slavery inhabitants of Western Missouri crossed into Kansas to tilt the vote in favor of slaveholding interests. Because of the election fraud a pro-slavery government swept into power.
- This new government immediately ousted antislavery legislators and set up a pro-slavery constitution

• In opposition to the new legislature, abolitionist **John Brown** led a massacre of five men at a pro-slavery camp, setting off an outbreak of violence. More than 200 people died in the ensuing months of violence, earning the territory the nickname **Bleeding Kansas**. Three years later, in 1859, **John Brown's Raid** was an even larger antislavery revolt in Virginia, when Brown attempted to seize federal arsenal at **Harpers Ferry** in order to arm a massive slave uprising. His raid was unsuccessful, however, and he was caught and hanged.

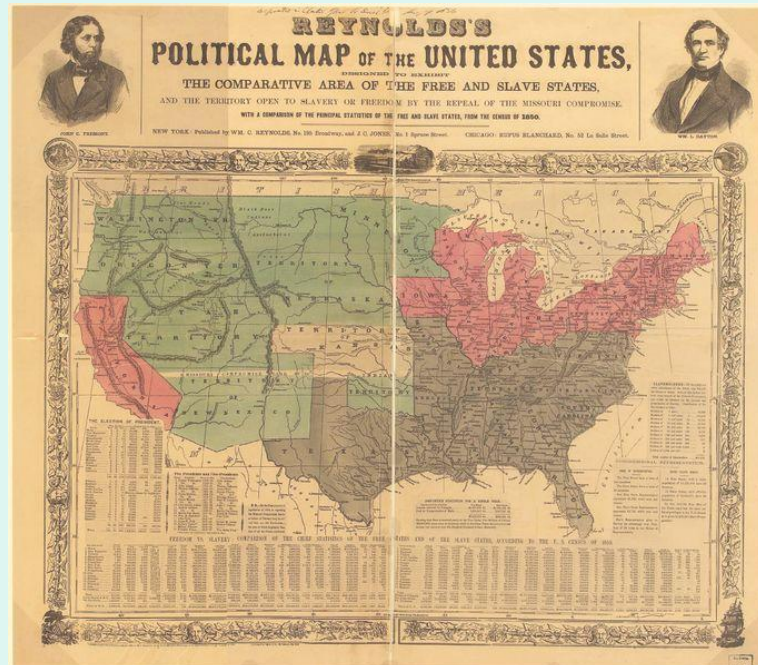


The Dred Scott Decision

Dred Scott, a Missouri slave, sued for his freedom on the basis that his owner had taken him to live in a free state (Illinois), and later a free territory (Wisconsin). In March 1857, Chief Justice

Roger B. Taney delivered the majority opinion on [Dred Scott v. Sandford](#).

- Scott, as a slave, had no right to sue in federal court, and further claimed that no black, whether slave or free, could become a citizen of the United States.
 - Slaves were property only, according to Taney, and would remain property even if they resided in free territory.
 - Furthermore, the Court ruled that Congress could not forbid slavery in any U.S. territory because doing so would violate the Fifth Amendment's protection of property, including slaves, from being taken away without due process.
 - This decision rendered the Missouri Compromise and the Kansas-Nebraska Act unconstitutional, since they enforced popular sovereignty, which allowed territorial governments to prohibit slavery and therefore violated the Fifth Amendment as interpreted by the Court.
- Northerners harshly condemned the ruling, while Southerners celebrated it.



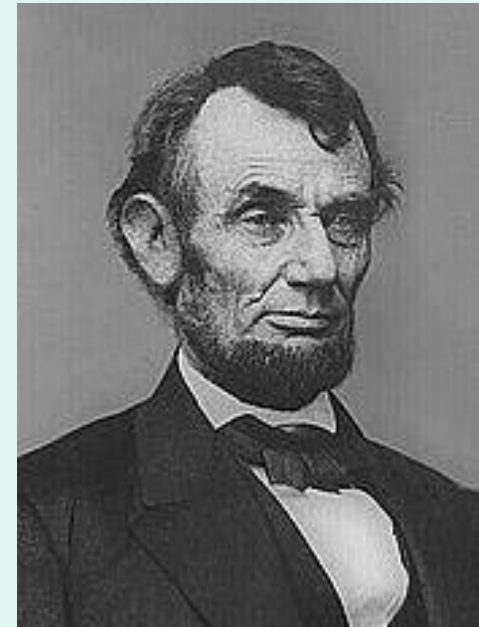
Lesson Four: The Civil War, Page Four

The Road to War

Republicans and Democrats Face Off: Lincoln-Douglas Debates

In the 1858 midterm elections, Republicans and Democrats faced off for the first time. The most visible of these battles took place in Illinois, where prominent **Democratic Senator Stephen A. Douglas** faced a reelection challenge in the form of Republican **Abraham Lincoln**.

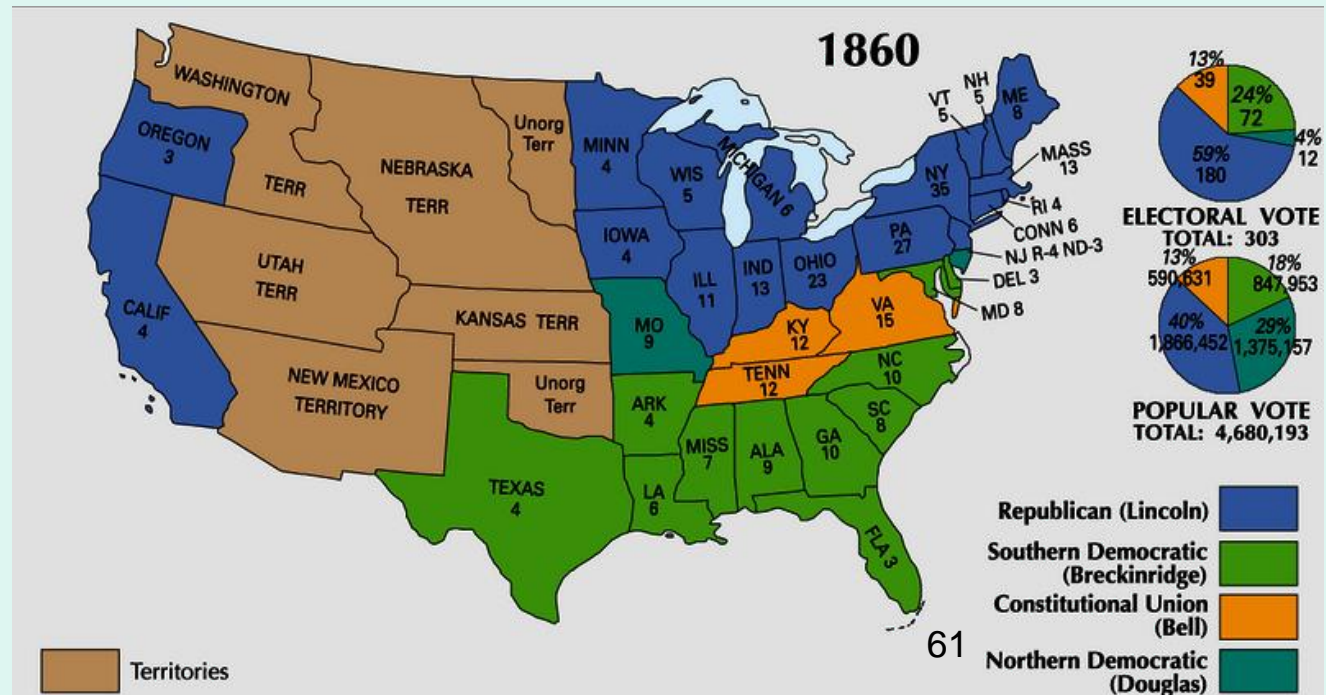
- This campaign pitted the Republican Party's rising star, Lincoln, against the Democratic Party's leading senator.
- In a series of seven debates known as the **Lincoln-Douglas Debates**, Douglas advocated popular sovereignty while Lincoln espoused the free-soil argument.
- Douglas painted a picture of his opponent as an abolitionist and an advocate of racial equality and racial mixing, positions that were still very unpopular at the time.
- Lincoln countered that he was not an abolitionist—that he simply opposed the *extension* of slavery into the territories, but did not aim to abolish slavery where it already existed, in the South.
- He further claimed, "I have no purpose to introduce political and social equality between the white and the black races," but still argued that "notwithstanding all this, there is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence."
- In the end, neither candidate emerged from the debates as the clear victor. Although Douglas won the Senate seat, he alienated Southern supporters by encouraging disobedience of the *Dred Scott* decision.
- Lincoln, meanwhile, lost the election, but emerged with national prominence as a spokesman for antislavery interests.



The Election of 1860

- In 1860, Northern Democrats defended the doctrine of popular sovereignty and nominated Stephen Douglas for president.
- Southern Democrats opposed popular sovereignty in favor of the *Dred Scott* decision—which provided absolute protection of slavery in all territories—and nominated vice president John Breckenridge for president.
- Southern moderates from the lower South walked out of the Democratic Convention and formed their own party, the Constitutional Party, which nominated John C. Bell for president.
- These three candidates faced Republican nominee Abraham Lincoln. Lincoln emerged with a majority of the electoral votes, 180 in total. He carried all eighteen free states, but had not even appeared on the ballots of a number of slave states, and in 10 slave states, had not received a single popular vote.
- Lincoln's election so alienated the South that secession seemed imminent. While South Carolina had threatened earlier to secede from the **Union** over the Tariff of Abominations in 1828, the current threat was much more dire.

Toward War
Abraham Lincoln's
 victory in the election of 1860 began a chain of events that pushed the nation rapidly toward civil war.



Secession

During the 1860 election, some Southerners threatened secession pending Lincoln's victory, even though he promised that while he would forbid the extension of slavery into the territories, he would not interfere with slavery in the South.

- In December 1860, soon after Lincoln's victory, a special South Carolina convention voted unanimously for [secession](#).
- By February 1861, six more Southern states followed suit: Alabama, Mississippi, Florida, Georgia, Louisiana, and Texas.
- Delegates from all seven states met to establish the [Confederate States of America](#), and they chose **Jefferson Davis** as the Confederacy's first president.
- Lincoln refused to recognize the confederacy and declared the secession "legally void." Although he personally favored the gradual emancipation of slaves with compensation given to slave owners, as president, he strove to preserve the Union first and foremost, by whatever means necessary—even if that meant freeing no slaves at all.
- He once said, "If I could save the Union without freeing *any* slaves I would do it, and if I could save the Union by freeing *all* the slaves I would do it."
- Lincoln hoped that loyal Unionists in the South would help him overturn secession. However, the nation's rift only widened in the early months of Lincoln's presidency.
- In April 1861, Confederate troops opened fire on the federal army base at [Fort Sumter](#), forcing federal troops to surrender. Lincoln proclaimed the Lower South in rebellion and called for an army to suppress the insurrection.
- The threat of incoming federal troops prompted Virginia, Arkansas, Tennessee, and North Carolina to secede and join the Confederacy.
- Maryland, Delaware, Kentucky, and Missouri, all slave states, remained in the Union. **The Confederate attack on federal troops at Fort Sumter sparked the secession of the Upper South and the commitment of the North to war.**



The attack on Fort Sumter

The Union's advantages over the South:

- **Population size:** The North had a population of 22 million (23 states) versus the South's 9 million (11 states). Northern forces totaled 2,100,000, compared to the South's paltry 800,000.
- **Greater wartime funding:** Both the North and South sold war bonds, but the North also instituted an income tax and had more effective tax collection. The Northern economy also fared better during the war, suffering only moderate inflation, while the Southern economy collapsed from severe inflation (prices in the South rose more than 300 percent annually).
- **More advanced industry:** The North held more than 90 percent of the nation's industrial plants and could easily produce heavy artillery weapons. The North also had 70 percent of the nation's railroad tracks and could therefore effectively transport arms and food to distant troops. The South, on the other hand, had to import arms until it could build an industrial base, could not afford supplies, and could not efficiently ship food and equipment to its troops.
- **More abundant food resources:** Northern agriculture was geared toward grain, whereas the South specialized in the growing of inedible cash crops like cotton, tobacco, and indigo.

The Confederacy's advantages over the North:

- **Geography:** The Confederacy was fighting for independence at home, while the Union was entering enemy territory. Whereas the North would have to ship men and supplies long distances and occupy conquered territory, the South could maintain an arc of defense by moving its men around very little.
- **Military tradition and morale:** The South had a stronger military tradition and more experienced military leaders. During the war, fewer Southern troops defected than Northern troops, suggesting a higher morale among Confederate forces.



Lesson Four: The Civil War and Reconstruction

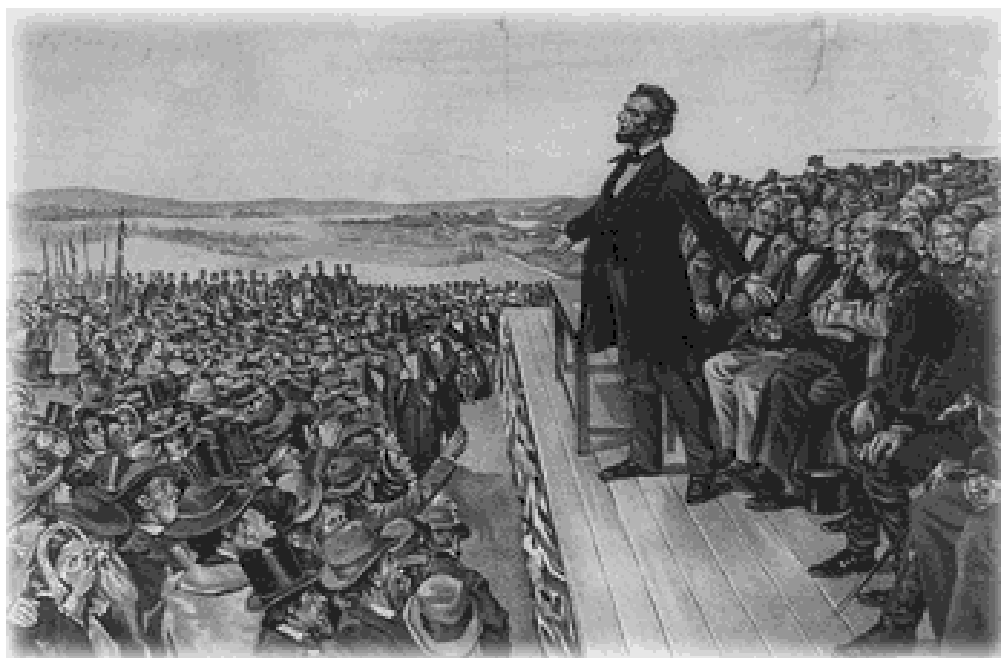
The Civil War The Civil War began more as a battle over the preservation of the Union than as a battle over slavery.

- Many felt that the real issue at stake was the question of **states' rights versus federal power**—whether states could secede from the Union in protest against federal policy, regardless of whether that policy concerned slavery or another issue, such as tariffs.
- Slavery was therefore considered the catalyst for the nation's rupture, but not the primary cause.
- It was not until Lincoln's [Emancipation Proclamation](#) that slavery emerged as the central issue at stake.
- In the East, the Union Army aimed to capture the Confederate capital of Richmond, Virginia. Most of the early battles ended in stalemate, with both sides suffering devastating losses.
- After a Southern victory in June 1862, Confederate general [Robert E. Lee](#) led his forces on a powerful march northward from Virginia, aiming to break Union lines. What followed, in September 17, 1862, was the bloodiest single-day battle in the Civil War: the [Battle of Antietam](#), in which more than 8,000 men died on the field and 18,000 were wounded.
- Though a strategic draw, the battle proved a Union victory in that Lee halted his Confederate advance northward. Lincoln responded to this victory by issuing the **Emancipation Proclamation**.



Confederate dead, Antietam, Maryland
September 17, 1862

- General Lee struck northward into Pennsylvania in July 1863, but was again blocked by a strong Union defense. In the three-day [Battle of Gettysburg](#), 90,000 Union soldiers battled 75,000 Confederates and secured a Union victory. The losses were ruinous to both sides: a total of 7,000 soldiers died on the field and 40,000 were wounded.
- Although fighting would continue for more than a year after the Battle of Gettysburg, the battle proved a decisive victory for the Union, and the war thereafter tilted in the Union's favor.
- Later that year, Lincoln delivered his famed [Gettysburg Address](#), in which he portrayed the war as a test of democracy's strength.
- In the West, the Union experienced successes much earlier on. Led by General **Ulysses S. Grant**, the Union secured control of the Mississippi River and moved southward. At the Battle of Shiloh, in April 1862, Grant's troops were ambushed by Confederates, but Grant proved victorious. Both sides suffered heavy losses, as nearly one-third of the 77,000 men involved were killed.



Lithograph of Lincoln delivering Address at dedication of Gettysburg National Cemetery, November 19, 1863

The Emancipation Proclamation

After the Union victory at **Antietam** in September 1862, Lincoln issued the Preliminary **Emancipation Proclamation**, declaring all slaves under rebel control free as of January 1, 1863. The final Emancipation Proclamation was issued on January 1. In practice, the Proclamation freed very few slaves because it did not affect the slave states within the Union or the parts of the Confederacy under Union control. But as a political move, it proved decisive and brilliant. The proclamation mobilized the support of European liberals (Great Britain and France had outlawed slavery earlier in the century), and it appeased the **Radical Republicans** in Congress. Abolishing slavery thus became one of the Union's primary objectives for war, along with preserving the Union



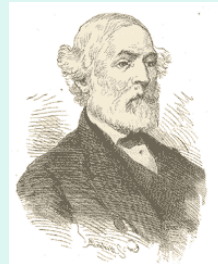
First reading of the Emancipation Proclamation

Union Victory

- In early 1864, Lincoln appointed General [Ulysses S. Grant](#) commander of all Union armies.
- The string of Union victories that followed that summer, especially General William T. Sherman's victories in Georgia, helped Lincoln win reelection in 1864.
- Union forces continued to rout the Confederate Army after Lincoln's reelection, destroying much of Georgia and South Carolina in what is known as [Sherman's March to the Sea](#):
- Sherman and his troops first burned Atlanta, and then marched toward the coast, demolishing everything in their way, including railroads and factories. Sherman estimated that his forces ruined \$100 million worth of property.
- One month after Sherman's forces conquered Charleston, South Carolina, Grant took the Confederacy capital in Richmond, Virginia.
- [Robert E. Lee's forces officially surrendered to Grant](#) on April 9, 1865.
- One month later, Confederacy President [Jefferson Davis](#) was captured in Georgia.



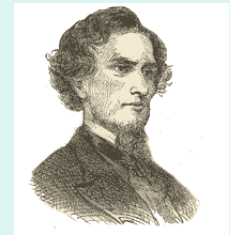
General Robert E. Lee surrendered the Confederate Army of Northern Virginia to Lieutenant General Ulysses S. Grant, at the home of Wilmer and Virginia McLean in the town of Appomattox Court House, Virginia.



Robert E. Lee



Ulysses S. Grant



Jefferson Davis

Reconstruction

More Americans died in the Civil War than in any other conflict before or since. The war was particularly disastrous for the South, where one in twenty white men were killed or wounded, and the land lay in ruins.

- After the Union victory, the nation faced the complex tasks of [Reconstruction](#) or reintegrating the damaged South into the Union and helping heal the nation's wounds.
- **Presidential Reconstruction Under Lincoln:** Unlike the Radical Republicans in Congress who wanted to severely punish the Confederate states, Lincoln proposed a more forgiving and [flexible plan for Reconstruction](#). In December 1863, before the war had ended, Lincoln issued the Proclamation of Amnesty and Reconstruction, also known as the "**Ten Percent Plan**," which offered pardon to any former Confederates who would take an oath to support the Constitution.
- This pardon was not extended to officers in the Confederate armed forces above certain ranks, or to those who had resigned Union government posts to aid in the rebellion.
- When one-tenth of a state's voting population had taken the oath of loyalty to the Union and established a new government, Lincoln would recognize that government.

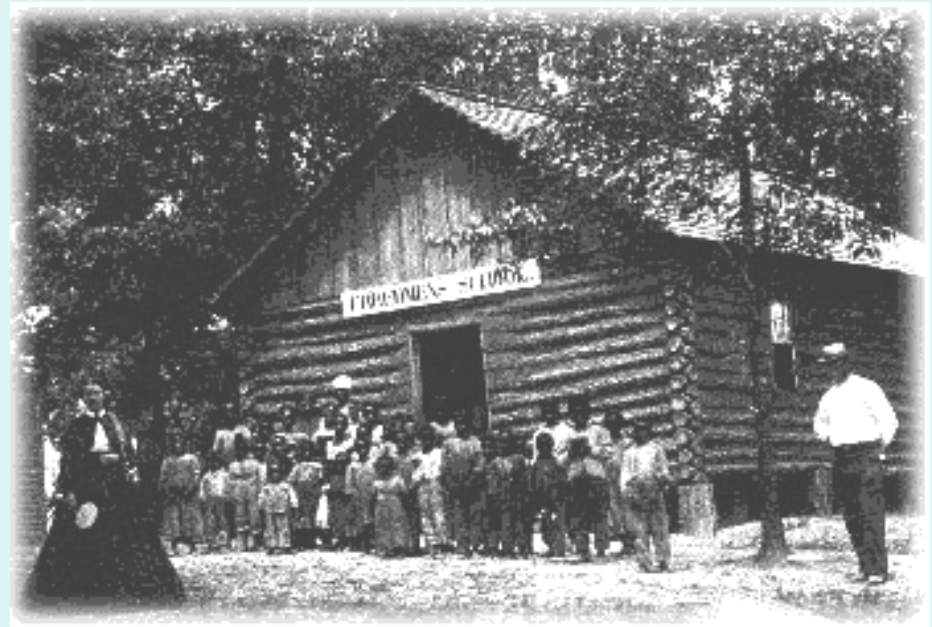
Radical Republicans opposed

Lincoln's "Ten Percent Plan," and

instead proposed a more stringent and punitive plan calling for military rule of the South.

- [Radical Republicans](#) in Congress did succeed in dictating some terms of Reconstruction. To help former slaves adjust to their new lives, Congress established the **Freedmen's Bureau**, which offered education, employment, economic relief, and legal aid to freed slaves.

- [The Freedmen's Bureau](#) helped build hospitals and supervised the founding of black schools throughout the South, including Howard University in Washington, D.C., and Fisk University in Nashville, Tennessee. In addition to the Freedmen's Bureau, Congress passed the **Thirteenth Amendment**, which abolished slavery.



A Freedmen's Bureau school

Lesson Four: The Reconstruction Era

- **The Thirteenth Amendment** was ratified by twenty-seven states in December 1865, though Lincoln did not live to see that day.
- In April 1865, soon after Lee's surrender, **Lincoln was assassinated** by **John Wilkes Booth**, an actor and supporter of the Confederacy.
- Vice President **Andrew Johnson** became president.



Presidential Reconstruction Under Johnson

A Southern Democrat who opposed secession, Johnson had been added to the presidential ticket in 1864 to broaden Lincoln's support. When Johnson became president, Congress was in recess, so Johnson forged ahead with a slight modification of Lincoln's Reconstruction plan without facing any opposition from Congress.

- Under **Johnson's Plan**, nearly all Southerners would be pardoned who took an oath of allegiance to the Union, with the exception of high-ranking Confederate officials and powerful plantation owners, who would be forever barred from government.
- His plan further required reconstructed state governments to denounce secession and ratify the **Thirteenth Amendment**.
- Andrew Johnson presented a weak plan for Reconstruction, liberally pardoning ex-Confederates and allowing reconstructed governments to be dominated by pro-slavery forces, which passed black codes to keep the freedmen subjugated.

Congressional Reconstruction

Congress reconvened in December 1865 and immediately expressed displeasure with Johnson's Reconstruction plan. Radical Republicans, led by Senator [Charles Sumner](#) and Representative [Thaddeus Stevens](#), set out to dismantle Johnson's Reconstruction plan and to dictate [Reconstruction on Congress's terms](#).

- They called for black voting rights, confiscation of Confederate estates, and military occupation of the South.
- Congress then passed two bills by overriding Johnson's veto: the [Civil Rights Act](#), which granted blacks full citizenship and civil rights, and an act to extend the life of the Freedmen's Bureau.
- Congress passed the [Fourteenth Amendment](#) in 1866, which declared all persons born or naturalized in the United States to be citizens of their states and of the nation, and prohibited states from denying citizens equal protection and due process of the law. Congress thus reversed the *Dred Scott* decision, which had denied blacks citizenship.
- In March 1867, Congress passed the [Reconstruction Act of 1867](#) over Johnson's veto, which invalidated state governments formed under presidential Reconstruction and imposed martial law, military governments, on the ex-Confederate states except for Tennessee which had already ratified the fourteenth Amendment.



"Andrew Johnson's Reconstruction and How it Works..."

Thomas Nast Originally Published September 1, 1866

With this attention-grabbing cartoon, [Thomas Nast](#) intended both to generate opposition to President Andrew Johnson's lenient Reconstruction plan and to gain support in the fall 1866 elections for Republican congressional candidates who endorsed a more radical Reconstruction policy. At center stage, the artist applies a Shakespearean motif, as he often did, to cast Johnson as the evil Iago plotting against the heroic and innocent Othello, the Moor (African). Nast portrays the main black character as a wounded Union veteran who is being denied his just and earned place in American political life. Posters on the wall behind the two men remind viewers of the president's past promises, vetoes of Reconstruction legislation, and pardons of former Confederates.

Impeachment Crisis

In March 1867, the same month Congress passed the Reconstruction Act, Congress passed two bills to limit President Johnson's authority. [The Tenure of Office Act](#) prohibited the president from removing civil officers without Senate approval, while the **Command of the Army Act** prevented the president from issuing military orders except through the commanding general, **Ulysses S. Grant** (who could not be removed without the Senate's approval).

- In August 1867, with Congress out of session, Johnson suspended Secretary of War Edwin Stanton and replaced him with Grant. Republicans in Congress refused to approve Johnson's change, and called for [impeachment](#) on the grounds that Johnson had violated the Tenure of Office Act.
- In truth, Johnson's violation served as a mere excuse for Congress to launch impeachment proceedings; Congress's real motivation was to remove a president hostile to Reconstruction.
- Johnson's impeachment trial began in March 1868 and lasted nearly three months. Johnson escaped impeachment by one vote but was left effectively powerless.
- His acquittal set a precedent against impeachment based on political rivalry, lasting until the Clinton impeachment crisis of the late 1990's.

Congressional Reconstruction Continues

The [Fifteenth Amendment](#), proposed in 1869 and passed in 1870, guaranteed the right to vote to any citizen regardless of race, color, or previous condition of servitude. The amendment aimed to promote black suffrage in the South, and to guarantee it in the North and West.

- Working to undermine the Fifteenth Amendment was the [Ku Klux Klan](#) (KKK), founded in 1866 in Tennessee and operating in all Southern states by 1868.
- The Klan conducted raids to intimidate black voters as part of its campaign to assert white supremacy in the South.

Reconstructed Governments in the New South

Because of the enfranchisement of blacks, the disfranchisement of ex-Confederates, and the influx of Northern opportunists, the Republican Party dominated Reconstruction governments in the South.

- Many of the new state governments in the South raised state taxes and accumulated exorbitant debt. Opponents of Reconstruction accused these new governments of being unsound and corrupt—and, indeed, many involved in these new governments did take bribes and exchanged favors for votes.
- Democrats called the Southern moderates who cooperated with Republicans [scalawags](#), and labeled the Northern opportunists [carpetbaggers](#) (an unsavory title meant to suggest that the Northerners came to the South just to gain easy political power and wealth through bribes). Led by Democratic politicians, the Ku Klux Klan attacked and even murdered many of these “scalawags,” “carpetbaggers,” and other political leaders.

Reconstruction Ends

- Reconstruction ended after Northern troops were withdrawn as a compromise after the disputed [election of 1876](#).
- Former Confederate leaders returned to power, and the freedman lost most of their newly achieved rights.
- The KKK terrorized Southern blacks who challenged white control.
- Southern state governments passed [Jim Crow Laws](#), segregating whites from blacks in schools and other public facilities.
- The “separate but equal laws” were upheld by the Supreme Court in [Plessy v. Ferguson](#) (1896).
- African-American leaders such as [Booker T. Washington](#) and [W.E.B. DuBois](#) founder of the N.A.A.C.P. spoke out against these injustices.



Blacks and whites drank from separate water fountains and coolers, as in this Oklahoma City streetcar station in 1939

1. Which land acquisition added the most territory to the United States?

- (1) annexation of Texas
- (2) purchase of Florida
- (3) treaty for Oregon
- (4) Louisiana Purchase

2. Which abolitionist leader was a “conductor” on the Underground Railroad?

- (1) John Brown
- (2) William Lloyd Garrison
- (3) Harriet Beecher Stowe
- (4) Harriet Tubman

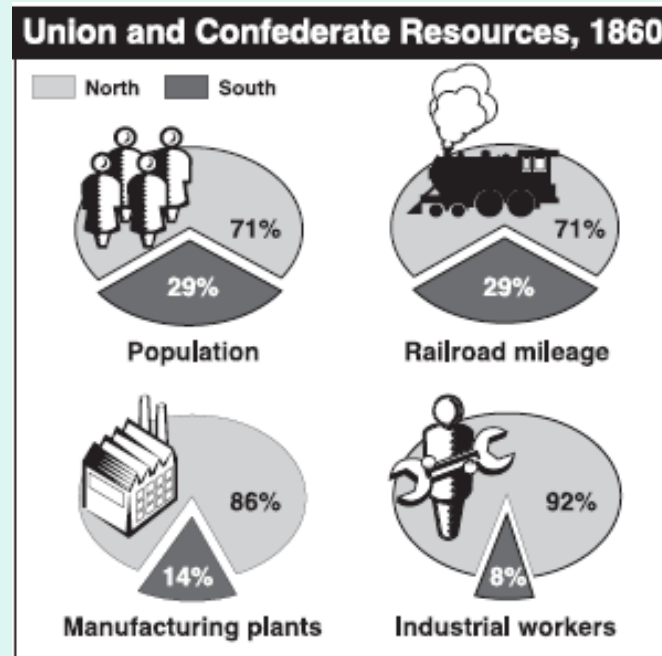
3. Which event led directly to the secession of Southern States from the Union in 1860 and 1861?

- (1) election of Abraham Lincoln as president
- (2) passage of the Kansas-Nebraska Act
- (3) adoption of a new fugitive slave law
- (4) decision of the Supreme Court in *Dred Scott v. Sanford*

4. During the Reconstruction Era, one reason for the formation of the Ku Klux Klan was to

- (1) prevent formerly enslaved persons from exercising their rights
- (2) encourage immigration from southern and eastern Europe
- (3) support the South during the Civil War
- (4) eliminate sharecropping in the Southern States

Lesson Four: Homework Questions



Source: *Encyclopedia Americana* (adapted)

5. Which conclusion can best be supported by the information in the illustration?

- (1) The North and the South had equal percentages of their population working for railroads.
- (2) The North had fewer manufacturing plants than the South.
- (3) Most of the nation's railroads ran through the South.
- (4) The North had a major advantage in industrial production when compared to the South.

6. Eli Whitney and Samuel Slater were important to the early Industrial Revolution in the United States because they

- (1) developed new methods of manufacturing
- (2) invented new forms of transportation
- (3) built machines powered by steam
- (4) improved techniques in the production of steel

7. The cotton gin advanced the growth of the textile industry because it

- (1) reduced the time needed to plant cotton seeds
- (2) improved the process of weaving cotton cloth
- (3) made it possible for unskilled slaves to cultivate cotton
- (4) provided a faster method of separating seeds from cotton fiber

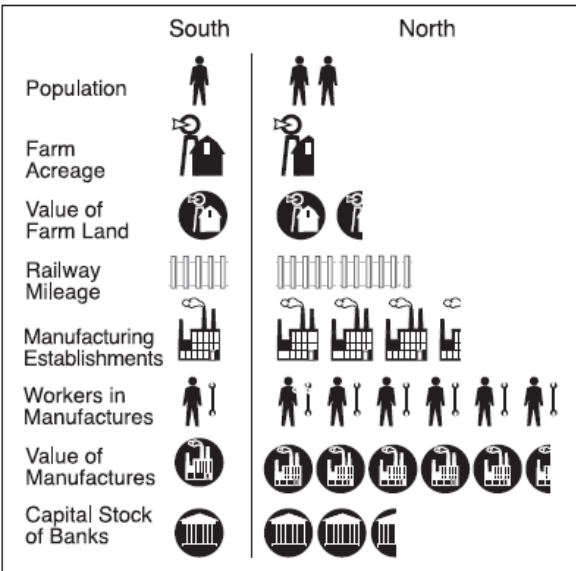
8. In the 1840s, Seneca Falls, New York became the center of the movement for

- (1) women's rights
- (2) temperance reform
- (3) labor union organization
- (4) states' rights

9. During the first half of the 19th century, the abolition movement worked to

- (1) end slavery
- (2) promote the civil service system
- (3) establish free public schools
- (4) limit consumption of alcoholic beverages

The Year 1860: A Comparison



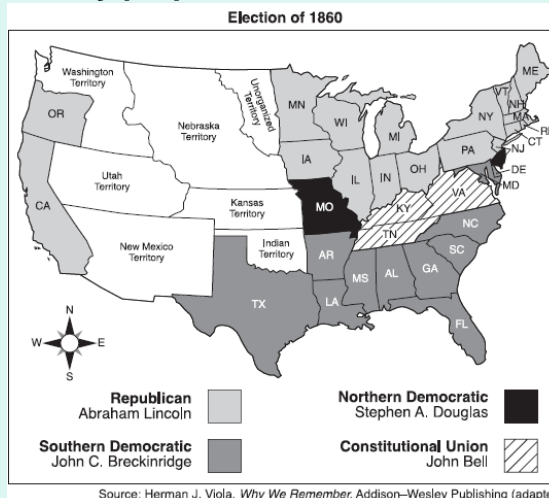
Source: Melvin Schwartz and John R. O'Connor, *Exploring American History*, Globe Book Co. (adapted)

10. At the beginning of the Civil War, the South had an advantage over the North in

- (1) capital stock of banks
- (2) value of farmland
- (3) farm acreage
- (4) railway mileage

11. Which conclusion about the Civil War is most clearly supported by information in the chart above?

- (1) The North was expected to win the war quickly.
- (2) The South would have the advantage in a long war.
- (3) The South would have a larger, better-equipped fighting force.
- (4) The North and the South were evenly prepared for the war.



12. In the election of 1860, which region of the country supported John C. Breckinridge?

- (1) North
- (2) South
- (3) East
- (4) West

13. Which concept is most clearly illustrated by the election results shown on this map?

- (1) federalism
- (2) nationalism
- (3) protectionism
- (4) sectionalism

14. Which situation led directly to the War with Mexico (1846–1848)?

- (1) settlement of the Oregon Territory
- (2) annexation of Texas
- (3) discovery of gold in California
- (4) removal of Native American Indians from their lands

15. An issue that divided the North and South and led to the Civil War was the

- (1) length of the term of the president
- (2) use of judicial review by the Supreme Court
- (3) balance of power between the states and the federal government
- (4) application of the impeachment process

16. After Reconstruction, white Southerners regained control of Southern state governments by

- (1) ending the Black Codes
- (2) limiting voting rights of African Americans
- (3) forcing most African Americans to move to the North
- (4) limiting the sharecropping system to whites, only

17. Which literary work exposed the evils of slavery?
 (1) *Common Sense*
 (2) *The Jungle*
 (3) *The Grapes of Wrath*
 (4) *Uncle Tom's Cabin*
18. Which event was a major cause of the War with Mexico (1846–1848)?
 (1) Missouri Compromise
 (2) discovery of gold in California
 (3) passage of the Northwest Ordinance
 (4) annexation of Texas
19. By issuing the Emancipation Proclamation, President Abraham Lincoln
 (1) lost Northern support for the war
 (2) broadened Union war goals to include ending slavery
 (3) strengthened the principle of states' rights
 (4) brought a quick end to the war
20. During the late 1800s, barbed wire fences and sod houses were most likely found
 (1) on the Great Plains
 (2) in the deep South
 (3) along the Great Lakes
 (4) in the Pacific Northwest
21. During the first part of the 19th century, differences between the North, South, and West led to
 (1) sectionalism (3) federalism
 (2) isolationism (4) mercantilism
22. “Annexation of Texas”
 “Fifty-four Forty or Fight”
 “All of Oregon or None!”
 These slogans from the election of 1844 all support
 (1) law and order (3) sectionalism
 (2) Manifest Destiny (4) women's suffrage
23. During the late 1840s, thousands of people were attracted to California to
 (1) fight in the Mexican War
 (2) help build railroads
 (3) search for gold
 (4) obtain good farmland
24. Abolition, the Underground Railroad, and the Dred Scott decision would all be included in a discussion of
 (1) banking (3) slavery
 (2) foreign affairs (4) transportation
25. What advantage did the South have over the North during the Civil War?
 (1) greater manufacturing
 (2) more effective navy
 (3) better government
 (4) more capable military leaders
26. Scalawags, sharecropping, and Radical republicans are terms most closely identified with which time period in American history?
 (1) American Revolution
 (2) War of 1812
 (3) Civil War
 (4) Reconstruction Era
27. racial segregation in the South after Reconstruction was based on the belief that?
 (1) each culture has contributed equally to American society
 (2) some racial groups are superior to others
 (3) people should be treated equally regardless of race
 (4) the freedmen required special assistance
28. Which best describes why President Lincoln went to war against the South during the Civil War?
 (1) Lincoln strongly desired to end slavery
 (2) Lincoln wanted to keep the South dependent on the North
 (3) Lincoln was determined to preserve the Union
 (4) Lincoln wanted to protect freedom of the seas
29. The decision of Dred Scott v. Sanford (1857) was important because it?
 (1) made abolitionist more determined to achieve their goals
 (2) resulted in the immediate outbreak of the Civil War
 (3) ended the importation of slaves into the United States
 (4) increased Congressional power to ban slavery from new territories

TEST TAKING TIPS

30. The Underground Railroad was developed in the 1840s in order to
- (1) smuggle illegal goods into the country
 - (2) help runaway slaves escape to freedom
 - (3) provide a form of inexpensive transportation
 - (4) stop illegal aliens from entering the country

31. During the 1840s, the idea of Manifest Destiny was used to
- (1) demand equal rights for African Americans
 - (2) support westward expansion to the Pacific
 - (3) criticize government treatment of Native American Indians
 - (4) extend slavery into New England

32. Which Civil War event occurred first?
- (1) battle of Gettysburg
 - (2) firing on Fort Sumter
 - (3) assassination of President Lincoln
 - (4) Emancipation Proclamation

33. Beginning in the late 1800s, poll taxes, literacy tests, and grandfather clauses were used to
- (1) protect important civil rights
 - (2) improve public education
 - (3) prevent African Americans from voting
 - (4) restrict immigration

Circle or underline important words in the item. This will help you focus on the information most needed to identify the correct answer choice.

Read all the answer choices before selecting one. It is just as likely for the last answer choice to be correct as the first.

Cross out answer choices you are certain are not correct. This will help you narrow down the correct answer choice.

Look for two answer choices that are opposites. One of these two answer choices is likely to be correct.

Look for hints about the correct answer choice in other items on the test. The correct answer choice may be part of another item on the test.

Look for answer choices that contain language used by your teacher or found in your textbooks. An answer choice that contains such language is usually correct.

Do not change your initial answer unless you are sure another answer choice is correct. More often than not, your first choice is correct.

Lesson Five: The Industrialization of America From 1877 to 1918

Major Themes in U.S. History: What Do Different Social Scientists Study?

Anthropologist: Anthropology is the study of all humans at all times and all dimensions of humanity. A primary trait that traditionally distinguished anthropology from other humanistic disciplines is an emphasis on the study of different cultures.

Economist: Economics is the study of how societies use their limited resources to satisfy their unlimited wants and needs. Economists typically studies the production, distribution, and consumption of goods and services.

Historian: History is studied by historians who obtain information about the past from various kinds of sources, including written or printed records, coins or other artifacts, buildings and monuments, and interviews . For modern history, primary sources may include photographs, motion pictures, and audio and video recordings.

Archaeologist: Archaeology is the study of human cultures through the recovery, documentation and analysis of material remains and environmental data, including artifacts and human remains. The goals of archaeology are to document and explain the origins and development of human culture, for both prehistoric and historic societies.

Geography is the study of the Earth and its features and of the distribution of life on the earth, including human life and the effects of human activity. Geography research addresses both the questions of *where*, as well as *why* phenomena occurs in particular places.

Economics: How Societies Meet Their Needs

We all have [wants and needs](#). Unfortunately, our wants are unlimited and can never be fully satisfied because we have limited resources. A society can never meet everyone's wants and needs with its existing resources. This is the problem of [scarcity](#). Because of the problem of scarcity, every society must make choices in answering [three basic economic questions](#) by using an economic system.

The Three Basic Economic Questions

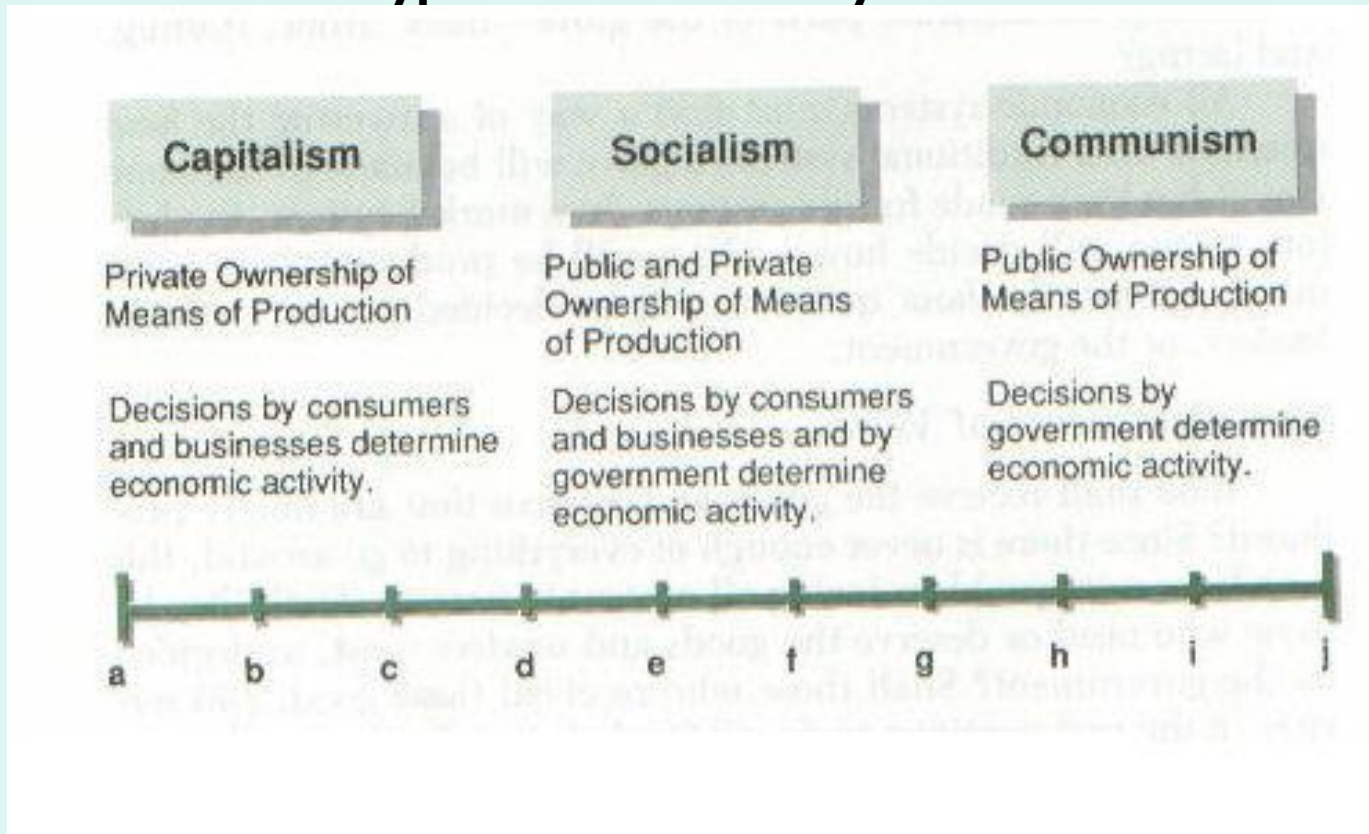
1
What Should Be Produced?

2
How Should It Be Produced?

3
Who Gets What Is Produced?

Economists study how societies use their limited resources to satisfy these unlimited wants. Societies answer these basic economic questions in three ways. Each way is referred to as an economic system.

Types of Economic Systems



Traditional Economic System

A traditional economic system is one in which people's economic roles are the same as those of their parents and grandparents. Societies that produce goods and services in traditional ways are found today in some parts of South America, Asia, and Africa. There, people living in an agricultural village still plant and harvest their own food on their own land. And the ways they produce clothing and shelter are almost exactly the same as those used in the past. Tradition decides what these people do for a living and how their work is performed.

Market Economic System (also referred to as Free Market System and Capitalism)

A market economic system is one in which a nation's economic decisions are the result of individual decisions by buyers and sellers in the marketplace. The U.S. has a market economic system. When you finish school, you may go to work where you choose, if a job is open. You are also free to go into business on your own. Suppose that you decide to open a business. You will risk the money that you have saved or borrowed in the hope that you will be successful. The price that you charge for your goods or services will be influenced by the prices charged by your competitors (other businesses selling the same items). The success that you have will depend on the demand by consumers for your goods. You may do extremely well. But if people do not want what you are selling, you will go out of business.

Command Economic System

In a command economic system, the main decision maker is the government. No person may independently decide to open and run any kind of business. The government decides what goods and services are to be produced. And the government sells these goods and services. The government also decides how the talents and skills of its workers are to be used.

WHO OWNS THE MEANS OF PRODUCTION IN ECONOMIC SYSTEMS?

We have classified economic systems according to the way they answer three basic questions of what, how, and who. A fourth question that should be asked is, "Who owns the means of production?" An economy's means of production are its capital: factories, farms, shops, mines, and machinery. The means of production are used to produce other goods and services.

If the government owns and operates almost all of the nation's means of production, then that nation's economic system is called **communism**. China has a communist economic system. Almost all of the means of production are publicly owned-that is, owned by the government. Government planners decide the answers to the basic economic questions.

If the government owns and operates many of the nation's major industries-such as banks, airlines, railroads, and power plants-but allows individuals to own other businesses, including stores, farms, and factories, that nation's economic system is called **socialism**. Sweden is an example of a country whose economic system is often described as socialist. Most of its major industries, such as coal mining, electric power, gas, telephone, and railroads, are owned by the government.

If almost all the stores, factories, and farms in a nation are owned and operated by private individuals or businesses, then its system is called **free enterprise, or capitalism**. The U.S. has a free enterprise, or capitalist, economic system.

HOW DOES THE U.S. FREE ENTERPRISE SYSTEM OPERATE?

The U.S. economic system of free enterprise operates according to five main principles: the freedom to choose our businesses, the right to private property, the profit motive, competition, and consumer sovereignty.

Freedom to Choose Our Businesses

In this country, the decision whether or not you should go into computer services or any other kind of enterprise (business) is basically yours alone to make. You will decide what fees to charge and what hours to work. Certain laws prohibit you from cheating or harming your customers or other people. But, in general, you will be left alone to run your business as you see fit.

Right to Private Property

Private property is a piece of land, a home, or a car owned by an individual, a family, or a group. It differs from a public building, or public property, such as the city hall, a park, or a highway, all of which provide a government service for all citizens. In the U.S. economic system, people's right to buy and sell private property is guaranteed by law. People must use the property in safe and reasonable ways, of course. In setting up computer systems for your customers, for example, you do not have the right to interfere with the electrical, telephone, or computer systems of other people.

Profit Motive

The main reason why you or any enterprising person organizes a business is to make money. You do this by earning more money than you spend. The amount of money left over after subtracting your business expenses from your business income is known as your profit. In the free enterprise system, business firms try hard to keep costs down and increase their income from sales. The better they succeed at this, the higher are their profits. Economists describe the efforts by business firms to earn the greatest profits as the profit motive.


Competition

Just as you are free to start a computer business, so is everyone else. The rivalry between sellers in the same field for consumers' dollars is called competition. If your business is profitable, it is likely that others will enter the same business hoping to be as successful as you are. They will be competing with you for the same customers. To win a share of the computer business, other sellers may try to offer more and better services, or services at lower prices. Because of the pressure of competition, business firms must constantly try to provide the best services and create the best products at the lowest possible prices.


Supply and Demand

In a free market economy, the profit motive provides an incentive for people to risk their money and produce goods and services. The forces of supply and demand help set the price for a product and determine how much is made.

- **Supply** refers to how much of a product producers make.
- **Demand** is how much of a product consumers are willing to buy.



When demand is high and supply is low, the price goes up.



When demand is low and the supply is high, the price goes down.

The Rise of American Industry

Two hundred years ago, most people lived on farms and made goods by hand. During the [Industrial Revolution](#), people began producing goods in factories using machines driven by steam power. In the period following the Civil War, The United States emerged as one of the world's leading industrialized nations. A major factor in the industrialization of the nation was its economic system, capitalism, sometimes called free market or free enterprise system. Under capitalism, wealth is privately owned rather than controlled by government, Investors risk money in business in the hope of making a profit. Consumers are free to choose what they wish to buy.

The Growth of Industry: Railroads Lead the Way

Railroads Stimulate the Economy

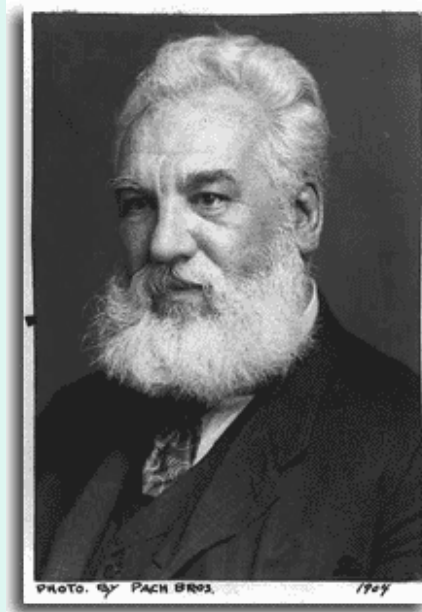
A fast-growing national rail system created an economic link for the entire country. The railroads carried raw materials such as iron ore, coal, and timber to factories. They also carried manufactured goods from factories to markets and transported produce from farm areas to the cities. Railroad building led to increased demand for iron tracks and locomotives that helped iron mining and processing industries to grow. After 1880 railroads began to use steel—a metal made stronger by adding carbon and other elements to iron. The use of steel in railroad tracks stimulated America's steel industry. Railroads helped the lumber industry which supplied railroad ties, the coal industry to fuel locomotives, and work for thousands of people who laid tracks and built stations and for those that manufactured railway cars and equipment.

In 1869, the first transcontinental railroad, connecting the East and West coasts of the nation, was completed. Railroads brought people and goods from east to west and made it possible to move food and goods from farms to distant cities.



New Inventions and Ways of Producing Goods

New technologies helped fuel the economic expansion of the late 1800s. The [Bessemer process](#), developed in the 1850s, made the production of steel more economical. In 1859, the first oil well was drilled in Pennsylvania. In 1844, [Samuel F.B. Morse's](#) invention of the telegraph signaled the start of a revolution in communications. [Alexander Graham Bell](#) invented the telephone (1876). After experimenting with electric current to transmit sounds, [Thomas A. Edison](#) developed the electric light bulb (1879). By 1900, electricity was used to power motors, electric street cars, and subways.



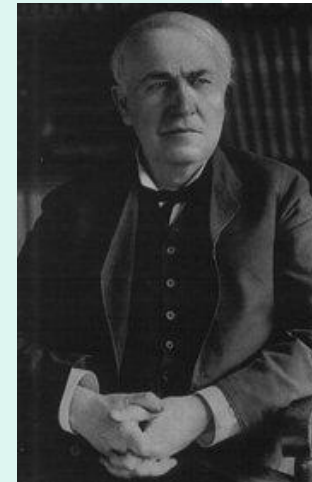
Alexander Graham Bell

The Rise of Corporations

Before the Civil War, most businesses were owned by individuals or partners. After the Civil War, the corporation became a very popular form of business. A key advantage of a corporation is that it can raise extremely large sums of money by selling stocks (shares of a business) to anyone who wishes to buy them.

People who purchase shares in a corporation are called stockholders. Each stockholder is a part owner of the corporation. Corporations use the money they raise to build large machines and factories. This enables them to produce goods more cheaply.

As a result of these factors, the number and size of businesses in America began to expand rapidly in the years following the Civil War. The number and skill of workers also increased.



Thomas A. Edison



Samuel F.B. Morse

The Ways in Which a Business Can be Organized

Type	Features	Advantages	Disadvantages
Sole Proprietorship	Non incorporated business owned and run by one person.	Ease of startup. Ease in management. Decisions made quickly Get all the profit yourself. Do not have to pay business income taxes, only individual income taxes. Be your own boss.	Owner has unlimited liability. Difficulty of raising capital. May be too small and inefficient. Limited managerial experience. Difficulty in finding quality employees. Limited life.
Partnership	Non incorporated business jointly owned by two or more persons.	Easy to start, simple contract. Ease of management. No business income tax. More easily attract capital. Larger and more efficient. Easier to attract top talent (Law, accounting)	Each partner is fully responsible for debt. (In a limited partnership this is not the case) Limited life. Potential conflict.
Corporation	Recognized by law (Charter) as a separate legal entity. By being a separate legal entity a corporation can sue and be sued.	Ease in raising capital Best management resources available. Limited liability. Unlimited life. Ease in transfer of ownership.	Difficulty and expense of setting up a charter. Owners and shareholders often have little say ion the running of the corporation Detailed records must be kept. Subject to many laws and regulations. Double taxation. (Corporate and individual income taxes)

It should be noted that many of the small businesses you may think are sole proprietorships are actually corporations Today, any business with enough assets and risk typically incorporates. This way they limit individual risk (liability).

Liability

The owners are liable or responsible for the debts of a company.

Unlimited liability means the owner may have to sell some or all of his personal possessions to help pay off the company's debts.

Limited liability means that the owner loses only the money he has put into the company and no more. He does not have to sell personal belongings.

The New York Connection

Following the Civil War, New York City became the nations center for making clothes. Its shops made coats, dresses, shirts hats, boots, and shoes. Bt 1880, New York was the nations leading industrial state. The cities and towns of upstate New York also experienced great industrial growth in this period. Buffalo and Binghamton became known for fine iron products. Syracuse specialized in manufacturing machinery and tools. Corning became home to a famous glass company. Thomas A Edison formed the Edison General Electric Company at Schenectady in 1889. This company later became General Electric. Rochester became a center for optics and photography.

Factors Explaining New York's Industrialization

- New York State had excellent transportation, railroads, canals, and roads. New York Harbor provided a safe port for shipping to other states and Europe.
- Large number of skilled and unskilled workers lived in New York.
- Credit and loans were available from New York banks.

Great Business Leaders: Heroes or Villains?

Foundations of Growth:

In the hills of western Pennsylvania, a sticky black substance—petroleum—seeped from the ground. For a while promoters sold the oil as medicine. Then in the 1850s researchers found they could burn petroleum to produce heat and smoke free light. It could also be used to lubricate machinery. Suddenly oil became valuable. A former railroad conductor named Edwin L. Drake believed that he could find petroleum by digging a well. People thought Drake was wrong. Few people knew that pools of oil did indeed exist underground.

In 1859, Drake decided to test his belief. He drilled a well in Titusville, Pennsylvania and struck oil. This led to the creation of a multimillion-dollar petroleum industry.

Great Business Leaders: Heroes or Villains? Business leaders played a crucial role in the rise of industry. Often they achieved their success by taking advantage of competitors and workers. Some of these business leaders became very wealthy, allowing them to have an important influence on American economic life.

1865 - 1900
Period of Unmatched Economic Growth in the U.S.

Cause

- **New technologies**
- **New Methods in Business (Corporations selling Stock)**
- **Abundance of Natural resources (Factors of Production: Land, Labor, Capital)**
- **New Methods of Production (Assembly Line)**
- **Increased Capital (money for investment) for expansion of New Businesses**

Effect

- **Land is used for all its natural resources that are useful for industrial production (minerals, wood, etc.)**
- **Need for a large number of workers led to increased immigration with the population of the country doubling between 1860 and 1900**
- **A need for huge amounts of money to finance industrial growth led to the selling of stocks by corporations and corporations investing a portion of their earnings in new factories and equipment.**
- **Increased Capital (money for investment) for expansion of New Businesses**
- **Growth in the size and power of corporations**

Andrew Carnegie (1835–1919)

[Andrew Carnegie](#) was a poor Scottish immigrant who became one of the world's richest men. He dominated the steel industry by selling at low prices and putting other steel companies out of business. Carnegie forced workers to put in long hours at low wages and stopped them from joining unions. Later in life, Carnegie gave large sums of money to education, public libraries and the arts.

In 1901, [J.P. Morgan](#) offered to buy all of Carnegie's steel holdings for the price of \$500 million. Carnegie acceptance made him the world's richest man. Morgan went on to form U.S. Steel, a corporation with a capitalization in excess of \$1.4 billion.

The low point of Carnegie's career occurred in 1892 during the infamous [Homestead Steel Strike](#). Carnegie was traveling in Europe during the dispute, but his interests were represented by Henry Clay Frick, with whom Carnegie had differed on labor matters in the past. Nevertheless, the total humiliation suffered by the strikers at Homestead colored the outlook of many working people toward Carnegie for many years to come.

In 1889, Carnegie wrote an article for the *North American Review*, entitled "[The Gospel of Wealth.](#)" He advanced the idea that the rich are merely trustees of wealth and that they have a duty to use their resources to benefit society. The Gospel of Wealth was a softer and more palatable version of [Social Darwinism](#)

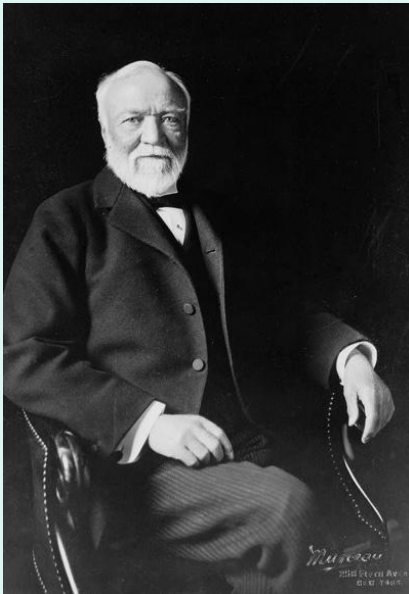
Carnegie took the criticism of others to heart and spent the last two decades of his life giving away the great bulk of his fortune. Major philanthropic ventures included the following:

- [Carnegie Hall](#) (1892)
- Carnegie Institution (1902) for research into American colleges and universities
- Carnegie Hero Fund Commission (1904)
- Carnegie Endowment for the Advancement of Teaching (1905)
- Carnegie Endowment for International Peace (1910)
- Carnegie Corporation of New York (1911)
- Funding for the establishment of more than 2,800 libraries
- Major support for Tuskegee Institute
- Funding for the [Peace Palace](#) at The Hague, The Netherlands, later the home of the [United Nations International Court of Justice](#).

Business Leaders Like Andrew Carnegie and John D. Rockefeller came to dominate their industries by employing business practices which gave them advantages over their competitors.

Horizontal Integration occurs when a business expands its control over other similar or closely related businesses. For example, an oil refining business would be horizontally integrated if it owned or controlled other oil refineries.

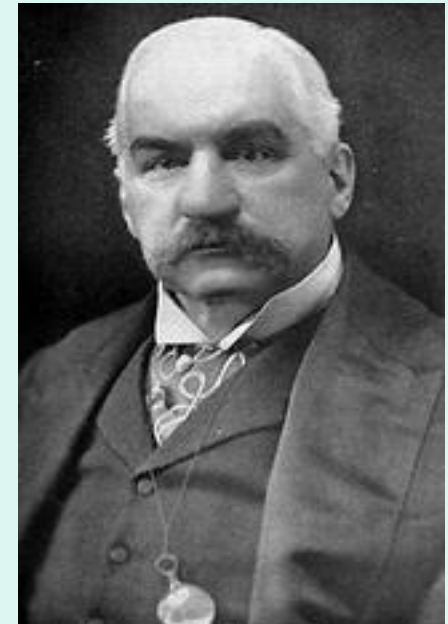
Vertical Integration occurs when a business expands its control over other business that are part of its overall manufacturing process. For example, an oil refining business would be vertically integrated if it owned or controlled pipeline companies, railroads, barrel manufacturers, etc.



Andrew Carnegie



John D. Rockefeller



J. P. Morgan 89

John D. Rockefeller (1839–1937)

In 1870, [John D. Rockefeller](#) teamed with his brother William, Henry M. Flagler and Samuel Andrews (inventor of an inexpensive means of refining crude oil) to establish the Standard Oil Company.

Standard Oil and its subsidiaries quickly managed to consolidate the refining business in the Cleveland area and then began to extend their control into [Pittsburgh](#), [Philadelphia](#) and [New York City](#). Beginning in the 1870s, Standard Oil employed a number of cutthroat business practices, including:

- Monopolization — Rockefeller is remembered for buying up all of the components needed for the manufacture of oil barrels in order to prohibit his competitors from getting their product on the market
- Rate Wars — the giant Standard Oil was able to withstand short term losses by cutting the price of oil; smaller competitors could not keep pace and either went out of business or sold out to Rockefeller
- Rebates — Rockefeller was able to demand a refund on public rates offered by the railroads; the carriers agreed to this practice because of Standard's immense volume
- Intimidation — on more than one occasion Standard dispatched thugs to break up competitors' operations that could not otherwise be controlled

Standard Oil originally followed the path of [horizontal integration](#), but later in its history it turned toward [vertical integration](#).

In 1882, the [Standard Oil Trust](#) was formed, first of the great corporate [trusts](#). However, 10 years later an Ohio Supreme Court decision forced dissolution, resulting in the creation of 20 smaller businesses. The largest segment was reorganized in 1899 as a [holding company](#) under the name of the Standard Oil Company of New Jersey, but was dissolved following a [U.S. Supreme Court](#) decision in 1911. Rockefeller retired at this point.

The Rise of Big Business

Companies such as those owned by Carnegie and Rockefeller grew powerful by driving smaller companies out of business. They lower their prices until rival producers could not compete. In some cases, companies selling similar products made agreements to join together. As a result of these agreements, monopolies were created. The aim of a [monopoly](#) (a company that controls all the business in an industry) is to eliminate all competition and then raise its own prices. Consumers have no choice to buy elsewhere since there is only one seller.



Birthplace of Standard Oil. At Walworth Run, Cleveland, Samuel Andrews, a mechanic, built a small oil still in which in 1862 he persuaded Rockefeller to invest. This is believed to be the refinery as photographed in 1870.

Government's Response To Monopolistic Practices

Laissez-faire Capitalism:

At first, most government leaders felt that [laissez-faire capitalism](#), allowing businesses to operate without interference, in what is known as [laissez-faire capitalism](#), would lead to the production of the best and cheapest goods and services. But the abuses of "big business" finally forced government to react. Congress passed two laws to deal with the situation.

The Interstate Commerce Act (1887):

During the 1870s, many Americans (particularly [farmers](#)) began to resent the apparent stranglehold the railroads exerted over many parts of the country. However, the postwar presidents and many in Congress resisted intervention into economic matters. Early efforts to bring some form of regulation to the giants were made at the [state level](#), but those measures were later [struck down](#) by the Supreme Court.

In 1887, Congress passed the Interstate Commerce Act which created the Interstate Commerce Commission, the first true federal regulatory agency. It was designed to address the issues of railroad abuse and discrimination and required the following:

- Shipping rates had to be "reasonable and just"
- Rates had to be published
- Secret rebates were outlawed
- Price discrimination against small markets was made illegal.

Sherman Antitrust Act (1890)

The last third of the 19th century witnessed the development of business conglomerates or [trusts](#). Many people believed that this new form of business organization stifled competition and led to manipulation of prices. State governments, mostly in the West and South, passed laws to regulate corporate behavior, but the wily trusts simply established themselves in friendly states such as Delaware and New Jersey.

The Sherman Antitrust Act, the first federal antitrust law, authorized federal action against any "combination in the form of trusts or otherwise, or conspiracy, in restraint of trade." In the first 10 years of the law's existence, many more actions were brought against unions than big business.

The Growth of Industry: Industrial Workers Respond

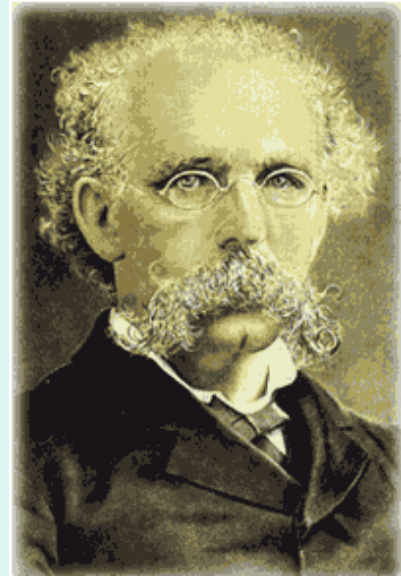
Labor responds to Terrible Working Conditions:

The industrial growth of the late 1800s created new jobs. Growth also raised the standard of living for many American workers. That is, necessities and luxuries were more available and affordable. Yet workers paid a price for economic progress.

- Factories had once been small workplaces where employees and employers knew each other and often worked side by side. As mass production spread, however, factories became larger and less personal.**
 - Industrial laborers worked 10 to 12 hours a day, six days a week. They could be fired at any time for any reason. Many lost their jobs during business downturns or were replaced by immigrants willing to work for lower pay.**
 - Factories and mines were noisy, unhealthy, and unsafe. Accidents were common. Steel workers suffered burns from spills of hot steel. Coal Miners died in cave-ins and from the effects of gas and coal dust.**
 - Textile workers' worked in crowded urban factories called sweatshops, where their eyesight was ruined by sewing for hours in poor light. Filled with flammable materials, the sweatshops were terrible firetraps.**
- Industrial workers found they had little power to raise their salaries or to improve their working conditions. Since much work required little skill, unskilled workers could easily be replaced. Eventually, some workers began organizing into [labor unions](#) to have more power than they did as individuals. If an employer refused union demands for higher pay, union members could walk off the job on strike.**

The Knights of Labor

By 1886, membership in the Knights of Labor had swollen to 700,000 workers and stood as a champion for the unskilled laborer. Unlike other [labor unions](#), the Knights of Labor encouraged [blacks](#) to join, so that by 1886 approximately 60,000 blacks had become members. Blacks had been deemed unfit for manufacturing work, according to a "study" published by the *Manufacturers Record of Baltimore* in 1893. Such conclusions made it difficult for blacks to enter the industrial labor market. The Knights of Labor participated in the famous [Haymarket Square riot](#) of 1886 in Chicago, Illinois, along with trade unions, socialist unions, and "anarchists," where workers fought for the eight-hour day, and where a bomb and subsequent shooting resulted in the deaths of eight policemen and injuries to 67 others. Eight anarchists were jailed, tried and convicted of murder, of which four were hanged. Then, due to mismanagement of operations, membership within that organization began to decline.



Terence Powderly
Founder of the
[Knights of Labor](#)

This 19th century engraving showing exaggerated flames and smoke was published in popular newspapers and magazines during the days and weeks following the [Haymarket riot](#).



The American Federation of Labor (A.F. of L.) 1886.

The [A.F. of L.](#) was spearheaded by [Samuel Gompers](#), a cigar maker by trade, who had learned of the economic struggles of the American laborer through conversations with cigar makers at the factory. Gompers led A.F. of L. member unions and individual workers into struggles for shorter hours and higher wages. At first, blacks were openly encouraged to join the A.F. of L., until it was later seen that their explicit stand on race issues hampered the union's expansion. Thereafter, as long as a union did not include anything in their constitution regarding the exclusion members because of race, those unions were welcome to join the A.F. of L.

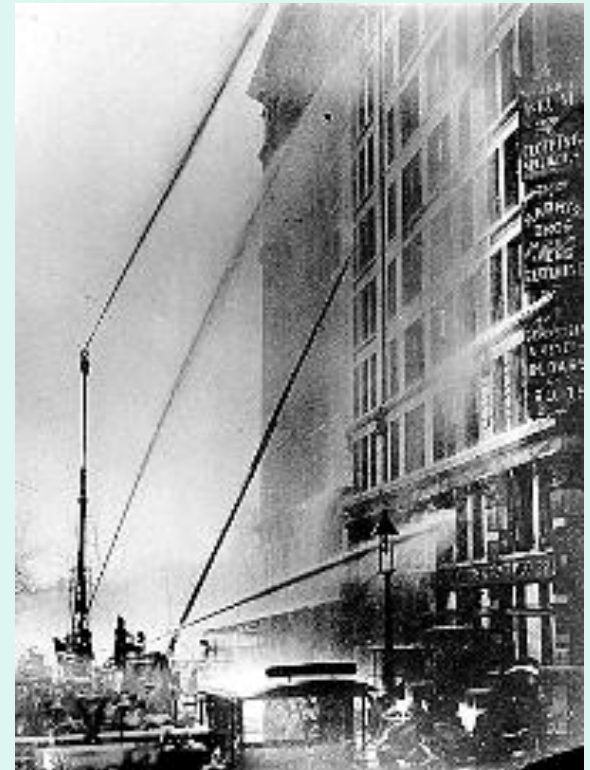


Samuel Gompers, 1850-1924

The Triangle Shirtwaist Factory fire in New York City on March 25, 1911

Was a major industrial disaster, causing the death of 146 garment workers who either died in the fire or jumped to their deaths. The fire led to legislation requiring improved factory safety standards and helped spur the growth of the [International Ladies' Garment Workers' Union](#), which fought for better working conditions for [sweatshop](#) workers in that industry.

The company employed approximately 500 workers, mostly young female [immigrants](#) who worked fourteen-hour days, during a 60- to 72-hour workweek sewing clothes for a wage of 6 to 10 dollars per week. In the afternoon of March 25, 1911, a fire began on the eighth floor by the time the seamstresses realized the building was ablaze many had dies because doors had been locked to prevent workers from stealing materials or taking breaks. The elevator also stopped working, cutting off that means of escape. Realizing there was no other way to avoid the flames, some of the women broke out windows and jumped to the ground nine floors below. A single survivor was found close to drowning in water collecting in the elevator shaft. The death toll was 146; 91 died in the fire and 54 died in falls.



Urbanization and Immigration

Toward and Urban America: The New Immigrants

A Flood of Immigrants:

Before 1865 most immigrants to the United States—except for the enslaved—came from northern and western Europe. The greater part of the “old immigrants” were Protestant, spoke English, and blended easily into American society. After the Civil War, even greater numbers of immigrants made the journey to the United States. The tide of newcomers reached a peak in 1907 when nearly 1.3 million came to America.

New immigrants and <i>Nativists</i> said about them:	
The old immigrants.	The new immigrants
came from northern or western Europe	came from southern or eastern Europe
were Protestant	were not Protestant--were Catholic and Orthodox, Jewish
were literate and skilled	were illiterate and unskilled
came over as families	came over as birds of passage (without their families)
were quick to assimilate	were clannish and reluctant to assimilate (absorb American culture)
were experienced in the ways of democracy	were radicals or anarchists
had some money in their pockets	arrived impoverished (with little or no money)
were tall and fair	were short and dark

New Immigrants and Old

Americans at the turn of the century were alarmed about what they perceived as a change in the type of immigrants entering the United States. Some of the traits they saw as distinguishing the new immigrants from the old immigrants were real; some were imagined; some were half-true. The old immigration peaked in the 1880s. The new immigration peaked in 1907.

Examples of the **old immigrants**: English, German, Norwegian.

Examples of the **new immigrants**: Italians, Poles, eastern European Jew

Reasons for Urbanization:

In the late 1800s, cities across the nation experienced a rapid growth in their population. There were a number of reasons why people flocked to cities.

- Many new factory jobs were available.
- People were also drawn to the cultural aspects of the city such as theatres, museums, and libraries.
- Farmers, displaced from work by new farm machines went to cities.
- Immigrants came in large numbers from Europe.
- By the 1900s, African Americans also began to migrate from the South during the [Great Migration](#), to the North and Midwest.

All were in search of a better life for themselves and their families. But as cities grew new problems developed.

Inadequate Public Services

Cities lacked the ability to deliver increased public services such as hospitals, police forces, schools, fire departments, street cleaning, and garbage collection

Transportation

Horse-drawn coaches and later electric trolleys were needed to transport workers to their jobs. To eliminate the pollution created by coaches and trolleys, New York City built a [subway](#) in 1900. By 1930, NYC had the world's largest subway system.

The Problems Created By Growing Cities

Overcrowding

Families were crowded into [tenements](#) (small apartment buildings). These tenements often lacked daylight, fresh air, and adequate plumbing

Corruption

Many cities were run by corrupt political bosses, like [Boss Tweed](#) in NYC, who promised jobs and services to immigrants in exchange for their votes.

Social Tensions

In the cities, rich people lived next door to the poor. Seeing the luxuries of the wealthy distressed poor people and increased social tensions. For a chart detailing the social tensions between the classes follow the link.

Attempts to Limit Immigration

At the end of the 1800s, some Americans referred to as [nativists](#), spoke out against further immigration. [Nativists](#) feared the “new immigrants” with their foreign customs and languages, would never adjust to American society. They also feared that immigrants would take jobs from other Americans, since they were willing to work for less wages. The first immigration laws were directed against Asians. In the 1920s when Congress passed laws limiting European immigration that limited immigration from Southern and Eastern Europe and again favored the “old immigrant” countries in Northern and Western Europe.

The Chinese Exclusion Act (1882):

The [Chinese Exclusion Act](#) and the [Gentlemen’s Agreement](#) (1907) limited immigration from China and Japan. These laws were passed in part because of prejudice against Asians.

Immigration Acts of the 1920s:

In the 1920s, Congress established quotas which restricted immigration from Eastern and Southern Europe. These laws were passed in part because of prejudice against the “new immigrants”.

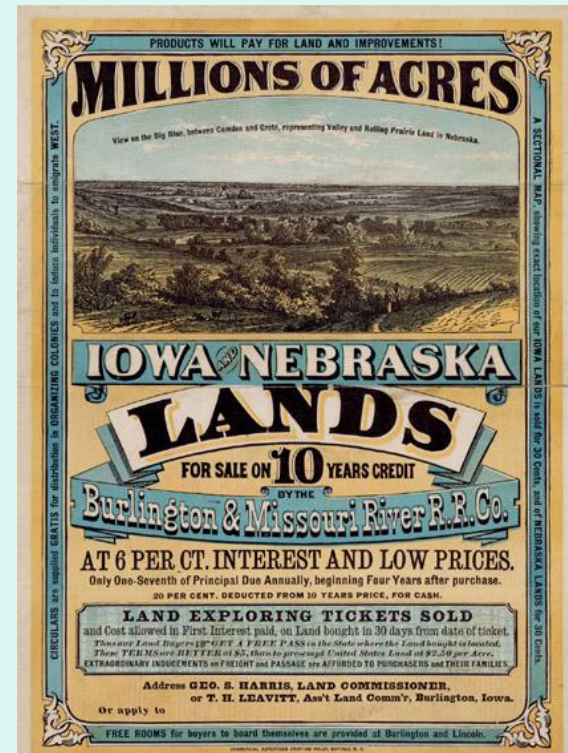
Ellis Island



The Settlement Of the Frontier

Cities were not the only places affected by changes brought on by the Industrial Revolution. Settlement of the final frontier, the dividing line between areas occupied by Native American Indian peoples, and the people of the U.S. and Europe was also an effect of industrialization.

- The Great Plains were home to millions of Buffalo and [Native American](#) tribes who were displaced by the completion of the Transcontinental railroad which cut travel time to the west. The railroads killed many of the Buffalo to feed crews and make way for tracks.
- [The Homestead Act of 1862](#) gave settlers 160 acres of free land if they farmed it for five years. By 1890 these developments led to the devastation of the Buffalo herds.
- Native American Indians were forced onto reservations (reserved lands set aside by the government) and the Great Plains were divided up into ranches.



The Homestead Act Went Into Effect May 20, 1862

Land available! Come and get it! This poster told Americans about their opportunity to claim land and farm it, thanks to the Homestead Act. President Abraham Lincoln signed the Homestead Act on May 20, 1862, to spur Western migration. How did a person get 160 acres of one's own? You had to be a U.S. citizen and 21 years of age. By paying a filing fee of \$10 and residing on your new farm in the West for at least five years, the land would be yours.

1. In 1892, the United States government opened Ellis Island primarily to

- (1) process immigrants arriving from overseas**
- (2) defend New York City from attack**
- (3) check the safety of imported products**
- (4) serve as the first federal prison in New York State**

2. What was an immediate economic result of the use of mass-production techniques in American factories?

- (1) increased use of homemade goods**
- (2) reduced cost of goods**
- (3) improved safety conditions**
- (4) expanding membership in labor unions**

3. Which event led to the passage of laws that created safer working conditions?

- (1) Haymarket riot**
- (2) Pullman strike**
- (3) Triangle Shirtwaist fire**
- (4) breakup of the Standard Oil Company**

4. A feature that is unique to a free-enterprise economic system is

- (1) government ownership of most companies**
- (2) strict government regulation of business**
- (3) private ownership of the means of production**
- (4) wages and prices set by the government**

Homework Questions

5. The study of economics focuses on

- (1) production, distribution, and consumption of goods and services**
- (2) Earth and its relationship to our environment**
- (3) different types of governments and how they operate**
- (4) past cultures of different peoples**

6. Which heading best completes the partial outline below?

I.

- A. Workers face hardships**
 - B. Labor reforms are developed**
 - C. Towns and cities grow**
 - D. Giant corporations are created**
- (1) Government Ends Regulation of Business**
 - (2) Progressive Movement Changes American Lives**
 - (3) American Citizens Get New Responsibilities**
 - (4) United States Becomes an Industrial Nation**

7. In the period from 1890 to 1910, most immigrants from eastern and southern Europe settled in large cities of the eastern United States primarily because

- (1) farmland had become very scarce**
- (2) factory jobs were available for unskilled workers**
- (3) there was much less discrimination in those cities**
- (4) they came mainly from large cities in their home countries**

8. The main objective of the quota system established by the immigration laws of the 1920s was to

- (1) prevent illegal immigration**
- (2) reduce the number of immigrants from certain nations**
- (3) encourage immigration of the wealthy and educated**
- (4) admit persons who were previously banned from immigrating**

9. Most people purchase shares of stock in a corporation in order to

- (1) influence corporate decision making**
- (2) share in corporate profits**
- (3) improve working conditions for the corporation's employees**
- (4) determine the products the corporation sells**

10. In the years immediately following the Civil War, which change was brought about by the Industrial Revolution?

- (1) More goods were made at home.**
- (2) More people left cities to live on farms.**
- (3) More government regulation was placed on big business.**
- (4) More machinery was used to make goods.**

11. According to the law of supply and demand, a high supply with a low demand results in

- (1) lower tariffs**
- (2) lower prices**
- (3) higher taxes**
- (4) higher interest rates**



12. Based on the map, which conclusion can be made about steel mills in 1900?

- (1) To avoid air pollution, most steel mills were built in rural areas.**
- (2) Most steel mills were located in the southeast.**
- (3) Steel mills were usually built near coal and iron ore deposits.**
- (4) New York was a major coal-producing state**

13. Based on the map the most likely reason that steel mills were built in Gary, Indiana is because the city is located

- (1) close to the Atlantic Ocean**
- (2) near the Great Plains**
- (3) near the border with Canada**
- (4) on a lake shipping route**

Base your answer to question 14 on the poem below and on your knowledge of social studies.

“Give me your tired, your poor,
Your huddled masses yearning to
breathe free,
The wretched refuse of your teeming
shore.
Send these, the homeless, tempest-
tost, to me,
I lift my lamp beside the golden door!”
Emma Lazarus

14. The main message of this poem was to

- (1) encourage a back-to-Africa movement among freed slaves
- (2) call for the imprisonment of illegal immigrants
- (3) welcome new immigrants to the United States
- (4) support the quota system placed on immigrants

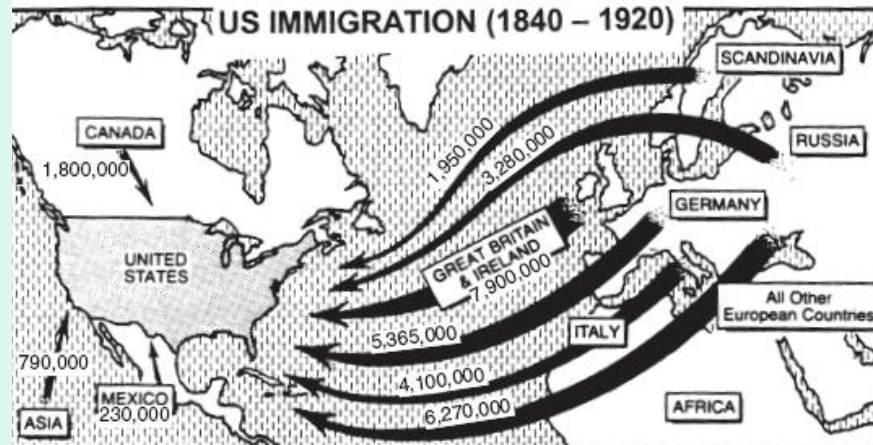
15. With which field of study are the terms *artifact*, *carbon dating*, and *dig site* associated?

- (1) archeology
- (2) economics
- (3) civics
- (4) sociology

16. A characteristic of the free-enterprise system is that

- (1) stockholders are guaranteed a profit
- (2) governments control product choices
- (3) foreign trade is discouraged
- (4) businesses compete for consumer dollars

Base your answer to question 17 on the map below and on your knowledge of social studies.



17. During the period 1840–1920, from which area did the largest number of immigrants come to the United States?

- (1) Asia
- (2) Canada
- (3) Germany
- (4) Great Britain and Ireland

18. Which statement is an opinion about the United States in the 1920s?

- (1) The United States became a more urban society.
- (2) Industrial working conditions and wages improved.
- (3) Women increased their presence in the workforce.
- (4) The 1920s were the wildest times of the 1900s.

19. Which economic concept is best described as a rise in prices with a decrease in the value of money?

- (1) inflation
- (2) recession
- (3) depression
- (4) deflation

20. What is the main economic system of the United States?

- (1) mercantilism (3) socialism
- (2) communism (4) capitalism

21. During the 1800s, Irish immigrants faced discrimination mainly because of their

- (1) religious beliefs
- (2) upper-class backgrounds
- (3) conservative political views
- (4) reluctance to learn the English language

22. A feature that is unique to a free-enterprise economic system is

- (1) government ownership of most companies
- (2) strict government regulation of business
- (3) private ownership of the means of production
- (4) wages and prices set by the government

23. What was the most significant economic impact of the transcontinental railroads during the late 1800s?

- (1) eliminating overseas trade with Europe
- (2) expanding interstate commerce nationwide
- (3) decreasing the influence of big business
- (4) rapid rebuilding of the South after the Civil War

24. What was the most significant economic impact of the transcontinental railroads during the late 1800s?

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STUDY TIPS

If you study a little each night it is better than trying to study it all the night before a test.

Flash cards are a great way to help memorize key terms and people

From Progressivism to the New Deal From 1898 to 1941

What is Foreign Policy?

Foreign policy is the conduct of one nation towards other nations. The main objective of American foreign policy has always been to promote our national interests. Many factors determine what those interests are.

National Security: One major goal is to protect our country from attack. Americans achieve this through military preparedness, responding to aggression, allying with friendly nations, and participating in international organizations.

Protection of U.S. Citizens, Investments and Trade. Our government acts to protect American citizens and investments overseas. It also adopts policies that promote our economy.

The Goals of U.S. Foreign Policy

Promotion of Democracy. The United States actively seeks to spread its political system, democracy, to others

Promotion of Human Rights and International Peace. The U.S. supports morality in both national and international affairs.

Milestones in U.S. Foreign Policy?

Milestone	Description
Washington's Farewell Address (1796)	President Washington advised Americans to avoid entangling alliances with European nations. This policy helped the United States keep out of war with France and England until 1812.
War of 1812	In 1812, Congress declared war against the British to stop the impressment of American sailors. Sometimes called the Second War for Independence, Americans preserved their freedom. The war ended in December 1814.
Monroe Doctrine (1823)	President Monroe announced America would oppose attempts by European powers to reconquer former colonies that had become independent. Later the doctrine was used by the United States to justify its interference in the Caribbean.
Manifest Destiny (early 1800s)	Many Americans believed the U.S. should expand to the Pacific coast. The desire for expansion led to the Mexican-American War in which Mexico lost a large part of its territory.
Spanish-American War (1898)	After the sinking of the Maine, Americans went to war with Spain to help Cuba win its independence. After winning the war, the U.S. gained the Philippines and other colonial possessions, such as Puerto Rico.

<p>American Imperialism (1898-early 1900s)</p>	<p>After the Spanish-American War, America became an imperialist power by annexing the Philippines, Puerto Rico, Hawaii and Samoa. Americans also developed trade with China and Japan.</p>
<p>Panama Canal and the “Big Stick Policy” (1902-1914)</p>	<p>Theodore Roosevelt reached an agreement with a newly independent Panama to build the Panama Canal. Later President Roosevelt used his “Big Stick Policy” to bring the Caribbean region under U.S. control.</p>
<p>World War I (1917-1919)</p>	<p>Events in Europe led to war in 1914. At first America remained neutral. America entered the war in 1917 after German submarines attacked America ships in the Atlantic. American entry led to Allied victory in 1918.</p>
<p>Fourteen Points and The Treaty of Versailles (1918-1919)</p>	<p>President Wilson announced U.S. war aims in the Fourteen Points, creating a basis for ending the war. He also proposed an international peace organization. Many of Wilson's ideas, including the League of Nations, were accepted in the Treaty of Versailles, but the U.S. Senate rejected the treaty.</p>
<p>Isolationism (1919-1941)</p>	<p>After World War I, Americans retreated into isolationism and attempted to avoid involvement in foreign alliances and wars. They also raised tariff rates and restricted immigration.</p>
<p>World War II (1939-1945)</p>	<p>World War II broke out when Germany invaded Poland. At first, Americans were neutral. In 1941, Japan attacked Pearl Harbor, bringing the United States into the war. The war ended in 1945, after Americans dropped atomic bombs on Hiroshima and Nagasaki.</p>

<p>The Cold War (1946-1989)</p>	<p>After World War II, America and the Soviet Union emerged as superpowers. When the Soviets established Communist governments in Eastern Europe, the “Cold War” began. Although both powers never went to war with each other, they stockpiled nuclear weapons and became involved in regional crisis.</p>
<p>Korean War (1950-1953)</p>	<p>In 1950, Communist North Korea invaded South Korea. U.S. troops were sent to South Korea to repel the North Korean attack. When U.S. forces enter North Korea, Communist China also entered the war. After three years of fighting, a truce was signed leaving Korea exactly as before the war.</p>
<p>Vietnam War (1964-1973)</p>	<p>After achieving independence, North Vietnam began a war against the non-Communist South to reunite the country under Communist rule. Half a million U.S. troops were sent to aid South Vietnam, but they were unable to defeat the North Vietnamese and Vietcong. America finally withdrew.</p>
<p>The Persian Gulf War (1990)</p>	<p>Iraqi dictator Saddam Hussein invaded Kuwait. President Bush, with U.N. support, launched an invasion of Kuwait and Iraq, forcing an Iraqi withdrawal. The allies were able to liberate Kuwait, but ended the war without toppling Saddam Hussein in Iraq.</p>

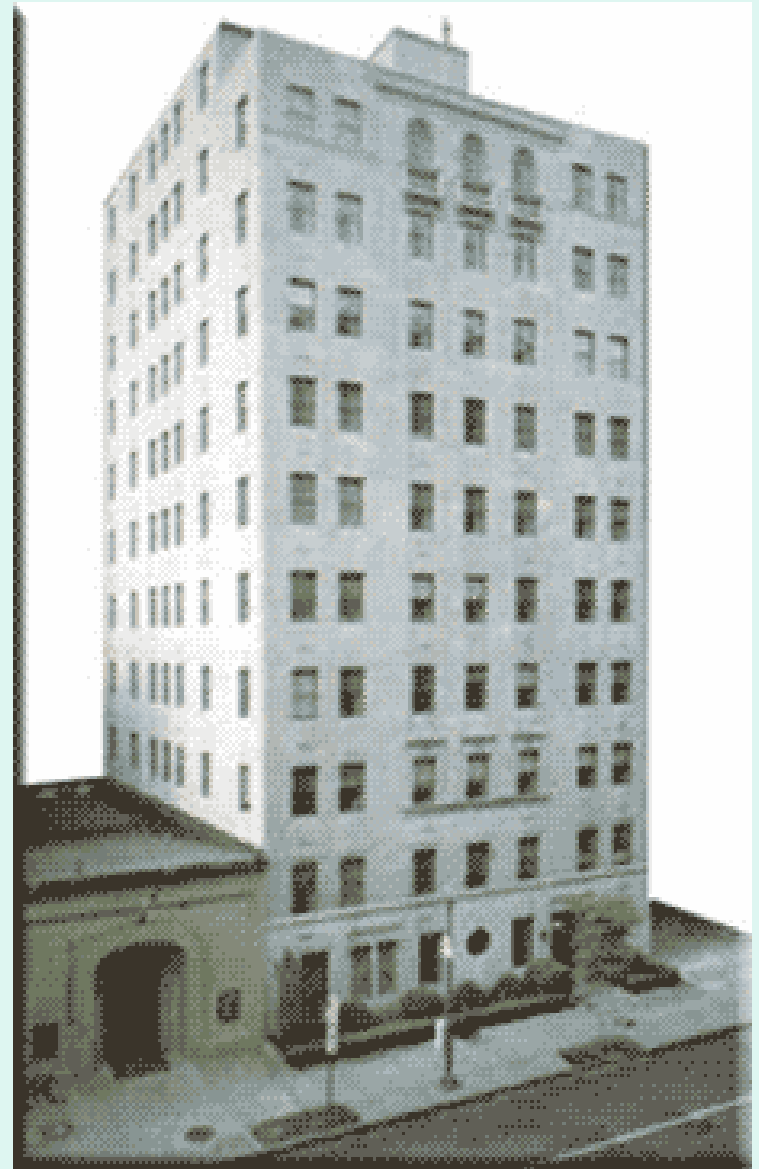
The Progressive Movement 1900 - 1920

The Grange and Populist Movements

Foreign policy is the conduct of one nation towards other nations. The main objective of American foreign policy has always been to promote our national interests. Many factors determine what those interests are.

Oliver Hudson Kelley was an employee of the Department of Agriculture in the 1860s. He made an official trip through the South and was astounded by the lack of sound agricultural practices he encountered. Joining with other interested individuals in 1867, Kelley formed the National Grange of the Patrons of Husbandry, a fraternal organization complete with its own secret rituals. Local affiliates were known as "granges" and the members as "grangers." In its early years, the Grange was devoted to educational events and social gatherings.

Following the Panic of 1873, the Grange spread rapidly throughout the farm belt, since farmers in all areas were plagued by low prices for their products, growing indebtedness and discriminatory treatment by the railroads. These concerns helped to transform the Grange into a political force.



National Grange Headquarters Building,
Washington DC

The Grange Continued

During the 1870s, the Grangers advocated programs such as the following:

- Cooperative purchasing ventures as a means to obtain lower prices on farm equipment and supplies
- Pooling of savings as an alternative to dependence on corrupt banks, an early form of credit union
- Cooperative grain elevators to hold non-perishable crops until the optimal times to sell

A major shortcoming of the movement was the failure to address what was probably the root cause of many farm ills—overproduction. There were too many farmers and too much productive land; the advent of new, mechanized equipment only exacerbated the difficulties.

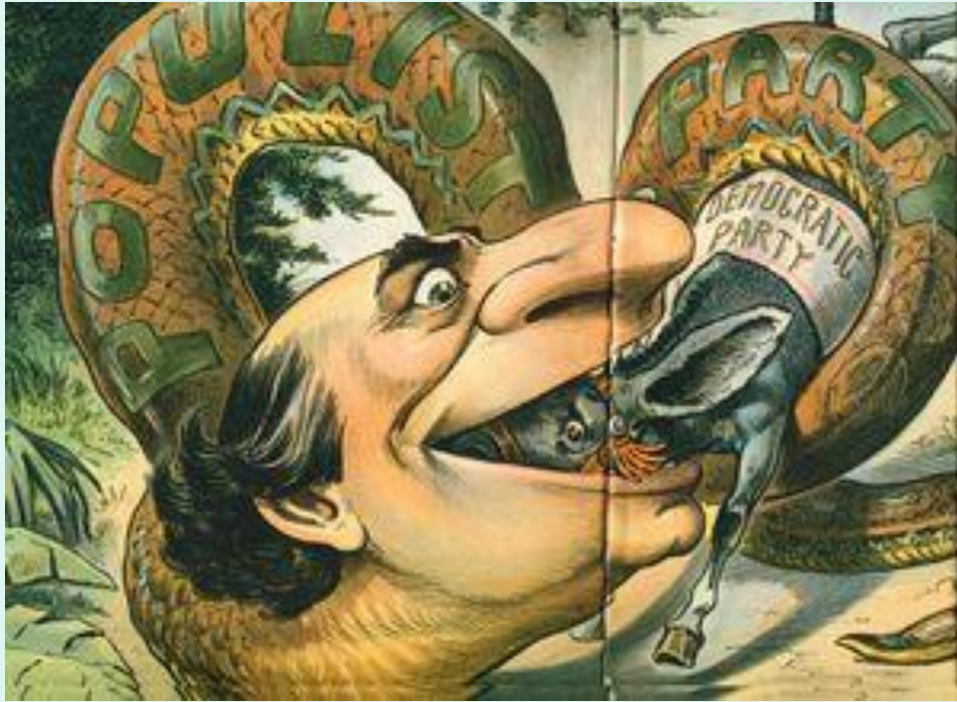
The Grange as a political force peaked around 1875, then gradually declined. New organizations with more potent messages emerged, including the Greenback Party of the 1870s, the Farmers' Alliances of the 1880s and the **Populist Party** of the 1890s. The Grange had played an important role by demonstrating that farmers were capable of organizing and advocating a political agenda.

The Populist Party, 1867–1896

Grangers eventually elected candidates who passed laws to control railroad rates. These laws were struck down by the Supreme Court, but Congress passed the **Interstate Commerce Act** to stop railroad abuses. In 1892, farmers joined forces with a new political party, the **Populist Party**. The Populists represented farmers, laborers and factory workers against banking and railroad interests.

Populist Party Proposals

Unlimited Coinage of Silver. Allow farm prices through cheaper money, making loan repayments	Direct Election of Senators. Have voters instead of state legislatures elect U.S. Senators.
Secret Ballot. Allow people to cast their votes in	Graduated Income Tax. Directly tax wealthy individuals at a higher rate.
Restricted Immigration. Place quotas on future immigration.	Shorter Work Day. Give workers an eight-hour work day.



William Jennings Bryan, who at the nominating convention delivered his now-famous **“Cross of Gold” speech** in condemnation of the gold standard. In the speech, Bryan passionately proclaimed, “We will answer [the Republicans’] demands for a gold standard by saying to them: ‘You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold!’” Because the Democrats ran on a Populist-inspired platform, campaigning for free silver, the two parties joined in supporting Bryan.

In 1896, the Democratic Party nominated **William Jennings Bryan** for President. Bryan adopted much of the Populist program, but lost the election in 1896 and again in 1900 to Republican candidate William McKinley. Bryan’s defeats and better times brought an end to the Populist Party.



The Progressive Movement Emerges

- [The Progressive Movement](#) started between 1900 and the start of WWI
- Made up not of poor farmers but **middle-class reformers** who lived in the **cities**.
- **Their goal** was to correct the political and economic abuses that resulted from Industrialization in America.
- They wanted **government to use its power** to correct the abuses of industrialization.

Muckrakers and Social Reformers

- The Muckrakers were a group of **newspaper writers and reporters** who wrote about the corrupt practices of big business and government.
- **Upton Sinclair** described the unsanitary conditions in the meat packing industry in his novel ***The Jungle***.
- **Jane Addams** was a social reformer who established **Hull House**. The [settlement houses](#) helped to take care of the needs of the poor and new immigrants to America.
- **Jacob Riis** was a New Yorker who wrote about and photographed the conditions of the urban poor in his book [How the Other Half Lives](#).
- W.E.B DuBois and other reformers met in NY City in 1909, where they founded the [NAACP](#) (National Association for the Advancement of Colored People.) Its goal was to achieve full civil rights for African Americans.



Attempts to Reform Government and Politics

- To gain **reform for the social abuses of big business and government** Progressive candidates were elected to positions in the local and state governments where they introduced laws to make government responsive to the people's needs and to be less corrupt.



Secret Ballot. Voters now marked their ballots without their names, making them less subject to pressure and intimidation.

Election Reforms. In some states, voters gained the right to introduce bills directly into the state legislature. Some voters could also show their support for a bill by voting on whether or not they wanted it passed. Lastly, in some states elected officials could be removed from office by voters in a special election.

Progressive Reforms

Direct election of Senators. The Constitution originally gave state legislatures the power to elect U.S. Senators. The 17th Amendment (1913) changed the Constitution to make Senators elected directly by the people.

Direct Party Primaries. Party leaders began holding special elections (primaries) to determine who should be nominated by their party. This allowed party members, not political bosses, to control the selection of party candidates.

The Progressive Presidents

- Presidents Theodore Roosevelt and Woodrow Wilson used the powers of the President to introduce Progressive ideas at the national level.

Theodore Roosevelt. 1901-1910.

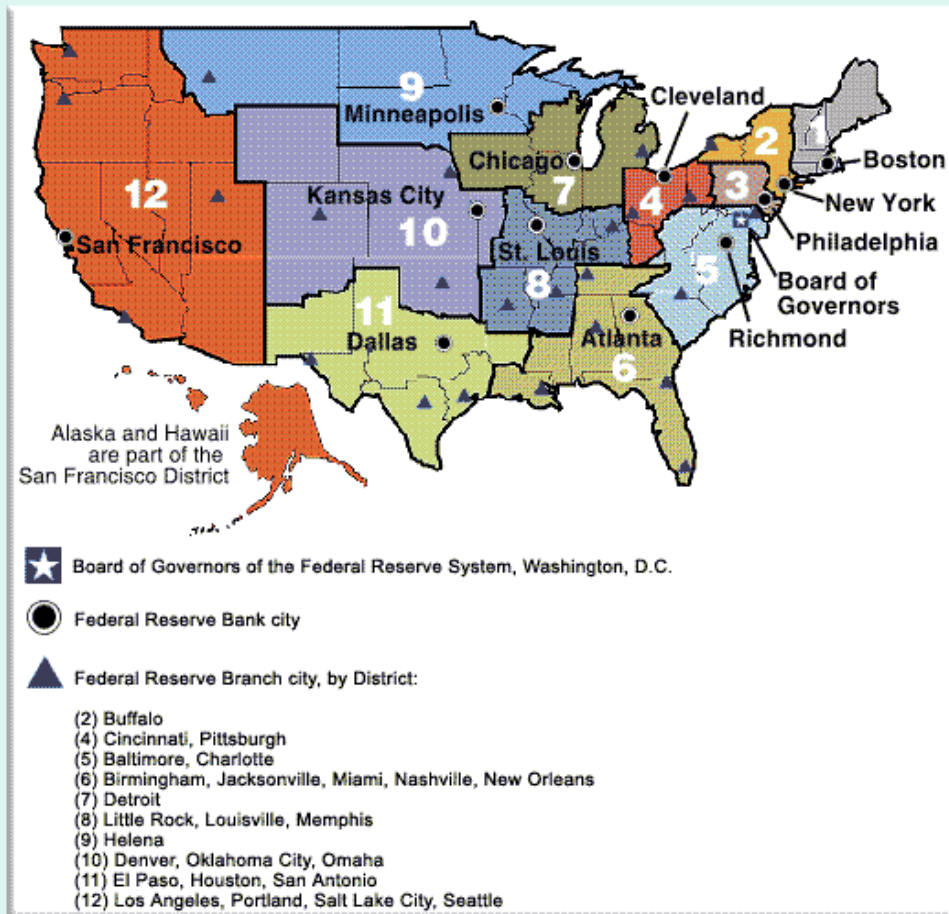
- Launched the **breakup** of the **Standard Oil Company** to break the control that it had on the oil industry. He became known as a "[Trust-Buster](#)".
- Passed the **Pure Food and Drug Act** and the **Meat Inspection Act** in 1906 in response to Sinclair's book *The Jungle*.

He also promoted conservation of wildlife areas on federal lands starting the modern National Park System. The president, with the aid and encouragement of Chief Forester [Gifford Pinchot](#), worked to preserve more than 170 million acres, mostly in the West, in the forms of national parks and monuments.



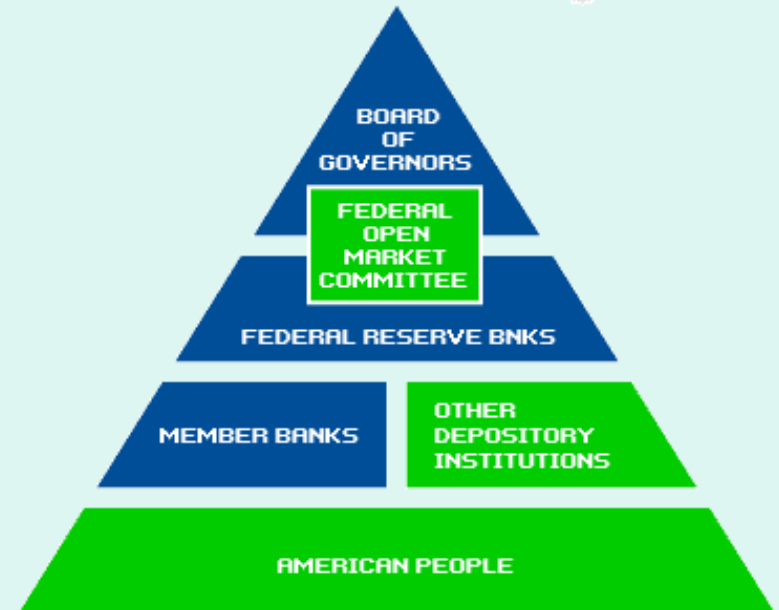
Woodrow Wilson. 1913-1921.

- Like Roosevelt he used his power as President to control big business and improve working conditions in America.
- Helped pass a Constitutional Amendment for the graduated income tax, requiring the rich to pay a higher percentage of their income in tax than less well-off Americans.
 - Introduced the [Federal Reserve Act of 1913](#). The Act established a system of Federal Reserve Banks to regulate money and the banking industry by fixing the amount that banks could lend.



Locations of the Reserve Banks and their Branches, along with District boundaries and assigned District numbers.

The Federal Reserve System



The Women's Suffrage Movement

In the middle 1800s, men still held most positions of authority in society. Women began to organize in a struggle for equality.

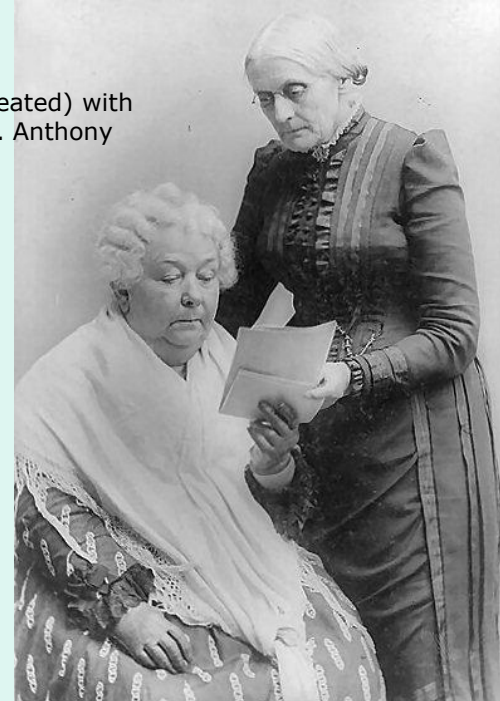
Legally. Women were denied full equality of citizenship. They lacked the right to vote. To serve on juries, and to hold public office.

Socially. Women were expected to care for their home and children. They received little schooling. In Fact, almost no colleges were willing to accept women.

How Women Were Treated in the 1800s

Economically. Once a women married, her husband usually took control of her income and property. Women were paid less than men for the same work. Higher paying jobs were not open to women.

Stanton (seated) with
Susan B. Anthony



To bring about change, women began to organize. Among the leaders for women's rights were [Lucretia Mott](#) and [Elizabeth Cady Stanton](#). In 1848, they helped organize a women's rights meeting in Seneca Falls, New York to "discuss the social, civil, and religious rights of women." The [Seneca Falls Convention](#), which passed resolutions that women were equal to men, is often seen as the start of the Women's Rights Movement.

- By the late 1800s, the chief goal of the movement was **suffrage** (winning the right to vote).
 - Elizabeth Cady Stanton and [Susan B. Anthony](#) led the campaign to win this right.
- During World War I, millions of women filled the male jobs, in factories, mills and mines. After the war it was harder than ever to deny that women were the equals of men.
- The Nineteenth Amendment was passed in 1920, prohibiting states from denying any citizen the right to vote on the basis of gender.

Nineteenth Amendment

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.

Passed June 4, 1919. Ratified August 18, 1920.

The Progressive Movement Comes to and End

- In 1917, Americans entered World War I.
- Women's suffrage had been added to the Constitution.
- Prohibition had been passed and added as a Constitutional Amendment.
 - The best Progressive ideas had been made into laws.
- The Direct election of Senators (17th Amendment) by the people
 - The Secret ballot
- Anti-trust legislation like the Sherman Anti-trust Act and the Clayton Anti-trust Act.
 - Trusts had been busted.
- Consumer protection laws like the Pure Food and Drug Act were passed.
 - The referendum, initiative and recall were added in many states
- Direct party primaries to elect candidates for office by the people had been passed.
 - The Interstate Commerce Act had been passed to regulate railroads and help farmers.
- Safety regulations in the work place and laws regarding tenements were passed.
- The goals of the Progressives had been reached. Using **government to correct the abuses caused by industrialization and urbanization** and **reforming society to benefit people by bringing more democracy to the average citizen.**

U.S. Foreign Policy 1898 - 1918

During the late 1800s, the United States emerged as a major world power.

The Spanish-American War of 1898

- Cuba, 90 miles off the coast of Florida, was one of Spain's last colonial possessions in Latin America.
 - In 1894, Cubans rebelled to obtain their independence.
 - Spain brutally crushed the rebellion.
 - **Several factors led the United States to intervene:**

Causes of the Spanish-American War

Humanitarian Concerns. Americans felt they had a moral obligation to help the Cuban people in their struggle for independence from Spain.

Yellow Journalism. In the 1890s, several U.S. newspapers (especially those of Hearst and Pulitzer) deliberately sensationalized news from Cuba with stories of atrocities to sell more papers. Americans felt obligated to help the Cubans against Spanish brutality.

Economic Interests. The U.S. government wanted to protect American investments in Cuba and to prevent interruption of U.S. trade with Cuba.

Sinking of the *Maine*. The U.S. battleship *Maine* was blown up in Cuba's Havana harbor. Newspapers blamed the explosion on Spanish sabotage, leading to the declaration of war.

- [The Spanish-American War](#) lasted less than four months.
- The Spanish were no match for the superior American forces.
- **The Spanish-American War signaled the emergence of the United States as a world power.**
- American troops defeated Spanish troops in the Philippines, Cuba and Puerto Rico.
- The U.S. took over the Philippines, Guam, and Puerto Rico from Spain. Cuba became independent.

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.

EDITION FOR GREATER NEW YORK

NEW YORK JOURNAL AND ADVERTISER.

NO. 3372. NEW YORK, THURSDAY, FEBRUARY 17, 1904. 10 PAGES. PRICE ONE CENT.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

\$50,000!

\$50,000 REWARD!
For the Detection of the Perpetrator of the Maine Outrage!

The New York Journal offers a reward of \$50,000 for the detection of the perpetrator of the Maine outrage. The reward will be paid to the person or persons who shall furnish information leading to the conviction of the perpetrator of the crime. The reward will be paid to the person or persons who shall furnish information leading to the conviction of the perpetrator of the crime. The reward will be paid to the person or persons who shall furnish information leading to the conviction of the perpetrator of the crime.

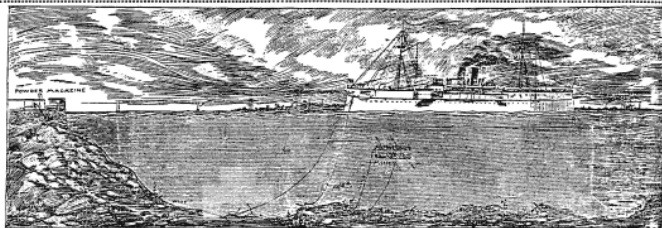
Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.

The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was Destroyed on Purpose.

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NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE

Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War—Officers and Men Tell Thrilling Stories of Being Blown Into the Air Amid a Mass of Shattered Steel and Exploding Shells—Survivors Brought to Key West Scout the Idea of Accident—Spanish Officials Protest Too Much—Our Cabinet Orders a Searching Inquiry—Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.

863,956 WORLD CIRCULATED YESTERDAY

The World. 863,956

NEW YORK, THURSDAY, FEBRUARY 17, 1904

MAINE EXPLOSION CAUSED BY BOMB OR TORPEDO

Capt. Sigsbee and Consul-General Lee Are in Doubt—The World Has Sent a Special Tug, With Submarine Divers, to Havana to Find Out—Lee Asks for an Immediate Court of Inquiry—260 Men Dead.

IN A SUPPRESSED DESPATCH TO THE STATE DEPARTMENT, THE CAPTAIN SAYS THE ACCIDENT WAS MADE POSSIBLE BY AN ENEMY

Dr. E. C. Pendleton, Just Arrived from Havana, Says He Overheard Talk, There of a Plot to Blow Up the Ship—Capt. Zairnski, the Dynamite Expert, and Other Experts Report to the World that the Wreck Was Not Accidental—Washington Officials Ready for Vigorous Action if Spanish Responsibility Can Be Shown—Divers to Be Sent Down to Make Careful Examinations.

Hearst's treatment was more effective and focused on the enemy who set the bomb—and offered a huge reward to readers

Pulitzer's treatment in the *World* emphasizes horrible explosion

America Builds a Colonial Empire

- The U.S. became a colonial power ruling over a large overseas empire.
 - Some felt this violated the democratic principals of the country.
 - Most American's though supported the new policy of **U.S.**

Economic Reasons. The United States was now an industrial power. **Colonies would provide raw materials for factories and markers to sell goods.**

Belief in Moral Superiority. Many Americans believed they were a superior race and had a moral obligation to extend their way of life to others.

Reasons For Overseas Expansion

Desire to be a Great Power. Some people believed that to be a powerful nation, the United States needed overseas colonies to provide naval bases. Otherwise, rival powers would gain control of these strategic places.

The White Man's Burden

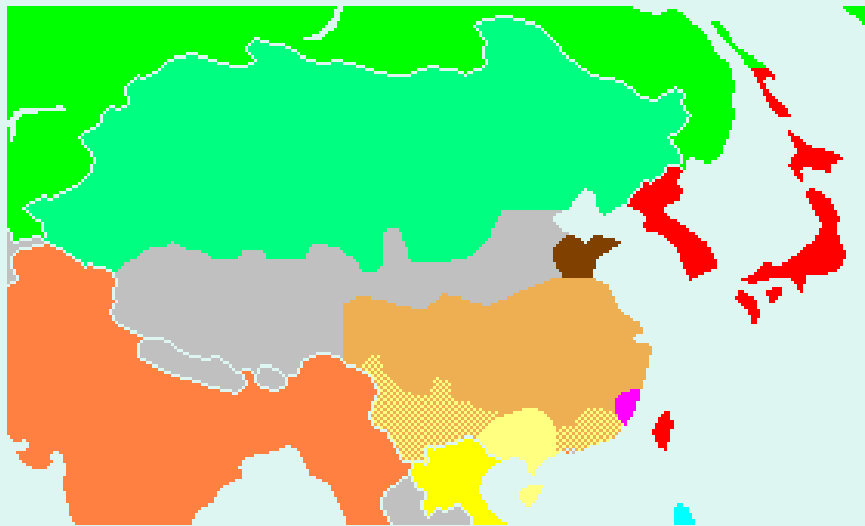
- Rudyard Kipling's poem presents a Eurocentric view of the world, in which non-European cultures are seen as childlike.
 - This view proposes that white people consequently have an obligation to rule over, and encourage the cultural development of, people from other ethnic and cultural backgrounds until they can take their place in the world by fully adopting Western ways.
- The term "the white man's burden" has been interpreted as racist, or taken as a metaphor for a condescending view of non-Western national culture and economic traditions.

American Involvement in the Pacific

- **Japan.** Japan's rulers had blocked contact with other countries for nearly 200 years.
- In 1853, [Commodore Matthew Perry was sent to Japan](#) to demand that it open itself to trade with the United States.
- Fearing Western military power Japan gave in.
- After opening their doors to the world, Japan quickly learned to adopt Western ideas and technology.



A political cartoonists' commentary on Roosevelt's "big stick" policy



Spheres of influence

Territory

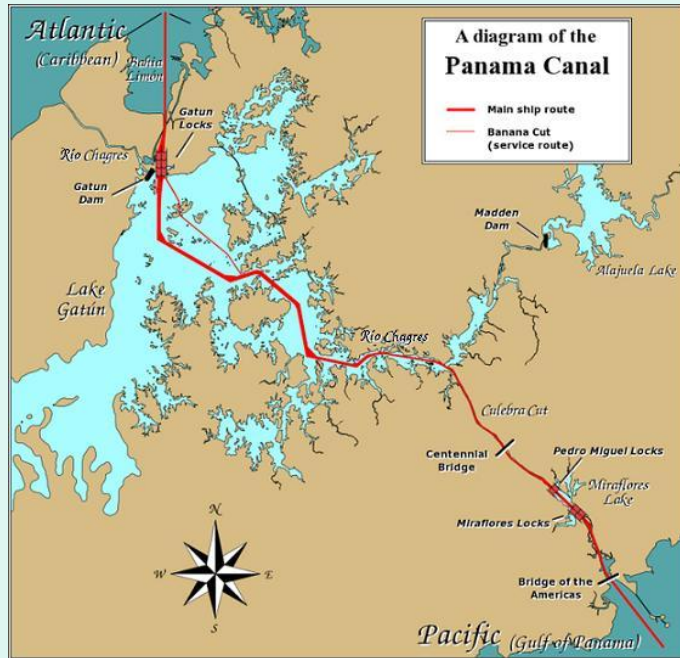
- Russian
- Japanese
- British
- French
- German

- Russian
- Japanese
- British
- French
- American

- **China.** In 1899, Americans grew concerned that European powers were taking over [China](#) and cutting off U.S. trade.
- In reaction, the United States announced the "[Open Door Policy](#)."
- The Open Door policy was designed to protect U.S. trading rights in China.

American Involvement in the Caribbean

- After the Spanish-American War the U.S. also gained direct control of Puerto Rico and indirect control of Cuba.
- In 1904, President Theodore Roosevelt declared that the United States would act as a policeman in the Western Hemisphere.
- The expansion of U.S. power in the Caribbean became known as the [Roosevelt Corollary to the Monroe Doctrine](#) or [Big Stick Policy](#).
- Roosevelt and later Presidents repeatedly sent troops to countries in the West Indies and Central America.
- Roosevelt used the Big Stick policy when he supported Panamanian rebels against Columbia so they could gain independence and grant the U.S. permission to build the [Panama Canal](#).



1. The Seneca Falls Convention, held in 1848, is a significant event in United States history because it
 - (1) supported the Missouri Compromise
 - (2) was the first national labor union meeting
 - (3) provided the United States with new western territory
 - (4) was an important step in the women's rights movement
2. In the late 1800s, rapid urbanization was mainly the result of the
 - (1) shortage of land for new farms
 - (2) federally funded city redevelopment projects
 - (3) impact of industrialization
 - (4) migration of formerly enslaved persons to the West
3. A major goal of the Sherman Antitrust Act was to
 - (1) prevent the formation of business monopolies
 - (2) limit imports from foreign nations
 - (3) set fair prices for manufactured goods
 - (4) protect consumers from dangerous products
4. During the Progressive Era (1900–1920), muckrakers were best known for
 - (1) forming new political parties
 - (2) organizing protest rallies and marches
 - (3) serving in Congress and state legislatures
 - (4) exposing harmful practices of business and government
5. In 1899–1900, what was the goal of the United States when it began its Open Door policy toward China?
 - (1) defending its new Asian territories
 - (2) protecting China from a Japanese invasion
 - (3) assuring equal trading rights for itself
 - (4) stopping importation of inexpensive goods from China
6. In 1892, the United States government opened Ellis Island primarily to
 - (1) process immigrants arriving from overseas
 - (2) defend New York City from attack
 - (3) check the safety of imported products
 - (4) serve as the first federal prison in New York State
7. What was an immediate economic result of the use of mass-production techniques in American factories?
 - (1) increased use of homemade goods
 - (2) reduced cost of goods
 - (3) improved safety conditions
 - (4) expanding membership in labor unions
8. Progressive Era writers such as Upton Sinclair and Ida Tarbell were called muckrakers because they
 - (1) exposed corruption in business and government
 - (2) based their writings on unsupported opinions
 - (3) were members of political machines
 - (4) supported changes in farming methods
9. Which event led to the passage of laws that created safer working conditions?
 - (1) Haymarket riot
 - (2) Pullman strike
 - (3) Triangle Shirtwaist fire
 - (4) breakup of the Standard Oil Company

10. In the period from 1890 to 1910, most immigrants from eastern and southern Europe settled in large cities of the eastern United States primarily because

- (1) farmland had become very scarce
- (2) factory jobs were available for unskilled workers
- (3) there was much less discrimination in those cities
- (4) they came mainly from large cities in their home countries

11. In the late 1800s, Western nations carved out

- spheres of influence in China in order to
- (1) support Chinese business interests
 - (2) gain special trading privileges
 - (3) protect their diplomats from foreign attacks
 - (4) limit Chinese immigration to their countries

12. Which overseas action most clearly demonstrates the use of Theodore Roosevelt's Big Stick foreign policy?

- (1) purchase of Alaska from Russia
- (2) declaration of war against Germany in 1917
- (3) seizure of the Hawaiian Islands
- (4) support of the Panamanian revolt

13. The writings of the muckrakers, the formation of the National Association for the Advancement of Colored People (NAACP), and the work of Susan B. Anthony all demonstrated the

- (1) need for social reform
- (2) desire for more public schools
- (3) power of the central government
- (4) importance of immigration laws

14. In the 1840s, Seneca Falls, New York became the center of the movement for

- (1) women's rights
- (2) temperance reform
- (3) labor union organization
- (4) states' rights

15. During the 1800s, Irish immigrants faced discrimination mainly because of their

- (1) religious beliefs
- (2) upper-class backgrounds
- (3) conservative political views
- (4) reluctance to learn the English language

16. “. . . You furnish the pictures; I'll furnish the war.”

— William Randolph Hearst
(to war correspondent Frederic Remington)

Which cause of the Spanish-American War is most clearly shown by this statement?

- (1) imperialism
- (2) militarism
- (3) political ambition
- (4) yellow journalism

17. During the Progressive Era, many states began to use primary elections to allow voters to

- (1) remove elected officials from their offices
- (2) petition their elected representatives to pass laws
- (3) choose party candidates for elected offices
- (4) express their views on proposed new laws

Base your answer to question 18 on the cartoon below and on your knowledge of social studies.



18. The cartoonist pictures President Theodore Roosevelt's approach to governing as

- (1) blending several different political ideas
- (2) favoring conservative views over other approaches
- (3) stirring up outdated practices
- (4) supporting the interests of the wealthy

Base your answer to question 19 on the poem below and on your knowledge of social studies.

*"Give me your tired, your poor,
Your huddled masses yearning to breathe
free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost, to
me,
I lift my lamp beside the golden door!"*
— Emma Lazarus

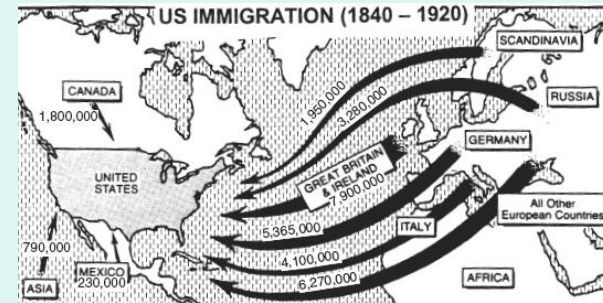
19. The main message of this poem was to

- (1) encourage a back-to-Africa movement among freed slaves
- (2) call for the imprisonment of illegal immigrants
- (3) welcome new immigrants to the United States
- (4) support the quota system placed on immigrants

20. The primary goal of muckrakers was to

- (1) change immigration patterns in the United States
- (2) provide a greater variety of economic opportunities
- (3) expose corruption in business and government
- (4) fight racial discrimination and segregation

Base your answer to question 21 on the map below and on your knowledge of social studies.



21. During the period 1840–1920, from which area did the largest number of immigrants come to the United States?

- (1) Asia
- (2) Canada
- (3) Germany
- (4) Great Britain and Ireland

22. The goal of the Open Door policy of the United States was to

- (1) establish military control of Latin America
- (2) protect United States trading rights in China
- (3) encourage Japanese immigration to the United States
- (4) allow for free trade with the Philippines

23. Which document would be a primary source for the study of Prohibition?

- (1) an American Federation of Labor pamphlet written in 1952
- (2) Harriet Beecher Stowe's *Uncle Tom's Cabin*
- (3) a speech by President Herbert Hoover on the Good Neighbor policy
- (4) a letter to the editor written in 1918 describing the dangers of alcohol

First, let's start with a little pop quiz:

Which of the following is true about multiple-choice tests:

- a. Everybody takes them
- b. They're not always fun
- c. You can improve your test-taking skills
- d. All of the above

Pencils down!

The correct choice is **answer d**. While multiple-choice tests are among the most popular testing forms, they're also among the easiest at which to improve.

Whether you're working on Mrs. Sneadley's multiple-choice unit test on the Civil War, taking a standardized test to measure your progress in math, or dreaming of passing your driver's permit — it pays to polish your multiple-choice test-taking skills.

1. Manage your minutes.

Always have a sense of how many questions you have to tackle and how long you have to do it in. Take a quick flip through the pages of your exam and note how much time you have left (wearing a watch on test day is a good idea). One eye on the clock isn't meant to stress you out, it just ensures that you have enough time to get through everything.

2. Do several sweeps.

There are some tests (like those on a computer), where you can't pick and choose your answer order, but on a paper test it can work to your advantage to go through and quickly take care of all the answers you know. Then circle back for ones you're pretty sure of, leaving the head-scratchers for last.

3. Mind your bubble sheet.

While skipping around can make a multiple-choice test much more manageable, it can also get you into a whole heap of trouble if you're not careful to keep your answers lined up with your questions. More than one poor soul has realized at the last minute that an entire bubble sheet of answers was off by one space. Don't let this happen to you.

4. Understand what's being asked.

One of the biggest challenges with multiple choices is to not misinterpret what's being asked: some choices will be related to the subject but won't answer the question. For instance,

Why do some birds fly south for the winter?

1. Because they have feathers
2. Because they migrate to warmer climates
3. Because they eat birdseed
4. Because they fly in patterns

All of the choices are true about birds, but only one choice — **answer b** — answers the question asked.

5. Eliminate the obvious.

Are you allowed to write on the test booklet? If so, try crossing out answers you're sure are off base. That way you'll be able to focus in on real possibilities for the right answer without being distracted. Think about it like this: if you're having trouble picking out what's right, sometimes you can deduce what it is by eliminating the wrong answers.

6. Make an educated guess.

If you've gone through all the steps and you're still not sure, try to narrow it down to the two best options and then... make your best guess. A 50/50 chance of getting it right isn't bad and it usually makes sense to try to answer the question instead of leaving it blank. One exception is some standardized tests, but assume it's good to mark an answer and ask your teacher if you're not sure whether a maybe-right answer is better than no answer.

7. Go with your gut.

Once you've made your answer selection, it's usually best not to change it. Certainly there are exceptions to this, but in general don't second-guess your first impulse.

U.S. Foreign Policy 1898 - 1918

The United States in World War I

America had traditionally followed the foreign policy initiated by **George Washington** of non-involvement or **isolationism** in European affairs. But developments in transportation and communication brought distant parts of the world closer. Trade with Europe and concern for the future of democracy eventually brought Americans into WWI.



In the trenches: Infantry with gas masks, Ypres, 1917



In the trenches: Royal Irish Rifles in a communications trench on the first day on the Somme, 1 July 1916

The Outbreak of War in Europe, 1914

There were four MAIN causes for the outbreak of WWI in Europe:

- **Militarism**– a vast buildup of military weapons by European countries seeking to defend themselves left all with many weapons to use when an outbreak started.
- **Alliances**– European nations made open and secret alliances with each other which when fighting started led to a war which involved all of Europe.
- **Imperialism**– The nations of Europe were competing with each other over colonies in Africa and Asia. This rivalry over new and old colonies led to conflicts as all looked to gain power from overseas colonies during the age of imperialism.
- **Nationalism**– Intense nationalism or a pride and love of ones country which allows for a person to be willing to make sacrifices including dying for their nation.
- The **immediate cause** or spark that set off the war was the **assassination on Archduke Franz Ferdinand** of Austria-Hungary by a Serbian nationalist.



The United States Becomes Involved, 1917

When war first broke out, President Wilson attempted to follow the traditional policy of **neutrality (do not get involved in the war but trade with both sides to make a profit.)**. Despite his best efforts, Americans eventually became involved in the war.

Reasons for U.S. Involvement in World War I

Ties with the Allies: A common language and history tied Americans to Britain. The United States, Great Britain, and France also shared the same democratic political system, while Britain was a major trading partner.

German Actions. Americans were shocked at Germany's invasion of neutral Belgium. Publication of the **Zimmerman Telegram**, a secret German offering to help Mexico against the United States, further angered Americans.

German Use of Unrestricted Submarine Warfare: Germany began to sink ships carrying goods to Britain. This violated "**freedom of the seas**", the principle that neutrals have a right to ship non-war goods to nations at war. When German submarines attacked unarmed U.S. ships, Congress declared war of Germany..



SOME PROMISE!
April 1917

The United States At War, 1917-1918

Once war was declared, it was supported by a majority of Americans. President Wilson announced that the war was being fought to "save the world for democracy." Congress gave Wilson sweeping powers to control businesses and workers. A military draft brought millions of soldiers into the army. **Women and African Americans joined the workforce to replace men sent overseas and to produce war goods.**

The Peace Settlement

- President Wilson announced America's war aims in the **Fourteen Points**.
- They called for freedom of the seas, reduced armaments, and an end to secret treaties between nations.
- Wilson also proposed creation of a **League of Nations to peacefully settle future disputes between countries**.
- The final peace settlement is known as the **Treaty of Versailles**. The terms of the treaty were very different from Wilson's Fourteen Points.
- **The Treaty of Versailles was quite harsh on Germany** which had to pay reparations to the Allies for starting the war, lose territory, give up its colonies and accept total blame for the war. The harsh terms of the treaty would hurt Germany and **led to conditions which gave rise to the dictators of World War II**.
- The Treaty did adopt Wilson's plan for a League of Nations. **Congress though refused to sign the treaty fearing that the League would drag the nation into future wars**.
- The refusal of the U.S. to join the League left it weak and powerless and signaled **a return of U.S. foreign policy to isolationism**.
- In the 1920s, Americans kept away from involvement in European affairs, raised tariff rates, and restricted immigration from southern and Eastern Europe.



Europe during World War I



Europe after World War I

The Roaring Twenties 1920 - 1929

After World War I ended, rising standards of living resulted in the growth of the middle class, an increase in single-family homes and the development of the early suburbs. Working conditions and wages improved, while women entered the workforce in larger numbers. But not all groups shared in this prosperity.

Factors Underlying The Prosperity of the 1920s

Rise of the Automobile

In the 1920s, auto ownership jumped from 7 to 23 million. This enormous growth in automobile ownership stimulated other industries such as steel, glass, and rubber. By 1929, one of every nine workers was employed in an auto-related industry.

Development of Other Industries

The use of electricity created new household products; vacuum cleaners, refrigerators, and toasters. The new products created jobs, and produced large profits for many companies.

Improved Production

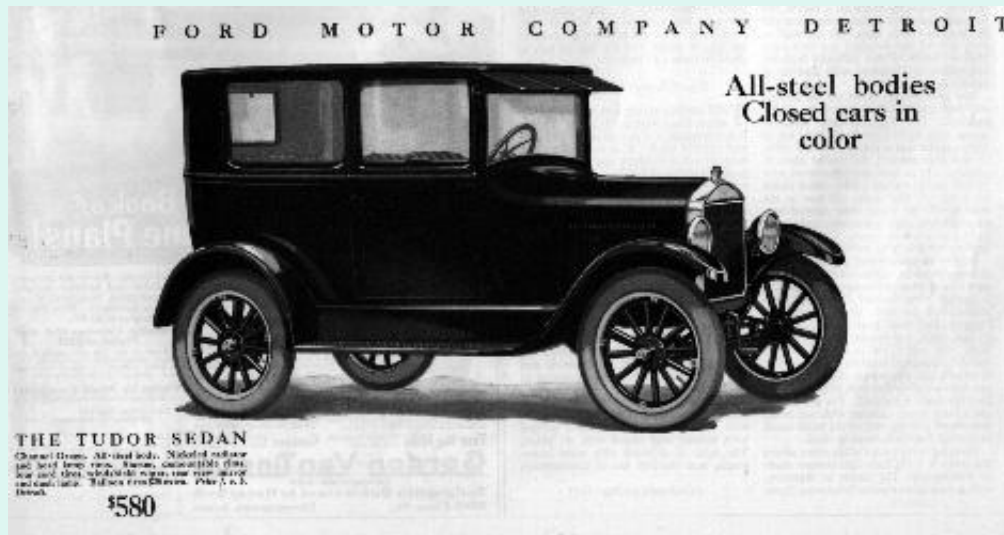
New production techniques were applied to manufacturing. The **assembly line** (where workers stayed in one place as products came to them on a conveyor belt), and other labor-saving devices made American industry more efficient and productive.

Government Policies

From 1920 to 1932, three Republican Presidents; Harding, Coolidge and Hoover, followed policies favoring business. Each believed in **laissez-faire capitalism**: that government should interfere as little as possible in the affairs of business.

Cultural Values in Conflict

- The spread of **automobiles**, changes brought about by **electricity**, and new scientific discoveries had a deep impact on American society.
- The 1920s saw the appearance of new and conflicting values.
- **Women felt more confident than ever before and wore new clothes and hairstyles that reflected independence.**
- More leisure time gave people opportunity for entertainment. Americans worshipped new heroes like baseball great [Babe Ruth](#), [Charles Lindbergh](#) (the first person to fly solo across the Atlantic), and [Amelia Earhart](#) (who disappeared in a daring attempt to fly solo around the world).



Advertisement for a typical [Model T Ford](#) from the 1920s, the most popular car of the decade until the introduction of the [Ford Model A](#) in 1928.



In the early twentieth century, large numbers of African Americans migrated from the South to the cities of the North. The center of African-American cultural life in the 1920s was Harlem in New York City. **African Americans expressed new pride in their culture during what became known as the "Harlem Renaissance."** African American poets like [Langston Hughes](#) and [Countee Cullen](#) expressed a new sense of independence, while jazz music became popular across the nation.

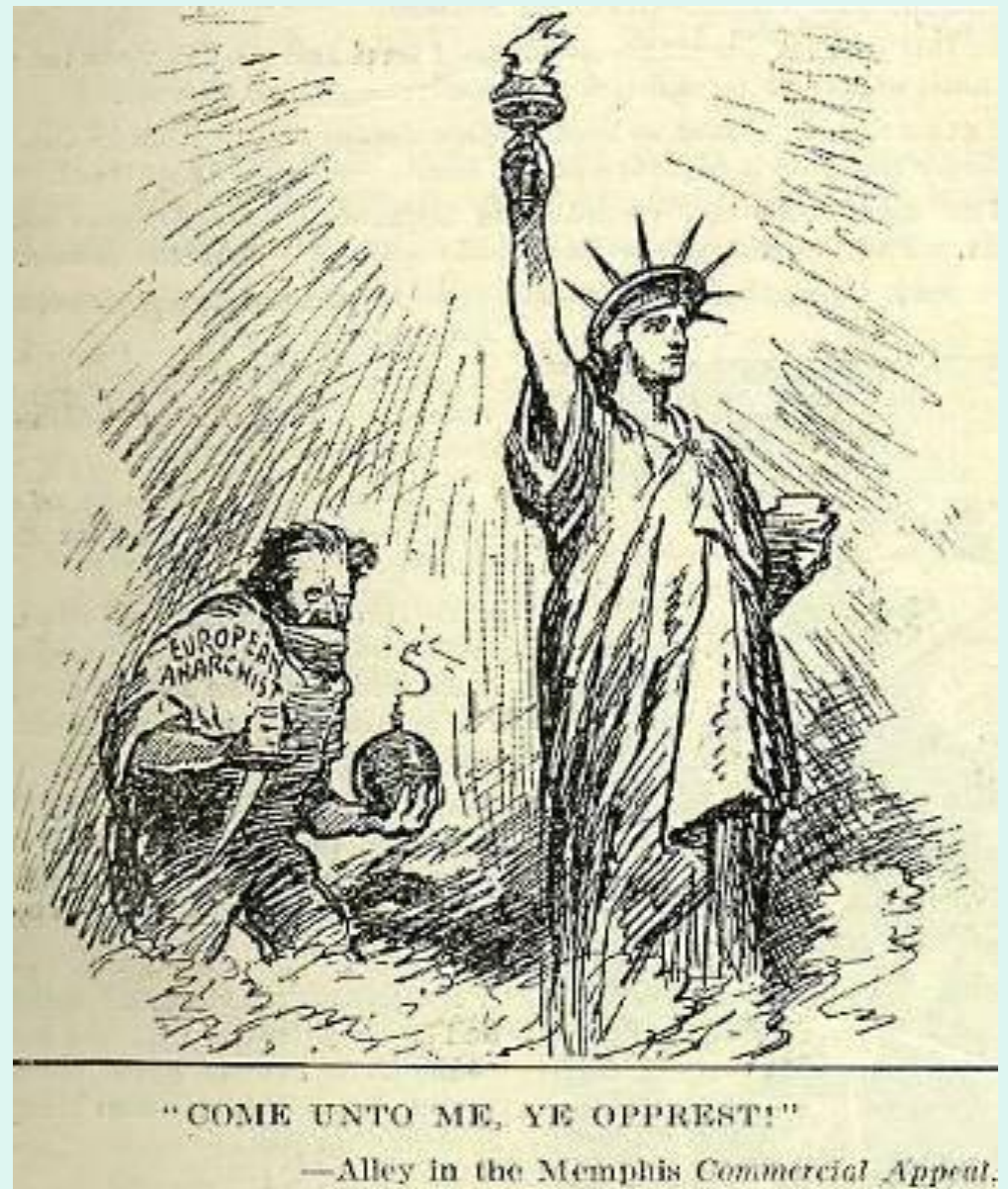


"Yes, it's a noble experiment."

- Many reformers saw liquor as the main cause of poverty crime and the breakdown of the families.
- In 1919, states ratified (approved) the **Eighteenth Amendment** ([Prohibition](#)), prohibiting the sale and distribution of alcoholic beverages.
- However by 1933, it was evident that an increasing part of the population refused to accept the ban. The demand for illegal liquor stimulated the growth of organized crime.
- Prohibition came to an end with the passage of the **Twenty-first Amendment**.
- **This showed that unpopular laws are often difficult to enforce.**

Threats to Civil Liberties

- The 1920s saw new attacks on some people's rights.
- Many Americans feared that foreign ideas would infect the nation.
- Immigrants and racial minorities frequently became the targets of hostility.
- One reason for such attacks was the [Red Scare](#) a fear that Communism (which took over Russia in 1917) would take over the United States.
- Thousands of people suspected of being Communists were arrested in 1919-1920.
- African Americans also became the victims of mob [lynching](#).
- The [Ku Klux Klan](#) reemerged during the 1920s.
- Klan members were hostile to African Americans, Catholics, Jews and immigrants and often acted violently against them.



Political cartoon of 1919 depicting an anarchist attempting to destroy the Statue of Liberty

America in the Great Depression 1929 - 1940

Economies often go through good and bad periods. Economists refer to these up-and-down periods as the **business-cycle**. In good times businesses are growing and it is easy to find a job. The bad times are called **recessions**. When it gets really bad and businesses fail and many, many people lose their jobs and can not find work it is called a **depression**. The [Great Depression](#) was the worst such depression in American history. It began with the Stock Market Crash of 1929, and lasted throughout the 1930s.

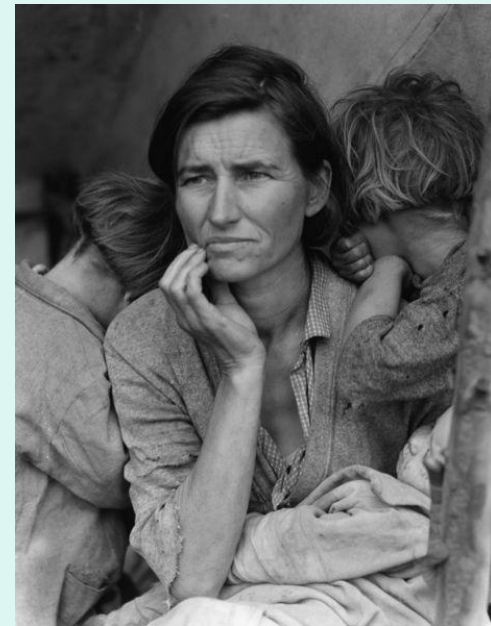
Causes of the Great Depression

Overproduction. The 1920s saw rapid increases in the production of new goods like cars and radios. Manufacturers were making more goods than Americans could afford to buy.

Shaky Banking. In the 1920s the government did not regulate banks. Bankers often invested depositor's money in unsound investments like stocks. Consumers bought more than they could afford using **installment loans** which they could not pay back when they lost their jobs.

Stock Market Speculation. As stock prices rose in the 1920's, more and more people bought stocks, hoping to get rich quick. People bought stocks on credit, promising to pay the rest later. When the [stock market crashed](#), many could not pay.

[Dorothea Lange's](#) *Migrant Mother* depicts destitute pea pickers in California, centering on [Florence Owens Thompson](#), a mother of seven children, age 32, in Nipomo, California, March 1936.

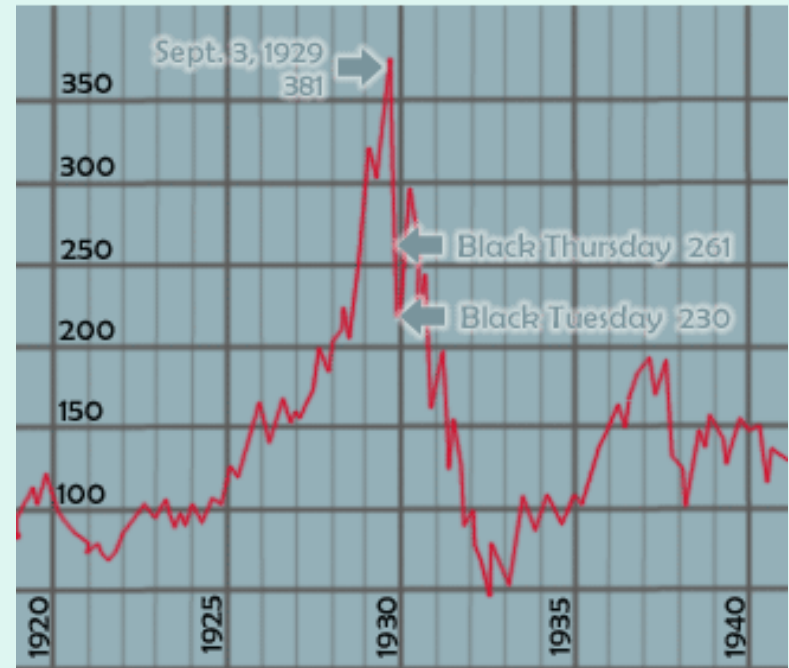


The Stock Market Crash of 1929

- In October 1929, stock prices suddenly fell. People tried to sell their stocks but no one wanted to buy them.
- After the crash, people had no money to spend and many businesses could not sell their goods.
- Some businesses were forced to shut down.
- As people lost their jobs, they had even less money to spend, leading to more business failures and forcing even more people out of work.



Dow Jones Industrials, 1920-1940



The Dust Bowl

- In the Great Plains, farmers were affected by a series of droughts.
- Crops dried up and the soil turned to dust.
- Farmers had over planted the land and stripped in of the natural grasses that held the top soil in place.
- Farmers, unable to pay their mortgages had to leave their farms.
- Overproduction left over from WWI had led to low prices.
- Over one million farmers were driven from their lands by the "dust bowl" and became migrant farm workers in California.

Franklin D. Roosevelt and the New Deal

- President [Herbert Hoover](#) felt that the federal government should not directly interfere in the economy ([laissez-faire](#) capitalism)
- He believed private organizations could provide enough help.
- Hoover eventually tried to help but it was too little too late and many Americans blamed Hoover for the Depression calling makeshift villages made of cardboard homes for squatters "[Hoovervilles](#)"



In the early 1930s shantytowns sprang up in cities across the United States, built by people made homeless by the Great Depression. The areas, like this one in Seattle, were nicknamed Hoovervilles because their inhabitants blamed United States president Herbert Hoover for their plight. [MSN Encarta](#)

The Nation Turns to Franklin D. Roosevelt

- By 1932, more than 13 million people were jobless, thousands stood in bread lines waiting for a meal, banks were failing, and thousands of people were losing their homes and farms.
- In the 1932 election, [Franklin Delano Roosevelt](#) (FDR) promised new programs to put people back to work.
- Roosevelt won the election and began his plan called the [New Deal](#) to help solve the problems caused by the Great Depression and fix the problems that led to the Great Depression.
- **The New Deal established the idea that the federal government has a major responsibility for making sure that the nation's economy runs smoothly.**
- **It also established the idea that the government has a responsibility to help out citizens when times get tough.** This Progress or Liberal idea contrasted with laissez-faire capitalism wanted government to have a hands on relationship with the economy and citizens.

Roosevelt explained his New Deal in terms of three "R's":

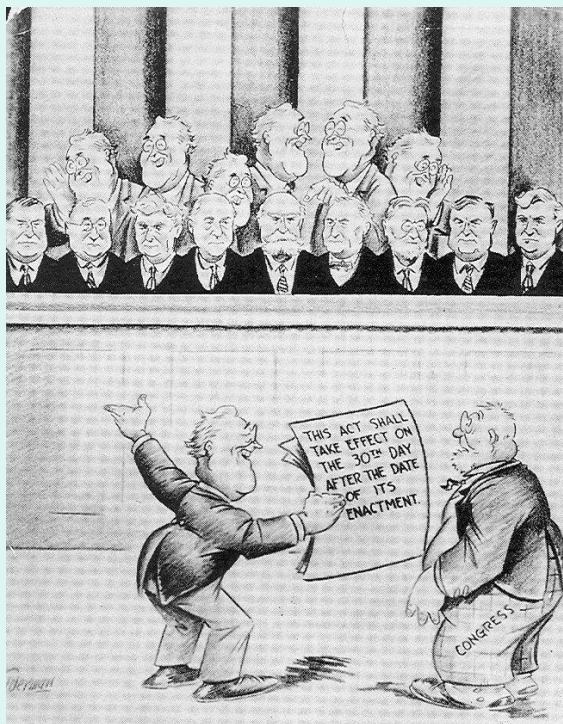
Relief. These were measures which were taken that were short-term steps to tide people over until the economy recovered. In those days, there was no unemployment insurance as there is today. Many Americans were without food or shelter and needed immediate help.

Recovery. These measures helped restore the economy by rebuilding people's purchasing power. The Measures included the NRA (National Recovery Administration 1933), which promoted recovery laws for businesses. The laws set prices and placed limits on production.

Reform. These measures sought to correct defects to ensure that such a severe depression would never strike again. New laws prevented abuses in the stock market and banking. The most important measure was the [Social Security Act](#) (1935) It established funds to help Americans in case of disability and during old age..

Roosevelt's Court-Packing Scheme

- The greatest threat to the New Deal came from the Supreme Court which kept declaring New Deal laws unconstitutional.
- In 1937, Roosevelt proposed expanding the court so he could appoint enough new justices to give him a majority on the court.
- Many people saw the plan as an attempt to control the judiciary and circumvent the checks and balances system.
- Although Roosevelt failed to "[pack](#)" the court, the Supreme Court stopped overturning New Deal legislation.



Roosevelt's energetic public personality--"the only thing we have to fear is fear itself," and his "[fireside chats](#)" helped restore confidence.

Major Themes in U.S. History: Contributions of Individuals

Presidents of the United states

- The President is the chief executive of the government and the symbol of our nation to the world.
- The President is in charge of U.S. foreign policy, military preparedness, and the national economic policy.
- The Presidents who have most influenced the course of American history include:

•• **George Washington**

•• **Thomas Jefferson**

•• **Andrew Jackson**

•• **Abraham Lincoln**

•• **Theodore Roosevelt**

•• **Woodrow Wilson**

•• **Franklin D. Roosevelt (FDR)**

•• **John F. Kennedy (JFK)**

•• **Lyndon B. Johnson (LBJ)**

•• **Richard Nixon**

Social Reformers

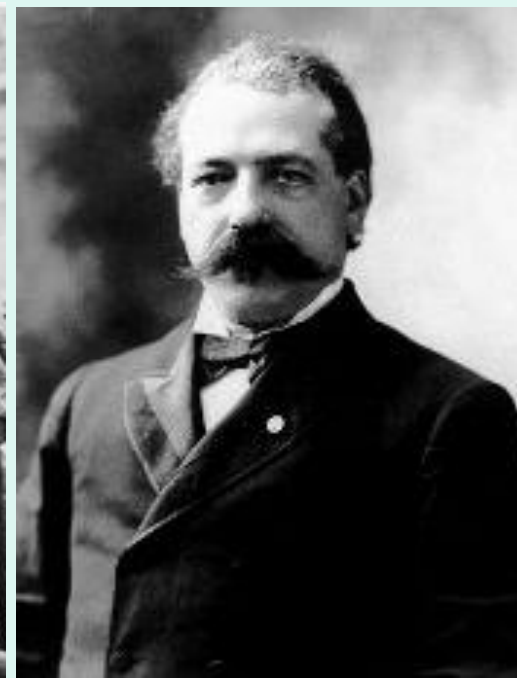
- Unlike the President, social reformers do not hold political office and do not have the powers of the U.S. government behind them.
- Instead, they share an ability to manage and mobilize people.
- These reformers have a vision for the future, an ability to communicate it to others and the power to motivate others to act.
- Great reformers, like Martin Luther King Jr. have been able to organize people into powerful groups that pushed for major changes in society. Some of the most important social reformers include:

· **Elizabeth Cady Stanton**

· **Susan B. Anthony**

· **Samuel Gompers**

· **Martin Luther King Jr.**



Business Leaders and Inventors

- Great leaders of business are able to organize people and direct their activities towards the production of goods and services in the most efficient way possible.
- Inventors show us new ways to produce goods and services.
- Some of the most important business leaders and inventors include:

· **Samuel Slater**

· **Robert Fulton**

· **Alexander Graham Bell**

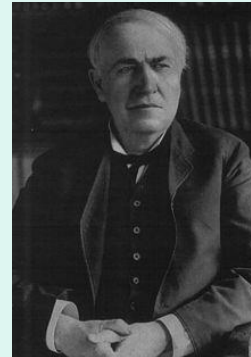
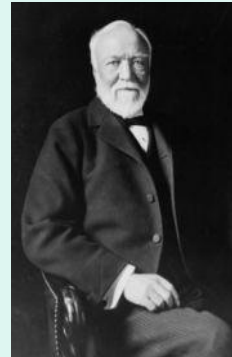
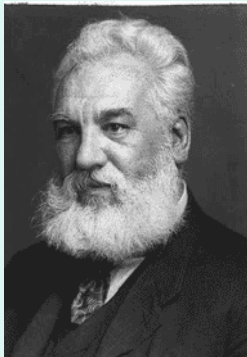
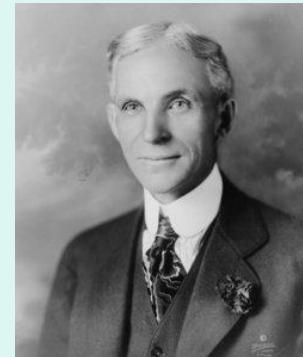
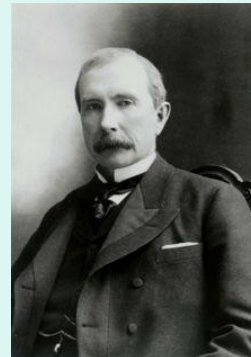
· **Andrew Carnegie**

· **John D. Rockefeller**

· **Thomas Edison**

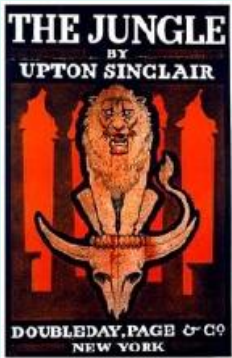
· **Henry Ford**

· **Bill Gates**

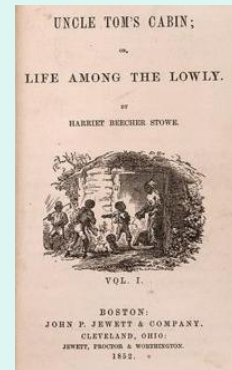
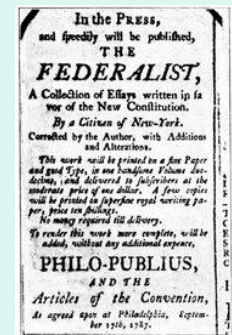
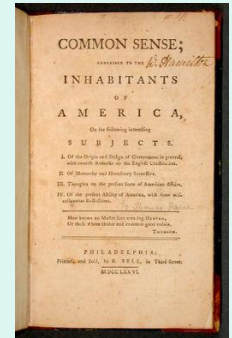


Authors

- New ideas, when they are powerfully expressed, can have a major impact on the course of a nation's history.
- Some writers who have greatly influenced our nation's history include the following:



Author	Major Work	Impact
Thomas Paine (1776)	In Common Sense , Paine urged colonists to break away from Great Britain. He ridiculed the idea of an island ruling a continent.	This pamphlet helped convince colonists to revolt against Britain and to fight for independence.
Alexander Hamilton (1787)	Madison, Jay, and Hamilton wrote The Federalist Papers , explaining why the new Constitution should be adopted.	This group of essays helped persuade Americans to ratify the new U.S. Constitution.
Harriet Beecher Stowe (1852)	In Uncle Tom's Cabin , Stowe described the horrors of slavery as they existed in the deep South.	The book stirred Northern sentiment to end slavery. It gave increased vigor to the abolitionist cause.
Upton Sinclair (1906)	Upton Sinclair's novel The Jungle described the unsanitary conditions in the meat-packing industry.	The book shocked the nation, prompting legislation that regulated the food and drug industries (The Pure Food and Drug Act)
Rachel Carson (1962)	In her book, Silent Spring , Carson warned Americans about the harmful effects of insecticides and pesticides.	The book led to a greater awareness of the need to protect the environment and safeguard against insecticides.



Landmark Supreme Court Decisions

- Our system of checks and balances gives the power to determine how the constitution is interpreted to the Supreme Court.
- With precedent setting decision in Marbury v. Madison the court established its power of Judicial review which allows it to rule on whether laws which are enforced are constitutional.
- Many Supreme Court decisions have shaped the nation. Here are a few of the most important landmark decisions:

[Marbury v. Madison \(1803\)](#)

[Dred Scott v. Sandford \(1857\)](#)

[Plessy v. Ferguson \(1896\)](#)

[Korematsu v. United States \(1944\)](#)

**[Brown v. Board of Education
\(1954\)](#)**

[Miranda v. Arizona \(1966\)](#)

[United States v. Nixon \(1974\)](#)

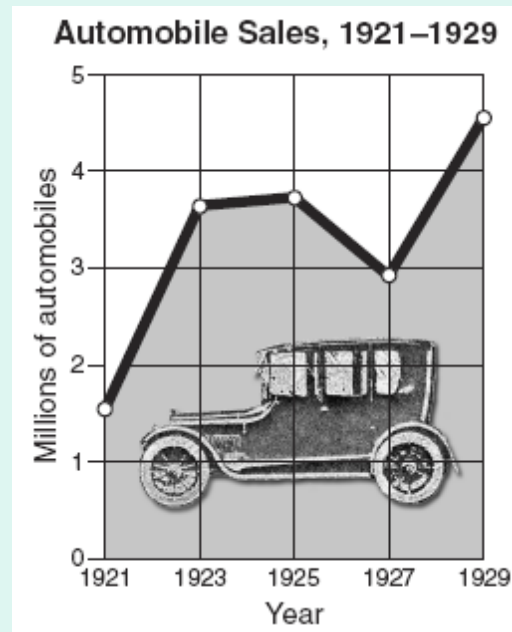
Click the links above to read more about these important Supreme Court Cases

- The “separate but equal” principle established by the Supreme Court in *Plessy v. Ferguson* (1896) resulted in the
 - continuation of racial segregation
 - forced integration of schools in the South
 - loss of citizenship for African Americans
 - elimination of Jim Crow laws

- The United States was drawn into World War I mainly because of
 - exaggerated stories by yellow journalists
 - the unrestricted use of submarine warfare
 - a direct attack on an American military base
 - commitments made to the United Nations

- President Woodrow Wilson wanted to form the League of Nations to
 - prevent future wars
 - create a world trade organization
 - develop military plans to win World War I
 - convince other nations to support the United States in World War I

Base your answers to questions 4 and 5 on the graph below and on your knowledge of social studies.



- According to the graph, the greatest increase in automobile sales occurred between
 - 1921 and 1923
 - 1923 and 1925
 - 1925 and 1927
 - 1927 and 1929

- The information in the graph primarily reflects the influence of
 - the Great Depression
 - increased foreign imports
 - mass-production techniques
 - public transportation systems

- Which New Deal law established a system of unemployment insurance and pensions for retired workers?
 - Fair Labor Standards Act
 - National Labor Relations Act
 - National Recovery Act
 - Social Security Act

- In which area of the United States did the Dust Bowl of the 1930s occur?
 - Northeast
 - Southeast
 - Great Plains
 - Pacific Northwest

- Which abolitionist leader was a “conductor” on the Underground Railroad?
 - John Brown
 - William Lloyd Garrison
 - Harriet Beecher Stowe
 - Harriet Tubman

- Which source of information is a primary source on trench warfare during World War I?
 - a novel about World War I
 - a textbook map showing World War I battlefields
 - an encyclopedia article about World War I
 - a diary kept by a soldier fighting on the western front during World War I

10. Senate opposition to United States membership in the League of Nations was based mainly on the
- (1) fear that the United States would be forced to pay most of the costs of League operations
 - (2) belief that League decisions would involve the United States in foreign conflicts
 - (3) demand by President Woodrow Wilson that the nation not join the League
 - (4) assumption that the League would ask the United States to reduce the size of its army

11. Which feature of the Harlem Renaissance best reflects the image of the Roaring Twenties?

- (1) demands for equal civil rights
- (2) concerns for economic prosperity
- (3) expression through jazz and dance
- (4) calls to eliminate racial prejudice



12. The point of view of the cartoonist was that President Hoover
- (1) developed policies that effectively ended the Great Depression
 - (2) blamed poor people for causing the Great Depression
 - (3) failed to meet the needs of many Americans
 - (4) supported the creation of more "Hoovervilles"

13. One reason the stock market collapsed in October 1929 was that
- (1) many stocks had been purchased on credit
 - (2) the prices of most stocks were too low
 - (3) banks refused to loan money to purchase stocks throughout the 1920s
 - (4) many companies stopped selling shares of stock

14. Which New Deal agency was set up to provide unemployment insurance and pensions for retired workers?

- (1) Federal Deposit Insurance Corporation (FDIC)
- (2) National Recovery Administration (NRA)
- (3) Social Security Administration (SSA)
- (4) Works Progress Administration (WPA)

15. "Yesterday, December 7, 1941 — a date which will live in infamy — . . ."

— President Franklin D. Roosevelt

President Roosevelt used these words to describe the

- (1) start of World War II in Europe
- (2) surprise attack on Pearl Harbor
- (3) D-Day invasion at Normandy
- (4) dropping of the atomic bomb on Hiroshima

16. The Supreme Court decision in *Marbury v. Madison* (1803) established the principle of

- (1) judicial review
- (2) separation of powers
- (3) habeas corpus
- (4) nullification

17. In 1914, fighting increased rapidly from a local conflict in Europe to a world war because

- (1) several nations had colonies in the region
- (2) southeastern Europe was a major oil producing area
- (3) powerful nations had opposing alliances
- (4) the League of Nations failed in its efforts to achieve a cease-fire

18. The main objective of the quota system established by the immigration laws of the 1920s was to

- (1) prevent illegal immigration
- (2) reduce the number of immigrants from certain nations
- (3) encourage immigration of the wealthy and educated
- (4) admit persons who were previously banned from immigrating

19. A major cause of the stock market crash of 1929 was

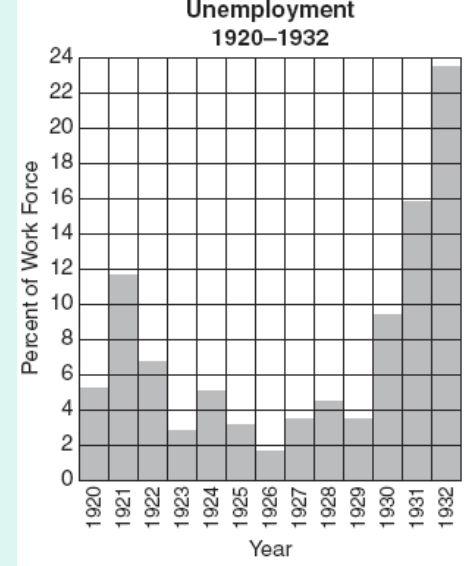
- (1) buying stocks on margin
- (2) using stock certificates as currency
- (3) restricting bank loans
- (4) outlawing installment buying

21. The separate but equal principle established by the decision in *Plessy v. Ferguson* (1896) led to the

- (1) start of the Civil War
- (2) end of the Reconstruction period
- (3) spread of racially segregated public facilities
- (4) integration of white and African-American military regiments

22. Which literary work exposed the evils of slavery?

- (1) *Common Sense*
- (2) *The Jungle*
- (3) *The Grapes of Wrath*
- (4) *Uncle Tom's Cabin*



Which event was a factor related to the rapid change in unemployment after 1929?

- (1) passage of the Espionage and Sedition Acts
- (2) United States refusal to join the League of Nations
- (3) increase in immigration
- (4) stock market crash

“Unemployment Levels Reach New High”
“Farmers Flee Dust Bowl!”
“Hundreds Line Up at Soup Kitchens”

24. With which decade are these headlines most closely associated?

- (1) 1900–1910
- (2) 1911–1920
- (3) 1921–1930
- (4) 1931–1940

25. Some people opposed the New Deal because they thought that

- (1) it was a danger to the free-enterprise system
- (2) Congress had too much power over the president
- (3) women should not be granted voting rights
- (4) the Supreme Court should develop governmental policies

26. With which movement are Sojourner Truth, Fredrick Douglass, and Harriet Tubman associated?

- (1) expansionist
- (2) temperance
- (3) Prohibition
- (4) abolitionist

27. Which heading best completes the partial outline below?

- | |
|--|
| I. _____
A. Intense nationalism
B. Militarism
C. Entangling alliances |
|--|

- (1) Causes of World War I
- (2) Causes of the Civil War
- (3) Effects of the Monroe Doctrine
- (4) Effects of the Good Neighbor Policy

28. President Woodrow Wilson, in his Fourteen Points, proposed the establishment of

- (1) a militia to protect western nations
- (2) a League of Nations
- (3) a Triple Alliance
- (4) an army to occupy the defeated countries

29. A “return to normalcy” after World War I meant

- (1) increased United States involvement in Europe
- (2) no longer selling liquor in the United States
- (3) going back to life as it had been before the war
- (4) restoring a Democratic president to power

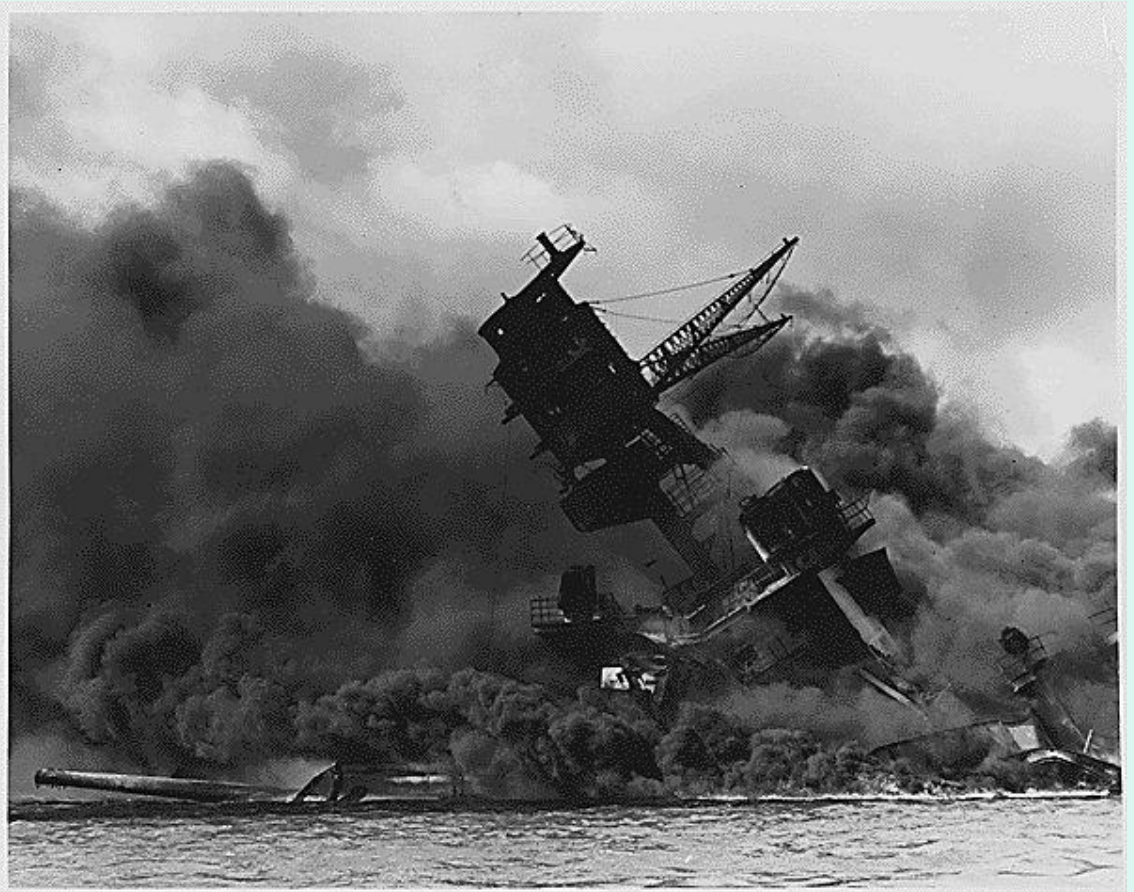
World War II 1941 - 1945

The Great Depression spread from the United States to Europe, where it led to the rise of dictators like [Adolf Hitler](#) in Germany. Hitler allied with the dictator [Benito Mussolini](#) in Italy and the military government of Japan. World War II began in Europe in 1939 when Germany invade Poland.



The United States Enters World War II, 1941

- After WWI America turned again toward the foreign policy of isolationism.
- Disillusionment over the costs of WWI both financially and in the loss of lives left Americans with a desire to "[return to normalcy](#)" or the way it had been before America got involved in the affairs of Europe.
- To avoid involvement in future wars, Congress passed the [Neutrality Acts](#) (1937-1939), prohibiting Americans from selling arms to warring nations.
- Nevertheless, President Roosevelt pushed through laws like the [Lend-lease Act](#) which helped to supply the British in their darkest hours with war supplies.
- It was though events in Asia that finally brought the U.S. into the war when on Dec. 7, 1941 the Japanese launched a surprise attack on [Pearl Harbor](#) in Hawaii destroying much of the U.S. Pacific fleet.
- The next day President Roosevelt asked Congress to declare war on Japan.
- Germany then declared war on the U.S.



The [USS Arizona \(BB-39\)](#) burning after the Japanese attack on Pearl Harbor.

The War on the Home Front

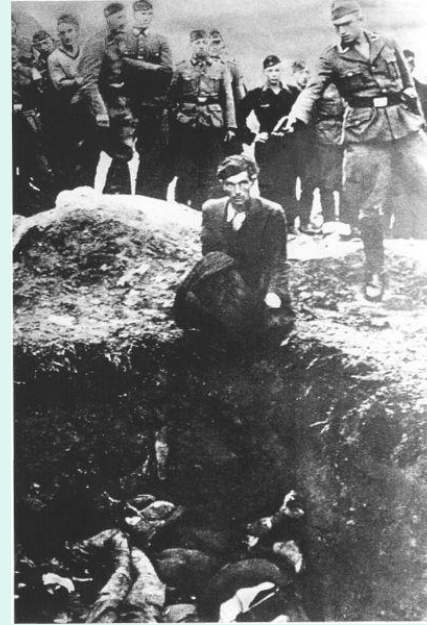
- In order to fight the war, industries quickly changed from producing consumer goods to wartime materials.
- **As factory workers entered the armed forces women and African Americans took their places.**
- Japanese Americans were forced to relocate to internment camps because of fears that they could be spies or saboteurs; the relocation was also wrong because it was additionally based on racial prejudice.
- The Supreme Court upheld the relocations as a military necessity in [Korematsu v. United States](#) (1944)
- Recently, Congress apologized for this act and awarded reparations to the victims.



[Rosie the Riveter](#): "We Can Do It!" - Many women first found economic strength in World War II-era manufacturing jobs

The War Against Germany

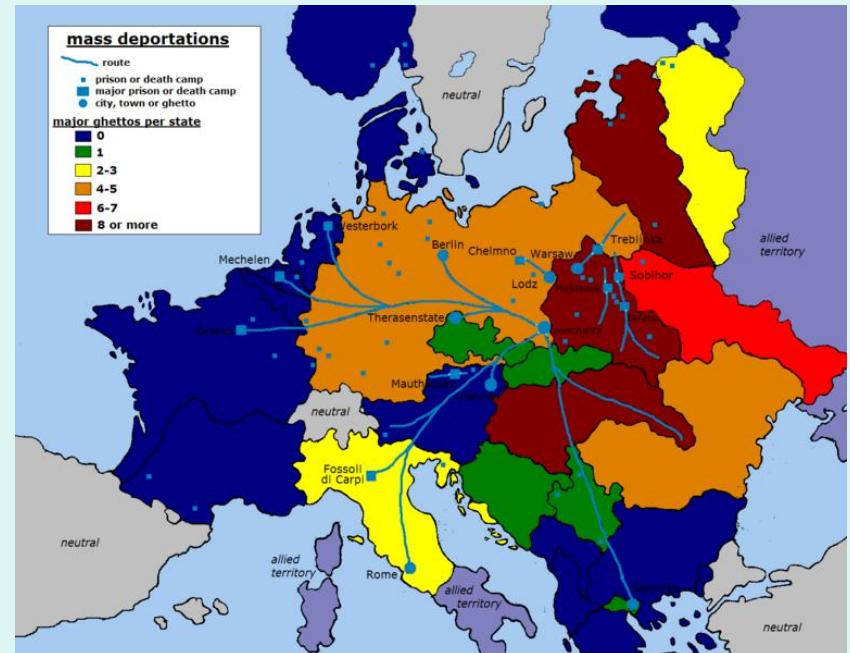
- By the time America entered the war, Hitler had conquered most of Europe.
- Hitler began exterminating Jews, gypsies, the disabled and the mentally ill in what has become known as the [Holocaust](#).
- Twelve million people were killed in concentration camps.
- The Allies (Britain, the U.S., and the Soviet Union) decided to focus on defeating Germany first.
- After defeating German forces in North Africa, the Allies landed in Italy.
- Finally, in mid-1944, U.S. and British troops invaded Germany from the west, while the Soviets attacked from the east.
- In May 1945, Germany surrendered in what became known as [VE Day](#).



A member of Einsatzgruppe D is about to shoot a man sitting by a mass grave in Vinnitsa, Ukraine, in 1942. The back of the photograph is inscribed "The last Jew in Vinnitsa".



"Selection" on the *Judenrampe*, [Auschwitz](#), May/June 1944. To be sent to the right meant slave labor; to the left, the [gas chambers](#). This image shows the arrival of Hungarian Jews from the [Berehovo](#) ghetto.



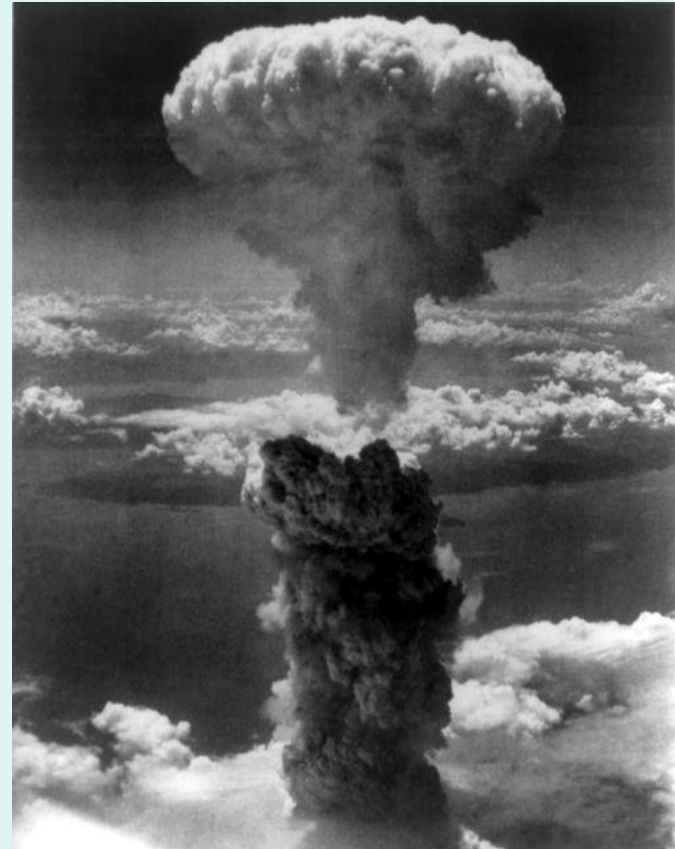
[Ghettos](#) were established in Europe in which Jews were confined before being shipped to extermination camps.

The War Against Japan

- Once Germany was defeated, Americans began preparations for an invasion of Japan.
- **To avoid millions of casualties and end the war quickly** President Truman decided to use a new weapon developed by the U.S. in a secret plan called the [Manhattan Project](#).
- Truman ordered U.S. forces to drop the atomic bomb on [Hiroshima and several days later on Nagasaki](#).
- Nearly 130,000 people were killed in those cities in the attacks.
- In August 1945, Japan surrendered in what became known as [VJ Day](#).



The [mushroom cloud](#) over [Hiroshima](#) after the dropping of [Little Boy](#).



The [Fat Man mushroom cloud](#) resulting from the [nuclear explosion](#) over [Nagasaki](#) .

The Legacy of World War II

- WWII was a global disaster with fifty million people having been killed.
- Much of Europe, Africa and Asia lay in ruins.
- The United States and the Soviet Union would emerge from the war as global superpowers.
- The Alliance with the Soviet Union and China which had begun during WWII came to an end as a new clash between political ideologies emerged.
- The Cold War would see a new battle between the U.S. and the Soviet Union over the ideas of democracy and communism.



American and British sailors and officers watch General of the Army [Douglas MacArthur](#) sign documents during the surrender ceremony aboard *Missouri* on [2 September 1945](#). The unconditional surrender of the Japanese to the [Allies](#) officially ended the Second World War.

The Treatment of Germany, 1945-1946

- The Allies put leading Nazis on trial in Nuremberg, Germany.
- In these [Nuremberg Trials](#), most of these leaders were found guilty of atrocities and hanged.
- This showed the world that individuals were responsible for their actions, even in times of war, and would be held to certain universal standards.
- Germany was then divided into four occupation zones and occupied by the armies of the U.S., Great Britain, France and the Soviet Union.

The Occupation of Japan

- U.S. forces also [occupied Japan](#).
- [General Douglas MacArthur](#) was assigned the job of reforming the Japanese government and society.
- Japan was forbidden from having a large army or navy, and renounced the use of nuclear weapons and waging war.
- A new constitution went into effect in 1947, making Japan a democracy.



Douglas MacArthur and Emperor Hirohito.

Throughout the war, the allies had discussed how to keep the peace after the war. Despite the failure of the League of Nations, the allies decided to form a new international peace-keeping organization: the [United Nations](#). According to the United Nations Charter, the aim of the organization was to maintain world peace, while trying to foster friendship and cooperation among nations. The U.N. headquartered in New York City, also seeks to eliminate world hunger, disease and ignorance around the world.

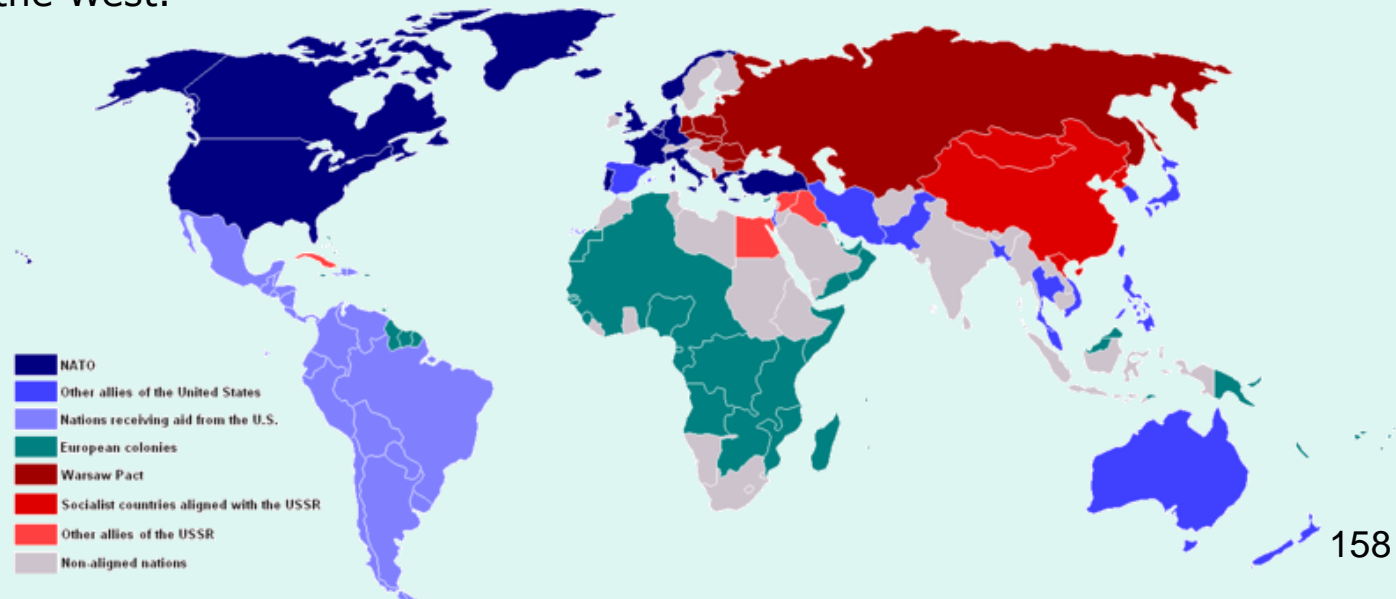


The Cold War

After Germany surrendered, serious differences arose between the United States and the Soviet Union over the future of Eastern Europe. Soon the rivals were in a [Cold War](#); which was “cold” only in the sense that the two superpowers never fought one another directly in open warfare.

Roots of the Cold War

- The roots of the Cold War lay in the differences between the democratic, capitalist system of the United States and the Communist system of the Soviet Union.
- The Soviets had occupied eastern Europe while fighting Germany.
- When the war ended, [Soviet leader Joseph Stalin](#) pledged to withdraw Soviet troops and to hold free elections.
- Instead, Stalin placed Communist “puppet” governments in power throughout Eastern Europe.
- Trade between Eastern and Western Europe was cut off.
- Churchill declared in a famous speech that it seemed as if an “[Iron Curtain](#)” had fallen, closing off Eastern Europe from the West.



Containment in Europe

- American leaders responded by developing the policy of [containment](#); acting to prevent the spread of Communism to new countries, while accepting Communist governments where they were already established.

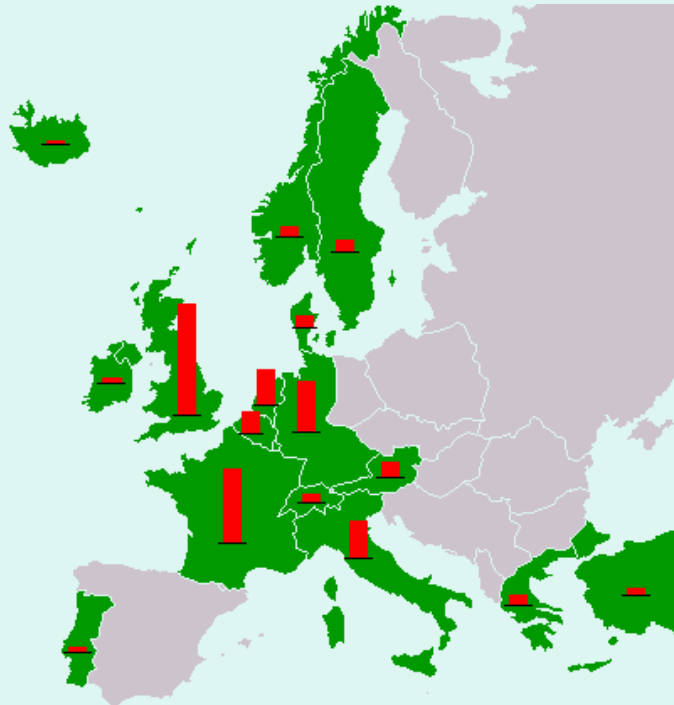


The Truman Doctrine, 1947

When Communists threatened Greece and Turkey, President Truman gave these countries military aid. This prompted Truman to declare the [Truman Doctrine](#), a promise of U.S. support for any nation fighting Communism. This event is seen by historians as the start of the policy of containment and the beginning of the Cold War.

The Marshall Plan, 1948

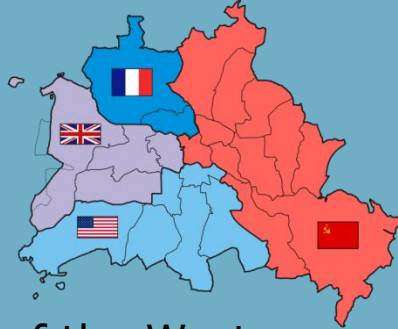
Truman's Secretary of State, [George Marshall](#), proposed a program of economic aid to Western European countries to help them rebuild and to better resist Communism. [The Marshall Plan](#) successfully speeded up economic recovery of Western Europe.



Map of Cold-War era Europe and the Near East showing countries that received Marshall Plan aid. The red columns show the relative amount of total aid per nation.

The Division of Germany and the Berlin Airlift, 1948

In 1948, the French, British and Americans united their [occupation zones](#) into a single West German state. The old German capital, Berlin was located within the Russian zone, but had also been divided into four occupation sectors.



Stalin reacted to the merging of the Western zones of Germany by closing all highway and railroad links to West Berlin. The Western Allies began a massive airlift to supply the city. After 11 months, Stalin lifted the blockade.

The Formation of NATO, 1949

In 1949, the U.S., and ten Western European countries formed [NATO](#) (North Atlantic Treaty Organization) to protect Western Europe from a Communist invasion. The Soviets responded by creating the [Warsaw Pact](#).

The Policy of Containment in Asia

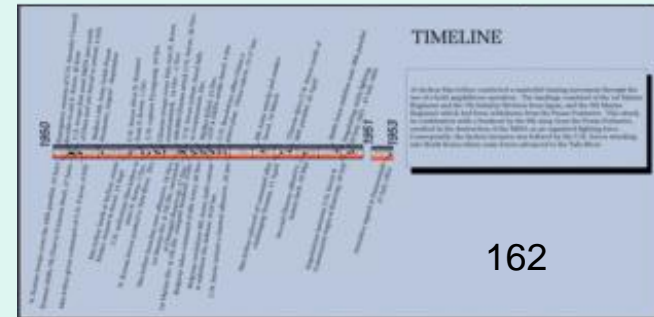
Just when Americans believed they had checked the spread of Communism in Europe, the world's most populous nation, China, became Communist.

The Fall of China, 1949

Since the 1920s, Communists had been trying to overthrow the Nationalist government of China. After World War II, fighting between the Nationalists and the Communists grew fiercer. The Communists, led by [Mao Zedong](#), finally defeated the Nationalist government in 1949. Mao and his followers established Communism in China.

The Korean War, 1950-1953

After World War II, Korea was divided into a northern and southern part. In the northern part, a Communist government was established, while a non-Communist government took over the South. In 1950, [North Korea invaded South Korea](#) in an attempt to unify the country under Communist rule. With U.N. approval, President Truman ordered U.S. forces into South Korea to resist the invasion. In 1951, U.S. forces entered North Korea and advanced to the Chinese border. China entered the war in support of its ally, North Korea. Truman rejected General MacArthur's recommendation to use nuclear weapons. Fighting ended when a peace agreement was signed in 1953, leaving Korea divided exactly as it had been before the war.

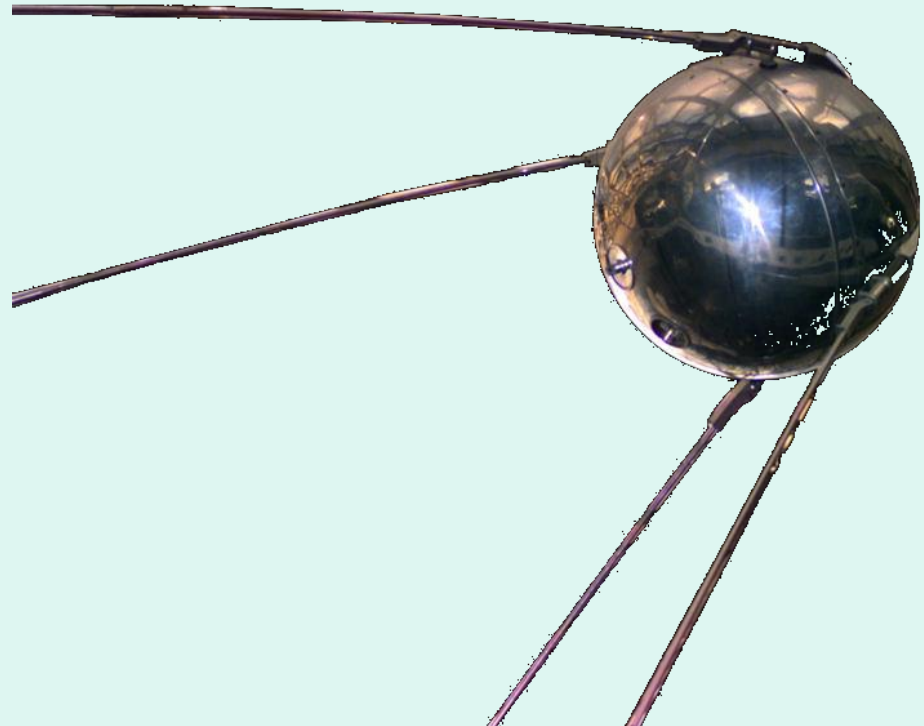


The Effect of the Cold War on U.S. Security McCarthyism

- Americans became concerned about the possibility of a Communist threat within the United States.
- Many people were accused of “un-American” acts, and some even lost their jobs.
- In 1950, [Senator Joseph McCarthy](#) claimed he knew the names of hundreds of Communists working in the American government.
- Although McCarthy never proved his claims, he frightened many people.
- The term “[McCarthyism](#)” has come to mean making charges about a person’s loyalty without offering any evidence.

Sputnik

- By 1949, the Soviets possessed atomic weapons.
- In 1957, the Soviet Union launched [Sputnik](#), the first man-made satellite into space.
- With missiles that could travel into space, the Soviet Union now had the ability to fire nuclear weapons at the United States.



The Cold War in Latin America

In 1959, [Fidel Castro](#) established a Communist government in Cuba. American leaders feared that Communism might spread throughout Latin America.



The Bay of Pigs Invasion, 1961

In 1961, anti-Castro Cubans trained in the United States [invaded Cuba](#) in an attempt to overthrow Castro. When the new President, John F. Kennedy, refused to supply the invading rebels with air support, the rebels were defeated. This was a major foreign policy failure for the Kennedy Administration.



The Cuban Missile Crisis, 1962

In October 1962, spy planes discovered the Soviets were secretly building bases in Cuba with nuclear missiles aimed at the United States. The [Cuban Missile Crisis](#) began and Kennedy ordered U.S. forces on full alert. U.S. bombers and missiles were armed with nuclear weapons. Kennedy then imposed a blockade around Cuba. Both sides threatened each other with nuclear war, but Soviet leader [Nikita Khrushchev](#) withdrew missiles in exchange for a promise by [Kennedy](#) never to invade Cuba.



John F. Kennedy



Nikita Khrushchev



Image of The Washington Post's front page on Tuesday, October 23, 1962. The headline indicates that President John F. Kennedy ordered a naval blockade around Cuba vowing to sink ships that tried to violate the blockade.

The Policy of Containment in Southeast Asia The Vietnam War

The Cold War next spread to Southeast Asia. [Vietnam](#) had been a French colony since the 1800s. Vietnamese nationalists, fighting for independence, defeated the French in 1954. At the peace conference, Vietnam was divided in two. Vietnamese Communists received control of the North. A non-Communist state was created in the south. Vietnam was to be reunited after free elections. When the elections were not held, South Vietnamese Communists, known as the [Vietcong](#), launched a [guerilla war](#) with North Vietnamese support to reunite the country under Communist rule.





The Vietnam War under President Kennedy

President Kennedy and many other Americans believed if South Vietnam fell to Communism, other Asian nations would follow (the [Domino Theory](#)) He sent military advisors to help defend South Vietnam, hoping it would develop into a democratic nation.



The Vietnam War under President Johnson

A major turning point occurred in 1964, when Congress gave President Johnson authority to halt North Vietnamese aggression. Over the next three years, Johnson sent large numbers of U.S. troops to Vietnam. In 1968, the Vietcong and the North Vietnamese launched attacks throughout South Vietnam (the [Tet Offensive](#)), showing the Americans they were far from winning the war. Back home, anti-war protest grew in force.



The Vietnam War under President Nixon

Richard Nixon campaigned in 1968, promising to bring “peace with honor” in Vietnam. However, the war dragged on for five more years. Frustrated by attempts to end the war, Nixon began gradually withdrawing U.S. forces. In 1973, Nixon’s representatives worked out an agreement with the North Vietnamese, known as the [Paris Peace Accords](#). Under its terms, America withdrew from South Vietnam. Two years later, the Communists took over South Vietnam,



The End of the Cold War

On December 3, 1989, the leaders of the two world superpowers declared an end to the Cold War at a summit in Malta. In July 1990, the final obstacle to German reunification was removed when West German Chancellor Helmut Kohl convinced Gorbachev to drop Soviet objections to a reunited Germany within NATO in return for substantial German economic aid to the USSR.

On July 1, 1991, the Warsaw Pact was officially dissolved at a meeting in Prague. At a summit later that same month, Gorbachev and U.S. President George H.W. Bush declared a U.S.-Soviet strategic partnership, decisively marking the end of the Cold War. President Bush declared that U.S.-Soviet cooperation during the Persian Gulf War in 1990-1991 had laid the groundwork for a partnership in resolving bilateral and world problems.



Perestroika poster featuring Gorbachev

Collapse of the Soviet Union

- As the USSR rapidly withdrew its forces from Eastern Europe, the spillover from the 1989 upheavals began reverberating throughout the Soviet Union itself.
- [Glasnost](#) had inadvertently released the long-suppressed national sentiments of all peoples within the borders of the multinational Soviet state. These nationalist movements were further strengthened by the declining Soviet economy, whereby Moscow's rule became a convenient scapegoat for economic troubles.
- Gorbachev's reforms had failed to improve the economy, with the old Soviet command structure completely breaking down. One by one, the soviet republics voted to break away from the Soviet Union.
- In an attempt to halt the rapid changes to the system, a group of Soviet hard-liners launched a coup, overthrowing Gorbachev in August 1991.
- Russian President [Boris Yeltsin](#) rallied the people and much of the army against the coup and the effort collapsed.
- Although restored to power, Gorbachev's authority had been irreparably undermined. In September, the Baltic states were granted independence.
- On December 1, Ukrainian voters approved independence from the USSR in a referendum.
- On December 25, 1991, the Soviet Union was officially disbanded, breaking up into fifteen constituent parts, thereby ending the world's largest and most influential Communist state.

Base your answer to question 1 on the poster below and on your knowledge of social studies.



1. This poster was used during World War II to

- (1) promote the sale of war bonds
- (2) remind citizens to conserve during the war
- (3) enlist women to serve in the armed forces
- (4) encourage women to seek jobs in war-related industries

2. During World War II, the federal government reacted to shortages of various goods by

- (1) raising prices to increase consumer demand
- (2) rationing certain products
- (3) increasing imports when shortages developed
- (4) imposing a national sales tax

Base your answer to question 5 on the chart below and on your knowledge of social studies.

Date	Location	United States Action
1904	Canal Zone	Beginning of United States control
1906–1909	Cuba	Military occupation to oversee voting reforms and elections
1912–1933	Nicaragua	Military occupation to keep order
1913	Honduras	Landing of marines to protect United States property
1914	Mexico	Occupation of Veracruz to stop importation of foreign arms
1915–1934	Haiti	Military occupation of country as United States protectorate

3. The Cold War developed shortly after the end of World War II primarily because of the

- (1) results of the Nuremberg trials
- (2) Holocaust during World War II
- (3) disputes over Japanese control of China
- (4) conflicting goals of the United States and the Soviet Union

4. The Marshall Plan provided economic aid after World War II in order to

- (1) strengthen Western European nations against communism
- (2) assist soldiers returning to civilian life
- (3) help Japan rebuild damage caused by the atomic bombs
- (4) raise the standard of living in Asia and Africa

5. Which term most accurately describes the United States actions shown in the chart?

- (1) isolationism
- (2) immigration
- (3) neutrality
- (4) intervention

Base your answer to question 6 on the cartoon below and on your knowledge of social studies.



6. According to this cartoon, the federal government is most likely

- (1) recognizing the need to increase spending for space programs
- (2) determining a way to increase spending on health care
- (3) weighing the cost of the space programs against domestic needs
- (4) cutting foreign aid in order to balance the national budget

“Yesterday, December 7, 1941 — a date which will live in infamy — . . .”

— President Franklin D. Roosevelt

7. President Roosevelt used these words to describe the

- (1) start of World War II in Europe
- (2) surprise attack on Pearl Harbor
- (3) D-Day invasion at Normandy
- (4) dropping of the atomic bomb on Hiroshima

8. What was one way United States participation in World War II affected the American economy?

- (1) Many factories were forced out of business.
- (2) Military supplies were produced instead of some consumer goods.
- (3) Imports of products from Europe significantly increased.
- (4) Shortages caused by the war contributed to the start of the Great Depression.

9. Most historians agree that the world came closest to nuclear war during which event?

- (1) Berlin blockade
- (2) Communist takeover of China
- (3) Cuban missile crisis
- (4) Vietnam War

10. The Cold War developed following World War II as a result of the
- (1) renewed threats from Nazi leaders
 - (2) conflicts between communist and democratic governments
 - (3) space race between the United States and the Soviet Union
 - (4) invasion of Poland by Germany

11. In the American Revolution and in the Vietnam War, guerrilla warfare tactics favored
- (1) foreign invaders
 - (2) those most familiar with the land
 - (3) well-trained military forces
 - (4) troops with better military equipment

12. After World War II, a result of the Nuremberg war crimes trials was that
- (1) individuals were held responsible for their acts during wartime
 - (2) nations were forced to pay for war damages
 - (3) leaders on both sides of the war were found guilty
 - (4) only military leaders were accused of crimes

Base your answer to question 13. on the cartoon below and on your knowledge of social studies.



13. This cartoon was published shortly after the
- (1) Korean War
 - (2) Vietnam War
 - (3) Berlin airlift
 - (4) Cuban missile crisis

14. What reason did many Americans give for protesting United States involvement in the Vietnam War?
- (1) The government of South Vietnam did not want the United States in the war.
 - (2) The Communists were never a threat to South Vietnam.
 - (3) The United Nations asked the United States to stay out of the war.
 - (4) It was a civil war, and the United States should not have interfered.

15. Which event was a result of the other three?
- (1) World War II
 - (2) signing of the Treaty of Versailles
 - (3) rise of dictatorships in Europe
 - (4) failure of the League of Nations

16. Which two nations were allies of the United States during World War II and later became enemies of the United States during the Cold War?
- (1) Britain and Italy
 - (2) Korea and Japan
 - (3) France and Germany
 - (4) China and the Soviet Union

17. Paper drives, rationing of food and gasoline, and victory gardens were all elements of
- (1) growth of industry in the late 1800s
 - (2) support for World War II at home
 - (3) post-Civil War economic growth
 - (4) New Deal relief programs

“ . . . I shall return!”
“ . . . a date which will live in infamy. . . .”
“ . . . Remember Pearl Harbor!”

18. With which war are these quotations most closely associated?

- (1) Revolutionary War
- (2) Civil War
- (3) World War II
- (4) Korean War

19. During World War II, the number of American women working outside the home increased greatly because

- (1) large numbers of men entered military service
- (2) high prices created a need for two family incomes
- (3) laws ending child labor created openings for women
- (4) government regulations forced industries to adopt hiring quotas

20. The Truman Doctrine and the Marshall Plan were associated with efforts by the United States to

- (1) end the testing of nuclear weapons
- (2) contain the spread of communism
- (3) strengthen its isolationist policy
- (4) punish war criminals

21. The Marshall Plan, the North Atlantic Treaty Organization (NATO), and the Truman Doctrine are examples of United States

- (1) economic policies during the Great Depression
- (2) involvement in Europe after World War II
- (3) civil rights efforts during the 1960s
- (4) efforts to put a person on the Moon

“Blitzkrieg Sweeps Across Europe”
“Japanese Americans Relocated”
“Truman Takes Over as President”

22. To which 20th-century period do these headlines refer?

- (1) World War I (3) Vietnam War
- (2) World War II (4) Persian Gulf War

23. The Berlin airlift, the Korean War, and the Cuban missile crisis are all associated with the

- (1) Progressive Era (3) Great Society
- (2) New Deal (4) Cold War

24. The systematic murder by the Nazis of Jews and others who were considered undesirable is known as the
(1) Blitzkrieg (3) Mass Starvation
(2) Holocaust (4) Nuremberg trials

25. The purpose of the policy of containment after World War II was to
(1) provide economic aid to the Soviet Union

- (2) prevent the spread of communism
- (3) make the United States more isolated
- (4) establish better economic ties between the United States and Southeast Asia

26. Which heading is most appropriate for the outline below?

I. _____ A. Korean War B. Berlin airlift C. Cuban missile crisis D. Vietnam War

- (1) Cold war events
- (2) New Deal issues
- (3) Progressive issues
- (4) United States victories