

Grade 8 SOCIAL STUDIES

Preparing for the New York State Social Studies Assessment

Inside this booklet:

Study Hints

Unit Guides

Supreme Court cases

Test Taking Tips

Key Amendments

Mini Biographies

Assessment Glossary

Special points of interest:

- Study Tips are provided throughout the booklet.
- Examples of pertinent materials can be found throughout.
- Key Supreme Court decisions are explained.
- Important writing tips for the CRQ's and DBQ's.
- Practice Test Questions by Curricular Units

The State Assessment and You!

The purpose of this booklet is to provide the 8th grade students with materials to study and prepare for the upcoming 8th grade assessment in Social Studies.

This test will be based on the complete 7th and 8th grade curriculum and will consist of:

- 45 Multiple Choice
- 4 Constructed Resp.
- 1 DBQ Essay

The use of a variety of assessment tools is designed to determine whether or not your child has developed the ability to use various Social Studies based skills.



These skills are an important foundation in their ability to synthesize materials and think critically. Skills that are not only relevant to Social Studies but their other classes and life in general.

BMS has constructed and designed a multifaceted curriculum aimed at preparing your student to become a self-motivated lifelong learner. Two characteristics that will be of the utmost importance to them in High School, College, and the workplace of the 21st century.

I hope that you will be able to take some time to review these materials with your child as we also continue to work to these ends in school. Together we can make a difference in your child's education.

How Can You Help Your Child Study Better?

Here are some simple tips to create a better study environment for your child at home.

1. Be **comfortable**, but not too comfortable. Sit at a table or desk, don't spread out on the floor or bed.
2. **Organize** Your Work Area, keep it clean and

make sure you have all of your materials handy.

3. Set a **schedule**, have a specific time that you study each day and use it.
4. **Quiet Zone**, listening to the radio or TV does not help you study. Noise is a distraction

no matter what it is, this includes family and friends.

5. **Study Buddy**, it's always a good idea to have someone that you can quiz yourself with. Support is an important factor in everything that we do.

Document Based Questions

Some simple things you can do to write a proper DBQ..

What is a Document Based Question?

Document Based Questions (DBQ) are a combination of extended response questions and an essay. This is done in a simple well organized method. A DBQ is divided into two parts; Part A is a series of extended response questions based on primary and secondary source documents. The students will answer one or two questions based on information found in the document and based on their knowledge of Social Studies. Part B is the essay, students will be provided with a Historical Context and the theme for the essay with specific tasks they are to answer.

Seems pretty complicated, well its not.. Basically, what we have is an open book type situation. The information the student needs to include in their essay is mostly provided in the documents provided in Part A. Combine that information with their own knowledge and you have the information for your paragraphs.

Here are some easy to follow guidelines to follow:

Part A

1. Read the directions carefully.
2. Read the question carefully before examining the document. Know what you are looking for!
3. Read the document twice, underling key phrases terms or events that may pertain to the question.
4. If there is vocabulary that you do not recognize, use the information around the term to help you to deduce it's meaning.
5. Write your answers in complete sentences.
6. Be sure that you are answering what the questions asks and how it is asked. **Example:** If they ask for one example, only give one example.
7. Be sure to complete all of the questions. If it's blank, it's wrong!

Part B

1. Read the directions carefully.
2. Read the **Historical Context**. This statement should be re-written and used as the Introduction Paragraph to your essay. It must be re-written

in your words, not copied word for word!

3. Read the essay question and the tasks to determine what information you must include in your essay. The Tasks will be the topics for your body of information paragraphs.
4. You must cite at least half + 1 of the documents from Part A in your essay.
5. Set up a Graphic Organizer, Web or Outline for each of the tasks to organize the information that you will be using.
6. You must follow the basic rules for writing an essay; an introduction, body of information, and a conclusion. Proper paragraph and sentence structure must also be used.



Hear Ye, Hear Ye!
Reading and understanding primary documents allows you to enter into history in new ways.

Writing a Good DBQ

The following strategies will allow you to develop the best possible DBQ.

Follow these Simple Steps:

- ◆ **The Historical Context should be rewritten in your own words.** This paragraph is included to give you historical background about the topic. This is exactly what an introduction is!
- ◆ **Create a topic sentence for each of your body of information paragraphs.** These paragraphs will be determined by the task. They will either be the bulleted subjects or the topics mentioned in the task.

- ◆ **Organize your information.** You will be required to use information from half or more of the documents in Part A. Choose your citations according to the tasks and place them in some form of a graphic organizer, web or outline on scrap paper.
- ◆ **Add examples of your own to help support your topic sentence in answering the task.** Place these in your organizer as well. Do not use opinions, your information must be factual.

- ◆ **Develop your conclusion,** keep in mind that a conclusion is basically a restatement of the introduction rewritten to provide closure. Never use the phrase, In conclusion!
- ◆ **Once you have organized your information write a**

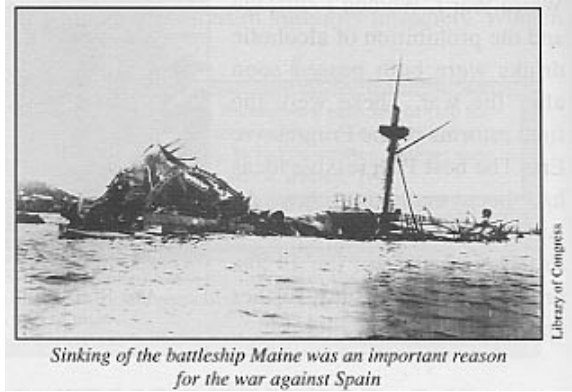
Starting Your Conclusion:

- ◇ In summation...
- ◇ As you can see...
- ◇ Finally,...

Assessment Glossary

The following terms are key to attaining success on any assessment.

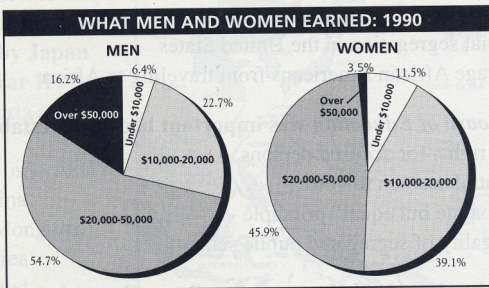
Key Terms	Definitions
describe	give details
explain	give the reasons
summarize	brief description of key points
compare	similarities
contrast	differences
illustrate	give examples
discuss	describe the topic
list	no details, just list
directions	how to do it
task	what you are expected to do
topic	the subject
main idea	topics most important idea
supporting details	information that supports the main idea
inferences	using information to decide what the actual purpose of the document is
draw conclusions	using facts and information to make decisions about the document or topic
fact	statement that is true
opinion	statement of belief, unproven
chronological order	lists of events in order of their occurrence
primary source	document from the period (writing, picture or map etc.)
secondary source	document about the topic (biography, reproduction or story etc.)



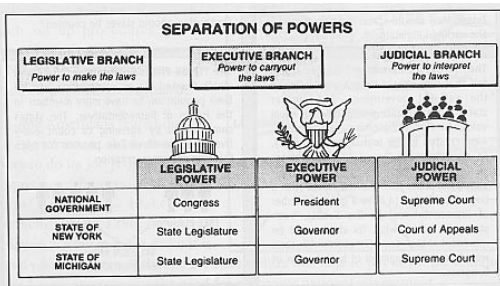
PHOTOGRAPH



PRIMARY SOURCE DOCUMENT



PIE GRAPH



CHART

Types of Documents

Primary sources are not the only type of documents you will find being used on the State Assessment.

chart	facts are presented in columns and rows
table	facts are presented in rows only
pie chart	information is presented in the form of a circle with wedges illustrating the information
bar graph	information is presented using bars of different heights or lengths
line graph	information is presented with facts being connected by lines from point to point
political cartoon	drawings that use satire to make a point
map	picture or illustration that shows information specific to an area of land
map key or legend	picture or illustration that shows information specific to an area of land
Auto-biography	history of a person written by the person
biography	history of a person written by someone else
time-line	information placed in order of occurrence
quote	part of a primary source used to make a point

Key Individuals in American History

- Adams, John:** Patriot from Massachusetts, Member of the 1st & 2nd Continental Congress, 2nd president
- Adams, Samuel:** American Patriot, leader of the Sons of Liberty. Organized the Boston Tea Party.
- Addams, Jane:** Progressive, founder of Hull House. Fought for the rights of children.
- Anthony, Susan B.:** Leader of early Women's Rights Movement.
- Brown, John:** Zealot abolitionist. Led raid on armory at Harper's Ferry. Executed for actions. His actions deepened the divide between the North & South.
- Bryan, William Jennings:** Populist leader, defender of the Grange Movement. Three time candidate for the presidency.
- Calhoun, John C.:** State's rights advocate, one of the "Great Compromisers" of the anti-bellum era.
- Carnegie, Andrew:** Millionaire steel magnet, philanthropist and author of the Gospel of Wealth.
- Castro, Fidel:** Communist revolutionary, leader of Cuba.
- Churchill, Winston:** British Prime Minister during World War II and early part of Cold War. Coined the phrase "Iron Curtain."
- Clay, Henry:** U.S. Senator, one of the three "Great Compromisers".
- Columbus, Christopher:** European explorer who discovered the America's while searching for the East Indies.
- Davis, Jefferson:** President of the Confederacy during the Civil War.
- Douglass, Frederick:** Former slave and leading speaker for the Abolitionist movement.
- DuBois, W.E.B.:** African-American leader who helped found the NAACP.
- Eisenhower, Dwight D.:** U.S. Commander of the Allies during World War II, became president in the early 1950's.
- Franklin, Benjamin:** Patriot, statesmen, and inventor from the colonial period. He was a key member of the Constitutional Convention.
- Garrison, William Lloyd:** Newspaper editor and lead abolitionist.
- Grant, Ulysses S.:** Commander of Union forces during the Civil War, he later was elected President.
- Hamilton, Alexander:** First Secretary of the Treasury, leader of the Federalists at the Constitutional Convention.
- Hearst, William Randolph:** Wealthy newspaper publisher, used "Yellow Journalism" to sell papers.
- Henry, Patrick:** Statesman and patriot. Famous for saying, "Give me Liberty or Give me Death."
- Hitler, Adolf:** leader of Nazi Germany during World War II, responsible for the Final Solution (Holocaust).
- Hughes, Langston:** African-American poet from the Harlem Renaissance.
- Hutchinson, Anne:** Outspoken religious leader, kicked out of the Massachusetts Bay Colony for her beliefs.
- Jackson, Andrew:** Hero of the War of 1812, involved in 1st Presidential election crisis. Removal of Indians led to the Trail of Tears.
- Jefferson, Thomas:** Author of the Declaration of Independence, 3rd President, responsible for the Louisiana Purchase.
- Johnson, Lyndon:** President during the middle of the 1960s. Passed sweeping Civil Rights and legislation and increased our involvement in Vietnam.
- Kennedy, John F.:** Youngest President elected to office. He brought a fresh look to government in 1960. Started NASA, Peace Corp and escalated our presence in Vietnam. Assassinated
- King, Martin Luther:** Most influential leader of the Civil Rights Movement. Famous Speech "I Have a Dream"
- LaFollette, Robert:** Leading Progressive reformer of the late 1800's. Governor of Wisconsin.
- Lee, Robert E.:** Commander of the Confederate Army during the Civil War.
- Lewis & Clark:** Team of explorers sent by Jefferson to explore and map the Louisiana Purchase.
- Lincoln, Abraham:** President during the Civil War. His goal was to keep the nation united.
- Long, Huey:** Louisiana politician who was a major critic of FDR's New Deal.
- MacArthur, Douglas:** Commander of U.S. forces in the Pacific during World War II.
- Madison, James:** Patriot, statesmen and President. He was Father of the Constitution, author of the Bill of Rights and the Federalists Papers.
- Marshall, George:** Head of the Joint Chief of Staff during World War II. Designer of the Marshall Plan during the Cold War.
- Mussolini, Benito:** Fascist leader of Italy during World War II. Executed at the end of the war.
- Nixon, Richard M.:** Only U.S. President to resign from office, "Watergate". Opened diplomatic relations with Red China and negotiated nuclear treaties with the USSR.
- Paine, Thomas:** Patriot, author and radical thinker, author of *Common Sense* a pamphlet that explained why we should be independent.
- Penn, William:** Founder and proprietor of Pennsylvania. A Quaker, his followers believed in non-violence.
- Rockefeller, John D.:** His Standard Oil Company held a monopoly over the oil industry in the late 1800's. Leading philanthropist and the world's first billionaire.

Riis, Jacob: Muckraker, Published *How the other half lives*, used photos to expose what poverty was like.

Roosevelt, Franklin D. (FDR): President during the Great Depression and World War II. Developed the New Deal to help Americans.

Roosevelt, Theodore: Hero of the Spanish-American War, as President he strengthened the US military, foreign policy and was a conservation and progressive.

Sacco & Vanzetti: Immigrants accused and sentenced for a crime because of a fear of immigrants in the 1920's.

Sinclair, Upton: Muckraker, wrote about greed and unsafe practices in the meat industry. (*The Jungle*)

Stanton, Elizabeth Cady: Activist and leader of the Women's Suffrage Movement.

Stowe, Harriet Beecher: Abolitionist who wrote *Uncle Tom's Cabin*.

Tarbell, Ida: Muckraker, wrote about the unfair practices of Standard Oil, led to demands for tighter controls on trusts.

Truman, Harry: Became President upon FDR's death, used the atomic bomb against Japan, and created the Truman Doctrine. A foreign policy meant to contain Communism.

Truth, Sojourner: Leading abolitionist and former slave.

Tubman, Harriet: Ex-slave who was a conductor on the underground railroad.

Turner, Nat: Led a slave revolt and was executed.

Tweed, William: "Boss Tweed", ran the corrupt Tammany Hall political gang during the late 1800's.

Washington, Booker T.: African-American educator and scientist. Founder of the Tuskegee Institute.

Washington, George: Patriot and commander of the Colonial Army, First President. President of the Constitutional Convention.

Webster, Daniel: Statesman and Senator, last of the three "Great Compromisers".

Zenger, John Peter: Printer, acquitted in famous free speech trial during British rule of the colonies.

Map of the United States with State Capitals



Unit Summaries: The following pages contain summaries of key information and necessary knowledge for each of the curriculum units for both 7th grade and 8th grade social studies based on the New York State Social Studies Curriculum.

Social Studies is ...

a combination of the social sciences used to study people and events from the past. It is the combination of history, political science, economics, geography, sociology, psychology, archeology, and anthropology that give us the most complete picture of our heritage, culture and history as a people. Written language (primary & secondary sources), artifacts, and oral language, this gives us a diverse view of the past. It is because of this diversity of information that requires students to incorporate such a wide variety of problem solving skills in order to gain a true understanding of our subject.

Use your knowledge of social studies to answer the questions below. Remember apply skills outlined earlier in this guide for answering basic recall multiple choice questions.

Key Terms

Primary Source: document from the time period or event, 1st hand information

Secondary Source: document written about an event, 2nd hand information.

Economics: the study of business and how a country makes money.

Historian: a person who studies events of the past.

Archeologist: a person who studies the past using artifacts.

Artifact: an object made by people in the past., usually primitive in nature.

Diversity: a variety, differences

- Which is a primary source of evidence that Columbus sailed to find a new route to the Indies in 1492?
 - a television show about the explorations of Columbus
 - a letter from the current Ambassador from Spain describing the voyage
 - a painting showing Columbus landing in the New World
 - a diary entry written by a crew member aboard Columbus' ship
- A historian's job is to
 - predict the future accurately
 - interpret past events and their causes
 - find out about the past through scientific experiments
 - take surveys of what people believe occurred in the past

STUDY HINT #1: READING MAPS

*Success is based
on hard work
and practice —
no matter what
you are doing!*

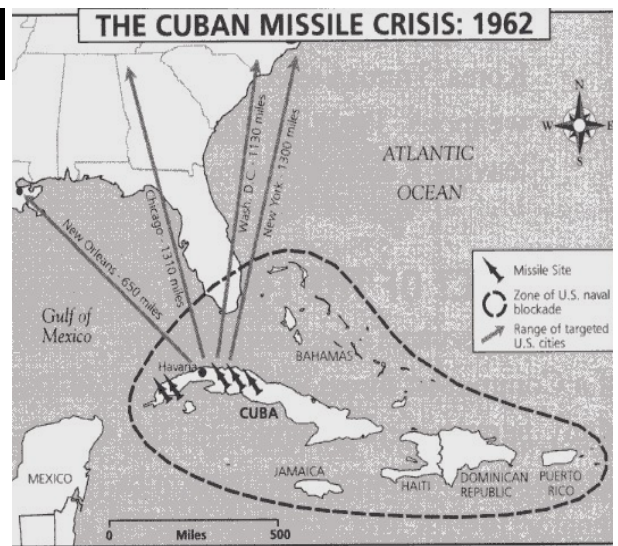
When you see a map, look at the title, scale, compass rose, and key.

Title: Tells you what the map is about.

Scale: Allows you to measure distances.

Compass Rose: Shows you the directions.

Key: Explains the symbols used on the map.

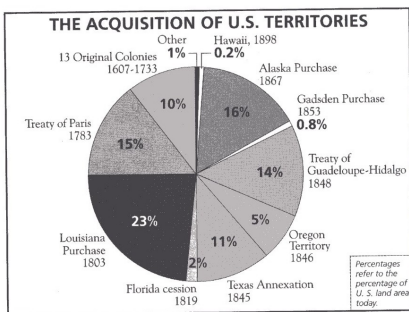


Geography

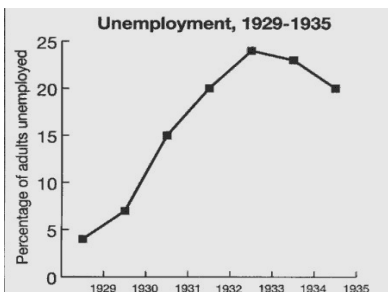
"I do the very best I know how; the very best I can; and I mean to keep on doing so until the end."

Abraham Lincoln

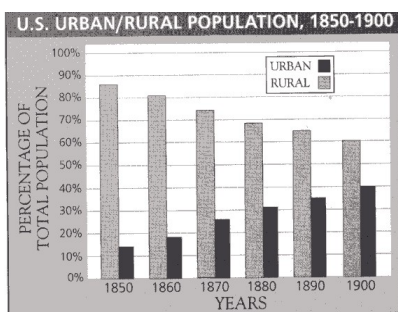
PIE GRAPH



LINE GRAPH



BAR GRAPH



Effects of Geography...

- Determines where people live
- Determines what can be grown, farmed, or hunted
- Controls the environment/climate, which in turn affects how people live;
 - housing
 - clothing
 - food
 - religion
 - types of jobs
 - traditions/culture

Key Terms

- Cartographer:** A specially trained person who draws maps to scale.
- Climate:** the average weather for a region.
- Compass Rose:** shows the primary directions on a compass.
- Longitude:** measures distance traveled North and South.
- Latitude:** measures distance traveled East and West.
- Equator:** divides the Earth into the Northern and Southern Hemispheres.
- Prime Meridian:** divides the Earth into the Eastern and Western Hemispheres.

Geography is the study of the planet and the people living on it. This study is divided into two parts; physical geography and human geography. Physical geography teaches you about the Earth's physical features. While human geography teaches about how people live on and interact with the Earth.

Physical Geography

- What the land looks like? What is the soil like?
- Is it mountainous? What type of climate is it?

Human Geography

- How do the people make a living?
- How people adapted to their environment; Clothing, food, shelter, economy etc.

Geography Skills

- Map reading, using a scale, reading a key

STUDY HINT #2: USING GRAPHS

Determine what type of graph you are analyzing, then look at the title and the way the information is presented.

Line/Bar Graph:

Lines or bars are drawn on the graph to represent amounts and figures. Check to see

how the numbers are being represented, example in millions or in thousands.

When you have determined this you add the right amount of zero's to the number given to determine the actual number.

Pie Graph:

Information will be presented by sections of a circle (like pieces of a pie) they usually show percentages.

** See the examples in the left column.

Unit 7-1: Native Americans

Supreme Court Cases

Marbury v. Madison

This case established the Supreme Court's power of Judicial Review. This gives the Court the right to decide if laws passed by the Congress are Constitutional.

It reinforced the concept of Checks & Balances.

Native Americans

- Migration of peoples
- Development of civilizations
- The ten culture groups

The Meso-Americans
Aztecs

Mayans

Incas

The Eastern Woodlands
- The Iroquois of
New York

Effects of European interaction

Key Terms

Confederation: Organization of multiple groups such as the 5 Nations of the Iroquois.

Culture: Customs and traditions followed by a specific group of people.

Hunter's & Gather's: People who constantly moved searching for food.

Matrilineal: A society where ancestry is traced through the woman's family.

Meso-Americans: The tribes of Central & South America (Aztecs, Mayans & Incas)

Migrate: to move from one place to another.

Nomadic: People constantly on the move, no set place to live.

Pre-Columbian Peoples

This unit examines how people came to the Americas and why they settled in various geographic areas. People's **cultures** ranged from hunters and gathers to nomadic tribes to highly organized civilizations. The most advanced of these groups were the **Meso-Americans** (Aztec, Inca & Mayan) they created advanced societies based on math, science and astronomy. They built large pyramid like temples and used advanced agricultural methods in their farming

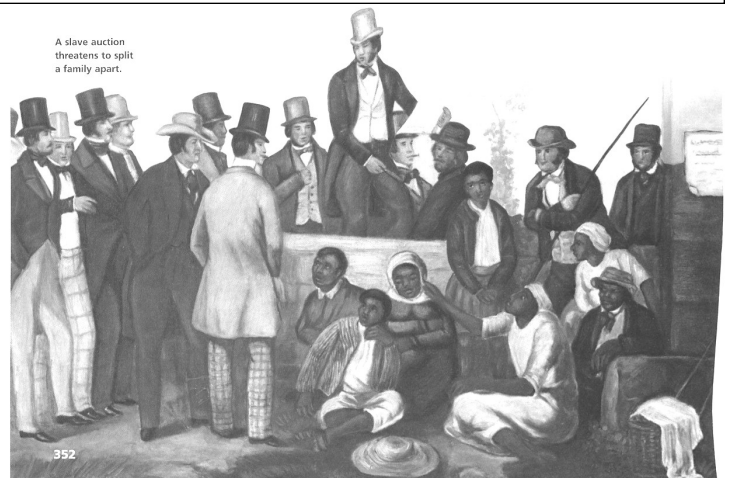
All of the various culture groups (tribes) had one thing in common, they adapted to their environment. The Iroquois of New York were no different. This **matrilineal** society lived off the land from the types of crops they grew (the 3 Sisters), the animals they hunted to the long houses they lived in. They Iroquois were unique to other Native Americans as they overcame their rivalries to form a **Confederation** which provided peace and prosperity by the 5 nations working together co-operatively.

Tribes such as the Plains Indians were nomadic and followed the great buffalo herds while living in tepees, these tribes however, did not live co-operatively and were often at war with each other. Tribes in the American Southwest adapted as well as is exhibited by their dwelling; adobes and cliff dwellings.

Study Hint #3: Interpreting Pictures

"A picture is worth a thousand words". In order to successfully interpret pictures one must;

- Examine the picture carefully.
- Be sure to carefully look at the foreground and background, not just the main object.



Unit 7-2: European Exploration

Supreme Court Cases *Dred Scott v. Sanford*

Denied slaves U.S. citizenship, slaves were property. This ruling made the Missouri Compromise unconstitutional, possibly allowing slavery north of the 36' 30'. Added further confusion and conflict to the issue of slavery.

EXPLORATION

Causes...

- Search for new trade routes for wealth
- Desire to expand, discover or conquer new lands
- Spread Christianity

Effects...

- Europe is opened to new ideas and ways of living
- America's are discovered, conquered & colonized
- Mistreatment of natives
- Death caused by new diseases

Key Terms

Cartographer: A map maker.

Colonialism: The belief in taking control of other lands for your nations benefit. (creation of colonies)

Columbian Exchange: The trading of goods, services and disease between Native Americans and Europeans.

Exploration: To search for new lands, trade routes, and colonies.

Slavery: The owning of people to be used for economic gain.

Triangular Trade: goods traded between Europe and the New World.

Northwest Passage: much sought after route to Asia across the Atlantic from Europe.

Searching For an All-Water Route to Asia

As the soldiers returned home from the Crusades with new products and spices an economic demand was created which brought about the race for new and better **trade routes** to Asia. Land routes were extremely slow and dangerous, so the nations of Europe set sail. Portugal developed the first all-water routes around Africa leaving the other nations to search for alternative routes. Christopher Columbus financed by the Spanish sailed West to discover an unknown continent, the Americas.

Over the next several hundred years many changes were brought to this **New World**. Disease killed millions, armies conquered and enslaved many tribes including the Aztecs and Incas, and religious conversion destroyed centuries old ways of life. **Settlement** by the Spanish and later the English and French brought European rivalries and war to the New World. The French and Indian War brought division and destruction to the great Iroquois Confederation. Trade brought a large influx of population seeking wealth and an escape from religious and political persecution, which the new settlers immediately inflicted upon the **Native Americans**.

Study Hint #4: Reading a Political Cartoon

Like a picture an enormous amount of information can be hidden in a cartoon. Examine everything carefully, paying special attention to;

- The illustration, background, foreground and main object.
- The caption
- The title if there is one.

FDR and the New Deal



1. Which is a primary source of evidence that Columbus sailed to find a new route to the Indies in 1492?
 - a. a television show about the explorations of Columbus
 - b. a letter from the current Ambassador from Spain describing the voyage
 - c. a painting showing Columbus landing in the New World
 - d. a diary entry written by a crew member aboard Columbus' ship

2. A historian's job is to
 - a. predict the future accurately
 - b. interpret past events and their causes
 - c. find out about the past through scientific experiments
 - d. take surveys of what people believe occurred in the past

3. Which source would provide an archeologist with the most direct evidence about pre-Columbian Indians who settled in New York?
 - a. an article about the Iroquois in an encyclopedia
 - b. an interview with a historian who specializes in American cultures
 - c. artifacts left by the Iroquois
 - d. a social studies textbook

4. Which source of information is an example of a primary source?
 - a. encyclopedia
 - b. dictionary
 - c. thesaurus
 - d. journal entry

5. With which field of study are the terms *artifacts*, *carbon dating*, and *dig site* associated?
 - a. archeology
 - b. economics
 - c. civics
 - d. sociology

6. What is the primary method archeologists use to study history?
 - a. reading diaries of a given group
 - b. examining artifacts of a specific people
 - c. observing people in their natural environment
 - d. practicing local customs of people

7. In the 1400's, Europeans were able to begin exploring for new trade routes to Asia because of...
 - a. the unification of Europe into country
 - b. advances in navigation and shipbuilding
 - c. increases in religious toleration in Europe
 - d. a decline in the power of absolute monarchs

8. Which statement provides evidence that Native Americans adapted to their environment?
 - a. The Pueblos developed an irrigation system for farming
 - b. The many tribes of the Great Plains spoke different languages
 - c. The Maya made great advances in mathematics
 - d. The Delaware used oral traditions to retell their history

9. The longhouse was a type of dwelling used by the...
 - a. Seminoles
 - b. Iroquois
 - c. Nez Perce
 - d. Pueblos

10. Different groups of Native American Indians developed different cultures mainly because each group
 - a. adapted to its environment in a different way
 - b. came to America from different parts of the world
 - c. had to follow written traditions
 - d. wanted to be distinct from other groups

Base your answers to questions 11 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

11. What is the speaker recommending to his people?
 - a. increased cooperation
 - b. economic competition
 - c. conservation of resources
 - d. cultural exchange

Unit 7-3: The American Colonies

Supreme Court Cases

Plessy v. Ferguson

Upheld the use of racial segregation by ruling that separate facilities based on race were legal as long as they were equal to one another.

COLONIZATION

Causes...

- Expansion of the Mother Country's wealth and power
- mercantilism, economic method of gaining wealth by a country.
- Place to send dissidents to (troublemakers)
- Competition with other European nations.

Effects...

- Increases tensions in Europe
- French & Indian War
- Desire for colonial independence

Cash Crop: Crops raised for sale not personal use.

Embargo: Refusal to buy or sell goods from or to another nation.

Mayflower Compact: Agreement signed by the Pilgrims setting the framework for governing their colony.

Mercantilism: Economic system where the mother country benefited financially from her colonies.

Mother Country: Nation that founded or controls a colony.

Protest: Demonstrations used to show concern with a problem.

Puritan: English Protestants who settled the Massachusetts Bay Colony.

Religious Toleration: Policy of allowing people choice in their religion and to worship freely without fear of persecution.

Tariff: Tax on imported goods.

Town Meeting: Early form of democracy, where people of a town meet to make decisions. Commonly used throughout the New England Colonies in the late 1600's.

These colonies in North America were originally settled for **economic gain** and **religious freedom** by the English, Dutch and French. Each of the three major regions developed their own identity the South became dependent on **cash crops** such as cotton, tobacco and indigo. The Middle Colonies provided natural resources such as lumber and fur as well as many agricultural products. And the New England colonies prospered due to shipping and fishing as their climate was less applicable to large scale farming. One can see how geography and **climate** had a major impact on farming in the colonies as well. Not to mention labor, with the southern colonies being dependent on the use of **slave labor**. Economics is not the only way the colonies differed from each other. Politically some were **Crown** (owned by the King) Colonies, others were **Proprietary** (owned by individuals) while others were **Joint Stock Companies** (owned by a group of investors).

The one thing that all of the colonies shared in common was that they were a haven for **dissidents** from the **Mother Country**. The colonies proved to be an excellent place to send troublemakers and opposition to the crown and church.

Study Hint # 5: Using a Time-Line

Present information in sequential order over a set period of time. They are most commonly used to show a progression of events such as causes of a war.

1920	1925	1930	1935	1940
1917 Russian Revolution; Lenin & Bolsheviks seize control	1922 Mussolini and fascists march on Rome; king makes him prime minister	1923 Hitler jailed after Munich putsch; writes <i>Mein Kampf</i>	1927 Stalin becomes dictator of Soviet Union	1931 Japan conquers Manchuria
	1924 Mussolini becomes dictator of Italy	1933 Japan withdraws from League of Nations	1933 Hitler becomes chancellor of Germany	1935 Italy invades Ethiopia
		1933 Anti-Jewish Nuremberg Laws in Germany	1935 Hitler invades Rhineland	1936 Spanish Civil War begins; Franco becomes dictator
			1937 Hitler invades Sudetenland; Munich Agreement	1937 Japan invades China; Nanking massacres
				1939 Hitler invades Poland; World War II begins
				1941 Japan bombs Pearl Harbor

Unit 7-4: American Revolution

Supreme Court Cases

Brown v. the Board of Education

Reversed the earlier Court ruling in Plessy v. Ferguson, stating that separate but equal was unconstitutional. This decision led the way for future Civil Rights reforms and legislation.

Study Hint #6: Reading Comprehension

Causes...

- Harsh British Laws
- Taxation without Representation

Disregard for Colonial concerns

Effects...

- Colonial Protests
 - Organization of the colonies
 - Sons of Liberty
 - First & Second
 - Continental Congresses
 - Declaration of Independence
 - Revolution
- American Colonial Independence

Key Terms

Intolerable Acts: Four harsh laws passed by the British to punish the Massachusetts colony for acts of rebellion.

Loyalist: Colonists who remained loyal to Great Britain during the American Revolution.

Natural Rights: Your rights based on reason, religion, and nature. These are the basis for Jefferson's thoughts in the Declaration of Independence.

Navigation Acts: Laws that benefited Great Britain's trade with the American colonies.

Patriot: Colonist who supported independence during the American Revolution.

Stamp Act: British tax placed on any/all colonial documents, publications, or legal papers.

Tyranny: Government where a ruler has absolute power and uses it unjustly.

After decades of being allowed to make their own decisions and laws the colonies found themselves coming under the scrutiny of the **British Parliament** following the French and Indian War. In order to payoff the huge war debt Parliament passed a variety of Acts and new taxes without seeking colonial input. These changes were met with anger and protest by the colonies. The slogan "**Taxation without Representation**" became the rallying point in the colonies. After numerous attempts to negotiate with England (Committees of Correspondence, and the 1st and 2nd Continental Congresses) independence was finally declared. Thomas Jefferson's eloquent words in the **Declaration of Independence** told the world of our reasons for demanding independence.

Defeating the British was considered a near impossibility, yet through perseverance, strategy, luck and a little help from France independence was won. The great distance of the Atlantic Ocean coupled with the arrogance of the British army led to many mistakes which were capitalized on by the colonies. Colonial victories at Trenton, Saratoga and Yorktown combined with the enormous financial cost of the war led the British to concede and grant the colonies their independence.

Read the entire excerpt carefully, identify and underline the main idea/topic sentence. Be sure to check for supporting information and facts. To determine the main idea of the story be sure to;

- Check the title
- Try to identify the time period
- Identify any events or facts.

The New York Times

VOL. XCI, No. 30,635

TUESDAY, DECEMBER 9, 1941

3 Cents

U.S. DECLARES WAR ON JAPAN

Over 1,500 Dead At Pearl Harbor
Aid Being Rushed to Hawaii

1. Which geographic condition in the southern colonies contributed to their decision to grow cotton and tobacco?
 - a. rocky soil and a short growing season
 - b. fertile coastal plain and a long growing season
 - c. heavily forested mountain ranges
 - d. rich deposits of mineral resources
2. In which way were the French, Spanish, and English colonies in Americas similar?
 - a. They welcomed anyone who wished to settle within their boundaries.
 - b. They had locally elected legislatures.
 - c. They were regulated by their ruling countries.
 - d. They practiced religious tolerance.
3. Which Puritan belief is still an important ideal in modern United States society?
 - a. The church needs to be purified.
 - b. There should be a union of church and state.
 - c. It is important to work hard.
 - d. Amusements are evil.
4. The French and Indian War increased tension between Great Britain and the American colonists because
 - a. the colonists were not allowed to fight in the war
 - b. the colonists hoped to win their independence during the war
 - c. the Native American Indians helped Britain and not the American colonists
 - d. Britain insisted that colonists help pay the debt caused by the war
5. Which was an economic method used by the American colonists to protest British taxes?
 - a. starting Committees of Correspondence
 - b. boycotting British goods
 - c. writing to Parliament
 - d. raising Liberty poles
6. The belief that colonies exist to benefit the economy of the mother country is known as...
 - a. triangular trade
 - b. mercantilism
 - c. free trade
 - d. nativism
7. What was the major reason the original settlers of Plymouth Colony, Maryland, and Pennsylvania came to America?
 - a. to secure freedom from religious persecution
 - b. to search for gold and silver
 - c. to convert Native American Indians to Christianity
 - d. to bring spices to the New World
8. The slogan "No taxation without representation" referred to taxes enacted by...
 - a. colonial legislators.
 - b. town meetings.
 - c. the English Parliament.
 - d. the First Continental Congress.
9. What was a result of the French and Indian War that led directly to the American Revolution?
 - a. The British lost most of their colonies in the Americas.
 - b. French colonies expanded west of the Appalachians.
 - c. Native American Indians were given lands west of the Appalachians.
 - d. England decided to make the American colonists help pay war debts.
10. Many American colonists believed that British tax laws were unfair because...
 - a. colonists lacked representation in Parliament.
 - b. the British treasury had a surplus of funds.
 - c. Native Americans were exempt from British tax laws.
 - d. taxes were higher in the colonies than in England.
11. Colonial boycotts of British goods before the Revolutionary War were effective measures because they...
 - a. reduced profits of British merchants.
 - b. lowered the prices of imported products.
 - c. left British troops short of supplies in the colonies.
 - d. allowed the Americans to start their factories.
12. What was one purpose of the Declaration of Independence?
 - a. to establish a framework for government
 - b. to state the reasons for the colonies to separate from England.
 - c. to express reasons for limiting immigration
 - d. to list arguments for women's suffrage
13. New York's role in the American Revolution was important because
 - a. the first battle of the war took place in New York
 - b. New York City was the headquarters of the colonial forces
 - c. New York had more patriots than the other colonies did
 - d. Control of New York was the main part of the British strategy

Unit 7-5: The U.S. Constitution

Supreme Court Cases

Gideon v. Wainwright

This Court decision set the precedent for free legal counsel for those who cannot afford it.

Major Themes...

- Protect the people from governmental abuse
- Bill of Rights, individual rights guaranteed to the people
- States Rights, powers left to the states that are not held by the federal government
- Checks & Balances, no one branch of government should be more powerful than the others
- Elastic Clause & Amendments, ability to change the Constitution

Key Terms

- Anti-federalists:** People who opposed the ratification of the Constitution
- Bicameral:** Two house legislature.
- Democracy:** People elect representatives to make laws.
- Due Process:** Constitutional guarantee of your personal rights as set-forth by the fourth and fifth amendments.
- Federalism:** A government where power is shared by the national and state governments.
- Judicial review:** The power of the Supreme Court to decide the Constitutionality of a law or government action.
- Separation of Powers:** Keeping the three branches of government equal in power.
- Veto:** To cancel legislation.

Following the American Revolution, our first government was known as the **Articles of Confederation**. It was designed to be the opposite of what many colonists had come to fear and detest; a strong central government. It did not take long to realize that this states based government was ineffective and weak. In response to these concerns a **Constitutional Convention** was called to create a new better functioning federal government. The **Founding Fathers** argued over most of the provisions almost always coming up with a workable **compromise**. It was their ability to compromise that created our balanced and diverse form of democracy. A fear of a central power like a king led to the creation of a government based on a "separate but equal" concept. Three branches of government each with powers over the other (**checks and balances**) was put into place. Along the way several key compromises were made such as the **Great Compromise** (bi-cameral legislature), the **3/5 Compromise** (representation) and the creation of a **Bill of Rights** (protection of individual rights).

Over the past 200 plus years our government has been guided by this structure set forth in the Constitution whether it be new **amendments** (amending process), the addition of new government agencies (**elastic clause**) or simply

Study Hint #7: Reading Charts and Tables

Charts and Tables show facts or figures in columns. Information is organized according to the column heading. Most commonly

Steps to Revolution		
Date	British Action	Colonists' Response
1763	Proclamation bans colonial expansion beyond Appalachian Mountains	Anger; some ignore Proclamation and settle in Ohio Valley
1765	Stamp Act taxes colonists to pay for British troops stationed in North America	Formal protest; boycott of British goods
1766	Stamp Act repealed	End of boycott
1767	Townshend Acts tax imported glass, paper, tea; Writs of Assistance to prevent smuggling	New boycotts; boost to domestic cloth-making
1770	Townshend Acts repealed for all goods except tea	Boston Massacre (colonists riot; five men killed by British troops)
1773	Tea Act gives East India Company a monopoly on tea trade	Decline in tea-drinking; Boston Tea Party (colonists disguised as Indians dump tea off ships into Boston Harbor)
1774	Intolerable Acts close Boston port, suspend Massachusetts constitution, allow troops to be quartered in private homes, and allow officials and soldiers to be tried in British courts	Committees of Correspondence send out anti-British pamphlets; First Continental Congress organizes trade ban, sends grievances to Parliament; colonies start training soldiers

the passing of new laws (How a bill becomes a law). We have seen many changes some good and some bad, but the basic rules have held strong because of the simple fact that the Founders allowed for the Constitution to change and adapt to new times and changes within society.

1. At the Constitutional Convention, the Great Compromise settled the dispute over...
- a. representation in Congress.
 - b. the issue of slavery.
 - c. the presidential veto power.
 - d. judicial review.

Base your answers to questions 2 and 3 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 not 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."

2. Which congressional power is referred to by Speaker C?
- a. veto
 - b. override
 - c. judicial review
 - d. impeachment
3. Speaker D is referring to which constitutional principle?
- a. veto
 - b. override
 - c. judicial review
 - d. impeachment
4. A constitution is best described as a
- a. plan to get candidates elected to office
 - b. plan describing the organization and operation of a government
 - c. government's plan for getting and spending money
 - d. military plan of attack
5. The Preamble of the United States Constitution says that the power to govern originates with the...
- a. states
 - b. president
 - c. Supreme Court
 - d. people
6. Delegates at the Constitutional Convention of 1787 agreed to the Three-Fifths Compromise as a way to...
- a. limit the power of the president.
 - b. provide legal rights for women.
 - c. settle differences over representation in Congress.
 - d. establish term lengths for senators.

7. Which part of the United States Government resulted from the Great

Compromise on the issue of representation?

- a. Presidency
- b. Supreme Court
- c. Congress
- d. Cabinet

8. The United States Constitution established a government based on the basic concepts of separation of powers and of checks and balances. The authors of the Constitution wanted to...

- a. prevent any one branch of government from becoming too powerful
- b. continue concepts from the Articles of Confederation
- c. give most of the power to the executive branch
- d. insure that government branches would operate without disagreement

9. Which statement about the United States Constitution is an opinion?

- a. The writing of the Constitution involved a series of compromises.
- b. The United States Constitution is the best working plan of government in the world.
- c. The New York State Constitution served as a model for the development of the United States Constitution.
- d. The United States Constitution was drawn up because many people were dissatisfied with the Articles of Confederation.

10. Although times have changed, the United States constitution has survived because the writers of the Constitution

- a. accurately predicted the problems that would arise
- b. provided for a system that would never need changing
- c. did not limit the power of the government
- d. included ways to adjust to change

**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.**

11. Which document is characterized by these statements?

- a. Articles of Confederation
- b. Federalist Papers
- c. Northwest Ordinance
- d. United States Constitution

Unit 7-6: America Expands

Supreme Court Cases

Miranda v. Arizona

Ruled that a person's Fifth Amendment rights begin at the time of arrest. A person must now be informed of their rights.

WESTWARD EXPANSION

Causes...

Search for wealth (gold rush, cattle ranches)

Adventure

Increase national power and pride

Effects...

Development of mass transportation

1. Canal System
2. Transcontinental Railroad

Discovery of vast resources and wealth (gold, silver, & oil)

Key Terms

Canal: Manmade waterway built to transport goods.

Doves: People who oppose war. Pacifists.

Hawks: People in favor of war as a means to an end.

Frontier: Lands west of the Mississippi River.

Louisiana Purchase: Doubled the size of the nation opening up a new western frontier.

Manifest Destiny: Idea that the U.S. had the right to expand west to the Pacific.

Monroe Doctrine: U.S. warning to Europe not to get involved in Central or South America.

Territories: Lands on the frontier controlled by the United States that were not yet states

Trail of Tears: Forced march of the Cherokee from Florida to Oklahoma. Thousands died.

The new nation began to look to its **frontiers** for a variety of reasons; military defense, adventure, and **Manifest Destiny**. This westward movement truly began in 1803 with the **Louisiana Purchase** and the subsequent expedition of these lands by Lewis and Clark. With the nation now doubled in size cheap and free land was there for the taking on the frontier and many adventurers and families moved west to seek their fortunes and to make a new life for themselves.

Several problems soon arose. What to do with the Native American tribes already living their? How to defend this vast new territory?, The expansion of slavery?, A useful transportation network connecting the new with the old.

The military expanded west in order to protect settlers and displace the Native Americans leading to one of Americas more shameful events, the **Trail of Tears**. Many slaveholders and wealthy plantation owners sought to move into these **territories** seeking cheap land and expanding the cotton kingdom. Many turnpikes, railroads, and canals were built in an attempt to transport people and goods the most famous of which was the **Erie Canal**

Test Taking Tips

Before the Test:

You must prepare, study your notes, flash cards, or any study guides that you have. Think **POSITIVELY!** If you have prepared, than you will do well.

Taking the Test:

- Relax and forget about those around you.
- Pay attention to all directions that are given.
- Read the test carefully! If you

don't know an answer, skip it and come back to it later.



Unit 7-7: The Antebellum Era

Supreme Court Cases

New York Times v. United States

The decision upheld the doctrine of prior restraint. This protects the press (newspapers, magazines, radio, filmmakers and television) from government attempts to block publication except in extreme cases of national security.

Antebellum Era

Causes...

-States Rights, the Southern states felt their rights were being infringed upon
 -Sectionalism
 -Slavery
 -Mistrust

Effects...

-A series of compromises: Missouri, 1850, Kansas-Nebraska, & Fugitive Slave Act
 -Mass destruction & loss of life
 -End of slavery
 Increased mistrust between the regions.

Key Terms

Abolitionist: Person who believes that slavery should be ended.

Compromise: Settling of differences.

Feminist: Someone who advocates equality for women.

Popular Sovereignty: People decide major issues like slavery in their territory by voting.

Secession: Process where southern states left the U.S. to form the Confederacy.

Sectionalism: Description of the U.S. prior to the Civil War. Each section of the country put their own interests first at the expense of the others.

Seneca Falls Convention: First major meeting held to discuss Women's Rights in 1848. The Declaration of Sentiments was published here.

Tariff: Tax on imported goods.

Underground Railroad: Secret organization that smuggled slaves to freedom.

The United States reeled out of control towards war for nearly 40 years, compromise after compromise. Where the United States government attempted to impose legal actions in an attempt to legislate what was basically a war of culture. America's real problem was the two divergent cultures and societies that developed in the North and South.

The North had an industrial based economy, where the South had a traditional agrarian economy. The North created goods for sale, where the South grew **cash crops** for processing which led to different needs. The North wanted high tariffs to inflate foreign prices and protect their profits. This hurt the South by creating higher prices on goods, but not on resources.

The idea of states rights took on several faces, who had the right to levy tariffs? Who had the right to legislate where slaves could be owned? The Southern states with their smaller populations felt outnumbered and in the Congress. The North tried to impose their beliefs through the media, with the founding of the **Abolition Movement** and the **Underground Railroad**. Compromise became more difficult as conflict between the regions became heated and eventually led to violence in places like Kansas. The time for compromise had passed and the nation began to prepare for war.

Test Taking Tips

Multiple Choice Questions:

- Read each question twice before answering.
- Eliminate answers that you know to be incorrect.

- Circle questions that you are not sure of and come back later to complete them.
- Look for key terms from the question in the answers..



Be sure to read everything not once, but twice. Use the context of the questions to help define terms you are not sure of.

1. Up to 1890, the term "American frontier" was used to refer to
- one of the coastlines of North America
 - the dividing line between Spanish and American settlements
 - a fixed boundary separating one political area from another
 - a shifting area marking the farthest extent of pioneer settlements

"...the American continents... are... not to be considered as subjects for future colonization by any European powers..."

2. This passage is taken from the
- Mayflower Compact
 - Monroe Doctrine -
 - Gettysburg Address
 - Fourteen Points
3. In both the pre-Columbian Iroquois culture of the Age of Homespun in New York State, the yearly patterns of activities were organized mainly around...
- a twelve-month calendar
 - periods of peace and war
 - periods of work and rest
 - periods determined by nature
4. Which event resulted in the United States territory nearly doubling in size between 1800 and 1830?
- Louisiana Purchase
 - Mexican-American war
 - Gadsen Purchase
 - Civil War
5. Between 1820 and 1860 when a territory applied for statehood, the most important issue before Congress was whether the territories...
- avored a high tariff
 - were rich in mineral resources
 - would allow slavery
 - needed internal improvements
6. During the period from 1825 to 1860, interdependence between mid-western farmers and New York merchants increased as a result of...
- improvements in transportation systems
 - the high cost of using turnpikes
 - the shift of industries from the North to the South
 - the use of installment buying

7. The Trail of Tears resulted from President Andrew Jackson's effort to...
- remove Native American Indians from all land east of the Mississippi River
 - teach Native American Indians the American lifestyle
 - return tribal lands to Native American Indians
 - allow native tribes self-rule within state boundaries
8. During the first half of the 19th century, the abolition movement worked to...
- end slavery.
 - promote the civil service program.
 - establish free public schools.
 - limit consumption of alcoholic beverages.
9. With which movement are Sojourner Truth, Fredrick Douglass, and Harriet Tubman associated?
- expansionist
 - temperance
 - Prohibition
 - abolitionist
10. Before the Civil War, the publication of Uncle Tom's Cabin and accounts written by former slaves helped to...
- change many people's attitudes concerning slavery.
 - reduce Northerners' feelings of empathy toward slaves.
 - ease tensions between the North and the South.
 - change the way Southerners treated slaves.
11. Nat Turner, Denmark Vesey, and Gabriel Prosser had similar experiences in that they...
- helped slaves escape through the Underground Railroad
 - wanted slavery to expand to the West.
 - ran for political office, but were defeated.
 - led slave rebellions that failed.
- "What, to the American slave, is your 4th of July? I answer a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim."***
12. The author of this passage was most likely...
- a Confederate soldier
 - a slave trader
 - a segregationist
 - an abolitionist

Unit 7-8: The American Civil War

Supreme Court Cases

Roe v. Wade

Ruled that women under Due Process have a Constitutional Right to decide whether or not to terminate a pregnancy.

The Civil War

Causes...

States Rights, the Southern states felt their rights were being infringed
Sectionalism
Slavery
Election of Lincoln

Results...

Confederate States of America formed
Bloodiest Battles in U.S. history
Emancipation Proclamation
Confederacy defeated
President Lincoln assassinated

Key Terms

Border States: Slave states that remained with the Union.
Confederacy: Nation formed when the Southern states seceded from the United States in 1861.

Conscription: Required men to serve in the military. Like the draft.

Copperhead: Northerners who sympathized with the South during the Civil War.

Emancipation Proclamation: President Lincoln's decree that freed all slaves living in states in rebellion against the Union.

Secession: Process where southern states left the U.S. to form the Confederacy.

Slavery: The owning of people to be used for economic gain.

States' Rights: Belief that states should decide major issues for themselves. The Southern states felt they were being mistreated by the Northern states.

Union: The Northern states.

The election of Abraham Lincoln as President in 1860 was the final straw for many Southerners. With the **secession** of South Carolina followed by the attack on Fort Sumter, the Civil War has begun. Zeal and a sense of honor swept across the nation as men enlisted in enormous numbers. In the South, each state created their own army, with their own generals, and their own ideas for how the war could be won. The Southern government was led by former U.S. Senator Jefferson Davis with a modified form of the old Articles of Confederation. The North was led by President Lincoln and what remained of the army.

Looking at the **Union** (North) and the **Confederacy's** (South) strengths and weaknesses one would assume that the Union would win easily and quickly. Large advantages in the production of goods, railroads, and money were held by the Union as well as an already organized military. The South's only advantages were fighting a defensive war, a sense of purpose and most importantly, military leadership. The U.S. military saw its best and most experienced officer's fight for the Confederacy.

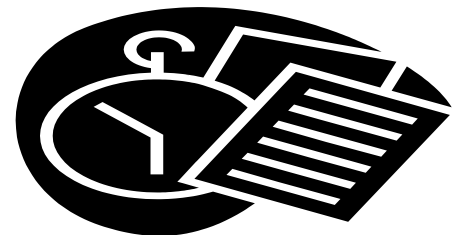
This was to become America's bloodiest war with battles that saw more than 20,000 Americans dead and even more wounded. The war lasted 5 years and created a division that can still be seen today. But Lincoln accomplished his goal; to maintain the nation as a whole.

Test Taking Tips

Constructed Response Questions

- Examine the document closely, paying special attention to any title or writing.
- Read the question and answer only what you are asked to.

Example: If they ask for one detail only give one. If they ask for two, give two.



Take your time, don't rush. Read everything and think before you answer. Apply all of the skills you have learned.

Unit 8-1: The Reconstruction Era

Supreme Court Cases

Tinker v. Des Moines

This case protected the First Amendment Rights of students and teachers in school. It stated, "it can hardly be argued that either students or teachers shed their Constitutional rights of freedom of speech or expression at the schoolhouse gate.

RECONSTRUCTION

Causes...

The Civil War
Need to rebuild the South
To protect the rights of former slaves
Attempt to improve relations between the North & South

Effects...

Resentment of the North
Continued Discrimination against former slaves: Jim Crow Laws, Black Codes, & the KKK
Increased settlement of the West

Key Terms

Black Codes: Laws passed in southern states that limited the rights of freed slaves during reconstruction.

Carpetbagger: Northerner who moved South and supported Republicans during Reconstruction.

Freedmen's Bureau: Government agency setup to assist former slaves following the Civil War. It provided food, clothing, medicine and education.

Impeachment: Method set-forth in the Constitution to remove an elected official from office for wrongdoing.

Jim Crow Laws: Laws passed in Southern states at the end of the 1800's to legally segregate the races.

Ku Klux Klan: Secret organization based on hatred and discrimination. Terrorized former slaves.

Scalawag: White Southern republican during reconstruction.

Segregation: Separating the use of public facilities by race.

Sharecropper: Farmer who rents land, tools, and seeds in return for a percentage of his crops.

Winning the Peace?

The time that followed the Civil War would prove to be as controversial as the **Antebellum Era**. How to bring the South back into the nation? What to do with former Confederate soldiers and leaders? How to rebuild the South? The question of slavery and how to answer it. All were complicated issues made more complicated by the assassination of President Lincoln. The President had planned to grant **amnesty** and forgiveness. With his murder the **Radical Republicans** came to the forefront instituting military districts and voting restrictions against former Confederate leaders.

Slavery came to an end in America with the passing of the **13th, 14th, and 15th amendments**, granting freedom, citizenship, and voting rights (men only). The **Freedmen Bureau** was set up to assist former slaves adjust to their new found freedom and they gained political clout through their voting block. All seemed well.

In the South a backlash came in the form of **Black Codes, Jim Crow Laws, and the KKK**. The goal was to take away the new found economic and political power gained by former slaves. The **Sharecropping** system was instituted to block economic gain for former slaves as were voting restrictions at the state and local level through poll taxes and literacy tests.

What Lincoln had hoped would be a new beginning became institutional segregation and discrimination that would dominate the American South for decades to come.

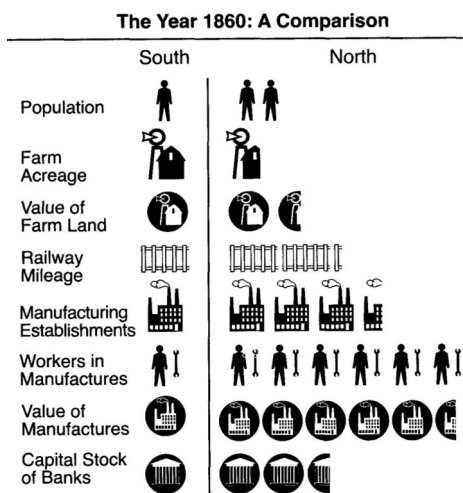
"A system so oppression so rank that nothing could make it seem small except the fact that [African-Americans] had already been ground under it for a century and a half."

—George Washington Cable, *The Freedmen's Cause in Equality*

This quote refers to the ending of...

1. President Lincoln's major goal during the Civil War was to...
 - a. punish the states that had seceded.
 - b. preserve the Union.
 - c. end slavery in the United States.
 - d. save as many lives as possible.
2. What advantage did the South have over the North during the Civil War?
 - a. greater manufacturing
 - b. more effective Navy
 - c. better government
 - d. more capable military leaders
3. By issuing the Emancipation Proclamation, President Abraham Lincoln...
 - a. lost Northern support for the war.
 - b. broadened the Union war goals to include ending slavery.
 - c. strengthened the principle of states' rights.
 - d. brought a quick end to the war.

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



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

4. At the beginning of the Civil War, the South had an advantage over the North in...
 - a. capital stock of banks
 - b. value of farmland
 - c. farm acreage
 - d. railway mileage
5. Which conclusion about the Civil War is most clearly supported by information in the chart?
 - a. The North was expected to win the war quickly.
 - b. The South would have the advantage in a long war.
 - c. The South would have a larger, better-equipped fighting force.
 - d. The North and South were evenly prepared for the war.

6. After Reconstruction, white Southerners regained control of Southern state governments by...
 - a. ending the Black Codes.
 - b. limiting voting rights of African Americans.
 - c. forcing most African Americans to move to the North.
 - d. limiting the sharecropping system to whites only.

7. Beginning in the late 1800s, poll taxes, literacy tests, and grandfather clauses were used to...
 - A. protect important civil rights
 - B. improve public education
 - C. prevent African Americans from voting
 - D. restrict immigration

8. The term carpetbaggers was used during Reconstruction to describe...
 - a. Southern whites who supported Radical Republican programs
 - b. African-Americans who gained control of former Southern plantations
 - c. Northerners who moved to the South seeking personal gain
 - d. formerly enslaved African-Americans who moved to the West

9. Which change occurred in Southern agriculture in the years following the Civil War
 - a. Many formerly enslaved persons became sharecroppers
 - b. Subsistence farming became illegal
 - c. Cotton production ended
 - d. Most small farms were joined into large plantations

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

"What, to the American slave, is your 4th of July? I answer a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim."

11. The author of this passage was most likely...
 - a. a Confederate soldier
 - b. a slave trader
 - c. a segregationist
 - d. an abolitionist

Unit 8-2: Change in the West

Supreme Court Cases

Tinker v. Des Moines

This case protected the First Amendment Rights of students and teachers in school. It stated, "it can hardly be argued that either students or teachers shed their Constitutional rights of freedom of speech or expression at the schoolhouse gate.

Changes in the West Causes...

More land was needed
Americans were looking for a better way of life
Native American conflicts continued

Effects...

Transcontinental Railroad completed
African Americans migrate West
Farmers gain some political concessions
Native Americans Are forced onto reservations and conflicts come to an end.

Key Terms

Battle of Little Bighorn: Lakotas & Cheyennes defeat Custer and his troops.

Central Pacific: began work on the Transcontinental Railroad in Sacramento, CA and built eastward.

Chisholm Trail: Cattle Trail used by ranchers to move cattle between Texas and the Kansas Pacific Railroad. Over 1 million head of cattle were transported through this trail.

Dawes Act: Encouraged Native Americans to become farmers and divided land into small parcels. Program did not work well, many farmers sold off their land.

Exodusters: African Americans who moved west from the south for a better way of life. They took their name from Exodus, the book of the Bible that tells about Jews escaping slavery in Egypt.

Grange: Association of U.S. farmers formed in the late 1800's to protect their interests.

Transcontinental Railroad: First railroad to cross the continental U.S., connecting the East with the West.

Union Pacific: Began work on the Transcontinental Railroad from Omaha, Nebraska and built westward.

As the California Gold Rush was ending, mining expeditions discovered gold and other precious metals in other parts of the West. **The Homestead Act**, railroads, and new farming methods all drew settlers to the **Great Plains**. Often these settlers came into conflict with the Native Americans who had made their homes there for centuries. Many years of violence ended with the conflict at **Wounded Knee**. The event marked the end of armed conflict between whites and Native Americans.

In the period following the Civil War, developments in technology and business the daily lives of Americans. The building of the Transcontinental Railroad was a huge accomplishment. The expansion of railroad lines allowed the movement of goods to take place more quickly and inexpensively, helping other industries to thrive, and paving the way for American industry to expand into the West.

Farmers began to organize during this time period, forming **The Grange**; they elected politicians who were sympathetic to their needs and worked together to get better prices. **The Populist Party** was formed to work on the behalf of farmers and attempted to work with industry. They fought for more regulation of the railroads, an 8 hour work day, direct election of Senators. Overtime the two major political parties began adopting many Populist ideas and soon the party disappeared.

"A system so oppression so rank that nothing could make it seem small except the fact that [African-Americans] had already been ground under it for a century and a half."

—George Washington Cable, *The Freedmen's Cause in Equality*

This quote refers to the ending of...?

1. During the late 1800's, barbed wire fences and sod houses were most likely found...
 - A. on the Great Plains
 - B. in the deep south
 - C. along the Great Lakes.
 - D. in the Pacific Northwest.
2. The Populist Party wanted to base the nation's currency on?
 - A. Gold
 - B. Greenbacks
 - C. Free Silver
 - D. Credit
3. Who was defeated at the Battle of Little Bighorn?
 - A. Sitting Bull
 - B. The Lakotas
 - C. Custer
 - D. Crazy Horse
4. Why were the buffalo important to Native Americans on the Great Plains?
 - A. Buffalo showed the Plains Indians where to find food
 - B. Buffalo showed the Plains Indians where to find water
 - C. The Plains Indians worshipped the buffalo
 - D. Buffalo meat was their main source of food
5. What was the goal of the Dawes Act of 1887?
 - A. To encourage Native Americans to become farmers and American citizens
 - B. To Discourage Native Americans from moving onto reservations
 - C. To make sure that there would always be enough reservation land
 - D. To keep Native American children out of white-run schools
6. Railroad companies hired hunters to kill buffalo for which reason?
 - A. To feed the crews building the railroad
 - B. To sell the meat to butchers in the East
 - C. To use the hides as shelter
 - D. To sell the meat to the Native Americans
7. Settlers on the Great Plains built homes from sod because?
 - A. There were no trees and, therefore, no logs
 - B. They lacked the tools with which to cut trees into lumber
 - C. Sod homes were cooler in summer and warmer in Winter
 - D. They couldn't afford to build homes from bricks or logs
8. By 1881, more than 400,000 Exodusters moved to Kansas because?
 - A. They had heard about the cheap land and pleasant climate there
 - B. There was an abundance of jobs available in the many new factories
 - C. The end of Reconstruction ended federal protection for African Americans in former slave states
 - D. They had plenty of money with which to start new farms and businesses
9. The deposit of silver-bearing ore discovered in Nevada in 1859 was the?
 - A. Carson River Lode
 - B. Comstock Lode
 - C. Pikes Peak Lode
 - D. Silverado Lode
10. During the late 1800's barbed wire fences and sod houses were most likely found?
 - A. On the Great Plains
 - B. In the Deep South
 - C. Along the Great Lakes
 - D. In the Pacific Northwest
11. The passage of the Homestead Act and the completion of the transcontinental railroad helped to fulfill the United States commitment to?
 - A. Reconstruction
 - B. Racial equality
 - C. Manifest Destiny
 - D. Conservation of natural resources
12. The main reason for the Homestead Act was to...?
 - A. Create national parks
 - B. Help southern whites develop plantations
 - C. Assist factory owners in the North
 - D. Help create farms and settle the west

MORE MULTIPLE CHOICE TEST TAKING TIPS

- 1) Responses that use absolute words, such as "ALWAYS" or "NEVER" are less likely to be correct than ones that use conditional words like "USUALLY" or "PROBABLY"
- 2) "Funny" responses are usually wrong
- 3) "All of the above" is often a correct response
- 4) "None of the above" is usually an incorrect response, but this is less reliable than the "all of the above" rule
- 5) Be very careful not to be trapped by double negatives
- 6) The longest response is often the correct one, because the test maker tends to load it with qualifying adjectives or phrases
- 7) If all else fails, choose response (B) or (C) Many test takers subconsciously feel the correct answer is "hidden" better if surrounded by wrong answers. Response (A) is least likely to be the correct one

FILL IN THE BUBBLES CAREFULLY IN PENCIL. IF YOU ERASE AN ANSWER MAKE SURE TO ERASE ALL OF YOUR ANSWER.

Unit 8-3: Industry, Unions, and

Supreme Court Cases

United States v. Nixon

Ruled that the President is not above the law and must conform to any Court Order except for papers or discussion directly related to performing the duties of President. Private materials are excluded.

INDUSTRIALIZATION

Causes...

Increase in technology, new inventions
Profit motive
Expansion of the country, better transportation

Effects...

Mistreatment of Workers, low pay, unsafe conditions, child labor
Poor Living Conditions
Amassing of Great Wealth by a few
Philanthropy
America becomes a World Economic Power

Key Terms:

Assembly Line: Method of production where workers are stationed in one place as products edge along on a moving belt. Allowed for mass production.

Collective Bargaining: the right of unions to negotiate with management for workers as a group.

Industrial Revolution: Large corporations ruled business causing injustices and great wealth.

Laissez-Faire: Economic belief based on limited government regulation of big business.

Monopoly: When one company controls an entire industry. Example: The Standard Oil Corporation.

Muckraker: Journalist's who exposed corruption and scandal.

Progressive Movement: Reformers sought to end corruption and social wrongs. They fought child labor, living conditions, and voter fraud.

Social Darwinism: Only the strongest should survive socially and economically.

Supply and demand: Economic practice that controls prices. High demand, low supply equals high prices. The opposite is true for low prices.

Trustbuster: Nickname given to Theodore Roosevelt for his efforts to break up trust and monopolies

Vertical Integration: A company controls/owns each step of production from the raw materials to the sale of the product.

The Business of America

With the great influx of **inventions** and innovations within the industrial world coupled with the United States enormous natural resources the **Industrial Revolution** was born. In the early 1800's the 1st Industrial Revolution came mostly based in the textile industry with innovations like the Lowell Experiment and inventions like the Spinning Jenny. But, the 2nd Industrial Revolution of the late 1800's brought about dozens of new integrated industries based around railroads, steel and petroleum.

The rapid growth of industry created the **Robber Barons**, those who owned industry and used their wealth and power to take advantage of the new **immigrants** as cheap labor. Aside from mistreating their workers illegal activities such as bribery and **corruption** were used to eliminate competition creating monopolies which produced even greater wealth.

Such abuses were met by people known as **Progressives** and **muckrakers**, people who fought to protect the rights of the average citizen and worker. It is at this time that **unions** began to organize and fight for the rights of their members. It is the conflict between these groups that dominated America at the turn of the 20th century, the time period which saw America evolve from an agrarian society into a great world industrial power.

“Step carefully over this baby—it is a baby, spite of its rags and dirt—under these iron bridges called fire-escapes, but loaded down...with broken household goods with washtubs and barrels, over which no man could climb from a fire.”

—Jacob Riis, How the Other Side Lives

According to Jacob Riis, what was life like for the majority of those living in cities?

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

- More goods were made at home.
- More people left cities to live on farms.
- More government regulation was placed on big business.
- More machinery was used to make goods.

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

- influence corporate decision-making.
- share in corporate profits.
- improve working conditions for the corporations employees.
- determine the products the corporation sells.

3. In United States history, the years between 1865 and 1914 could best be characterized as a period of

- slavery and sectionalism
- immigration and industrialization
- aggression and appeasement
- communism and containment

4. Corporations, stocks, and trusts are most closely connected with the

- rise of big business
- development of the factory system
- formation of labor unions
- invention of the automobile

5. What was the most significant economic impact of the trans-continental railroads during the late 1800s?

- eliminating overseas trade with Europe
- expanding interstate commerce nationwide
- decreasing the influence of big business
- rapid rebuilding of the South after the Civil War

6. In the late 1800s, rapid urbanization was mainly the result of the

- shortage of land for new farms
- federally funded city redevelopment projects
- migration of formerly enslaved persons to the West
- impact of industrialization

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

- religious beliefs.
- upper-class backgrounds.
- conservative political views.
- reluctance to learn the English language.

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

- remove elected officials from their offices.
- Petition their elected representatives to pass laws.
- Choose party candidates for elected offices.
- Express their views on proposed new laws.

9. The primary goal of muckrakers was to...

- change immigration patterns in the United States.
- provide a greater variety of economic opportunities.
- expose corruption in business and government.
- fight racial discrimination and segregation

10. What did muckrakers, suffragettes, and Populists have in common?

- They were political parties.
- They were religious groups.
- They wanted to reform the country's political, economic, or social; ills.
- they wanted consumer protection.

11. Which heading best completes the partial outline below?

I. _____

- Workers face hardships
- Labor reforms are developed
- Towns and cities grow
- Giant corporations are created

- Government Ends Regulation of Business
- Progressive Movement Changes American Lives
- American Citizens Get New Responsibilities
- United States Becomes an Industrial Nation

12. During the late 1800s and early 1900s, prejudice against "new" immigrants increased mainly because these immigrants

- came from cultural backgrounds very different from that of the majority of Americans
- tried to replace American democracy with their own forms of government
- formed their own labor unions in order to receive higher wages
- had job skills superior to those of most American workers

Unit 8-4: Immigration

Supreme Court Cases

United States v. Nixon

Ruled that the President is not above the law and must conform to any Court Order except for papers or discussion directly related to performing the duties of President. Private materials are excluded.

IMMIGRATION

Causes...

Increase in technology, new inventions
Profit motive
Expansion of the country, better transportation

Effects...

Mistreatment of Workers, low pay, unsafe conditions, child labor
Poor Living Conditions
Amassing of Great Wealth by a few
Philanthropy
America becomes a World Economic Power

Key Terms

Angel Island: receiving station for immigrants on the west coast, located in California. Mostly Asian immigrants.

Assimilation: process of becoming part of another culture.

Chinese Exclusion Act: No Chinese laborer could enter the U.S. Nativists pushed for this due to anti-Chinese feelings.

Ellis Island: receiving station for immigrants on the east coast of America, located in New York Harbor. Mostly Europeans.

Hull House: a settlement house started by Jane Addams. Provided many services to immigrants

Nativists: people who want to preserve the country for native-born white Protestants.

Pogroms: organized attacks, specifically carried out by the Russian government against Jews.

Pull Factors: conditions that attract immigrants to a new area. Some examples-freedom, better life, jobs.

Push Factors: conditions that drive people from their homes. Some examples - Little or no land, political persecution, religious persecution, poverty, hard times, and revolutions.

“THE NEW COLOSSUS” - Emma Lazarus

Not like the brazen giant of Greek fame, With conquering limbs astride from land to land;

Here at our sea-washed sunset gates shall stand a mighty woman with a torch, whose flame is the imprisoned lightning, and her name Mother of Exiles.

From her beacon-hand glows world-wide welcome; her mild eyes command the air-bridged harbor that twin cities frame.

“Keep, ancient lands, your storied pomp!” cries she with silent lips.

“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!

“Step carefully over this baby—it is a baby, spite of its rags and dirt—under these iron bridges called fire-escapes, but loaded down...with broken household goods with washtubs and barrels, over which no man could climb from a fire.”

—Jacob Riis, How the Other Side Lives

According to Jacob Riis, what was life like for the majority of those living in cities?

- 1) The term assimilate is best defined as?
 - A. The act of leaving one's homeland
 - B. The ability to speak two languages
 - C. The desire to blend into a larger culture
 - D. The desire to maintain one's old language and customs
- 2) The goal of the nativist movement was to?
 - A. Blame immigrants for increasing crime
 - B. Obtain better living conditions for immigrants
 - C. Protect the rights of Native Americans
 - D. Oppose and place restrictions on immigration
- 3) For what reason did many people immigrate to the United States during the 1800's?
 - A. To make a better economic living
 - B. to escape warfare in their homeland
 - C) To avoid being drafted into their nation's military
 - D. To escape oppressive communist governments
- 4) Between 1900 and 1920, where did many immigrants first and when coming to America?
 - A. Ellis Island
 - B. Manhattan island
 - C. Boston Harbor
 - D. Philadelphia
- 5) What 1882 congressional law limited Chinese immigration to America?
 - A. Exclusion Act
 - B. Dawes Act
 - C. Jones Act
 - D. Hatch Act
- 6) Who was the author of *Tom Sawyer* and *Huckleberry Finn*?
 - A. Mark Twain
 - B. Jack London
 - C. Edgar Allan Poe
 - D. Jacob Riis
- 7) In the late 1800's , rapid urbanization was mainly the result of the?
 - A. Shortage of land for new farms
 - B. Federally funded city redevelopment projects
 - C. Impact of industrialization
 - D. Migration of formerly enslaved persons to the West
- 8) Which expression most accurately illustrates the concept of nativism?
 - A. "Help Wanted—Irish Need No Apply"
 - B. "Go West, young man"
 - C. "America —first in war and peace"
 - D. The only think we have to fear, is fear itself"
- 9) The Gentlemen's Agreement and the quota system were all attempts by Congress to restrict...?
 - A. Property ownership
 - B. Immigration
 - C. Voting rights
 - D. Access to public education

- 10) The "new immigrants" to the United States between 1890 and 1915 came primarily from?
 - A. southern and eastern Europe
 - B. northern and western Europe
 - C. East Asia
 - D. Latin America

LET'S LOOK AT POLITICAL CARTOONS

Nativist Poster—Chinese Exclusion Act



Nativist Cartoon depicting the Irish and the Germans stealing the ballot box while Americans fight at the polls.

Unit 8-5: America Becomes a World Power; Imperialism—World War I

The Bill of Rights was added to the Constitution to protect people's rights as individuals.

1st Amendment

The 5 Freedoms: free speech, assembly, petition, religious choice & freedom of the press.

AMERICA BECOMES A WORLD POWER

Causes...

America's desire to expand, imperialism

Growth of America's economy

Nationalism

Militarism

Effects...

Spanish American

War; gain lands in the Caribbean and Pacific

Roosevelt Corollary and the Panama Canal

World War I

U.S. becomes one of the dominate powers in the world

Key Terms:

Communism: Political system that allows for no private ownership. Government controlled economy. Russian Revolution of 1917.

Fourteen Points: President Wilson's proposed peace plan for World War I. Called for diplomatic relations.

Imperialism: Belief in expanding ones boundaries by ruling over other nations and people.

Isolationism: belief that a nation should not interfere with other countries. Similar to neutrality.

League of Nations: First world wide organization designed to use diplomacy to curb war.

Militarism: Building up your Army and Navy.

Nationalism: Extreme pride in one's nation.

Open Door Policy: Nations agree to equally share trade with a nation. Commonly related to China during the late 1800's.

Roosevelt Corollary: Theodore Roosevelt's extension of the Monroe Doctrine, where he stated the U.S. had the right and responsibility to intervene in the affairs of Latin American nations.

Treaty of Versailles: Peace treaty that ended World War I. Proved to be the primary cause for World War II.

U-Boat: German submarines.

Yellow Journalism: use of sensationalized headlines and outrageous stories to attract readers.

Zimmerman Telegram: message to Mexico urging an attack on the U.S., brought the U.S. closer to entering World War I.

A World Power is Born

As Americas industrial might grew so did its desire to become a military power, partly out of a need to protect its business interests around the world and partly out of pride. American businesses were expanding overseas to open new markets for its goods, in places like China and Japan. But in order to do so, a military capable of protecting these interests had to be created.

Examples of military expansion can be seen in the **Spanish-American War** where we gained important trade colonies and territories. The **Roosevelt Corollary** to the **Monroe Doctrine** made the U.S. the police force of Central America. Expansion here is best shown with the building of the **Panama Canal**.

But America truly became a major world power with its role in World War I. Americas industrial might is the turning point to the Allied victory in the **Great War** as well as the dominance of our military forces on the battlefield. Even though the U.S. withdrew from participation in the peace treaty due to a difference of opinions, the U.S. is now a economic and military power to be reckoned with.

"I yield to the superior force of the United States of America...To avoid any collision of armed forces and perhaps the loss of life, I do this under protest, and impelled by said force, yield my authority."—Lillioukalani, letter to the United States government, 1893
Hawaii came under American influence due to our policy of...

“... You furnish the pictures; I’ll furnish the war.”

--William Randolph Hearst
(to war correspondent Frederick Remington)

1. Which cause of the Spanish-American War is most clearly shown by this statement?
 - a. imperialism
 - b. militarism
 - c. political ambition
 - d. yellow journalism
2. In the late 1800’s, Western nations carved out spheres of influence in China in order to...
 - A. support Chinese business interests
 - B. gain special trading privileges
 - C. protect their diplomats from foreign attacks
 - D. limit Chinese immigration to their countries
3. Which overseas action most clearly demonstrates the use of Theodore Roosevelt’s Big Stick foreign policy?
 - a. purchase of Alaska from Russia
 - b. declaration of war against Germany in 1917
 - c. seizure of the Hawaiian Islands
 - d. support of the Panamanian revolt
4. In 1914, fighting increased rapidly from a local conflict in Europe to a world war because...
 - a. several nations had colonies in the region
 - b. southeastern Europe was a major oil-producing area
 - c. powerful nations had opposing alliances
 - d. the League of Nations failed in its efforts to achieve a cease-fire
5. Imperialism was a cause of World War I mainly because it...
 - a. encouraged nations to establish trade relations.
 - b. created conflicts between nations over colonies.
 - c. supported military dictators throughout Europe.
 - d. discouraged participation in the League of Nations.
6. The United States was drawn into World War I mainly because Of...?
 - a. exaggerated stories by yellow journalists
 - b. the unrestricted use of submarine warfare
 - C. a direct attack on an American military base
 - d. commitments made to the United Nations
7. The United States colonized Hawaii, controlled the government in the Philippines, and sent troops into Latin America. These actions reflect a foreign policy known as...
 - a. imperialism
 - b. isolationism
 - c. jingoism
 - d. patriotism

8. Which development was a result of the other three?
 - a. growth of intense nationalism
 - b. formation of the Triple Alliance
 - c. power struggles between European nations
 - d. outbreak of World War I

Base your answers to questions 9 and 10 on the reading below and your knowledge of social studies.

NOTICE!

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travelers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY
WASHINGTON D.C., APRIL 22, 1915

9. Which country warned international travelers with this newspaper notice?
 - a. Canada
 - b. Germany
 - c. Great Britain
 - d. United States
 10. Which event happened shortly after this newspaper notice first appeared?
 - a. World War I broke out in Europe.
 - b. The United States declared war on Germany.
 - c. The Allies won final victory over the Central Powers.
 - d. The *Lusitania* was sunk off the coast of Ireland.
 11. President Woodrow Wilson wanted to form the League of Nations to
 - a. prevent future wars
 - b. create a world trade organization
 - c. develop military plans to win World War I
 - d. convince other nations to support the United States in World War I
- **Germany had to accept blame for war in Europe.**
 - **Germany had to pay war reparations to European nations.**
 - **Germany had to disarm and reduce its military forces.**
12. Which document imposed these punishments on Germany after World War I?
 - a. Roosevelt Corollary
 - b. Fourteen Points
 - c. Yalta Agreement
 - d. Treaty of Versailles

Unit 8-6: The 1920's & 1930's

**4th
Amendment
protects
private
property and
provides for
the use of
search
warrants**

**5th
Amendment
Protects the
rights of the
accused
including
double
jeopardy &
self-
incrimination**

JAZZ AGE & THE GREAT DEPRESSION

Causes...

- Increase of consumer goods
- Business expansion
- Buying on the Margin
- Inflated stock prices
- Over production & Farm failures

Effects...

- Great Depression
 - Bank & business failures
 - High Unemployment
 - Creation of New Deal programs
- World Wide Depression

Anarchist: Person who believes that laws and government interfere with individual rights.

Bootlegger: Person who smuggled alcohol illegally during prohibition.

Deficit: Amount of debt caused when expenditures are greater than income.

Depression: Severe down turn in the economy causing high unemployment and business failure.

Dust Bowl: Created by a combination of poor farming practices and drought during the 1930's in the Midwest.

Feminist: Someone who advocates equality for women.

Flapper: Phrase that describes women of the 1920's, based on a style of dress and living.

Inflation: Sharp rise in prices that is not matched by an equal rise in pay.

Recession: Mild economic slowdown.

Speakeasy: A bar that illegally sold alcohol during prohibition.

Suffrage: Women seeking the right to vote.

Women's Christian Temperance Union (WCTU): Women's organization that fought to outlaw alcohol.

A Return to Normalcy

Following its involvement in World War I the U.S. adopted a policy of **isolationism** in an attempt to avoid becoming entangled in European problems. America became self involved during the 1920's or **Jazz Age**. Business ruled and was left unattended, stocks soured as production and sales continued to grow. As business prospered, there was an underlying problem in America, **prejudice**. The KKK was on the rise, the **Red Scare** promoted a hatred of foreigners and the **Chinese Exclusion Act** limited **immigration** for the 1st time in U.S. history.

Farmers had been suffering from **overproduction** and soft markets for their products since the mid-1920's and in 1929 the same thing happened to business. The **Great Stock Market Crash** exposed the over extension of credit and stock manipulations which brought our economy to its knees. The **Great Depression** was upon us, business and bank failures, high unemployment and a sense of loss engulfed America.

The election of 1932 brought Franklin Roosevelt to the White House with a different view of the role of government. FDR put his **New Deal** programs into action in an attempt to jump start the economy and bring the massive unemployment rate (30% in 1935) under control. These massive works programs transformed the face of America, but were not without their critics. For the 1st time the U.S. government was using **deficit spending** as a regular practice to pay the bills.

"This great nation will endure as it has endured, will revive and will prosper. So, first of all let me assert my firm belief that the only thing we have to fear is fear itself."

—Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

What is taking place in America that people were in fear of at the time of this speech?

Base your answer to question 1 on the passage below and on your knowledge of social studies.

During this decade, lifestyles in the United States changed. Women cut their hair and wore shorter skirts. They smoked in public and freely used language once used mostly by men. Young people achieved a greater degree of freedom with the automobile. Many adults and young people broke the law to drink alcoholic beverages. A new form of music called jazz became popular.

1. Which time period in United States history does the passage describe?
 - a. 1900-1910
 - b. 1920-1930
 - c. 1950-1960
 - d. 1970-1980

2. The Harlem Renaissance of the 1920's was...
 - a. a rebirth of African-American culture based on the experiences of some African-American artists, writers, and musicians
 - b. a major urban renewal project that provided affordable housing for low- income African-American families
 - c. an award to recognize the best African-American athletes
 - d. a period when African-Americans gained political leadership

3. The main objective of the quota system established by the immigration laws of the 1920's was to...
 - a. prevent illegal immigration
 - b. reduce the number of immigrants from certain nations
 - c. encourage immigration of the wealthy and educated
 - d. admit persons who were previously banned from immigrating

4. Which statement is an opinion about the United States in the 1920's?
 - a. The United States became a more urban society.
 - b. Industrial working conditions and wages improved.
 - c. Women increased their presence in the workforce.
 - d. The 1920's were the wildest times of the 1900's.

5. Much of the economic growth of the 1920s was created by
 - a. rapid expansion of canal systems
 - b. increased government aid to farmers
 - c. sales of new consumer goods
 - d. government spending on defense

Base your answer to question 6 on the statements below and on your knowledge of social studies.

Speaker A: The government must take responsibility for helping those citizens who are unemployed and starving.

Speaker B: The government does not have the right to interfere in people's private lives.

Speaker C: This type of government spending is a danger to American business and will increase the national debt.

6. These speakers are most likely discussing the
 - a. Red Scare
 - b. effects of Prohibition
 - c. restrictions on immigration
 - d. New Deal

7. The Great Depression was caused in part by...
 - a. increasing government support for big business.
 - b. the overuse of credit and installment buying.
 - c. high wages and low unemployment.
 - d. the scarcity of farm products.

8. Some people opposed the New Deal because they thought t that...
 - a. it was a danger to the free-enterprise system.
 - b. Congress had too much power over the president.
 - c. women should not be granted voting rights.
 - d. the Supreme Court should develop governmental policies.

9. In which area of the United States did the Dust Bowl of the 1930s occur?

a. Northeast	c. Great Plains
b. Southeast	d. Pacific Northwest

10. Which New Deal Law established a system of unemployment insurance and pensions for retired workers?
 - a. Fair Labor Relations Act
 - b. National Labor Standards Act
 - c. National recovery Act
 - d. Social Security Act

Base your answer to question 11 on the newspaper headlines below and your knowledge of social studies.

"Black Tuesday: Stocks Hit All-Time Low"
"Roosevelt Promises a New Deal for All Americans"
"Unemployment Hits a New High: 20 and Climbing"

11. These headlines reflect which period in United States history?
 - a. the Progressive Era
 - b. the Roaring Twenties
 - c. the Great Depression
 - d. World War II

Unit 8-7: The World at War

The Slavery Amendments

13th

Abolished slavery in the United States

14th

Granted citizenship to all former slaves

15th granted voting rights to former male slaves

WORLD WAR II

Causes...

World-wide depression
Peace Treaty ending World War I
Rise of Dictators in Germany & Italy
German/Italian aggression in Europe and North Africa

Effects...

U.S. enters the war in 1942
Massive destruction and loss of life
Use of the Atomic Bomb
A "New" world order appears

Appeasement: Giving in to a powerful enemy to avoid war.

Axis: Alliance of Germany, Italy and Japan during World War II.

Blitzkrieg: German strategy, lightning attack with tanks.

D-Day: June 6, 1944 Allied forces invade Normandy. Key turning point in the war.

Fascism: Political belief where a small group led by one man are in charge. Nazi Germany

Holocaust: Hitler's plan to eliminate entire races of peoples, most notably Jews.

Lend-Lease: The U.S. gave goods and services to nations of it's choice prior to World War II without being paid. Nations we considered allies.

Rationing: Government controls the amounts of certain goods you may purchase.

Yalta Conference: Meeting of the Allied leaders during World War II to plan the post-war peace.

The Rise of Fascism & World War II

Italy and Germany were both in major **economic depressions** following World War I. These problems led to high unemployment and **inflation** and most importantly social/[political unrest. Political unrest was settled in these countries with the rise to power of Benito Mussolini in Italy and Adolf Hitler in Germany. These two **Fascist** leaders used the **media**, people's fears and **scape-goating** to gain support and win the elections that put them in power.

The 1930's saw these two countries undertake enormous military buildups in preparation for war while the other countries of Europe watched helplessly. Italy conquered most of North Africa, while Germany systematically invaded countries after throughout Europe until only Great Britain and the Soviet Union were left. The war took a turn for the worse for the **Axis Powers**, when in 1941 their third ally, Japan attacked **Pearl Harbor**, bringing the U.S. into the war.

The U.S. brought its industrial might, military leadership and dedicated soldiers into what seemed to be a lost cause, but 4 years later the **Allies** stood victorious. Many people, civilian and soldier alike made great sacrifices for the greater good doing whatever they could to help the cause. Scientists developed the **Atomic bomb** and President Truman changed the face of the world forever when he ordered its use on Japan leveling two cities and bringing the world into the Atomic Age.

"No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory."

—Franklin D. Roosevelt, War Message to Congress, December 8, 1941

This speech was made in direct response to what event that occurred on December 7, 1941?

Unit 8-8: The Cold War Erupts

Flexibility of the Amending Process

18th Amendment prohibits the production, sale or consumption of alcohol (Prohibition)

21st Amendment repeals the 18th doing away with Prohibition.

THE COLD WAR

Causes...

Conflict between the “free” world & the “communist” world
Expansion of communism vs. containment of communism

Effects...

Global Conflicts: Korean, Vietnam Wars, & Berlin Wall
Red Scare & McCarthyism
Creation of alliances; NATO vs. Warsaw Pact
Nuclear Arms Race
Propaganda Battle worldwide

Cold War: War of words and propaganda between the Free World and the Communist World between 1945—1991.

Containment: U.S. policy of halting communist expansion and aggression during the Cold War.

Détente: Improved relations between the U.S. and U.S.S.R., a lessening of tensions.

Marshall Plan: Post World War II plan to provide economic assistance to European Nations. Meant to help contain the expansion of Communism.

McCarthyism: Reckless hunt for Communists in the government and military.

NATO: Military alliance of the free world following World War II. Led by the U.S.

Peaceful Co-Existence: Idea that nuclear powers can co-exist without war.

Propaganda: An attempt to influence others to your opinion.

United Nations: Organization of the world’s nations where problems can be discussed and resolved peacefully. Formed following World War II.

Warsaw Pact: Military alliance created by the Communist nations of Europe in reaction to NATO.

A War of Words

The end of World War II saw the defeat of the great **Fascist** powers, but brought about the rise of **Communism**. For the next 40 years a great conflict fought mostly with words will dominate the world, the **Cold War**. The communist block would be led by the Soviet Union and Red China, while the free world would be led by the United States with **propaganda** and the occasional military challenge being the rule.

The **Korean War**, **Vietnam War** and the invasion of Czechoslovakia are examples of actual fighting that can be attributed to this political challenge. The **Berlin Airlift**, building of the **Berlin Wall** and the **Cuban Missile Crisis** are examples of conflicts that nearly led to a third world war. Spy planes, and **espionage** became the behind the scenes battlegrounds as nuclear secrets and military intelligence became high priorities. The United States went through a second **Red Scare**, while the Soviets were paranoid as U.S. nuclear missiles surrounded them.

Economics was the other battleground as the U.S. and Soviets handed out billions of dollars of **foreign aid** in an attempt to maintain or expand their positions in places like Southeast Asia and Central America until finally the U.S. bankrupted the Soviet block in the late 1980’s leading to the fall of Communism in Europe, highlighted by the destruction of the Berlin Wall.

“The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of our own nation.”

—Harry Truman, Speech, March 12, 1947

What is President Truman offering to protect free nations from?

1. President Franklin D. Roosevelt's 1940 Lend-Lease program was created to...
 - a. expand New Deal programs to help sharecroppers.
 - b. Provide war materials to the Allied powers.
 - c. Relocate Japanese Americans.
 - d. Establish the United Nations

2. The systematic murder by the Nazis of Jews and others who were considered undesirable is known as the...
 - a. Blitzkrieg
 - b. Holocaust
 - c. Mass Starvation
 - d. Nuremberg Trials

3. The purpose of the policy of containment after World War II was to...
 - a. provide economic aid to the Soviet union.
 - b. prevent the spread of communism.
 - c. make the United States more isolated.
 - d. establish better economic ties between the United States and Southeast Asia.

4. During both World War I and World War II, women supported the war effort by...
 - a. joining the infantry.
 - b. going to work in factories.
 - c. gaining the right to vote.
 - d. returning to college.

5. The Nuremberg trials conducted after World War II judged individuals charged with...
 - a. war crimes in the Pacific.
 - b. extermination of Jews and other groups in Europe.
 - c. the development of the atomic bomb.
 - d. aiding North Atlantic Treaty Organization's (NATO's) efforts to contain.

“Blitzkrieg Sweeps Across Europe”
“Japanese Americans Relocated”
“Truman Takes Over as President”

6. To which 20th century period do these headlines refer?
 - a. World War I
 - b. World War II
 - c. Vietnam War
 - d. Persian Gulf War

7. During World War II, the federal government reacted to shortages of various goods by
 - a. raising prices to increase consumer demand
 - b. rationing certain products
 - c. increasing imports when shortages developed
 - d. imposing a national sales tax

8. The creation of the North Atlantic Treaty Organization (NATO), the construction of the Berlin Wall, and the Cuban Missile crisis are all events connected with...
 - a. World War I
 - b. The Korean War
 - c. The Cold War
 - d. The Vietnam War

9. The main reason for the formation of the United Nations after World War II was to
 - a. provide defense against the Soviet Union
 - b. punish the leaders of Germany and Japan
 - c. promote international cooperation
 - d. pass laws for all nations

10. What reason did many Americans give for protesting United States involvement in the Vietnam War?
 - a. The government of South Vietnam did not want the United States in the war.
 - b. The Communists were never a threat to South Vietnam.
 - c. The United Nations asked the United States to stay out of the war.
 - d. It was a civil war, and the United States should not have interfered.

11. 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?
 - a. Britain and Italy
 - b. Korea and Japan
 - c. France and Germany
 - d. China and the Soviet Union

12. The Cold War developed shortly after the end of World War II primarily because of the
 - a. results of the Nuremberg trials
 - b. Holocaust during World War II
 - c. Disputes over Japanese control of China
 - d. Conflicting goals of the United States and the Soviet Union

13. A similarity between the Korean War and the Vietnam War is that each was
 - a. a reaction to attacks on American territory
 - b. an effort during the Cold War to contain the spread of communism
 - c. continually supported by the American public
 - d. fought by individual nations under United Nations command

Unit 8-9: The Civil Rights Movement

Voting Rights continue to Expand 19th Amendment grants women the right to vote in federal elections. 26th Amendment lowers the voting age from 21 to 18.

The Fight for Equality

Causes...

Continued discrimination & prejudice against African-Americans
Unjust laws that restricted peoples rights
Increased violence against African-Americans

Effects...

People organized and protested peacefully

Boycott: Refusal to buy goods or services as a form of protest.
Civil Disobedience: Use of peaceful demonstrations or protests to bring awareness to your cause.

Desegregation: The elimination of racially based separation.

Equal Rights Amendment (ERA): Proposed amendment that would prohibit discrimination against women.

NAACP: Organization whose goals are to advance the rights and equality of African-Americans.

Protest: Demonstrations used to show concern with a problem.

Segregation: Separating the use of public facilities by race.

Southern Christian Leadership Conference: Organization of Southern black churches led by Dr. Martin Luther King Jr. Leading organization of the Civil Rights Movement.

Voting Rights Act: 1965 law that suspended the use of Jim Crow laws like literacy tests to disqualify black Southerners from voting.

"I Have a Dream that one day my four children will not be judged by the color of their skin, but by the content of their character."

What does Dr. King mean by this statement?

"I Have a Dream"

The struggle for equal treatment for minorities has been raging since the passing of the **slavery amendments** in the 1860's. **Black Codes**, **Jim Crow laws** and the **Plessy vs. Ferguson** Supreme Court decision had effectively denied the basic rights guaranteed African-Americans by the 13th, 14th, and 15th amendments for nearly 90 years. Segregated schools, buses and even the military had been the rule, until the mid-1950's.

The 1950's saw an end to **segregation** in the U.S. military by order of President Truman, President Eisenhower and the Supreme Court would bring **desegregation** to America's schools starting in Little Rock, Arkansas following the **Brown vs. Board of Education** decision. Yet, Southern society remained as it had for the past century, black only water fountains and the back of the bus.

Change would come following the brave actions of Rosa Parks on the Birmingham public buses with a **boycott** and the formation of the **Civil Rights Movement** under the leadership of men like Thurgood Marshall, Medgar Evers and Dr. Martin Luther King Jr. Through patience, dedication and the use of **civil disobedience** African-Americans struggle against incredible odds and brought public outrage to their defense as the Jim Crow days would begin to unravel with the **Civil Rights Act of 1964**.

"Understand that nonviolence is not a symbol of weakness or cowardice, but as...demonstrated, non-violent resistance transforms weakness into strength and breeds courage in the face of danger."

—SCLC statement, January 10-11, 1963

Why is non-violent protest such a powerful form of protest when used by the oppressed in public demonstrations?

Unit 8-10: America in the Modern World

Key Events...

Oil Embargo, OPEC nations reduced oil sales to the US
Iran Hostage Crisis, US Embassy workers are held hostage for over a year
Fall of Communism, Soviet Union breaks up into smaller nations, the Berlin Wall comes down
Growth of the Internet
Gulf War, United Nations intervenes in the Middle East
Election 2000, voter fraud and Electoral College debate
 9-11, terrorist attack on the United States. World Trade Center and Pentagon attacked.
 War on Terrorism, President Bush declares war on those responsible for 9-11.
 Iraqi War and the removal of Saddam Hussain
 America is split over the running of the war.
 Global Warming and the World's Environment
 Genocide in Eastern Europe and Africa

Embargo: Refusal to buy or sell goods from or to another nation. Ex. Cuba and Iraq.

Environmentalism: Movement to bring awareness to the harm being done by pollution and wasting resources. Ex. Global Warming, Greenhouse Effect

Genocide: The systematic elimination of people based on their ethnic background.

Information Age: The ready access to information via technology (computers/internet)

Iran Hostage Crisis: 54 American Embassy workers were taken hostage in 1979 following fundamentalist revolution in Iran. They were held captive for over a year.

OPEC: Organization of major oil producing nations.

PLO: Group whose main goal is the formation of a Palestinian nation, noted mostly for terrorist acts against Israel.

Terrorism: The use of fear or violence against a specific group of people.

Totalitarian: Government run by a person or group that controls all aspects of life.

United Nations: Organization of the world's nations where problems can be discussed and resolved peacefully. Formed following World War II.

War Powers Act: Requires the President to get congressional approval before sending U.S. troops into battle.

Watergate: Burglary of democratic headquarters during the Presidential election of 1972. This scandal forced President Nixon to resign from office.

America in Today's World

The Twentieth Century saw two World Wars, the Cold War, and the Civil Rights Struggle at home in the U.S., yet the **controversies** and conflicts were not over. The 1970's were dominated by the end of the Vietnam War, **Watergate** and the resignation of President Nixon as well as the **OPEC** Oil Embargo and record **inflation**. The U.S. was in political, economic and social turmoil. This decade ended for President Carter with the U.S. Embassy in Iran being taken and 52 Americans being held hostage.

The 1980's began with a new President, Ronald Reagan and the return of the American hostages and a new more forceful administration. Reagan heated up the Cold War with military initiatives in the Middle East, Central America and a renewed verbal pressure on the Soviet Union. A missile defense plan called **Star Wars** coupled with intensified **propaganda** and an economic assault that the weakened Soviet economy could not respond to led to a period of **peaceful coexistence** known as **Glasnost** and the fall of Communism signified by the tearing down of the infamous Berlin Wall.

The 1990's under President Bush Sr. saw the U.S. more involved in the Middle East with the United Nations Resolution for **Operation Desert Storm** to restore the sovereignty of Kuwait from the invading forces of Iraq. In 1992 President Bush lost his re-election bid to a little known Governor from Arkansas named Bill Clinton. His youthful exuberance and sense of political style inspired a generation as he oversaw one of the largest periods of economic growth since World War II, which included **balancing the budget** and paying down the **national deficit**. His two terms in office saw America on the rise internationally as well as on the home-front, unfortunately he will be remembered as much for the personal scandal that engulfed him as he left office as for his many accomplishments.

The new century saw one of America's most **controversial** Presidential Elections between Al Gore and George W. Bush where the **Electoral College**, hanging chads and the Supreme Court help to determine the outcome. President Bush's transition into the Presidency came to a quick end with the **terrorist** attacks of **9/11** in NYC and at the Pentagon. The war on Terrorism had begun, the search for Osama Bin Laden, the invasion of Iraq, and the removal of Saddam Hussain are, but a few of the Presidents **foreign policy** actions.

1. In the struggle for African-American civil rights, Rosa Parks is most closely associated with the...

- a. March on Washington, D.C.
- b. voter registration drives in Mississippi.
- c. bus boycott in Montgomery, Alabama.
- d. sit-in demonstrations in North Carolina.

2. Affirmative action programs were designed to...

- a. provide equal opportunities for minorities.
- b. expand voting rights for women.
- c. honor treaties with Native Americans.
- d. provide bilingual education.

Base your answer to question 3 on the constitutional amendments below and your knowledge of social studies.

"...nor shall any state ... deny to any person within its jurisdiction the equal protection of the laws."

"The right ... to vote shall not be denied ... on account of race, color or previous condition of servitude."

3. These

amendments were passed to protect the constitutional rights of...

- a. women
- b. Native Americans
- c. African-Americans
- d. children

4. Which Supreme Court case declared the "separate but equal" doctrine unconstitutional?

- a. *Plessy v. Ferguson*
- b. *Brown v. Board of Education*
- c. *Miranda v. Arizona*
- d. *Roe v. Wade*

5. Martin Luther King, Jr., said, "I have a dream that one day my four little children will be judged by the content of their character and not by the color of their skin."

People who believe in this idea would most likely support...

- a. segregated schools
- b. fair-housing laws
- c. separate but equal public facilities
- d. discrimination in hiring

6. A major goal of the civil rights movement of the 1950s and 1960s was to

- a. end racial segregation
- b. reduce prejudice against immigrants
- c. reform prison conditions
- d. improve living conditions for Native American Indians

Base your answer to question 7 on the newspaper headline below and on your knowledge of social studies.

7. Which action by President Richard Nixon led to the event re-



ferred to in this newspaper headline?

- a. opening relations with China
- b. cover-up of the Watergate break-in
- c. secret ordering of the bombing of Cambodia
- d. introduction of wage and price controls

8. In the last Presidential election, California had more votes in the Electoral College than New York State had because...

- a. California has a larger population than New York
- b. A larger percentage of Californians voted
- c. California has a larger land area than New York
- d. Californians pay more taxes than New Yorkers do

9. President George Bush's decision to send troops to the Persian Gulf region in 1990 illustrates the president's constitutional power as...

- a. commander in chief
- b. party leader
- c. ceremonial head of state
- d. leader of the cabinet

10. Today, in cities such as New York, Hong Kong, Cairo, and Mexico City, many people wear blue jeans and drink colas made in the United States. They use French perfume and buy Japanese cameras. The best explanation of this situation is that...

- a. all these places are alike because they are controlled by the United States
- b. most places in the world have the same culture
- c. United States products are used worldwide because they are the best
- d. Increased communication and trade have decreased the cultural differences between parts of the world.

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

- a. lower tariffs
- b. lower prices
- c. higher taxes
- d. higher interest rates

Essential Questions by Unit

Ask yourself the following **essential questions**. These are the KEY items that every student should be able to answer based on their knowledge of social studies. If you can answer these questions you are on your way to being successful with the 8th grade state exam.

Unit 1: Beginnings to 1500

- 1) What tools do historians, archaeologists, and anthropologists use to learn about and interpret history?
- 2) What kinds of different maps do social scientists use and how do maps help them interpret the past?
- 3) How did the Maya, Aztec, and Inca adapt their cultures and civilizations to their surroundings?
- 4) How were the Algonquin and Iroquois peoples similar? How were they different?

Unit 2: European Exploration and Colonization, 1500-1754

- 1) What were the major causes and effects of European Colonization?
- 2) How was the native American culture impacted by the arrival of the Europeans?
- 3) How did settlers adapt to the new environments?
- 4) How did colonial economies develop and how did they differ from each other?
- 5) What were the causes of the differences in the colonies?

Unit 3: Road to Independence, 1754-1783

- 1) what were the causes of the French and Indian War?
- 2) Why did the American colonists object to new British laws?
- 3) How did the British government try to maintain its control over the colonies?
- 4) What event began the American Revolution?
- 5) Why did the colonists draft the Declaration of Independence?

Unit 4: A New Nation, 1777-1789

- 1) What were the weaknesses of the Articles of Confederation?
- 2) How does the United States Constitution limit the power of government?
- 3) Why was the Bill of Rights created?
- 4) How did the United States Constitution and the New York State Constitution compare and contrast?

Unit 5: Growth and Expansion, 1789-1853

- 1) How did the first political parties arise?
- 2) What challenges did President John Adams face?
- 3) How did John Marshall strengthen the Supreme Court?
- 4) What was the significance of the Louisiana Purchase?
- 5) What were the causes and effects of the War of 1812?
- 6) What were the causes and effects of the Industrial Revolution?
- 7) What were the causes and effects of westward expansion?
- 8) How did President Monroe's foreign policy differ from his predecessor's?
- 9) What political changes occurred under President Jackson?

Essential Questions by Unit

Unit 5, continued:

- 10) How did the idea of Manifest Destiny contribute to the nation's growth?
- 11) How did the United States acquire Texas, New Mexico, and California?
- 12) What advances in technology shaped the economy of the North?
- 13) Why did the economy of the South depend on agriculture?
- 14) Who were the leaders of the various reform movements?

Unit 6: Civil War and Reconstruction, 1850-1877

- 1) What was the result of the Dred Scott decision?
- 2) Why did states in the South secede from the Union?
- 3) Why were border states important to the Civil War?
- 4) What advantages did the North and South have prior to the war?
- 5) What strategies did the North and South use to try and win the war?
- 6) Why did Lincoln issue the Emancipation Proclamation?
- 7) What was the debate over Reconstruction?
- 8) How were the rights of African Americans increased?
- 9) How were the rights of African Americans limited?
- 10) How did Reconstruction change life in the South?

Unit 7: Reshaping the Nation, 1858-1914

- 1) How did the development of railroads affect the nation?
- 2) How did settlers acquire land on the Great Plains?
- 3) Why did the government force Native Americans onto reservations?
- 4) What problems did farmers face in the late 1800's?
- 5) Why did the development of large corporations bring both benefits and problems?
- 6) What were the goals of labor unions?
- 7) How did the arrival of new immigrants change American society?
- 8) What problems did cities face in the late 1800s?
- 9) What were the developments of the Progressive Movement?
- 10) How did President Theodore Roosevelt take on big business?

Unit 8: Expansion and War, 1865-1920

- 1) What factors contributed to the growth of American Imperialism?
- 2) What were the causes and results of the Spanish-American War?
- 3) What factors led to World War I and America's involvement in the war?
- 4) Why did many Americans oppose the Treaty of Versailles?

Unit 9: Turbulent Decades, 1919-1939

- 1) How did the prosperity of the 1920's affect the nation and its people?
- 2) What caused the stock market crash?
- 3) How did President Hoover react to the Great Depression?
- 4) How did President Franklin Roosevelt restore the confidence of the American People?

Essential Questions by Unit

Unit 10: The Role of the United States in the World, 1939-1990

- 1) What events led to World War II in Europe?
- 2) Why did the United States enter the war?
- 3) How did World War II affect Americans at home?
- 4) What role did the atomic bomb play in ending the war?
- 5) What was the Holocaust?
- 6) How did the U.S. attempt to stop the spread of communism in the 1950's and 1960's?
- 7) What events led to the Korean War?
- 8) What effect did the Cold War fears have on domestic politics?
- 9) What events led to America's involvement in, and withdrawal from, Vietnam?
- 10) How did the Vietnam War affect life at home?
- 11) How did Richard Nixon change U.S. political relations with the Soviet Union and China?
- 12) How did President Carter bring temporary peace to the Middle East?
- 13) What changes took place in the Soviet Union in the 1980's?

Unit 11: The American People in Changing World, 1950-Present

- 1) What were the major events in the civil rights movement?
- 2) What effect did the Watergate scandal have on politics?
- 3) What events led to President Clinton's impeachment?
- 4) How has the United States responded to the threat of terrorism?

KEY SUPREME COURT CASES

The following Supreme Court Cases are an important part of the 7th and 8th grade study of American History. Students should familiarize themselves with these cases.

So what exactly should you know about these cases?

- 1) What is the constitutional issue before the court?
- 2) What did the United States Supreme Court decide?
- 3) What impact did the decision have on the United States?

The following web sites will assist you in studying these cases.

<http://www.landmarkcases.org>

<http://www.nyise.org/homsy/ushistory/landmarkcases.htm>

KEY SUPREME COURT CASES

1. Marbury v. Madison	1803
2. McCulloch v. Maryland	1819
3. Gibbons v. Ogden	1824
4. Dred Scott v. Sanford	1857
5. Wabash, St. Louis and Pacific RR v. Illinois	1886
6. Plessy v. Ferguson	1896
7. Northern Securities Co. v. United States	1904
8. Schenck v. United States	1919
9. Korematsu v. United States	1944
10. Brown v. Board of Education	1954
11. Mapp v. Ohio	1961
12. Engel v. Vitale	1962
13. Gideon v. Wainwright	1963
14. Miranda v. Arizona	1966
15. Tinker v. Des Moines Independent Comm. School	1969
16. New York Times Co. v. United States	1971
17. Rose v. Wade	1973
18. United States v. Nixon	1974
19. New Jersey v. T.L.O.	1985

Constitutional Amendments

Amendments to the U.S. Constitution

Amendment 1: Freedom of Religion, Speech, Press, and Assembly (1791)-
Protects civil liberties of individuals in the United States.

Amendment 2: Right to Bear Arms (1791)-

The purpose of this amendment is to guarantee the states the right to keep a militia.

Amendment 3: Quartering Troops (1791)-

Based on the principle that people have a right to privacy in their own homes. Colonists were upset that the British had quartered or housed their troops in private homes.

Amendment 4: Search and Seizure (1791)-

Based on the belief that citizens should have privacy in their own homes. This amendment requires that a judge decide if there is reasonable cause to conduct a search.

Amendment 5: Rights of Accused Person (1791)-

Only a grand jury can decide to bring a person to trial. A person may not be tried more than once for the same crime. The accused does not have to testify against himself. Lastly, an accused person may refuse to answer questions on the ground that the answers might incriminate them.

Amendment 6: Right to Speedy, Fair Trial (1791)-

Assures that an accused person will not be held in jail for an extended period of time before trial. Also, the trial will be open to the public and the jury will hear witnesses and evidence from both sides. Lastly, the government must provide a lawyer, if the defendant cannot afford one.

Amendment 7: Civil Suits (1791)-

If one person sues another person for more than \$20.00, a jury trial must be provided.

Amendment 8: Bail and Punishment (1791)-

Allows for accused persons to pay money to the court that guarantees that the person will be present at their trial. Assures that neither the bail nor the punishment will be unreasonably severe.

Amendment 9: Powers Reserved to the People (1791)-

The people's rights are not limited to those detailed in the Constitution.

Amendment 10: Powers Reserved to the States (1791)-

Powers not specifically given to the federal government revert back to the state, unless they are prohibited by the Constitution.

Amendment 11: Suits against States (1795)-

Suits brought by U.S. citizens or a citizen of a foreign nation against a state must be tried in a state court.

Amendment 12: Election of President and Vice President (1804)-

Changes the procedure for electing the President and Vice President. The electors must cast separate ballots for the office of President and Vice President.

Amendment 13: Abolition of Slavery (1865)-

This amendment ended slavery in the United States of America.

Constitutional Amendments

Amendment 14: Rights of Citizens (1868)-

This amendment granted the former slaves citizenship. Also, kept some Confederate leaders from holding public office, made the debt incurred by the Confederacy invalid and required that the U.S. government pay its debt incurred during the Civil War.

Amendment 15: The Right to Vote (1870)-

This amendment allowed African Americans the right to vote.

Amendment 16: Income Tax (1913)-

This amendment enacted the federal income tax.

Amendment 17: Direct Election of Senators (1913)-

The people of each state were allowed to vote for their senators. Before this amendment, each state legislature elected the senators. This amendment reduced the corruption and made the election of senators more democratic.

Amendment 18: Prohibition of Alcoholic Beverages (1919)-

Made it illegal to produce, sell, or transport alcohol.

Amendment 19: Woman Suffrage (1920)-

Gave women the right to vote in all state and federal elections.

Amendment 20: Lame-Duck Amendment (1933)-

Shortened the length of time between the election and the inauguration. Also, changed the time for the first meeting of the new Congress.

Amendment 21: Repeal of Prohibition (1933)-

Overtaken the 18th amendment.

Amendment 22: Limit on Presidential Terms (1951)-

Limits the number of terms to 2 for each President. Also, limits the terms to 1, if the President has served more than 2 years of another person's term.

Amendment 23: Presidential Electors for the District of Columbia (1961)-

Allows the residents of the District of Columbia the right to vote for the President. Gives D. C. 3 electoral votes.

Amendment 24: Abolition of the Poll Tax (1964)-

Eliminated taxes imposed by some Southern states to vote in presidential or congressional elections.

Amendment 25: Presidential Disability and Succession (1967)-

The Vice President becomes the President if the President dies, resigns, or is removed from office. Also, if the office of the Vice President becomes vacant, the President appoints a new Vice President with approval from Congress. Lastly, the President may inform the Congress if he/she cannot fulfill his/her duties and the Vice President becomes President or Congress can remove the President until he/she can fulfill the duties.

Amendment 26: Eighteen-Year-Old Vote (1971)-

Anyone 18 or older is eligible to vote.

Amendment 27: Restraint on Congressional Salary (1992)-

An increase in salary will not take effect until the next session of Congress.

Turning Points in American History

A turning point is a moment of change—when we move from one stage of life to a new and different stage. Historians are interested in studying major turning points in history because they want to understand what forces lead to such major changes. These are some of the key turning points in American History.

TURNING POINT

DESCRIPTION

The American Revolution 1775-1783

On July 4, 1776, delegates representing the 13 colonies issued the Declaration of Independence, proclaiming their independence from Great Britain. The colonies became states in a new country—the United States.

Constitutional Convention

The Constitution established a new government based on democracy, federalism, and the separation of powers.

Westward Expansion 1804-1848

The Louisiana Purchase (1803) doubled the size of the nation. Americans later annexed California and the Southwest after the Mexican-American War (1846-1848). The United States now occupied lands from coast to coast.

The Civil War (1861-1865)

Sectionalism led to different ways of life in different parts of the nation. Lincoln's election in 1860 led the Southern states to secede. The North achieved victory after four years of warfare, ended slavery, and confirmed federal supremacy.

Reconstruction (1865-1877)

During Reconstruction, Americans had to rebuild the South and reunite with the Union. Congress refused to recognize Southern state governments and imposed military rule. Reconstruction ended in 1877. Southern state governments deprived African Americans of their recently won rights and introduced segregation.

Industrialization and Settlement of the West

After the Civil War, America was transformed by industrialization, urbanization, immigration, the expansion of railroads, and the settlement of the West. Native American Indians were forced onto reservations. The construction of railroads tied the nation together, and greater numbers of Americans moved to cities. America rapidly became an industrial and urban society.

Turning Points in American History

TURNING POINT

DESCRIPTION

The Progressive Era (1890-1919)

Muckrakers and other middle class reformers exposed the abuses caused by the rise of big business and rapid industrialization. Progressive state governments and Presidents Theodore Roosevelt and Woodrow Wilson passed laws to curb some of the worst abuses.

The Roaring Twenties (1920's)

The passage of the 19th Amendment and the prosperity of the 1920's saw the rise of new cultural values. Women, African Americans and youths enjoyed greater freedom and influence than ever before.

Depression, and the New Deal (1930's)

The New York Stock Market Crash of 1929 led to the Great Depression. President Franklin Roosevelt's "New Deal" introduced new programs to find people work. He introduced Social Security and other reforms. The federal government took responsibility for the smooth running of the nation's economy.

The Civil Rights Movement (1950's-1960's)

The Brown v. Board of Education decision (1954) inaugurated the Civil Rights Movement. Under Dr. King and others, African Americans ended racial segregation while making tremendous strides towards racial equality. The Civil Rights Movement was followed by the Women's Liberation Movement, in which women achieved greater equality in the workplace and at home.

The Computer Revolution (1980-2000's)

The modern computer was developed during World War II. However, the later introduction of silicon circuit boards made smaller and more powerful computers possible. In recent decades, computerization, the Internet, and cell phones have transformed almost every aspect of American Life.

Milestones in 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. Our Constitution gives control of foreign policy to the federal government. To prevent any one branch of government from becoming too strong, the Constitution divided control of foreign policy between the President and Congress. The Constitution forces them to work together in making foreign policy. Over the years America has followed a variety of foreign policies in its relations with other nations. The following chart briefly summarizes some of the major milestones of American foreign policy.

<u>MILESTONE</u>	<u>DESCRIPTION</u>
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 or England until 1812.
War of 1812	In 1812, Congress declared war against the British to stop impressments 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 re-conquer 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 1800's)	Many American 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.
American Imperialism (1898-early 1900's)	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.
Panama Canal and The Roosevelt Corollary or "Big Stick Policy" (1902-1014)	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. Under the Roosevelt Corollary American power was greatly increased in the Western Hemisphere. Soon America was the "policeman" of the Western Hemisphere.

Milestones in Foreign Policy

MILESTONE

DESCRIPTION

**World War I
(1917-1918)**

Events in Europe led to war in 1914. At first America remained neutral. America entered the war in 1917 after Germans submarines attacked American ships in the Atlantic. American entry led to allied victory by 1918.

**Fourteen Points and
Treat of Versailles
(1918-1919)**

President Woodrow 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.

**Isolationism
(1919-1941)**

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.

**World War II
(1939-1945)**

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 two Japanese cities.

**The Cold War
(1946-1989)**

After World War II, American 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 crises.

**Korean War
(1950-1953)**

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 entered North Korea, Communist China also entered the war. After three years of fighting, a truce was signed leaving Korea exactly as before the war.

Milestones in Foreign Policy

<u>MILESTONE</u>	<u>DESCRIPTION</u>
Vietnam War (1964-1973)	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.
The Persian Gulf War (1990)	Iraqi dictator Saddam Hussein invade 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.
The “War on Terror” (2001-Present)	When al-Qaeda terrorists crashed two hijacked planes into the World Trade Center and one into the Pentagon, President G.W. Bush declared a “War on Terror.” U.S. and allied troops toppled the Taliban in Afghanistan for shielding terrorists and Saddam Hussein in Iraq to prevent him from aiding terrorists.

“No foreign policy—no matter how ingenious—has any chance of success if it is born in the minds of a few and carried in the hearts of none.”

-Henry Kissinger