

# Georgia Milestones

Assessment System



## Study/Resource Guide for Students and Parents United States History



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for the course. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at [www.georgiastandards.org](http://www.georgiastandards.org).

**Study / Resource Guide**



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## THE GEORGIA MILESTONES ASSESSMENT SYSTEM



### Dear Student,

The **Georgia Milestones United States History EOC Study/Resource Guide for Students and Parents** is intended as a resource for parents and students.

This guide contains information about the core content ideas and skills that are covered in the course. There are practice sample questions for every unit. The questions are fully explained and describe why each answer is either correct or incorrect. The explanations also help illustrate how each question connects to the Georgia state standards.

In addition, the guide includes activities that you can try to help you better understand the concepts taught in the course. The standards and additional instructional resources can be found on the Georgia Department of Education website, [www.georgiastandards.org](http://www.georgiastandards.org).

**Get ready—open this guide—and get started!**

## **GEORGIA MILESTONES END-OF-COURSE (EOC) ASSESSMENTS**

The EOC assessments serve as the final exam in certain courses. The courses are:

### **English Language Arts**

- Ninth Grade Literature and Composition
- American Literature and Composition

### **Mathematics**

- Algebra I
- Analytic Geometry
- Coordinate Algebra
- Geometry

### **Science**

- Physical Science
- Biology

### **Social Studies**

- United States History
- Economics/Business/Free Enterprise

### **All End-of-Course assessments accomplish the following:**

- Ensure that students are learning
- Count as part of the course grade
- Provide data to teachers, schools, and school districts
- Identify instructional needs and help plan how to meet those needs
- Provide data for use in Georgia's accountability measures and reports

## HOW TO USE THIS GUIDE

### Let's get started!

First, preview the entire guide. Learn what is discussed and where to find helpful information. Even though the focus of this guide is United States History, you need to keep in mind your overall good reading habits.

- 💡 Start reading with a pencil or a highlighter in your hand and sticky notes nearby.
- 💡 Mark the important ideas, the things you might want to come back to, or the explanations you have questions about. On that last point, your teacher is your best resource.
- 💡 You will find some key ideas and important tips to help you prepare for the test.
- 💡 You can learn about the different types of items on the test.
- 💡 When you come to the sample items, don't just read them, *do* them. Think about strategies you can use for finding the right answer. Then read the analysis of the item to check your work. The reasoning behind the correct answer is explained for you. It will help you see any faulty reasoning in the ones you may have missed.
- 💡 Use the activities in this guide to get hands-on understanding of the concepts presented in each unit.
- 💡 With the Depth of Knowledge (DOK) information, you can gauge just how complex the item is. You will see that some items ask you to recall information and others ask you to infer or go beyond simple recall. The assessment will require all levels of thinking.
- 💡 Plan your studying and schedule your time.
- 💡 Proper preparation will help you do your best!



## OVERVIEW OF THE UNITED STATES HISTORY EOC ASSESSMENT

### ITEM TYPES

The United States History EOC assessment consists of **selected-response** items only

A **selected-response** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These questions are worth one point.

### DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the United States History EOC assessment, are developed with a particular emphasis on the kinds of thinking required to answer questions. In current educational terms, this is referred to as Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete a task, or in this case, an assessment item. The following table shows the expectations of the four DOK levels in detail.

The DOK table lists the skills addressed in each level as well as common question cues. These question cues not only demonstrate how well you understand each skill but also relate to the expectations that are part of the state standards.

<b>Level 1—Recall of Information</b>	
<p>Level 1 generally requires that you identify, list, or define. This level usually asks you to recall facts, terms, concepts, and trends and may ask you to identify specific information contained in documents, maps, charts, tables, graphs, or illustrations. Items that require you to “describe” and/or “explain” could be classified as Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or reproduce information.</p>	
<b>Skills Demonstrated</b>	<b>Question Cues</b>
<ul style="list-style-type: none"> <li>• Make observations</li> <li>• Recall information</li> <li>• Recognize formulas, properties, patterns, processes</li> <li>• Know vocabulary, definitions</li> <li>• Know basic concepts</li> <li>• Perform one-step processes</li> <li>• Translate from one representation to another</li> <li>• Identify relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Tell what, when, or where</li> <li>• Find</li> <li>• List</li> <li>• Define</li> <li>• Identify; label; name</li> <li>• Choose; select</li> <li>• Compute; estimate</li> <li>• Express</li> <li>• Read from data displays</li> <li>• Order</li> </ul>

<b>Level 2—Basic Reasoning</b>	
<p>Level 2 includes the engagement (use) of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” item would require that you go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”</p>	
<b>Skills Demonstrated</b>	<b>Question Cues</b>
<ul style="list-style-type: none"> <li>• Apply learned information to abstract and real-life situations</li> <li>• Use methods, concepts, and theories in abstract and real-life situations</li> <li>• Perform multi-step processes</li> <li>• Solve problems using required skills or knowledge (requires more than habitual response)</li> <li>• Make a decision about how to proceed</li> <li>• Identify and organize components of a whole</li> <li>• Extend patterns</li> <li>• Identify/describe cause and effect</li> <li>• Recognize unstated assumptions; make inferences</li> <li>• Interpret facts</li> <li>• Compare or contrast simple concepts/ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Complete</li> <li>• Describe</li> <li>• Explain how; demonstrate</li> <li>• Construct data displays</li> <li>• Construct; draw</li> <li>• Analyze</li> <li>• Extend</li> <li>• Connect</li> <li>• Classify</li> <li>• Arrange</li> <li>• Compare; contrast</li> </ul>

<b>Level 3—Complex Reasoning</b>	
<p>Level 3 requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. You will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 items often involve making connections across time and place to explain a concept or a “big idea.”</p>	
<b>Skills Demonstrated</b>	<b>Question Cues</b>
<ul style="list-style-type: none"> <li>• Solve an open-ended problem with more than one correct answer</li> <li>• Create a pattern</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several sources</li> <li>• Draw conclusions</li> <li>• Make predictions</li> <li>• Translate knowledge into new contexts</li> <li>• Compare and discriminate between ideas</li> <li>• Assess value of methods, concepts, theories, processes, and formulas</li> <li>• Make choices based on a reasoned argument</li> <li>• Verify the value of evidence, information, numbers, and data</li> </ul>	<ul style="list-style-type: none"> <li>• Plan; prepare</li> <li>• Predict</li> <li>• Create; design</li> <li>• Ask “what if?” questions</li> <li>• Generalize</li> <li>• Justify; explain why; support; convince</li> <li>• Assess</li> <li>• Rank; grade</li> <li>• Test; judge</li> <li>• Recommend</li> <li>• Select</li> <li>• Conclude</li> </ul>

<b>Level 4—Extended Reasoning</b>	
<p>Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. You may be required to connect and relate ideas and concepts <i>within</i> the content area or <i>among</i> content areas in order to be at this highest level. The Level 4 items would be a show of evidence, through a task, a product, or an extended response, that the cognitive demands have been met.</p>	
<b>Skills Demonstrated</b>	<b>Question Cues</b>
<ul style="list-style-type: none"> <li>• Analyze and synthesize information from multiple sources</li> <li>• Examine and explain alternative perspectives across a variety of sources</li> <li>• Describe and illustrate how common themes are found across texts from different cultures</li> <li>• Combine and synthesize ideas into new concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Connect</li> <li>• Synthesize</li> <li>• Apply concepts</li> <li>• Critique</li> <li>• Analyze</li> <li>• Create</li> <li>• Prove</li> </ul>

## DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various United States History content domains are provided on the following pages.

**All example and sample items contained in this guide are the property of the Georgia Department of Education.**

### Example Item 1

**DOK Level 1:** This is a DOK level 1 item because it requires the student to recall information about colonial Virginia.

**United States History Content Domain:** Colonization through the Constitution

**Standard:** SSUSH1. The student will describe European settlement in North America during the 17th century. a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.

**Which early American legislative body was established in the Virginia colony?**

- A. the Senate
- B. the General Court
- C. the House of Burgesses
- D. the House of Representatives

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) the House of Burgesses. Choices (A) and (D) are incorrect because the Senate and the House of Representatives were both American legislative bodies, but were not established in Virginia. Choice (B) is incorrect because this state legislature was established in Massachusetts.

## Example Item 2

**DOK Level 2:** This is a DOK level 2 item because it requires the student to compare two colonial regions.

**United States History Content Domain:** Colonization through the Constitution

**Standard:** SSUSH1. The student will describe European settlement in North America during the 17th century. e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

**Which statement accurately describes a difference between the Southern colonies and the New England colonies?**

- A. The Southern colonies were known for a much colder climate.
- B. The Southern colonies were founded more for religious reasons.
- C. The Southern colonies were settled much later in the time period.
- D. The Southern colonies were more dependent on the plantation system.

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) The Southern colonies were more dependent on the plantation system. The economies of Southern colonies like Virginia relied heavily on cash crops, including tobacco, which could be grown on large farms in the warmer southern climate. Choice (B) is incorrect because it misstates the role of religion in the founding of the different colonies. While the New England colonies were founded more for religious reasons, the Southern colonies were often business ventures established by joint-stock companies seeking profit. Finally, choices (A) and (C) are factually incorrect. New England had the colder climate, and the first British settlement in North America was founded in Virginia.

**Example Item 3**

**DOK Level 3:** This is a DOK level 3 item because it requires the student to draw a conclusion from the information provided in the table.

**United States History Content Domain:** Colonization through the Constitution

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

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

Use this table to answer the question.

**Estimated Population of Virginia**

Year	European	African/ African American	% African/ African American
1630	2,500	50	1.96%
1660	27,020	950	3.40%
1690	53,046	9,345	14.98%
1720	87,757	26,559	23.23%

Which factor explains the change shown in the table?

- A. the invention of the cotton gin that made cotton a more popular crop
- B. the trans-Atlantic trade that made growing cash crops more profitable
- C. the slave codes that were passed to control a large enslaved population
- D. the increased use of steamships that transported goods throughout the South

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) the trans-Atlantic trade that made growing cash crops more profitable. The table shows how the enslaved African and African American population of Virginia grew at a much faster rate than did the colony's free European population. This difference was due to the large numbers of enslaved Africans brought across the Atlantic to work on colonial plantations. Cash crops produced on these plantations were then sent back across the Atlantic in exchange for money and more enslaved people. Choice (C) is incorrect because slave codes set out rules for enslaved people, but these codes were an effect, not a cause, of the increase in slavery. Choices (A) and (D) are incorrect because steamships and the cotton gin were invented long after the time period covered in the table.

## **DESCRIPTION OF TEST FORMAT AND ORGANIZATION**

The Georgia Milestones United States History EOC assessment consists of a total of 75 items. You will be asked to respond to selected-response (multiple-choice) items.

The test will be given in two sections.

- You may have up to 70 minutes per section to complete Sections 1 and 2.
- The total estimated testing time for the United States History EOC assessment ranges from approximately 90 to 140 minutes. Total testing time describes the amount of time you have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students).
- Sections 1 and 2 may be administered on the same day or across two consecutive days, based on the district's testing protocols for the EOC measures (in keeping with state guidance).

### **Effect on Course Grade**

It is important that you take this course, and the EOC assessment, very seriously.

- For students in grade 10 or above beginning with the 2011–2012 school year, the final grade in each course is calculated by weighing the course grade 85% and the EOC score 15%.
- For students in grade 9 beginning with the 2011–2012 school year, the final grade in each course is calculated by weighing the course grade 80% and the EOC score 20%.
- A student must have a final grade of at least 70% to pass the course and to earn credit toward graduation.

## PREPARING FOR THE UNITED STATES HISTORY EOC ASSESSMENT

### STUDY SKILLS

As you prepare for this test, ask yourself the following questions:

- \* How would you describe yourself as a student?
- \* What are your study skills strengths and/or weaknesses?
- \* How do you typically prepare for a classroom test?
- \* What study methods do you find particularly helpful?
- \* What is an ideal study situation or environment for you?
- \* How would you describe your actual study environment?
- \* How can you change the way you study to make your study time more productive?

### ORGANIZATION—OR TAKING CONTROL OF YOUR WORLD

-  Establish a study area that has minimal distractions.
-  Gather your materials in advance.
-  Develop and implement your study plan.

### ACTIVE PARTICIPATION

The most important element in your preparation is *you*. You and your actions are the key ingredient. Your active studying helps you stay alert, interact with the course content, and be more productive. Here's how you do it.

-  Carefully read the information and then DO something with it. Mark the important material with a highlighter, circle it with a pen, write notes on it, or summarize the information in your own words.
-  Ask questions. As you study, questions often come into your mind. Write them down and actively seek the answers.
-  Create sample test questions and answer them.
-  Find a friend who is also planning to take the test and quiz each other.

### TEST-TAKING STRATEGIES

Part of preparing for a test is having a set of strategies you can draw from. Include these strategies in your plan to:

- \* Read and understand the directions completely. If you are not sure, ask a teacher.
- \* Read each question and all of the answer choices carefully.
- \* If you use scratch paper, make sure you copy your work to your test accurately.
- \* Underline important parts of each task. Make sure that your answer goes on the answer sheet.

- \* Be aware of time. If a question is taking too much time, come back to it later.
- \* Answer all questions. Check your answers for accuracy.
- \* Stay calm and do the best you can.

## **PREPARING FOR THE UNITED STATES HISTORY EOC ASSESSMENT**

Read this guide to help prepare for the United States History EOC assessment.

The section of the guide titled “Content of the United States History EOC Assessment” provides a snapshot of the United States History course. In addition to reading this guide, do the following to prepare to take the assessment:

- Read your textbooks and other materials.
- Think about what you learned, ask yourself questions, and answer them.
- Read and become familiar with the way questions are asked on the assessment.
- Answer the practice United States History questions.
- Do the activities included in this guide. You can try these activities on your own, with a family member or friend, in a small group, or at home.
- There are additional items to practice your skills available online. Ask your teacher about online practice sites that are available for your use.

## CONTENT OF THE UNITED STATES HISTORY EOC ASSESSMENT

Up to this point in the guide, you have been learning how to prepare for taking the EOC assessment. Now you will learn about the topics and standards that are assessed in the United States History EOC assessment and will see some sample items.

- ✍ The first part of this section focuses on what will be tested. It also includes sample items that will let you apply what you have learned in your classes and from this guide.
- ✍ The next part contains a table that shows the standard assessed for each item, the DOK level, the correct answer (key), and a rationale/explanation of the right and wrong answers.
- ✍ You can use the sample items to familiarize yourself with the item format found on the assessment.

**All example and sample items contained in this guide are the property of the Georgia Department of Education.**

The United States History EOC assessment will assess the United States History standards documented at [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into five groupings, or domains, of standards for the purpose of providing feedback on student performance.

- ✍ A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOC assessment.
- ✍ On the actual test, the standards for United States History are grouped into five domains: Colonization through the Constitution; New Republic through Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and Post–World War II to the Present.
- ✍ Each domain was created by organizing standards that share similar content characteristics.
- ✍ The content standards describe the level of understanding each student is expected to achieve. They include the knowledge, concepts, and skills assessed on the EOC assessment, and they are used to plan instruction throughout the course.

## SNAPSHOT OF THE COURSE

This section of the guide is organized into nine units that review the material covered within the five domains of the United States History course. The material is presented by topic rather than by category or standard. In each unit you will find sample items similar to what you will see on the EOC assessment. The next section of the guide contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors.

**All example and sample items contained in this guide are the property of the Georgia Department of Education.** While this guide is organized based on the Frameworks, individual instructors may organize the course differently and content may have been presented to students in a different way.

The more you understand about the topics in each unit, the greater your chances of getting a good score on the EOC assessment.

The organization of units for this guide is based on Frameworks developed by the Curriculum and Instruction Division of the Georgia Department of Education. These Frameworks can be accessed at <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies9-12.aspx>.

## **UNIT 1: CONCEPTS FOUND IN UNITED STATES HISTORY**

The first unit of the course is an important one because it focuses on the concepts and enduring understandings that will be taught throughout the course. This unit is not assessed on the United States History EOC assessment.

## **UNIT 2: EUROPEAN SETTLEMENT OF NORTH AMERICA**

This unit will discuss the colonization of North America. You will learn about American colonies established by the British, Dutch, and French and the growth of trade. Students will connect the reasons for colonization based on movement and migration and how these factors shaped the founding of British North America. Looking through the conceptual lens of location, economy, culture, and social development, students will analyze the establishment of the original 13 colonies. The theme of conflict and change will help students in examining internal and external interactions that took place. The theme of distribution of power among individuals, groups, and institutions will explain how some early Americans experienced social mobility, while others did not.

### **AREAS OF FOCUS**

#### **Conflict & Change**

- Early relations with Native Americans (SSUSH1a,b)
- Religious tensions (SSUSH1b)
- International conflict over colonies (SSUSH1c,d)

#### **Culture**

- Great Awakening (SSUSH2d)
- Social norms (SSUSH2c)
- African-American culture (SSUSH2b)

#### **Distribution of Power**

- Early legislatures (SSUSH1a,b)

#### **Individuals, Groups & Institutions**

- Important people of the era (SSUSH2c)

#### **Location**

- Importance of location to settlements (SSUSH1)

#### **Movement/Migration**

- Free vs. forced migration (SSUSH1, SSUSH2b)
- Trans-Atlantic trade (SSUSH2a,b)

## KEY IDEAS

### Virginia

The first permanent English colony in North America was Virginia. It was a business venture of the **Virginia Company**, an English firm that planned to make money by sending people to America to find gold and other valuable natural resources and then ship the resources back to England. The Virginia Company established a legislative assembly that was similar to England's Parliament, called the **House of Burgesses**. The House of Burgesses was the first European-type legislative body in the New World. People were sent from England to work for the Virginia Company. They discovered no gold but learned how to cultivate tobacco. Tobacco quickly became a major cash crop and an important source of wealth in Virginia. It also helped to create major social and economic divisions between those who owned land and those who did not. Additionally, tobacco cultivation was labor-intensive, and the Virginia colony's economy became highly dependent on slavery.

### New England

The first New England colonies were established by the Puritans in present-day Massachusetts. Most of the colonists came with their whole family to pursue a better life and to practice religion as they saw fit. As a result of strict religious beliefs, the Puritans were not tolerant of different religions. **Rhode Island** was founded by religious dissenters from Massachusetts who were more tolerant of different religious beliefs.

**King Philip's War** (1675–1676) was an early and bloody conflict between English colonists and Native Americans. The name of the conflict refers to the leader of the Native Americans involved in the fight, Metacom, who many colonists called "King Philip." As a result of this conflict, many Native Americans fled the area. Colonists then expanded into areas of southern New England.

### Mid-Atlantic Colonies

**Pennsylvania**, located between New England and Virginia, was a colony founded by the religiously tolerant Quakers led by William Penn. Farther north, New York was settled by the **Dutch**, who called it **New Amsterdam**. In 1664, the British conquered the colony and renamed it **New York**. A diverse population kept alive this center of trade and commerce founded by the Dutch, whom the British invited to remain there. With members of various British and Dutch churches, New York also tolerated different religions. New York's harbor and river systems significantly contributed to its economic growth and importance.

New York's convenient location along water trade routes allowed farmers to easily ship wheat and other agricultural goods to markets in America and in Europe, as well as to import manufactured goods from markets abroad. This allowed New York to grow into a major commercial hub and one of the biggest cities in the British colonies.

### **Quebec**

France, like its European rival, Great Britain, settled colonies to secure the valuable natural resources of North America, such as furs, and export them to Europe. Quebec was the first permanent French settlement in North America.

### **Mercantilism**

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

### **Growth of the African Population**

As tobacco farmers and other cash-crop farmers prospered, they greatly expanded the size of their farms. There were never enough workers available to plant, grow, and harvest the crops, so farmers turned to African slaves to do this work. When the Virginia Company founded Jamestown in 1607, there were no African slaves in British North America. By 1700, however, there were thousands of African slaves throughout the British colonies. The vast majority of these slaves were located in the Southern colonies, where they supplied the labor required to support the region's agriculturally based economy.

### **The Middle Passage**

The sea voyage that carried Africans to North America was called the Middle Passage because it was the middle portion of a three-way voyage, also known as trans-Atlantic trade, made by the slave ships. First, British ships loaded with rum, cloth, and other English goods sailed to Africa, where they were traded for Africans originally enslaved by other Africans. Then, in the Middle Passage, the slaves would be transported to the New World. The crew would buy tobacco and other American goods using profits they made from selling the slaves in the colonies, and they would ship the tobacco and goods back to Britain. This process was repeated for decades. The slaves were packed like bundles of firewood, and about two of every 10 slaves died during the passage.

### **African American Culture**

In America, slaves attempted to make the best of their lives while living under the worst of circumstances. Slave communities were rich with music, dance, basket weaving, and pottery making. Enslaved Africans brought with them the arts and crafts skills of their various tribes. Indeed, there could be a hundred slaves working on one farm, and each slave might have come from a different tribe and a different part of Africa.

### **Benjamin Franklin**

Benjamin Franklin is one of the best known of America's Founding Fathers. Franklin was born into a poor Boston family in 1706. At age 12, he became an apprentice to one of his brothers, who was a printer. At age 17, Franklin ran away to Philadelphia to start a life of his own choosing, independent from his family. A few months later he sailed to London to gain more experience in the printing business. He returned to Philadelphia in 1726 as an experienced printer, writer, and businessman. These are just some examples of how, throughout his life, Franklin sought ways to improve himself (**individualism**) and to rise in society (**social mobility**). Over his 84-year life, Franklin succeeded in making himself one of the world's leading authors, philosophers, scientists, inventors, and politicians.

### **The Great Awakening**

Christian worship changed in the northeastern colonies in the 1730s and 1740s. Ministers said people would feel God's love only if they admitted their sins. People were told that each believer should seek his or her own personal and emotional relationship with God and that doing this was more important than the Puritan idea of congregations gathering together to hear intellectual sermons. These ministers attracted enormous audiences and often traveled from colony to colony to preach to anyone who wanted to listen, regardless of what church he or she might belong to. Christianity grew, although established churches lost members to the new way of Christian worship. Some preachers said American society had become as corrupt as the English society the colonists' ancestors had escaped. As a result, some people started saying that America needed to cut its ties with Britain to keep its religion pure.

## SAMPLE ITEMS

### Item 1

Which phrase **BEST** expresses Great Britain's purpose in taking control of the Dutch colony of New Amsterdam?

- A. to spread religious ideas
- B. to gain economic control
- C. to introduce cultural practices
- D. to assure democratic government

### Item 2

Use this list to answer the question.

- Molasses
- Sugar
- Rum
- Enslaved people
- Iron
- Tobacco
- Indigo

The elements in the list were all vital to

- A. the Middle Passage
- B. the Great Awakening
- C. the trans-Atlantic trade
- D. the New England economy

## UNIT 3: CREATION OF THE UNITED STATES

This unit examines the conflict and change associated with the American Revolution, including the ideological background of the Declaration of Independence. Through the conceptual lens of beliefs and ideals, the unit also focuses on early American documents including the Articles of Confederation, the Constitution, and the U.S. Bill of Rights. The unit ends with the presidencies of George Washington and John Adams, which along with the contributions of early American leaders such as Thomas Jefferson, James Madison, and Alexander Hamilton show how individuals, groups, and institutions affect societal change.

### AREAS OF FOCUS

#### Conflict & Change

- Imperialism and revolution (SSUSH3a)
- British actions leading to revolution (SSUSH3b)
- French alliance (SSUSH4b)
- End of American Revolutionary War (SSUSH4d)
- Events leading up to the Constitution and creation of the Constitution (SSUSH5a,b,c,d)

#### Beliefs & Ideals

- Important documents expressing ideals (SSUSH3c, SSUSH4a)
- Federalists/Anti-federalists (SSUSH5b)

#### Individuals, Groups & Institutions

- Important people of the era (SSUSH3c; SSUSH4a,b,c,d; SSUSH5b,e)

#### Rule of Law

- Key features of Constitution and Bill of Rights (SSUSH5c,d)

### KEY IDEAS

#### French and Indian War

The French and Indian War resulted from a long-simmering rivalry between Great Britain and France and their competition for territory in North America. The French and Indian War broke out in 1754 when Great Britain challenged the French for control of the land that is now Ohio and western Pennsylvania. Native Americans tended to support the French because as fur traders, the French were not as focused as the British on building permanent settlements. Great Britain eventually won the war.

The **Treaty of Paris (1763)**, which ended the French and Indian War, forced France to turn over control of Canada to Great Britain. France also surrendered its claim to all land east of the Mississippi River, with the exception of the city of New Orleans.

Additionally, the treaty gave the British government more control over its colonies. The colonists objected to the loss of control over their own affairs, and some Americans began to think about an American revolution. Tensions grew when Parliament passed laws to tax the colonists to pay for the cost of keeping a large standing army in North America that would protect both Britain's possessions and the American colonists from attacks.

Tensions increased with the **Proclamation of 1763**, by which Americans were forbidden from settling beyond the Appalachian Mountains in an effort to limit their conflicts with Native Americans as well as to keep colonists in designated areas to allow the government to gain much-needed revenue.

### **Colonial Resistance**

Britain's American colonists believed the king and Parliament were violating their rights as Englishmen. Among the rights they felt were being violated were protection from taxation without representation, the right to a trial by a jury of their peers, protection from searches without warrants, and protection from having troops quartered on their property. Parliamentary actions to tax the colonists or to enforce the tax laws provoked a negative reaction from the colonists that eventually led to open rebellion. These actions included the **Stamp Act** and the **Intolerable Acts**.

- **The Stamp Act** required the colonists to print newspapers, legal documents, playing cards, and so forth on paper bearing special stamps (similar to postage stamps). Buying the stamped paper was the equivalent of paying a tax. Some colonists formed groups called the Sons of Liberty to stop distribution of the stamped paper. Nine colonies sent representatives to the Stamp Act Congress, which sent a formal protest to the king.
- **The Intolerable Acts** closed the port of Boston as punishment for the Boston Tea Party. These acts also allowed British officials accused of major crimes to be tried in England and forced the colonists to house British troops on their property.

American colonists opposed to British authority in Massachusetts formed a secret organization called the **Sons of Liberty**. To show their dislike of British rule, they damaged British property, including government offices and the homes of wealthy supporters of the British. The **Daughters of Liberty** joined the Sons of Liberty in protesting British rule in North America. They wove homespun fabric to make clothes and other goods so the colonists would not need to rely on British imports.

### **Common Sense**

In January 1776, patriot philosopher **Thomas Paine** published **Common Sense**. This small pamphlet had a big effect on colonists and moved many Americans to support independence from Great Britain. Colonists were persuaded by the logic of Paine's arguments. Some of these arguments were the following:

- The Atlantic Ocean was too wide to allow Britain to rule America as well as an American government could.
- It was foolish to think an island could rule a continent.
- The idea of Britain being America's "mother country" made Britain's actions all the worse because no mother would treat her children so badly.

### **Declaration of Independence**

The Declaration of Independence is one of the most important documents in American history. Thomas Jefferson wrote the first draft and then made revisions suggested by John Adams, Benjamin Franklin, and others. Because the Declaration addressed a worldwide audience, its language was made simple and direct so people everywhere would understand and sympathize with the colonists' cause. The text borrowed phrases from the influential writings of English philosopher **John Locke**. This helped convince readers that American independence was supported by the ideas of a famous philosopher. After it explains the philosophical and legal reasons for seeking independence from Britain, the Declaration has its longest section, which gives numerous examples of how King George III violated the rights of the colonists. Finally, the Declaration offers a discussion of the Americans' many unsuccessful attempts to get relief from Britain and ends with the conclusion that the only way for Americans to have their rights restored is to restore them themselves by declaring independence from Britain and by controlling their own government.

### **George Washington and the Continental Army**

When the American Revolution began, George Washington was named commander in chief of the Continental Army. He displayed extraordinary leadership abilities in the role. Washington reorganized the army, secured additional equipment and supplies, and started a training program to turn inexperienced recruits into a professional military.

Life was hard for the common soldier in the Continental Army. Enlistments lasted from one to three years, and the states differed in how they treated their soldiers in terms of the following: how well and how often they paid their soldiers; how they housed them when they were not on the march; and how they supplied them with food, clothing, and equipment. These issues undermined morale, as did the army's stern discipline, the chances of being wounded or killed, and British victories. In winter of 1777–1778, the Continental Army faced one of its most difficult trials at **Valley Forge**. It suffered from starvation, disease, and the lack of adequate shelter. Despite its hardships, under the leadership of George Washington, the army was able to remain together and receive valuable training so that it could fight the British in 1778.

### **French Alliance**

France decided to support the Americans during the Revolution as a result of the American victory at the **Battle of Saratoga** in 1777. Benjamin Franklin, the American diplomat in Paris, signed economic and military treaties with France for the United States. France sent army and navy units to fight on the side of the Americans.

### **American Victory**

Britain's plan to counter the French-American alliance was to have **General Charles Cornwallis** move the war to the southern states to try to separate those colonies from revolutionary forces in the North. He immediately succeeded in a series of British victories, but the Americans were able to prevent a complete victory in the South. Cornwallis pursued the Americans into Virginia but met with heavy resistance. Wishing to maintain communications with Great Britain by sea, the British general retreated to the coastal town of **Yorktown**. His forces were attacked by the combined French and American armies and a French fleet. Cut off from any reinforcements, Cornwallis was forced to surrender, and the American Revolution was nearly at an end in North America.

### **1783 Treaty of Paris**

The 1783 Treaty of Paris formally concluded the American Revolutionary War. The United States won its independence from Great Britain and gained control of land stretching to the Mississippi River. Britain ceded Florida to Spain and certain African and Caribbean colonies to France.

### **Articles of Confederation and Shays' Rebellion**

The Articles of Confederation were written during the American Revolution. They reflected Americans' fear of a powerful national government. As a result, the Articles created a government that had no executive branch and that lacked the power to tax, regulate commerce, or establish a national currency. The Articles gave individual states more power than the national government had. As a result, conflicts among the states threatened the existence of the nation. The political weakness of the United States and its potential for collapse left it vulnerable to attack by foreign countries and convinced many influential Americans to support a Constitutional Convention. Political leaders were further motivated by **Shays' Rebellion**, which they felt set a precedent for mob rule.

Daniel Shays led more than a thousand farmers who, like him, were burdened with personal debts caused by economic problems stemming from the states' Revolutionary War debts. Shays and his men tried to seize a federal arsenal in Massachusetts. This was just one of many protests that debt-ridden farmers made during this period. Without the power to tax, America's weak government could not repair the national economy. Responding to Shays' Rebellion, George Washington supported the establishment of a stronger central government. In May 1787, he was elected president of the Constitutional Convention in Philadelphia, where he and many leaders, including the Founding Fathers, created a federal form of government for the United States. Under the federal system of government, the national and state governments would share powers to ensure neither level of government would have absolute power.

### **Constitutional Convention**

At the Constitutional Convention in 1787 in Philadelphia, delegates from all thirteen states met to discuss revisions to the Articles of Confederation. The delegates quickly decided that revising the Articles of Confederation would not be enough. They decided to write a new constitution for the country. During the Constitutional Convention, delegates became organized into two groups: **Federalists** and **anti-Federalists**. Federalists generally wanted a strong national government that could handle national economic, political, and diplomatic issues for the country. Anti-federalists, on the other hand, wanted to maintain the sovereignty of the individual states. They were concerned that too much power would be given to the national government and the states would lose control over their individual interests. They believed that a national government with a strong executive branch would be able to dominate the states and take away the rights of individual citizens. In particular, delegates from the small states worried that they would lose representation in a national government that favored states with larger populations.

Eventually, the delegates reached a compromise known as the **Great Compromise**. **James Madison** managed to convince the delegates from the small states and large states to give up some of their demands. Under the compromise, the Constitution would create a system of checks and balances among the three branches of government: the executive, the legislative, and the judicial. This system had been influenced by the writings of **Baron de Montesquieu**. He suggested that a **separation of powers** between the branches of government would ensure that none of the branches would become too powerful. The compromise also created a legislative branch with two houses (the House of Representatives and the Senate) that satisfied the concerns of representation that the small states and large states had.

Another concern anti-Federalists had was the rights of individuals and states. They wanted to guarantee personal liberties that were not already included in the Constitution. Federalists had argued that a strong national government would not infringe upon these liberties because it was understood that these were natural rights. However, before enough of the anti-Federalist delegates would agree to the Constitution, they insisted that these liberties be included. James Madison promised those delegates that these rights would be added as amendments to the Constitution. These became known as the **Bill of Rights**, which was added in 1791. In ten separate amendments, the Bill of Rights protected individual and states' rights.

### **The Great Compromise**

One great issue facing the delegates to the Constitutional Convention was how different-sized states could have equal representation in the new government. States with large populations supported a plan to create a legislative branch in which representatives were assigned based on each state's population. States with smaller populations supported a plan to create a legislative branch in which all states were equally represented. Delegates to the Constitutional Convention settled the issues of representation in Congress by approving the Great Compromise. This compromise helped "save" the Constitution by settling the dispute between states with large populations and states with small populations. The compromise called for the creation of a legislature with two chambers: a House of Representatives, with representation based on population, and a Senate, with equal representation for all states.

### **Presidency of George Washington**

The first president of the United States was **George Washington**. He was the most popular person in the country because of his leadership of the Continental Army during the American Revolution. As president, he had to suppress the **Whiskey Rebellion**. The rebellion began after the federal government imposed a national tax on the sale of whiskey and other distilled liquor products. The tax was part of U.S. Treasury Secretary Alexander Hamilton's plan to pay for national debts that arose during the American Revolution. The Whiskey Rebellion showed the willingness and ability of the federal government to enforce federal laws. President Washington also created a foreign policy that was based on the principle of **non-intervention** in Europe. President Washington wanted to avoid any alliances with European powers that would result in the United States becoming entangled in European affairs.

### **Presidency of John Adams**

The election of 1796 was a bitter contest between John Adams and Thomas Jefferson, with Adams winning by a small margin. Like Washington, Adams set examples that influenced future presidents as well as the course of American history. However, his administration was plagued by conflicts with France and Great Britain that crippled the nation's economy, and he received harsh political criticism from supporters of Vice President Jefferson. To aid Adams, Congress passed laws that increased citizenship requirements so that Jefferson could not receive support from the immigrant community. Congress also tried to stop the criticism with attempts to limit the speech and press rights of Jefferson's followers. Jefferson and Madison then argued that states could refuse to enforce federal laws they did not agree with. This was the beginning of the states' rights concept.

## SAMPLE ITEMS

### Item 3

**What did the Intolerable Acts seek to do?**

- A. tax colonists in order to pay off British debt
- B. punish Massachusetts after the Boston Tea Party
- C. require colonists to pay for British military supplies
- D. stop all settlement west of the Appalachian Mountains

### Item 4

**Use this passage to answer the question.**

The *state of nature* has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, who will but consult it, that being all *equal and independent*, no one ought to harm another in his life, health, liberty, or possessions . . .

—From John Locke’s *Two Treatises of Government*, 1690

**How were the ideas in this passage influential?**

- A. They were used to justify independence from Great Britain.
- B. They were used to justify the colonization of North America.
- C. They were used to justify the enslavement of African people.
- D. They were used to justify a military campaign against Mexico.

## ACTIVITY

### Storyboarding a Political Cartoon

**Standard:** SSUSH3

To help explain why American colonists revolted against the British, create a storyboard for a political cartoon. First, familiarize yourself with the storyboard concept and how you can use it to illustrate the key ideas and features of the cartoon without having to worry about artistic perfection (e.g., stick figures accompanied by written descriptions are perfectly acceptable). Before beginning to storyboard your cartoon, you may also want to review examples of political cartoons throughout American history in order to brainstorm ideas of how issues and conflicts can be personified and satirized. When storyboarding, play the role of a newspaper editor in colonial America who supports independence from Great Britain. Pick a British action such as the Proclamation of 1763, the Stamp Act, or the Intolerable Acts, and use this action as the basis for a political cartoon that is critical of the British government. The political cartoon may be humorous or it may be serious, but all should work to increase revolutionary sentiment among American colonists who read the newspaper. Finally, to summarize what you learned in the storyboarding process, you could write a short essay explaining the key ideas behind the political cartoon and how you would expect it to influence the audience. Consider sharing your work with a parent or friend and ask them for their opinion.

## UNIT 4: EARLY EXPANSION

In this unit students will analyze territorial and population expansion, economic growth, and the impact of these elements on the local, regional, and national levels in the United States during the first half of the 19th century. The themes of beliefs and ideals, and conflict and change, and movement and migration will be used prominently in this unit to help students understand how Americans found themselves on the brink of a new frontier. The study of individuals, groups, and institutions, along with technological innovations, will give students a frame of reference to understand the sweeping changes that were beginning to take place in regards to changes in the economy and westward movement.

### AREAS OF FOCUS

#### Beliefs & Ideals

- Reform movements (SSUSH7c,d)

#### Conflict & Change

- Growing national identity (SSUSH6c,e; SSUSH7e)

#### Individuals, Groups & Institutions

- Important people of the era (SSUSH6b; SSUSH7a,d)

#### Movement/Migration

- Territorial growth (SSUSH6a,b; SSUSH7b)

#### Technological Innovation

- Erie Canal, New York, Infrastructure (SSUSH6d)
- Industrial Revolution, cotton gin (SSUSH7a)

### KEY IDEAS

#### Northwest Ordinance

The first U.S. governmental territory outside the original states was the Northwest Territory, which was created by the Northwest Ordinance. This law demonstrated to Americans that their national government intended to encourage westward expansion and that it would do so by organizing new states that would be equal members of the Union. The ordinance banned slavery in the Northwest Territory. Additionally, the Northwest Ordinance mandated the establishment of public schools in the Northwest Territory.

#### Louisiana Purchase

In the early 1800s, President Thomas Jefferson sent James Monroe to France to negotiate the purchase of the important port city of New Orleans. At the time, the French ruler Napoleon controlled New Orleans and much of the land west of the

Mississippi River. In 1803, Napoleon agreed to sell to the United States not only New Orleans but also the entire Louisiana Territory for \$15 million. As a result, the United States nearly doubled in geographic area.

### **Lewis and Clark Expedition**

Jefferson sent Meriwether Lewis and William Clark to explore Louisiana and the western lands all the way to the Pacific Ocean. On their 16-month expedition, Lewis and Clark charted the trails west, mapped rivers and mountain ranges, wrote descriptions and collected samples of unfamiliar animals and plants, and recorded facts and figures about the various Native American tribes and customs west of the Mississippi River.

### **War of 1812: Causes**

In 1812, America declared war on Great Britain, which was already at war with France. Among the causes of this war, four stand out. First, Americans objected to restrictions Britain was enforcing to prevent neutral American merchants from trading with the French. Second, Americans were outraged by the British policy of impressment. Under this policy, thousands of American sailors were forced against their will to serve in the British navy after their merchant ships were captured at sea. Third, Americans suspected the British were giving military support to Native Americans so they would fight to keep Americans from settling lands west of the Appalachian Mountains. Fourth, Americans wished to drive the British out of North America altogether by conquering Canada while the British army was fighting the French in Europe.

### **War of 1812: Results**

A major result of the War of 1812 was the end of all U.S. military hostility with Great Britain. Never again would Britain and the United States wage war over diplomacy, trade, territory, or any other kind of dispute. America's army and navy were firmly established as worthy opponents of any European military force. Another important result of the war was the surge of nationalism that spread across the country, particularly because of the victory of General Andrew Jackson at the Battle of New Orleans. People had a stronger sense of national identity as Americans rather than as citizens of individual states.

### **National Infrastructure**

In this period, many families moved west of the Appalachian Mountains to claim land in the new American territories stretching to the Mississippi River. Their travel was difficult, taking a week to cross the distance a car might drive today in a few hours. In response, private companies built the young nation's roads and waterways. These roads were often turnpikes, or toll roads, which travelers paid a fee to use. In turn, these fees were used to pay for upkeep of the new roads.

### **Erie Canal and the Rise of New York City**

The most famous canal built in this era was the Erie Canal, which connected the Great Lakes to the Atlantic Ocean. It was opened in 1825 and stretches from Lake Erie to the Hudson River, which flows into the Atlantic Ocean at New York City. It greatly lowered transportation costs. This not only opened up western New York and regions farther west to increased settlement, but also helped unite new regions with the Atlantic states.

Until 1790, New York City was the capital of the United States. In the early 1800s, civic development turned this colonial town into a great economic center established on a grid of city blocks. By 1835, the population had grown so large that New York City outpaced Philadelphia as the largest U.S. city. Trade grew when the Erie Canal made the city's harbors the link between European merchants and the great agricultural markets across the Appalachians from New York City. The city's banking and commercial activities would soon make it the leading city in all of North America.

### **Monroe Doctrine**

In 1823, President James Monroe warned the nations of Europe not to meddle in the politics of North and South America. When a group of European countries planned to help one another recapture American colonies that had gained independence, Monroe announced that the United States would prevent European nations from interfering with independent American countries. Further, Monroe said the United States would remain neutral in wars between European nations and their American colonies, but, if battles took place in the New World, the United States would view such battles as hostile actions against the United States. In summary, the Monroe Doctrine defined an aspect of U.S. foreign policy to which America still holds today.

### **Eli Whitney and the Industrial Revolution**

The Industrial Revolution is the name given to the period in the 19th century when power-driven machines operated by semiskilled or unskilled workers replaced hand tools operated by skilled laborers, altering the quality of work for many people. American inventor Eli Whitney best illustrates the rise of industrialism with his invention of the **cotton gin** and his development of **interchangeable parts** for muskets. The introduction of interchangeable parts in manufacturing helped standardize the manufacturing process and improve both the consistency and quality of goods. Parts no longer needed to be manufactured by highly skilled workers. Mechanisms and machines could be repaired if a part broke instead of discarded and replaced. A standardized part could replace the broken part. As a result, semiskilled workers could be paid less. This lowered the price of goods for consumers. Whitney invented the cotton gin in 1793. It is a machine that rapidly removes cotton plant seeds from the valuable cotton fiber used to make thread and fabric. By producing more cotton in a day than any person could working by hand, the gin reduced the cost of processing cotton and greatly raised the profit from growing it. To further cut costs and raise profits, unskilled slaves were often put to work running the cotton gins in the southern states.

### **American Nationalism**

As a people, Americans in President Andrew Jackson's day believed in Manifest Destiny. They believed their nation was different from, and superior to, other nations because most Americans of that time shared the Protestant religion and English language, ancestry, and culture. They believed it was their duty to expand the hold of their religion, language, ancestry, and culture all the way to the Pacific Ocean to remake all of North America as the Founding Fathers had remade its Atlantic coast. Altogether, these beliefs comprise American nationalism.

### Westward Growth and Manifest Destiny

Between 1800 and 1860, the United States more than doubled in size and the number of states expanded from 16 to 33. There were three primary motivations for America’s westward growth:

1. the desire of most Americans to own their own land;
2. the discovery of gold and other valuable resources; and
3. the belief that the United States was destined to stretch across North America (Manifest Destiny).

Manifest Destiny was the name given to the idea that the United States would naturally occupy the territory between the Atlantic and Pacific Oceans. The word *manifest* means “obvious,” and the word *destiny* means “fate.” According to Manifest Destiny, the obvious fate of the United States was to expand “from sea to shining sea.” There were strong economic motivations behind this belief, as well as racism regarding Native Americans and Mexican people. It became a popular political belief in the United States during the early 19th century.

### Reform Movements

To prepare for questions related to the standards for Individuals, Groups, and Institutions, review the breakdown of each reform movement in the following table.

Movement	Issue	Impact
Temperance	People should drink less alcohol, or alcohol should be outlawed altogether.	This movement increased the size of Protestant religious organizations and their influence in western and rural sections of the country. Women played an important role, which laid the foundation for the women’s movement.
Abolition	Slavery should be abolished, and it should not be allowed in new states.	This movement made slavery and its expansion an important political issue. Women played an important role, which laid the foundation for the women’s movement.
Public School	All children should be required to attend free schools supported by taxpayers and staffed by trained teachers.	This movement established education as a right for all children, and as a state and local issue it improved the quality of schools by requiring trained teachers.

### Jacksonian Democracy

President Andrew Jackson and his supporters shared a political philosophy later referred to as “Jacksonian Democracy.” It sought a stronger presidency and executive branch and a weaker Congress. Out of respect for the common man, it also sought to

broaden public participation in government, so voting rights were expanded to include all adult white males, not just landowners. The expansion of the suffrage to include most adult white males resulted in the development of a **popular political culture** that appealed to the “common man.” Jackson’s presidential campaigns caused an increase in public participation in politics and things got rough. Jackson’s supporters accused his opponents of misusing public funds and being elitists. His opponents accused him of personal misconduct in his marriage and massacring Native Americans. These accusations were publicized in songs, pamphlets, and posters. They were spread at the first-ever campaign rallies.

### Women’s Suffrage Movement

The women’s suffrage movement emerged in the first half of the 19th century out of women’s frustration that the U.S. Constitution did not guarantee women many rights and did not allow women to vote in elections. Middle-class women who had worked in the abolitionist movement and other reform movements met to discuss the role of women in American society. Of primary concern was the right of women to vote. In 1848, women, and male supporters, met in Seneca Falls, New York, at the **Seneca Falls Conference**. Its chief organizer was **Elizabeth Cady Stanton**. At the conference, participants agreed to the Declaration of Sentiments, Grievances, and Resolutions. Modeled on the Declaration of Independence, it listed a set of grievances and called for the right of women to vote and equality with men.

## SAMPLE ITEMS

### Item 5

**Which explorer acted on behalf of Thomas Jefferson to survey the Louisiana Purchase?**

- A. John Smith
- B. Henry Hudson
- C. Walter Raleigh
- D. Meriwether Lewis

### Item 6

**Which phrase provides the MOST accurate summary of the Seneca Falls Conference?**

- A. the first organized gathering to discuss equal rights for women
- B. a landmark act of civil disobedience in which women demanded equal pay
- C. a charitable event in which women activists provided assistance to impoverished people
- D. the gathering of delegates that resulted in an amendment guaranteeing women’s voting rights

## **UNIT 5: CLASH OF BELIEFS AND IDEALS**

The Civil War is one of the key events that formed America's national character. This unit examines the causes and effects of the conflict and change brought by the American Civil War. It also provides a rich field for examining the role of individuals, groups, and institutions in shaping history. It will also show how production, distribution, and consumption help the economy to thrive as industry supports the war. The unit concludes with a focus on the beliefs and ideals of political reconstruction of the South and the struggles of newly freed African Americans.

### **AREAS OF FOCUS**

#### **Beliefs & Ideals**

- Slavery concerns (SSUSH8a)
- Nullification crisis (SSUSH8c)
- Lincoln's actions (SSUSH9b,e)
- Reconstruction issues (SSUSH10a,b,d,e,f)

#### **Conflict & Change**

- Pre-Civil War compromises (SSUSH8b,e)
- War with Mexico (SSUSH8d)
- Acts/cases related to slavery (SSUSH9a)
- Important battles of the Civil War (SSUSH9d)
- Constitutional changes (SSUSH10c)

#### **Individuals, Groups & Institutions**

- Important people of the era (SSUSH8a, SSUSH8c, SSUSH9a, SSUSH9c, SSUSH10e)

#### **Production, Distribution & Consumption**

- Economic disparities (SSUSH9f)

## KEY IDEAS

### Abolition

By 1820, although racial discrimination against African Americans remained, slavery had largely ended in the North. Many northerners and some southerners took up the cause of abolition, a campaign to abolish slavery immediately and to grant no financial compensation to slave owners. As most slaves were held in southern states, abolition was a significant issue that led to growing hostility between northerners and southerners. Prominent abolitionists included:

- **William Lloyd Garrison**, a writer and editor, was an important white abolitionist. He founded regional and national abolitionist societies and published an anti-slavery newspaper that printed graphic stories of the bad treatment received by slaves.
- **Frederick Douglass**, a former slave, worked for Garrison and traveled widely, giving eloquent speeches on behalf of equality for African Americans, women, Native Americans, and immigrants. He later published autobiographies and his own anti-slavery newspaper.
- **The Grimke sisters**, Sarah and Angelina, were southern women who lectured publicly throughout the northern states about the evils of slavery they had seen growing up on a plantation. Their public careers began when Garrison published a letter from Angelina in his newspaper.

### Slavery as a Major Political Issue

Most white southerners opposed abolition. White writers and public speakers argued slavery was a necessary part of life in the South. The southern economy, they said, was based on large-scale agriculture that would be impossible to maintain without slave labor. They also boasted that southern white culture was highly sophisticated and said it was made possible by the plantation economy. Another pro-slavery argument claimed slaves were treated well and lived better lives than factory workers in the North. In fact, some whites said they provided better lives for slaves than free blacks were able to provide themselves. When settlers in the slaveholding Missouri Territory sought statehood, pro-slavery and anti-slavery politicians made slavery a central issue in national politics.

### Missouri Compromise of 1820

The state constitution proposed by Missouri allowed slavery. Because half the states in the Union allowed slavery while the other half did not, statehood for Missouri would upset the U.S. Senate's equal balance between pro-slavery and anti-slavery senators. This issue was resolved when Congress passed the Missouri Compromise. Under the compromise, Maine would be admitted to the Union as a free state, Missouri would be admitted as a slave state, and slavery would be prohibited in the northern part of the Louisiana Territory, except for Missouri. Once again, half the states would allow slavery while the other half would not, and the Senate would retain its equal balance between pro-slavery and anti-slavery senators—until the next state asked to enter the Union.

### Nat Turner

African American preacher Nat Turner believed his mission on Earth was to free his people from slavery. Seeing an 1831 solar eclipse as a message from above, he led a slave rebellion on four Virginia plantations. About 60 whites were killed, and Turner was captured, tried, and executed. To stop such uprisings, white leaders passed new laws to limit the activities of slaves and to strengthen the institution of slavery.

### **Nullification Crisis**

Vice President **John C. Calhoun** argued with President Andrew Jackson about the rights of states to nullify (cancel) federal laws they opposed. The Nullification Crisis resulted when southern states sought to nullify a high tariff (tax) Congress had passed on manufactured goods imported from Europe. This tariff helped northern manufacturers but hurt southern plantation owners, so legislators nullified the tariff in South Carolina. Calhoun, a South Carolinian, resigned from the vice-presidency to lead the efforts of the southern states in this crisis. His loyalty to the interests of the southern region, or section, of the United States, not to the United States as a whole, contributed to the rise of **sectionalism**. It also contributed to the development of states' rights ideology in the South. This was the idea that states have certain rights and political powers different from those held by the federal government and that the federal government may not violate these rights. The idea of states' rights had first appeared during the debates of the Constitutional Convention. The idea of states' rights would become closely tied to the issue of slavery in the South.

### **Mexican-American War**

In 1845, the United States took Texas into the Union and set its sights on the Mexican territories of New Mexico and California. U.S. annexation of Texas and other factors led to war in 1846. During the conflict, the United States occupied much of northern Mexico. When the United States eventually won the war, this region was ceded to the United States as a part of the Treaty of Guadalupe Hidalgo.

**Wilmot Proviso** During the Mexican-American War, Congress debated whether slavery would be allowed in New Mexico and California if these territories were acquired from Mexico. The anti-slavery position was outlined in a proposal called the Wilmot Proviso, but the House of Representatives failed to approve it, and the issue of whether to allow or prohibit slavery in new states remained unresolved.

### **Compromise of 1850**

The expansion of U.S. territory and population growth in the West continued to fuel political tensions between free states and slave states over the extension of slavery. Many members of Congress became increasingly concerned that the issue of slavery threatened the survival of the nation. Those who favored slavery and those who opposed slavery agreed to five laws that addressed these concerns. They included 1) California was admitted as a free state; 2) Utah Territory and New Mexico Territory were organized with slavery to be decided by popular sovereignty; 3) Texas's boundaries were established and the federal government assumed Texas's preannexation debts; 4) the slave trade was abolished in Washington, D.C.; and 5) the Fugitive Slave Act was strengthened. Collectively, the five laws are known as the **Compromise of 1850**. The Compromise of 1850 eased sectional tensions over slavery for a short time.

### **Kansas-Nebraska Act**

In 1854, Congress again took up the issue of slavery in new U.S. states and territories. This time, the territories were Kansas and Nebraska, and Congress approved the Kansas-Nebraska Act, which repealed the Missouri Compromise of 1820 and gave the settlers in all new territories the right to decide for themselves whether theirs would be a free or a slave state. This made a pro-slavery doctrine, **popular sovereignty** (rule by the people), the law of the United States. Popular sovereignty was a democratic

political principle that appeared in the preamble of the U.S. Constitution. However, by the middle of the 19th century, it had become closely associated with slavery. Pro-slavery supporters argued that the people of the individual states and territories should decide whether or not to admit slavery in their borders, not the federal government.

Pro- and anti-slavery groups hurried into Kansas in attempts to create voting majorities there. Anti-slavery abolitionists came from eastern states; pro-slavery settlers came mainly from neighboring Missouri. Some of these Missourians settled in Kansas, but many more stayed there only long enough to vote for slavery and then returned to Missouri. Pro-slavery voters elected a legislature ready to make Kansas a slave state. Abolitionists then elected a rival Kansas government with an anti-slavery constitution, established a different capital city, and raised an army. Pro-slavery Kansans reacted by raising their own army. The U.S. House of Representatives supported the abolitionist Kansans; the U.S. Senate and President Franklin Pierce supported the pro-slavery Kansans. Violence broke out signaling the failure of popular sovereignty.

### **Dred Scott**

In 1857, the U.S. Supreme Court issued the **Dred Scott decision**, settling a lawsuit in which an African American slave named Dred Scott claimed he should be a free man because he had lived with his master in slave states and in free states. The Court rejected Scott's claim, ruling that no African American—even if free—could ever be a U.S. citizen. Further, the Court said Congress could not prohibit slavery in federal territories. Thus, the Court found that popular sovereignty and the Missouri Compromise of 1820 were unconstitutional.

The Dred Scott decision gave slavery the protection of the U.S. Constitution. Pro-slavery Americans welcomed the Court's ruling as proof they had been right during the previous few decades' struggles against abolitionists. In contrast, abolitionists convinced many state legislatures to declare the Dred Scott decision not binding within their state borders. The new Republican Party said that if its candidate were elected president in 1860, he would appoint a new Supreme Court that would reverse Dred Scott. This idea would lead to the election of 1860 being especially pivotal.

### **John Brown**

One famous abolitionist, John Brown, decided to fight slavery with violence and killing. In 1856, believing he was chosen by God to end slavery, Brown commanded family members and other abolitionists to attack pro-slavery settlers in Kansas, killing five men. In 1859, he led a group of white and black men in a raid on the federal armory at Harpers Ferry, Virginia (in modern-day West Virginia). They seized federal weapons and ammunition, killing seven people. Brown's plan was to deliver the weapons and ammunition to slaves, who would then use them in an uprising against slaveholders and pro-slavery government officials. But the raid failed, and Brown was captured by U.S. Marines led by U.S. Army Colonel Robert E. Lee. Eventually, Brown was convicted of treason against the state of Virginia and executed by hanging. Many Americans thought Brown was a terrorist. Others thought he was an abolitionist martyr.

### **Preserving the Union**

Republican **Abraham Lincoln** was elected president in 1860. South Carolina voted to secede (separate from) the United States, followed by Mississippi, Florida, Alabama, Georgia, Louisiana, and then Texas. They formed a new country called the Confederate States of America (the “Confederacy”). When they attacked the U.S. Army base at Fort Sumter, South Carolina, in April 1861, the long-feared Civil War began.

President Lincoln believed preservation of the United States (the “Union”) was the most important task for any U.S. president (see **Gettysburg Address** and **Lincoln’s Second Inaugural Address**, pages 39 and 40). He did not believe the Southern states had the right to secede from the Union and thought they were merely rebelling against the government.

He never considered the Confederacy a separate country. When Lincoln called for a large volunteer army to preserve the Union, more states—Virginia, Arkansas, North Carolina, and Tennessee—seceded to join the Confederacy. Although Lincoln had often stated he wished only to restrict the spread of slavery, not to abolish it, over time he did embrace the idea of ending slavery in the United States.

### **A Comparison of the North and the South**

When Southern forces opened fire on Union forces at Fort Sumter, they began a war that would last four years and take the lives of 821,000 soldiers. From the start, the Confederacy was at a serious disadvantage. The Southern economy differed greatly from the economy of the Northern states. The North had a larger manufacturing economy and produced more steel and war materials than the South. The North also had a much larger railroad network to move goods, troops, and supplies. In the end, the numerical and industrial superiority of the Northern economy proved too much for the South to overcome.

### **Emancipation Proclamation**

Lincoln used his emergency powers to issue the Emancipation Proclamation. It emancipated (freed) all slaves held in the Confederate states. Lincoln did not expect Confederate slaveholders to free their slaves, but he thought news of the proclamation would reach Southern slaves and encourage them to flee to the North. Lincoln believed one reason Southern whites were free to join the Confederate Army was because slaves were doing war work that, otherwise, the whites would have to do. Encouraging slaves to flee north would hurt the Southern war effort.

Although the Emancipation Proclamation did not free slaves held in the North, it was warmly welcomed by African Americans living in Union states. They understood the proclamation announced a new goal for the Union troops—besides preserving the Union, the troops were fighting for the belief that the United States would abolish slavery throughout the nation.

### **Habeas Corpus**

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

**Key Leaders of the Civil War**

	North	South
<b>Presidents</b>	<p><b>Abraham Lincoln</b></p> <ul style="list-style-type: none"> <li>• U.S. representative from Illinois</li> <li>• President of United States of America, 1861–1865</li> <li>• Appointed Gen. <b>Ulysses S. Grant</b> commanding general of Union armies</li> <li>• Issued <b>Emancipation Proclamation</b></li> <li>• Supported <b>Thirteenth Amendment</b> to Constitution</li> </ul>	<p><b>Jefferson Davis</b></p> <ul style="list-style-type: none"> <li>• Graduated from U.S. Military Academy, West Point</li> <li>• U.S. Senator from Mississippi</li> <li>• U.S. Secretary of war</li> <li>• President of Confederate States of America, 1861–1865</li> <li>• Appointed <b>Robert E. Lee</b> as general-in-chief of Confederate armies</li> </ul>
<b>Generals</b>	<p><b>Ulysses S. Grant</b></p> <ul style="list-style-type: none"> <li>• Graduated from U.S. Military Academy, West Point</li> <li>• Won first Union victories</li> <li>• Gained control of Mississippi River in Siege of <b>Vicksburg</b></li> <li>• Accepted surrender of Confederate Gen. Lee to end Civil War</li> </ul>	<p><b>Robert E. Lee</b></p> <ul style="list-style-type: none"> <li>• Graduated from U.S. Military Academy, West Point</li> <li>• Fought larger Union armies to standoff at Battle of <b>Antietam</b></li> <li>• Defeated at Battle of <b>Gettysburg</b></li> <li>• Surrendered to U.S. Gen. Grant to end Civil War</li> </ul>
	<p><b>William Tecumseh Sherman</b></p> <ul style="list-style-type: none"> <li>• Graduated from U.S. Military Academy, West Point</li> <li>• Served under Gen. Grant during Siege of <b>Vicksburg</b></li> <li>• Destroyed <b>Atlanta</b>; ended the Confederacy’s ability to fight</li> <li>• Accepted surrender of all Confederate armies in the Carolinas, Georgia, and Florida</li> </ul>	<p><b>Thomas “Stonewall” Jackson</b></p> <ul style="list-style-type: none"> <li>• Graduated from U.S. Military Academy, West Point</li> <li>• Won First Battle of Bull Run</li> <li>• Fought under Confederate Gen. Lee at <b>Antietam</b> and Second Bull Run</li> <li>• Died in battle</li> </ul>

**Key Battles of the Civil War**

Union and Confederate forces fought many battles in the Civil War’s four years. Land battles were fought mostly in states east of the Mississippi River; sea battles were fought along the Atlantic coast and in the Gulf of Mexico; and river battles were fought on the Mississippi. Review the following details of five major Civil War battles.

**Fort Sumter**—April 1861—Fort Sumter was a federal fort in the harbor of Charleston, South Carolina. Confederate forces staged a 24-hour bombardment against it and, by attacking federal property, had committed an act of open rebellion. To uphold the Constitution, President Lincoln believed he had no choice but to call for troops to respond against the Confederacy. As a direct result, the Civil War began.

**Antietam**—September 1862—Confederate Gen. Robert E. Lee marched his forces to Antietam Creek, Maryland, where he fought the war’s first major battle on Northern soil. It was the deadliest one-day battle in American history, with over 26,000 casualties. Neither side won a clear victory. As Lee withdrew to the South, Union forces might have been able to end the war by going after the Confederates—Union soldiers outnumbered them two to one—but they did not follow Lee. The outcome of this battle encouraged Lincoln to issue the Emancipation Proclamation.

**Gettysburg**—July 1863—Confederate Gen. Robert E. Lee hoped that an invasion of Union territory would significantly weaken Northern support for the war effort. A major Southern victory on Northern soil might also convince Great Britain and France to aid Confederate forces. Lee’s army was met by Union troops at Gettysburg, Pennsylvania. In the course of a three-day battle, as many as 51,000 were killed. It was the deadliest battle of the American Civil War. Lee gave up attempts to invade the Union or to show Northerners that the Union troops could not win the war. Four months later, Lincoln delivered his **Gettysburg Address** at the dedication of the Gettysburg National Cemetery.

**Vicksburg**—May–July 1863—Union Maj. Gen. Ulysses S. Grant laid siege to Vicksburg, Mississippi, because the army that controlled its high ground over a bend in the Mississippi River would control traffic on the whole river. After a seven-week siege, Grant achieved one of the Union’s major strategic goals: he gained control of the Mississippi River. Confederate troops and supplies in Arkansas, Louisiana, and Texas were cut off from the Confederacy. This Union victory, coupled with the Union victory at Gettysburg, was the turning point of the war.

**Atlanta**—July–September 1864—Union Gen. William Tecumseh Sherman besieged Atlanta, Georgia, for six weeks before capturing this vitally important center of Confederate manufacturing and railway traffic. Sherman’s goal was to disrupt the Confederacy’s capacity to resupply its troops throughout the South. Union troops burned Atlanta to the ground and then marched to the Atlantic Ocean, destroying the railways, roads, and bridges along the path, as well as the crops and livestock the troops did not harvest and butcher to feed themselves. Now the South knew it would lose the war, and the North knew it would win. Lincoln easily won reelection against a candidate who wanted a truce with the Confederacy.

### **Gettysburg Address**

In November 1863, Lincoln’s Gettysburg Address was another event by which he shaped popular opinion in favor of preserving the Union. The occasion was the dedication of a military cemetery at the Gettysburg battlefield four months after 51,000 people were killed in the battle there. Most of the ceremony was performed by famous orator Edward Everett, who spoke for two hours, as was the manner at that time for an important event. Then Lincoln rose to speak, starting with his famous words “Four score and seven years ago.” He spoke for just two minutes in what is now considered one of the greatest speeches in the English language. His address helped raise the spirits of Northerners who had grown weary of the war and dismayed by Southern victories over the larger Union armies. He convinced the people that the United States was one indivisible nation.

## Lincoln's Second Inaugural Address

Abraham Lincoln was reelected president in 1864. When he delivered his **second inaugural address**, Union victory over the Confederacy was certain and Americans foresaw an end to slavery. Instead of boasting about that victory, Lincoln expressed sorrow that the states had not been able to resolve their differences peacefully. However, he clearly stated that slavery was such an evil that the North was right to have gone to war over the issue. Nevertheless, he urged Americans not to seek revenge on slaveholders and their supporters and military. Instead, he urged reconstruction of the South “with malice toward none; with charity for all.” Now at the end of the Civil War, Lincoln formed what would become the popular memory of why the war was necessary. He said it had been fought to preserve the Union as an indivisible nation of citizens who would no longer profit from “wringing their bread from the sweat of other men’s faces”—from taking their earnings from the labor of unpaid slaves.

## Reconstruction Plans

### Presidential Reconstruction

The Reconstruction plans begun by President Abraham Lincoln and President Andrew Johnson urged no revenge on former Confederate supporters. The purpose of Presidential Reconstruction was to readmit the Southern states to the Union as quickly as possible. Republicans in Congress, especially a group known as the Radical Republicans, were outraged by the fact that the new Southern state governments were passing laws that deprived the newly freed slaves of their rights.

### Radical Republican Reconstruction

To remedy the Radical Republicans’ outrage, Congress forced the Southern states to reapply for admission to the Union and to take steps to secure the rights of the newly freed slaves. This resulted in the creation of Southern state governments that included African Americans. The key feature of the effort to protect the rights of the newly freed slaves was the passage of three constitutional amendments during and after the Civil War. Southern states were required to ratify all these amendments before they could rejoin the Union.

- **Thirteenth Amendment:** abolished slavery and involuntary servitude in the United States.
- **Fourteenth Amendment:** defined U.S. citizenship as including all persons born in the United States, including African Americans; guaranteed that no citizen could be deprived of his or her rights without due process.
- **Fifteenth Amendment:** removed restrictions on voting based on race, color, or ever having been a slave; granted the right to vote to all male U.S. citizens over the age of 21.

### Morehouse College

During the Reconstruction period, African Americans made progress in many areas. Some of these gains lasted, but others did not. Many African American children were able to attend free schools for the first time. African Americans also attended new colleges and universities established for them. One of these institutions, Morehouse College, was founded in Atlanta in 1867 as the Augusta Institute. A former slave and two ministers founded it for the education of African American men in the fields of ministry and education.

### **Freedmen's Bureau**

Congress created the **Freedmen's Bureau** in 1865 to help African Americans make the transition to freedom. The Freedmen's Bureau helped former slaves solve everyday problems by providing food, clothing, jobs, medicine, and medical care facilities. While the Freedmen's Bureau did help some former slaves acquire land unclaimed by pre-war owners, Congress did not grant land or the absolute right to own land to all freed slaves. Such land grants would have provided African Americans with some level of economic independence. The Freedmen's Bureau ceased operations in 1872.

### **Impeachment of President Andrew Johnson**

During the Reconstruction period, one issue in Northern and Southern states alike was the **impeachment of President Andrew Johnson**. The U.S. Constitution allows Congress to remove the president from office by impeaching (accusing and convicting) him of committing "high crimes and misdemeanors," so Radical Republicans impeached Johnson when he ignored laws they had passed to limit presidential powers. They passed these laws to stop Johnson from curbing the Radical Republicans' hostile treatment of former Confederate states and their leaders. After a three-month trial in the Senate, Johnson missed being convicted by one vote, so he was not removed from office merely because he held political opinions unpopular among politicians who had the power to impeach him.

### **Resistance to Racial Equality**

Not all white Southerners accepted the equal status of former slaves. After the Thirteenth Amendment abolished slavery, all former slave states enacted **Black Codes**, which were laws written to control the lives of freed slaves in ways slaveholders had formerly controlled the lives of their slaves. Black Codes deprived voting rights to freed slaves and allowed plantation owners to take advantage of black workers in ways that made it seem that slavery had not been abolished. Other white Southerners formed secret societies that used murder, arson, and other threatening actions as a means of controlling freed African Americans and of pressuring them not to vote.

The **Ku Klux Klan** was the worst of these societies. The Klan, or KKK, was founded by veterans of the Confederate Army to fight against Reconstruction. Some Southern leaders urged the Klan to step down because federal troops would stay in the South as long as African Americans needed protection from the society. All in all, the readmission of states proved difficult and led white Southerners to resist Reconstruction and to regard their Reconstruction state governments as corrupt.

Reconstruction came to an end when Union troops were withdrawn from the South as part of the **Compromise of 1877**, which resulted from the contested **1876 presidential election** between Rutherford B. Hayes and Samuel Tilden. When the soldiers left and white Southerners regained control of their state governments, African Americans were left unprotected. The new Southern governments quickly passed laws that deprived African Americans of their rights and worked to strengthen the segregation of Southern society.

**SAMPLE ITEMS****Item 7**

What **MAIN** issue did the Missouri Compromise attempt to settle?

- A. where to allow slavery
- B. how to admit new states
- C. whether to amend the Constitution
- D. why the United States should go to war

**Item 8**

Use the table to answer the question.

**New Railroad Mileage**

Year	South	North
1851	506 miles of track	1,933 miles of track
1852	822 miles of track	1,647 miles of track
1853	569 miles of track	1,626 miles of track
1854	774 miles of track	952 miles of track
1855	424 miles of track	1,421 miles of track
<b>Total</b>	3,095 miles of track	7,579 miles of track

Which of these is the **BEST** explanation for the difference shown between the North and South in the years prior to the Civil War?

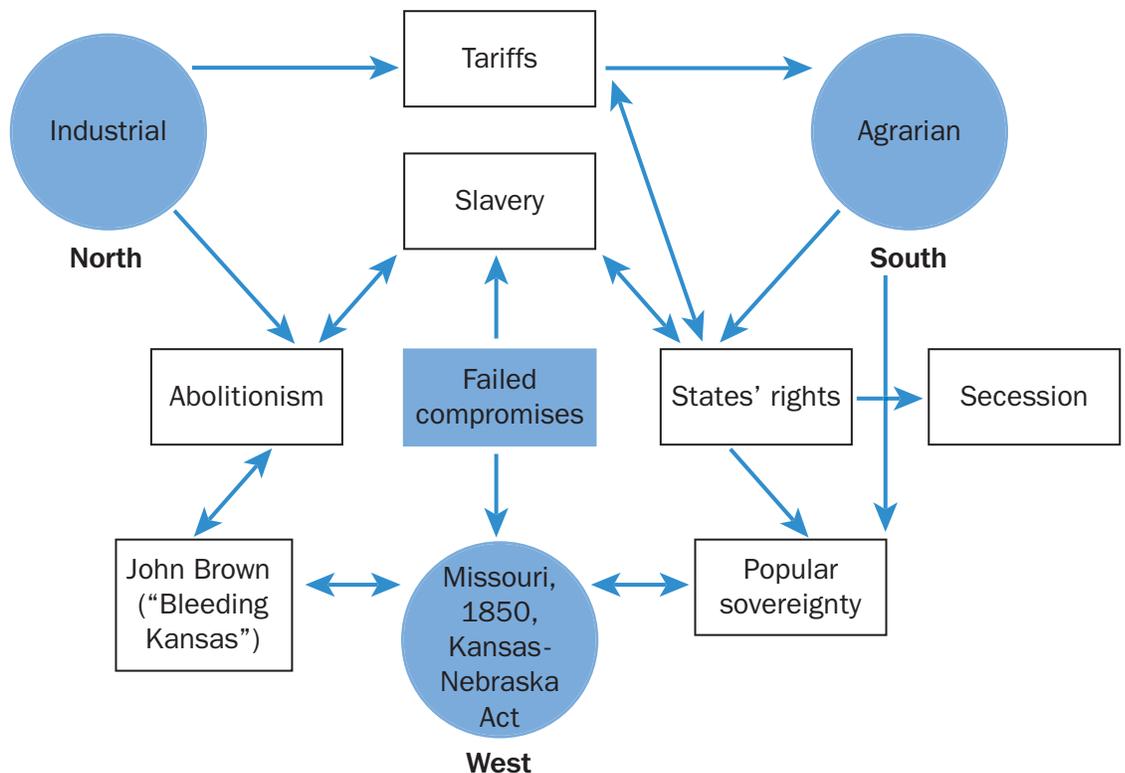
- A. The Northern economy's reliance on technology increased during this time frame.
- B. The North's economy expanded at a slower rate than the South's during this time frame.
- C. The Northern economy's rate of industrialization outpaced the South's during this time frame.
- D. The North's economy changed from manufacturing-based to agrarian-based during this time frame.

## ACTIVITY

### Conceptualizing the Civil War

**Standards:** SSUSH8; SSUSH9

To better understand the Civil War, create a concept map of its causes. Use a poster board or a dry erase board to highlight the connections between concepts such as *South, North, West, agrarian, industrial, slavery, sectionalism, the plantation system, states' rights, tariffs, the Nullification Crisis, the Missouri Compromise, abolitionism, popular sovereignty, the Compromise of 1850, the Kansas-Nebraska Act, John Brown, and secession*. You may not necessarily use all these concepts in the map and may select others that you feel are essential. Before beginning, you should familiarize yourself with concept maps by looking at examples. You should also spend some time thinking and taking notes on how to organize the causes that drove the United States toward civil war in a visual way that will suggest the structural relationships between elements of the concept map (see sample below). Finally, you should present your ideas using the concept map as a visual resource. Consider sharing your work with a parent or friend and ask them for their opinion.



## UNIT 6: EXPANSION AND REFORM

This unit examines technological innovations through the growth of big business and the impact of these innovations in the development of the West. Conflict and change will also be examined during the analysis of American industrial growth with a focus on the consequences of industrial growth, the creation of labor unions and political parties, and Supreme Court decisions. Through the conceptual lens of distribution of power and time, change, and continuity, the unit will explain the rise of the United States as a world power and the inevitable changes within American society and societies around the world.

### AREAS OF FOCUS

#### Beliefs & Ideals

- Changing role of women (SSUSH13b)
- Reform movements (SSUSH13a,b,d,e)

#### Conflict & Change

- Emergence of NAACP (SSUSH13c)

#### Individuals, Groups & Institutions

- Trusts/monopolies (SSUSH11c)
- Labor groups (SSUSH12b,d)

#### Movement/Migration

- Immigration issues (SSUSH12a, SSUSH14a)
- Westward expansion (SSUSH12c)
- U.S. involvement beyond our borders (SSUSH14b,c)

#### Technological Innovation

- Impact of railroads (SSUSH11a,b; SSUSH14a)
- Inventions (SSUSH11d)
- Panama Canal (SSUSH14c)

### KEY IDEAS

#### Railroads

The federal government granted vast areas of western land to **railroad** owners so they would lay train track connecting the eastern and western states. To complete this heavy work, the owners relied mainly on **Chinese labor**. These Asian immigrants accepted lower pay than other laborers demanded. The work was dangerous. Many Chinese died in the explosive blasts they ignited to clear the path across the railroad companies' land. Many others died under rock slides and heavy snowfalls before the first **transcontinental railroad** was completed in 1869.

## Growth of Big Business

### Steel

The growth of American railroads helped expand the industries that supplied the railroad companies' need for steel rails laid on wood ties, iron locomotives burning huge quantities of coal, wooden freight cars, and passenger cars with fabric-covered seats and glass windows. The railroads were the biggest customers for the **steel industry** because thousands of miles of steel track were laid. In turn, the railroads had a great impact on the steel industry. To supply their biggest customers, steel producers developed cheap, efficient methods for the mass production of steel rails. These low-cost methods enabled more industries to afford the steel companies' products.

### Oil

Oil companies grew swiftly in this period, most notably the **Standard Oil Company**, founded by **John D. Rockefeller**. Standard Oil was the most famous big business of the era. Rockefeller also gained control of most other oil companies and created what is called a **trust**. By means of a trust, Rockefeller came to own more than 90% of America's oil industry. Standard Oil thus became a **monopoly**, a single company that controlled virtually all the U.S. oil production and distribution.

The rapid rise of the steel and railroad industries between the end of the Civil War and the early 1900s spurred the growth of other big businesses, especially in the oil, financial, and manufacturing sectors of the economy. These big businesses acquired enormous financial wealth. They often used this wealth to dominate and control many aspects of American cultural and political life. As a consequence of these practices, by the beginning of the 20th century big business became the target of government reform movements at the state and national levels.

### Electricity

The effects of technological advances made after Reconstruction forever changed how people lived. The most famous inventor of the period is **Thomas Edison**. He invented the **electric light bulb**, the **phonograph**, **motion pictures**, a system for distributing electrical power, and many other technologies powered by electricity.

### Native American Resistance

As eastern regions of the United States became more industrialized after the Civil War, people seeking rural livelihoods moved farther and farther west. In turn, Native Americans had to compete with these newcomers for land. For example, the Sioux signed a treaty with the U.S. government promising "no white person or persons shall be permitted to settle upon or occupy" Sioux territory in the Dakotas. But when gold was discovered there, the government tried to buy the land from the Sioux, who refused to sell it. The Sioux leader, **Sitting Bull**, then fought U.S. Army troops, led his people to a brief exile in Canada, and finally agreed to settle on a reservation.

About 10 years later, Sitting Bull's people became associated with a Sioux religious movement. The Native Americans believed their ceremonies would cleanse the world of evil, including the white man, and restore the Sioux's lost greatness. Government officials ordered Sitting Bull's arrest. He died in a brief gun battle. After Sitting Bull

died, several hundred of his people fled to an area of South Dakota called **Wounded Knee**. U.S. soldiers went there to confiscate weapons from the Sioux. A gun was fired—nobody knows by whom—and U.S. soldiers then opened machine-gun fire, killing more than 300 Sioux. This ended the Native Americans' long conflict against Americans settling Native American lands.

### **New Immigrants**

In the decades after the Civil War, more and more Europeans immigrated to America. They differed from earlier immigrant groups, who mostly came from northern and western Europe, were typically Protestant, spoke English, and arrived with the government's welcome. In contrast, many of the new immigrants came from eastern and southern Europe, often were Jewish or Catholic, and usually spoke no English. The U.S. government welcomed the wealthy among these new immigrants but forced poorer people to pass health and welfare tests at government reception centers such as the **Ellis Island** Immigrant Station located in New York Harbor.

### **Asian American Rights**

In earlier decades, Asians had immigrated to California and other areas of the American West. Then, in the 1880s, Asian Americans faced **anti-immigrant sentiment**. When Chinese immigrants accepted low wages for jobs whites had held, employers lowered the pay for all workers. This angered the white workers. They encouraged Congress to pass the **Chinese Exclusion Act**, which it did in 1882, thereby banning all future Chinese immigration. Japanese Americans also faced racial prejudice. It was against California law for them to buy land or become U.S. citizens, and the federal government worked with the government of Japan to limit Japanese immigration.

### **American Federation of Labor and Samuel Gompers**

Unskilled laborers were subject to low wages, long workdays, no vacations, and unsafe workplaces. Because individual workers had little power to change the way an employer ran a business, workers banded together in labor unions to demand better pay and working conditions. Then the labor unions banded together for even more power to change the ways employers ran their businesses. The **American Federation of Labor**, or AFL, was led by **Samuel Gompers**. He was president of the AFL from 1886 to 1894 and from 1895 to his death in 1924. His goal was to use strikes (work stoppages) to convince employers to give workers shorter workdays, better working conditions, higher wages, and greater control over how they carried out their workplace responsibilities.

**Pullman Strike** During poor economic times in the 1870s and 1890s, violence erupted when employers sought to fire some workers and to lower the wages of those still employed. In 1894, when the Pullman railcar factory near Chicago fired almost half its workforce and cut wages by 25% to 50%, its workers went on strike. Other railway workers refused to switch Pullman cars on or off trains. Rail traffic west of Chicago came to a halt. The Pullman company responded by hiring new workers, but these workers were attacked by strikers when they attempted to go to work. Leaders of the railroad industry convinced the government to declare the situation illegal. President Grover Cleveland sent the U.S. Army to restore peace. Both big business and the U.S. government feared labor unions were a menace to America's capitalist economy. This was an example of the government's support of business over labor during this era.

### Progressive Reforms

The Progressives supported new ideas and policies they believed would improve people's lives. They supported increased government regulation of business and industry, efforts to protect consumers and workers, and policies to conserve natural resources. Their efforts to improve living conditions for the poor in cities led to more and better libraries, schools, hospitals, and parks.

Women Progressives, in particular, sponsored laws to end child labor and to require government inspections of workplaces. Jane Addams brought a British idea, the settlement house, to the United States, when she established **Hull House** in Chicago. Hull House was a social service agency that provided trained workers to help recent immigrants and working-class citizens learn about home economics, basic medical care, the English language, legal rights, and other topics important to low-income urban residents.

The Progressives also opposed political bosses and had scorn for citizens' lack of control over them. Progressive election reforms helped to increase ordinary citizens' direct control of government in these ways:

- Supporters of any new law could collect voters' signatures on an **initiative** to force a public vote on the issue. This prevented government officials from ignoring the desires of citizens.
- When enough citizens supported an initiative, the government had to present the issue to the public as a **referendum** on which the public could vote. This also prevented government officials from ignoring the desires of citizens.
- Citizens could remove public officials from office before their terms expired by organizing a **recall** election. This allowed citizens to control who serves in government.
- Another Progressive reform was the **direct election of senators**. Under the U.S. Constitution, each state's legislature elected that state's U.S. senators. The Progressives favored the adoption of an amendment to the Constitution that gave voters the right to elect their U.S. senators. They succeeded in their efforts with the adoption of the Seventeenth Amendment in 1913.

### Muckrakers

Many reforms came about after journalists investigated and exposed political corruption, child labor, slum conditions, and other social issues. These journalists were called **muckrakers**, and famous among them were **Upton Sinclair** and **Ida Tarbell**. In his novel ***The Jungle***, Sinclair told the story of the poor labor practices and unsanitary conditions that produced contaminated food. Congress was pressured to pass laws to regulate the **meatpacking industry** and to require meat packers to produce food that was safe to consume. In a series of articles, Tarbell exposed political corruption in New York, Chicago, and other cities and criticized Standard Oil Company's unfair business practices. Her findings angered the public and contributed to the government's decision to break up the Standard Oil Trust.

**President Theodore Roosevelt** also supported the Progressive **conservation movement**, which conserved millions of acres of wilderness lands, particularly in western states. The movement led to the establishment of a national park system that included Yosemite in California and Yellowstone in Wyoming.

### **African American Rights**

Race relations in the South worsened. African Americans were denied basic rights. They suffered worse racial discrimination and segregation than what they had encountered in the years after the Civil War. Southern and border states passed segregation laws that required separate public and private facilities for African Americans.

These were called **Jim Crow** laws (after a character in an old minstrel song) and resulted in inferior education, health care, and transportation systems for African Americans. In 1896, the U.S. Supreme Court upheld the constitutionality of Jim Crow laws in *Plessy v. Ferguson*. Under the “separate but equal” doctrine, the Court ruled racial segregation was legal in public accommodations such as railroad cars.

African Americans disagreed about how to best oppose Jim Crow laws. One group, which sought full social and economic equality for African Americans, eventually formed the National Association for the Advancement of Colored People to seek full civil rights for African Americans. Better known today as the **NAACP**, this group still keeps its original name in honor of those who founded it to help overturn *Plessy v. Ferguson*.

### **Spanish-American War**

In the last decades of the 19th century, some Americans were eager to spread democracy into Latin America and other world regions. Other Americans argued that **American expansion** was not the best way to spread America’s democratic traditions.

In 1898, the United States went to war with Spain after the Spanish refused to grant independence to rebels fighting a revolutionary war in Cuba, a Spanish colony. Supporters of American expansion were eager to gain U.S. territory in Latin America, leading to a “war fever” that also encouraged the U.S. government to seek a military solution to the Cuban war for independence. The war lasted less than four months. The Spanish were driven out of Cuba, which became an independent country, and out of Puerto Rico, which became an American territory.

### **Philippine-American War**

The first battles of the Spanish-American War took place in the Philippines, another Spanish colony in which Spain refused to grant independence to rebels fighting a revolutionary war. The U.S. Navy quickly defeated the Spanish navy, and Americans debated whether the United States should expand its territory to include the Philippines or respect Filipino independence. When the U.S. military was ordered to keep the Philippines as an American territory, the Philippine-American War broke out in 1899. The war lasted about three years. In the end, the Philippines was a U.S. territory until 1946.

### **U.S. Actions in Latin America**

The Caribbean region and Latin America remained unstable. Many of the area’s countries owed large amounts of money to European countries because they had borrowed it to build modern energy plants and transportation systems. President Theodore Roosevelt feared European countries would take advantage of this instability

to gain power and influence in the region. He announced to the world that the United States had the right to intervene in Latin American countries in economic crisis, whether or not a European power planned to intervene. This policy is called the **Roosevelt Corollary** to the Monroe Doctrine. In contrast, President James Monroe's original doctrine had been to get involved in the affairs of the Americas only when needed to end the intervention of a European power.

America now controlled territory in the Atlantic and Pacific Oceans. Seeking a faster sea route from the Atlantic to the Pacific than the voyage around the tip of South America, the U.S. government built a shipping canal across the narrow Central American country of Panama. The **Panama Canal** was the biggest engineering project of the era. When the Panama Canal opened in 1914, a voyage from San Francisco to New York was cut from 14,000 miles to 6,000 miles.

## SAMPLE ITEMS

### Item 9

Which technology **MOST** aided in the settlement of the West during the period immediately following the Civil War?

- A. the light bulb
- B. the cotton gin
- C. the automobile
- D. the railroad

### Item 10

Use this list to answer the question.

- Voter initiatives
- Recall of elected officials
- Referenda
- Direct election of senators
- Changes to labor laws
- Measures to address poverty

What do the elements in the list have in common?

- A. constitutional amendments
- B. sectional differences
- C. Progressive reforms
- D. strike demands

## ACTIVITY

### Writing a Stump Speech

The following activity develops skills in the Expansion and Reform unit.

**Standard:** SSUSH13

You can show your knowledge of early 20th-century reform movements by drafting a political speech. Before beginning the writing process, perform research by reading the text of a short speech or by watching videos of stump speeches, paying attention to how effective speakers organize and present information. When writing your own speech, play the role of a Progressive Era politician seeking election. As part of the campaign, write a short speech about an important issue facing America during this era (e.g., *wealth disparity, labor unrest, destruction of the environment, corruption, poor living conditions in cities*). In your speech, describe the chosen issue, citing facts and explaining why this issue is so important, and then present a solution in the form of a Progressive reform such as *initiative, recall, referendum, direct election of senators, reform of labor laws, efforts to improve living conditions for the poor, or the development of national parks and forests*.

## UNIT 7: ISOLATION VS. GLOBALIZATION

The focus of this unit is the development of World War I, World War II, and the Cold War. This unit will examine the changes caused by the conflicts that involved much of the world. These changes not only involved how we looked at our world but also how our beliefs and ideals changed as a result. It also involved taking a closer look at individuals, groups, and institutions to see how improvements could be made to create a better United States and world. Technological innovations created the need for people to move and migrate to new areas.

### AREAS OF FOCUS

#### Beliefs & Ideals

- Ideals vs. reality (SSUSH15a,c)
- Influence of events on ideals (SSUSH20a)

#### Conflict & Change

- World War I in the United States (SSUSH15b)
- World War II-related issues (SSUSH19b,c,d,e)
- Containment issues (SSUSH20b,c,d,e)

#### Individuals, Groups & Institutions

- Impact of individuals on globalization (SSUSH25a,c,d,e,g)

#### Movement/Migration

- Changing patterns (SSUSH15b, SSUSH16a)

#### Technological Innovation

- Los Alamos (SSUSH19e)

### KEY IDEAS

#### World War I—Neutrality to Engagement

When World War I began in Europe in 1914, President Woodrow Wilson was determined to guarantee **U.S. neutrality** and to keep the United States out of the war. But in 1915, the luxury liner *Lusitania* was sunk by a German submarine, killing most of the people onboard, including more than 100 U.S. citizens. This led to a crisis between the United States and Germany that was resolved only when Germany agreed to abandon **unrestricted submarine warfare** that endangered U.S. trade and American lives. However, in 1917, Germany resumed unrestricted submarine warfare, creating great anti-German feelings among Americans. This heightened tension led to the United States' decision to enter the war.

### **Isolationism**

During World War I, Wilson gave a speech in which he described **Fourteen Points** he felt were key to avoiding future wars. One point called for the creation of an international peacekeeping organization called the **League of Nations**. During the postwar treaty negotiations, Wilson worked hard to get as many as possible of his Fourteen Points included in the treaty and succeeded in securing the creation of the League of Nations. However, congressional opposition to the League of Nations ultimately led the Senate to refuse to ratify the treaty. Isolationists in the Senate believed that by joining the League the United States would become involved in future conflicts in Europe and elsewhere.

### **Communism and Socialism**

In the late 1800s and early 1900s, a new political ideology called **communism** grew out of the more moderate **socialism**. Communism was based on a single-party government ruled by a dictator. Under communism, there is no private ownership; all property is owned by the state. In 1919, after communist revolutionaries known as Bolsheviks overthrew the czar in Russia, established the Soviet Union, and called for a worldwide revolution to destroy capitalism, people in the United States began to fear communists. This fear of international communism was called the **Red Scare** because red was the color of the Soviet flag. This fear led to the government's pursuit of suspected communists and socialists.

### **Immigration Restrictions**

The Red Scare was one factor that led to new restrictions on immigration. Other factors were two ideas that grew strong in America in the 1920s. One of the ideas was that people born in America were superior to immigrants. The other was that America should keep its traditional culture intact. Anti-immigrant, anti-Jewish, and anti-Catholic sentiments contributed to the popularity of a revived Ku Klux Klan, not just in the South but throughout the nation. Ultimately, this reaction against immigrants resulted in the passage of legislation that set limits on the number of immigrants who could come from each country.

### **Pearl Harbor and Its Aftermath**

On the morning of December 7, 1941, the navy of the Empire of Japan launched a surprise attack on the U.S. Navy base at **Pearl Harbor**, Hawaii. Over 2,400 Americans were killed and 1,178 more were wounded, 19 ships were damaged, and over 300 aircraft were destroyed or damaged. The Japanese attack took the United States officially into World War II. One effect of America's entry into the war was alarm about the loyalty of Japanese Americans: 120,000 Japanese Americans lived in the United States, most of them on the West Coast. Fears of spies and sabotage led to prejudice and sometimes violence against Japanese Americans. In the name of national security, Roosevelt ordered that all people of Japanese ancestry be moved from California and parts of Washington, Oregon, and Arizona to rural **internment** camps. Although most of the people imprisoned in these camps were Japanese Americans, there were also small numbers of German Americans and Italian Americans imprisoned under the same law.

## **Mobilization**

After Pearl Harbor, 5 million men volunteered for military service, but more were needed to fight the war. The Selective Service System expanded the draft, and 10 million more men joined the ranks of the U.S. armed forces. So great was the need of the military that a Women's Auxiliary Army Corps was formed to fill noncombat positions otherwise filled by men, freeing up the men for frontline duty.

The men needed tanks, planes, ships, guns, bullets, and boots. To equip the troops, the entirety of American industry was converted to supply the military. More than 6 million workers in the plants, factories, and shipyards were women. With the men who once did these jobs now fighting overseas, women filled the void. Women volunteered for this work even though they were paid on average only 60% as much as men doing the same jobs. It was the hard work of people and the industrial might of the United States that helped America win World War II.

As time went on, the war industry needed more raw materials. One way Americans helped the war effort was through conservation. Workers would carpool to work or ride bicycles to save gasoline and rubber. People participated in nationwide drives to collect scrap iron, tin cans, newspaper, rags, and even cooking grease to recycle and use in war production. One way Americans conserved on the home front was through the mandatory government **rationing** system. Under this system, each household received a "C book" with coupons that were used to buy scarce items such as meat, sugar, and coffee. Gas rationing was also used to help save gasoline for military use.

## **Major Events of World War II**

Many battles were fought between the Allied nations and the Axis powers from 1939 to 1945. World War II was truly a world war, with combat taking place on nearly every continent. This changed the way the whole world looked at war. The two major theaters of the war were Europe and the Pacific Ocean. Review the following details of four major World War II events.

### **Neutrality Acts**

In Europe, World War II started long before America entered it. To prevent President Roosevelt from involving the country in what some saw as a European war, Congress passed a series of Neutrality Acts to make it illegal to sell arms or make loans to nations at war. The fourth of these acts, passed in 1939 in recognition of the Nazi threat to Western Europe's democracies, permitted the sale of arms to nations at war on a "cash and carry" basis. This meant that buyers would have to pay cash and send their own ships to American ports to pick up the supplies, thereby keeping American ships from being sunk by the Germans.

**Lend-Lease**—March 11, 1941—Nine months before Pearl Harbor, Congress passed the Lend-Lease Act and amended the Neutrality Acts so the United States could lend military equipment and supplies to any nation the president said was vital to the defense of the United States. Roosevelt approved \$1 billion in Lend-Lease aid to Great Britain in October 1941. When the United States entered World War II, \$50 billion worth of equipment and supplies had already been sent to Britain, France, the Soviet Union, and China.

**Battle of Midway**—June 4–7, 1942—Six months after the Japanese attack on Pearl Harbor, the U.S. Navy won a sea battle against the Japanese navy that was a turning point in World War II. The Japanese tried to trap and sink America’s remaining aircraft carriers and then take the Midway Atoll, an American refueling station for ships and airplanes, but the United States destroyed four Japanese aircraft carriers while losing only one American carrier. This kept the Japanese from capturing Midway. This victory is regarded as the most important naval engagement of the Pacific campaign of the war and, at the time, was a huge morale boost for America. The Japanese navy never recovered from this defeat, enabling the United States to gain control of other strategic Pacific islands. From those islands, the United States was able to overcome the geographical difficulty of resupplying its forces with food, medicine, weapons, and other critical supplies needed to push westward toward the Japanese mainland.

**D-Day**—June 6, 1944—D-Day was the code name for the first day of Operation Overlord, the Allied invasion of Nazi-occupied France. It remains the largest amphibious invasion in history, with over 156,000 men crossing the English Channel in 6,939 vessels. The German troops occupying France were caught almost completely by surprise and, although the Allies met heavy resistance in small areas, the invasion went almost exactly according to plan. As a result of the operation’s success, American and British forces were able to maintain a permanent beachhead in mainland Europe to resupply their forces and push east to Germany. The geographical advantage gained by the invasion marked the beginning of victory for the Allies in Europe.

**The Fall of Berlin**—April–May 1945—The fall of Berlin was one of the final battles of the European theater during World War II. Two Soviet army groups attacked Berlin from the east and south, while a third attacked German forces north of Berlin. The Soviets lost 81,116 men taking the city, while the Germans lost 458,080 trying to defend it. It was one of the bloodiest battles in history. Adolf Hitler was in Berlin during the battle and, before it ended, he and many of his followers committed suicide. The city’s defenders surrendered on May 2, but fighting continued outside the city until the war ended on May 8. Much of the continued fighting was due to the Germans trying to move westward so they could surrender to the Americans or British instead of to the Soviets.

### **Atomic Bomb**

Allied leaders planning the war against Japan knew that once they defeated the Japanese navy in the Pacific Ocean they would still have to invade Japan itself to end the war. They knew Japan still had a huge army that would defend every inch of the homeland, and both sides could possibly lose millions of people in the process. President Truman decided there was only one way to avoid an invasion of Japan and still defeat them. He would use a brand-new weapon that no one had ever seen before: the **atomic bomb**. The project’s code name was the **Manhattan Project**. The American government had developed atomic bombs in a secret laboratory in **Los Alamos**, New Mexico. The bombs were dropped on Japan in early August 1945. On September 2, 1945, the Japanese surrendered, and World War II was finally over.

## Cold War Foreign Policies

### Marshall Plan

The European Recovery Program, better known as the **Marshall Plan** for Secretary of State George Marshall, was United States' main program for rebuilding Western Europe and opposing communism after World War II. The plan was put into action in July 1947 and operated for four years. During that time, the United States spent \$13 billion on economics and technical assistance for the war-torn democratic European countries that had been nearly destroyed during World War II. The Marshall Plan offered the same aid to the Soviet Union and its allies if they would make political reforms and accept certain outside controls; however, the Soviets rejected this proposal.

### Commitment to Europe

To halt the spread of communism to Western Europe from the Soviet-controlled nations of Eastern Europe, the United States formed the North Atlantic Treaty Organization (NATO) with many of the noncommunist nations in Europe, including former wartime allies Britain and France. In response, the Soviet Union created the Warsaw Pact, an alliance of the communist nations it controlled in Eastern Europe. Convinced the Soviets were attempting to establish a sphere of influence throughout the world, the United States viewed these actions as a direct threat to American security. This determination to stop the spread of communism is known as the policy of **containment** and was the basis for many U.S. foreign policy decisions during the Cold War.

### Truman Doctrine

In 1947, President Harry S. Truman proclaimed the **Truman Doctrine**. It stated that the United States would supply any nation with economic and military aid to prevent its falling under the Soviet sphere of influence. Truman called upon the United States to "support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures." Although Truman never referred directly to the Soviet Union, anyone who heard the declaration, including Soviet leaders, knew Truman was talking about them.

### Korean War

In 1950, the United States and the democratic government of South Korea went to war against the communist government of North Korea. North Korea was being aided by the new Chinese communist government that had recently won the Chinese Civil War. Combat began when communist troops invaded South Korea. Concerned over the spread of communism beyond the Soviet Union and China, the United States sent its troops to force the communists back to North Korea. The U.S. decision to enter the conflict was part of its larger strategy of geographically containing communism to isolate and defeat it. Driving North Korean forces back across the Korean border, U.S. troops then followed the enemy into North Korea in an effort to entirely eliminate communism from the Korean Peninsula. However, when the Americans reached the border between North Korea and China, the Chinese attacked, forcing the Americans back to South Korea. Eventually, the war ended in a stalemate, with neither side declaring victory.

### McCarthyism

Americans had an increased fear of communism after a communist regime took control of China in 1950 and the United States and South Korea went to war against North Korean communists who were aided by China's new communist government. This

spread of communism in Asia encouraged a desire among some Americans to stop communism from spreading to the United States. A series of “Red Scares,” highlighted by Senator Joseph McCarthy’s statements about alleged communist infiltration of the U.S. government and the U.S. Army, led to civil rights violations of those who were communists, were suspected of being communists, or were suspected of knowing someone who might be a communist.

### **Cuba**

In 1956, Fidel Castro led the **Cuban Revolution**. Castro became prime minister of Cuba early in 1957 and, at first, had American support. However, when he allied himself with the Soviet Union, suspended all elections, and named himself president for life, the United States turned against Castro. The existence of a communist nation allied with the Soviet Union 90 miles off the coast of the United States jeopardized the U.S. containment strategy. In 1961, 1,500 Cuban exiles, armed and trained by the CIA, tried to stage an invasion at Cuba’s **Bay of Pigs**. The small force was crushed by Castro after President John F. Kennedy refused to involve the U.S. armed forces.

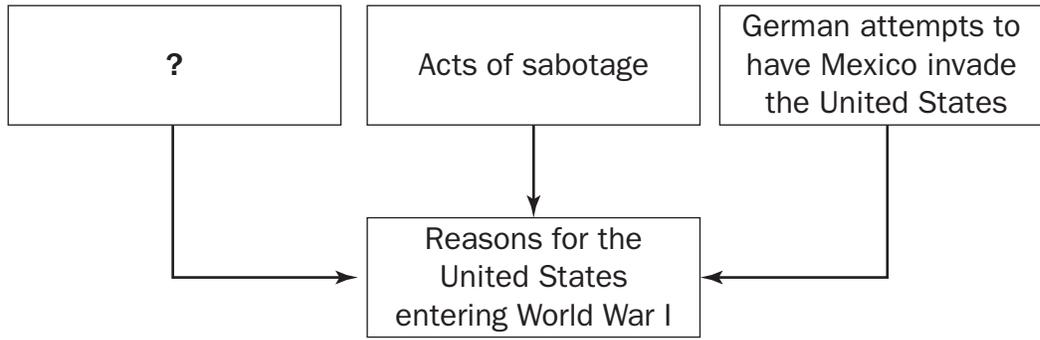
The Soviet Union believed that because Kennedy refused to involve the American military in Cuban affairs, he would not interfere if the Soviets built military missile launchers in Cuba, so they installed missiles. The Soviet plan was for Cuba to use these missiles to prevent another U.S.-planned invasion. When an American spy plane took photos of a Soviet nuclear missile site being built in Cuba, Kennedy immediately began planning a response. Enemy missiles positioned so close to America’s coastline posed a serious threat to U.S. national security. Kennedy completely blockaded Cuba and threatened to invade unless the Soviets promised to withdraw immediately. Finally, the Soviets agreed to remove their missiles if the United States would remove its missiles installed in Turkey. The two nations removed their missiles in what is now known as the **Cuban missile crisis**.

### **Vietnam War**

The **Vietnam War** was a struggle for control of Vietnam. While the conflict originally began during French colonial rule in the region, the United States became involved in the 1950s by providing economic and limited military aid. Following French withdrawal in 1954, Vietnam was divided, with communist forces in the North and a pro-Western regime in control of the South. Then, in the 1960s, U.S. involvement began to increase; it lasted until the early 1970s. The democratic government of South Vietnam, supported by the United States, battled communist North Vietnam and a military organization called the Vietcong. U.S. policymakers believed that if Vietnam came to be ruled by a communist government, communism would spread throughout Southeast Asia and perhaps beyond. The Vietcong continually frustrated U.S. forces with its ability to use the region’s thick jungles to conduct guerilla warfare. In 1968, the Vietcong and the North Vietnamese army started the eight-month-long **Tet Offensive**. It was the Vietcong’s largest and most damaging campaign of the entire war. Ultimately, the Tet Offensive failed to achieve its goal of driving the Americans out of Vietnam, but it did lead many people in the United States to question why President Lyndon Johnson had told them America was winning the war. This led some Americans who had been quiet up until then to raise their voices in **growing opposition to the war**. Many college campuses were home to groups formed to protest American involvement in Vietnam. The goals of these groups differed, but most favored ending the draft and removing all American troops from Vietnam.

**SAMPLE ITEMS****Item 11**

Use the diagram to answer the question.



Which description correctly completes the diagram?

- A. Sunken American battleships
- B. Destroyed American skyscrapers
- C. Unrestricted submarine warfare
- D. Exploded nuclear weapons

## ACTIVITY

### Debating the Atomic Bomb

**Standard:** SSUSH19

To better understand the implications of the use of atomic weapons in World War II, engage in a debate. Work with friends or your family in teams. You have just been informed that President Truman has convened a meeting of his staff to consider whether to use atomic weapons against Japan. One team will argue for the use of atomic weapons. The other team will argue against their use. Each team will be allowed sufficient time to conduct research, take notes, meet with teammates, and develop arguments to employ in the debate. Someone not on a team should play the role of President Truman to moderate. Each team should be allowed at least 5 minutes to present their side of the argument, followed by a 5-minute rebuttal from the other team. The debate can be structured in any orderly fashion, but one common structure is shown below.

**Pro – 5 minutes**

**Con – 5 minutes**

**Pro – 5 minutes**

**Con – 5 minutes**

**Con closing argument – 4 minutes**

**Pro closing argument – 4 minutes**

## UNIT 8: CHANGING ROLE OF GOVERNMENT

This unit examines conflict, change, individuals, groups, institutions, production, distribution, and consumption associated with the events surrounding the Great Depression. This includes the use of conflict resolution in order to bring about the necessary changes needed to end the Great Depression. The unit focuses on underconsumption and stock market speculation, as well as the impact of the drought in regards to the Dust Bowl. Actions taken by President Franklin Delano Roosevelt and Congress are also addressed within this unit. The impact of individuals, groups, and institutions and conflict resolution also played a role in the United States during the Civil Rights Era. President Harry Truman, the Warren Court, and President Lyndon Johnson were instrumental in creating opportunities and enforcing the civil rights movement. The role of government in people's lives during the subsequent elections and presidential administrations is also addressed.

### AREAS OF FOCUS

#### Beliefs & Ideals

- Meeting needs of citizens (SSUSH18a,b,c; SSUSH23c)
- Personal rights (SSUSH23a)

#### Conflict & Change

- Economic changes (SSUSH17a,b,c)
- Role of government in integration (SSUSH22a)
- Political changes (SSUSH18e; SSUSH25a,d)

#### Distribution of Power

- Who decides? (SSUSH25f)

#### Individuals, Groups & Institutions

- Impact of individuals on globalization (SSUSH25a,c,d)

#### Movement/Migration

- Changing patterns (SSUSH15b, SSUSH16a)

### KEY IDEAS

#### The Interactions of Business Overproduction and Consumer Underconsumption

During the 1920s, the wealthy grew wealthier due in large measure to government fiscal policies that both reduced business regulations and allowed the wealthy to keep more of their money. These reduced regulations and low corporate taxes increased the profits of corporations and made their stocks more valuable. At the same time, the poor and working classes lost the ability to buy products because their wages stayed the same while prices rose. This reduction in consumption resulted in business overproduction and eventually caused business profits to decline. These factors were an important cause of the Great Depression.

New methods of buying products, including the installment plan and buying on credit, became popular during the 1920s. These methods encouraged consumers to buy more than they could afford and to go into debt. Larger numbers of people also engaged in **stock market speculation**. Banks loaned people money to buy stock with very little money down. The stocks themselves became the collateral for the loan. This was called buying on margin. Rising stock prices and the ability of ordinary people to buy stock on credit increased investment in the stock market and inflated the price of stocks above their actual value. Then, by October 1929, the U.S. economy was beginning to show signs of slowing down. Stockholders feared the economy was ending a period of prosperity and entering a period of recession. This caused some investors to panic and sell their stock. As more people sold their stock, other people panicked and sold their stock, driving down prices and causing a **stock market crash**.

In turn, the stock market crash triggered other economic weaknesses and plunged the United States into the **Great Depression**—a severe economic recession in the 1930s that affected all the world’s industrialized nations and the countries that exported raw materials to them. Industry, trade, construction, mining, logging, and farming decreased sharply. Business profits, tax revenues, and personal incomes did too.

### **Widespread Unemployment**

As profits fell and it became clear consumers would need to reduce spending, workers began to lose their jobs. By 1932, the unemployment rate in the United States had reached 25%. Unemployed workers who had no savings could not pay their debts, and many lost their homes. Homeless and unemployed people settled in camps of shacks and tents in rundown areas. These camps became known as **Hoovervilles**, named after Herbert Hoover, the U.S. president when the Great Depression started. Hooverville residents slept in packing crates if they were lucky; if not, they slept on the ground. They begged for food from people who still had jobs and housing.

In the first presidential election during the Great Depression, American voters rejected Herbert Hoover and voted in Franklin D. Roosevelt. Roosevelt used the name “**New Deal**” for his series of programs to end the Depression. He promised these programs would help different segments of the economy recover by addressing specific needs and weaknesses.

### **Putting People to Work**

One of Roosevelt’s major New Deal programs was the **Tennessee Valley Authority (TVA)**. This was established in 1933 to build dams and power plants along the Tennessee River and its tributaries. The Tennessee Valley itself runs through seven states, so the project was very large. The TVA built dozens of dams to control the environment by preventing disastrous floods. Each dam had its own power plants, parks, and navigation aids, and this construction created hundreds of jobs for unemployed workers.

### **Dust Bowl**

In the 1930s, the Great Plains states experienced a severe drought. When a series of severe dust storms hit the prairies, they picked up the dirt loosened by the drought and the poor farming practices that had eroded the soil. This ecological disaster was called the **Dust Bowl**. Dry conditions and high winds made farming impossible. Tenant farmers and sharecroppers were among the hardest hit as their landlords evicted them and sold the land. Over 500,000 Americans were left homeless. Many farmers from Oklahoma, Texas, and the surrounding Dust Bowl states **migrated west** to California in search of work.

## Second New Deal

The Second New Deal refers to the programs President Roosevelt instituted after his original New Deal failed to completely fix the American economy. The National Labor Relations Act, better known as the **Wagner Act**, was one of the first reforms of Roosevelt's **Second New Deal**. This law established collective bargaining rights for workers and prohibited such unfair labor practices as intimidating workers, attempting to keep workers from organizing unions, and firing union members. The law also set up a government agency where workers could testify about unfair labor practices and hold elections to decide whether or not to unionize. After passage of the Wagner Act, industrial workers began to unionize. The American Federation of Labor (AFL) was hesitant to organize **industrial unionism** because it was committed to craft-based workers such as carpenters and railroad engineers. As a consequence, the Congress of Industrial Organizations (CIO) was created to represent industrial workers who felt they were not being represented by the AFL. The AFL and CIO clashed on and off before merging in 1955 to become the AFL-CIO that exists today.

One of the most important actions of the Second New Deal was the **Social Security Act**, which was passed in 1935. This law consisted of three components:

1. Old-age insurance for retirees aged 65 or older and their spouses, paid half by the employee and half by the employer
2. Unemployment compensation paid by a federal tax on employers and administered by the states
3. Aid for the disabled and for families with dependent children paid by the federal government and administered by the states

## Roosevelt's Political Challenges

During his 12-year presidency, Roosevelt faced many challenges to his leadership and had many critics. Opponents of the New Deal came from all parts of the political spectrum. Some thought he had made the federal government too large and too powerful and that it did not respect the rights of individuals and property, while some liberals thought he had not gone far enough to socialize the economy and eliminate inequality in America. Perhaps Roosevelt's biggest critic was Senator **Huey Long** of Louisiana. Long originally supported the New Deal, but he changed his mind and set his sights on replacing Roosevelt as president. Long proposed for every American a home, food, clothes, and an education, among other things.

The Judiciary Reorganization Bill of 1937, usually called the **court-packing bill**, was a law Roosevelt proposed to give presidents the power to appoint an extra Supreme Court justice for every sitting justice over the age of 70½. Roosevelt planned to use this bill's powers to add more of his supporters to the Supreme Court to uphold his New Deal programs, but the version of the law passed by Congress weakened the power he desired.

## Racial Integration

African Americans fought in World War II and also worked in war industries in the United States during the war. After the war, they once again faced the racial discrimination that had been traditional before the war, but many people took bold actions to end discrimination and promote integration.

- 1948—President **Harry Truman** issued an executive order to integrate the U.S. armed forces and to end discrimination in the hiring of U.S. government employees. In turn, this led to the civil rights laws enacted in the 1960s.

- 1954—In the ***Brown v. Board of Education*** case, the U.S. Supreme Court declared that state laws establishing “separate but equal” public schools denied African American students the equal education promised in the Fourteenth Amendment. The Court’s decision reversed prior rulings dating back to the *Plessy v. Ferguson* case in 1896. Many people were unhappy with this decision, and some even refused to follow it. The governor of Arkansas ordered the National Guard to keep nine African American students from attending Little Rock’s Central High School; President Eisenhower sent federal troops to Little Rock to force the high school to integrate.
- 1964—The **Civil Rights Act of 1964** was signed into law by President Lyndon Johnson. This law prohibited discrimination based on race, religion, national origin, and gender. It allowed all citizens the right to enter any park, restroom, library, theater, and public building in the United States. One factor that prompted this law was the long struggle for civil rights undertaken by America’s African American population. Another factor was King’s famous “I Have a Dream” speech; his moving words helped create widespread support for this law. Other factors included previous presidential actions that combated civil rights violations, such as Truman’s in 1948 and Eisenhower’s in 1957. In addition, President John F. Kennedy Jr. sent federal troops to Mississippi (1962) and Alabama (1963) to force the integration of public universities there.
- 1965—The **Voting Rights Act of 1965** outlawed the requirement for would-be voters in the United States to take literacy tests to register to vote, because this requirement was judged as unfair to minorities. The act provided money to pay for programs to register voters in areas with large numbers of unregistered minorities, and it gave the Department of Justice the right to oversee the voting laws in certain districts that had used tactics such as literacy tests or poll taxes to limit voting.

### Individual Rights

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

### Murder in Dallas

The **assassination of President Kennedy** in Dallas, Texas, in November 1963 was a tragic event with a two-fold political impact.

1. The assassination showed Americans just how strong their government was because although the president had been killed, the U.S. government would live on.
2. The assassination gave the new president, Lyndon Johnson, the political capital to force a domestic legislative package through Congress. This included the Economic Opportunity Act of 1964, which launched Johnson’s “War on Poverty,” and the Civil Rights Act of 1964, which outlawed segregation in U.S. schools and other public places.

## 1968

The year 1968 was one of social and political turmoil in the United States. Review this list of key events that shocked America and made 1968 a defining moment of the modern era:

- January—Vietcong fighters launched the **Tet Offensive** during the Vietnam War, attacking over 100 South Vietnamese towns, 12 American air bases, and the U.S. embassy in South Vietnam. Many Americans turned against the war and against the Johnson administration, which had claimed the enemy was near defeat.
- April—The **assassination of Martin Luther King Jr.** caused riots in over 100 cities across America, despite pleas for calm from such prominent leaders as Senator Robert F. Kennedy, who was then running for president. One week after King's death, Congress passed the Civil Rights Act of 1968, which prevented discrimination in housing.
- June—The **assassination of Robert F. Kennedy**, following soon after King's assassination, disheartened many people who shared Kennedy's desires for social reform and opposition to the Vietnam War. He was running for president and was killed on the same night he won the California and South Dakota presidential primaries.
- August—The **Democratic National Convention** in Chicago is remembered as a scene where police armed with clubs and tear gas violently beat antiwar protesters on live TV. Many Americans started wondering if the American form of government could tolerate dissent.

The 1960s were a decade of great social change. Many movements competed for Americans' attention, including groups advocating rights for African Americans, Latinos, farmworkers, and women. Another movement supported environmentalism. While these movements were often described as liberal, a conservative movement also arose during the sixties.

## Nixon and Ford Administrations

**Richard Nixon's** presidency was one of great successes and criminal scandals. **Nixon's visit to China** in 1972 was one of the successes. He visited to seek scientific, cultural, and trade agreements and to take advantage of a 10-year standoff between China and the Soviet Union. Nixon hoped to have the Chinese on his side in case he had future negotiations with the Soviets. The **Watergate scandal** centered on his administration's attempt to cover up a burglary of the offices of the Democratic Party in the Watergate apartment and office complex in Washington, D.C. The crime was committed by Nixon's reelection campaign team, who sought political information. Nixon won reelection in 1972, but his efforts to cover up the crime soon unraveled and, facing impeachment, he resigned in 1974. The scandal left Americans dismayed by Nixon's actions and cynical about politics in general. It also led to changes in campaign financing and to laws requiring high-level government officials to disclose their finances. Because Nixon and many of the people involved in Watergate were lawyers, the reputation of the legal profession suffered too.

Nixon was succeeded by his vice president, **Gerald Ford**, whose two-year presidency was damaged by his connection to Nixon. It was further damaged when he pardoned Nixon for any crimes he may have committed. One bright spot is that the Vietnam War ended during the Ford administration because Ford followed a path established by Nixon. But Ford's domestic policies failed to stop growing inflation and unemployment, and America experienced its worst economic recession since the Great Depression.

### **Carter Administration**

**Jimmy Carter's** presidency was strongly influenced by international issues. He tried to bring peace to the Middle East and, in the **Camp David Accords**, negotiated a peace agreement between the Egyptian president and the Israeli prime minister at Camp David (a presidential retreat in Maryland) in 1978. This was the first time there had been a signed peace agreement between Middle Eastern nations. Although the agreement left many differences unresolved, it did solve urgent problems facing the two nations. In 1978, the **Iranian Revolution** replaced a shah (king) friendly to America with a Muslim religious leader unfriendly to America. When Carter let the Shah enter the United States for medical treatment, angry Iranian revolutionaries invaded the U.S. Embassy in Iran and took 52 Americans captive. The **Iranian hostage crisis** lasted 444 days, until the captives were released after the election of Ronald Reagan as president, and it nurtured anti-Americanism among Muslims around the world.

### **Reagan Administration**

**Ronald Reagan** was president for much of the 1980s. During that time, many important events helped shape American politics to this day. Reagan wanted to decrease the size and role of the federal government.

- **Reaganomics** was the nickname for Reagan's economic policy. It included budget cuts, tax cuts, and increased defense spending.
- The **Iran-Contra scandal** was a major controversy during Reagan's second term. Weapons were sold to Iran—an enemy of the United States. The profits from those arms sales were used to fund a rebellion in Nicaragua fought by rebels called the *Contras* (a Spanish nickname for “counter-revolutionaries”).
- The **collapse of the Soviet Union** was Reagan's biggest success in international policy. The Soviet Union's last leader set up policies allowing freedom of speech, freedom of the press, and other reforms, putting the U.S.S.R. on a path to democratic government. But these reforms got out of the leader's control and eventually led to the breakup of the 15 states that were the Soviet Union.

### **Clinton Administration**

**Bill Clinton's** presidency included ratification of the **North American Free Trade Agreement**. NAFTA brought Mexico into a free-trade (tariff-free) zone already existing between the United States and Canada. Opponents believed NAFTA would send U.S. jobs to Mexico and harm the environment, while supporters believed it would open up the growing Mexican market to U.S. companies; these pros and cons are still argued today.

Clinton also became the second president in U.S. history to suffer **impeachment**. The House of Representatives charged him with perjury and obstruction of justice. The charges were based on accusations of improper use of money from a real estate deal and allegations he had lied under oath about an improper relationship with a White House intern. The Senate acquitted him, allowing Clinton to remain in office and finish his second term.

### 2000 Presidential Election

The presidential election of 2000 saw Clinton's vice president, Al Gore, facing the Republican governor of Texas, George W. Bush, as well as consumer advocate Ralph Nader, who ran as a third-party candidate. Polls showed the race would be close, and it turned out to be one of the closest elections in American history. Gore won the national popular vote by over 500,000 of the 105 million votes cast, but when American voters cast ballots for president, the national popular vote has no legal significance. Rather, Americans are voting for members of the **electoral college** representing each candidate. Each state is assigned "electors" in equal number to its total number of U.S. representatives and senators. (For example, Georgia had thirteen electors in 2000: eleven representatives and two senators.) In the 2000 election, Bush won by receiving 271 votes in the electoral college to Gore's 266.

### Bush Administration

**George W. Bush's** presidency will always be remembered for al-Qaeda's attacks on September 11, 2001 (9/11). In response, and with overwhelming support of both Congress and the American people, Bush signed a law the next month to allow the U.S. government to hold foreign citizens suspected of being terrorists for up to seven days without charging them with a crime. This law also increased the ability of American law enforcement agencies to search private communications and personal records. Then he created the Department of Homeland Security and charged it with protecting the United States from terrorist attacks and with responding to natural disasters.

In October 2001, another of Bush's responses to the 9/11 terrorist attacks was his authorization of Operation Enduring Freedom, the invasion of Afghanistan by the U.S. military and allied forces. That country's Taliban government was harboring the al-Qaeda leadership. The allied forces quickly defeated the Taliban government and destroyed the al-Qaeda network in Afghanistan; however, al-Qaeda leader Osama bin Laden escaped. He was later killed by American troops.

The invasion of Afghanistan was part of Bush's larger **war on terrorism**, for which he built an international coalition to fight the al-Qaeda network and other terrorist groups. In March 2003, American and British troops invaded Iraq in Operation Iraqi Freedom. Iraq's president, Saddam Hussein, went into hiding while U.S. forces searched for the weapons of mass destruction (WMD) that Bush feared Hussein had and could supply to terrorists for use against the United States. No WMD were found. He was captured and convicted of crimes against humanity. He was executed in 2006.

## **SAMPLE ITEMS**

### **Item 12**

**Select the statement that BEST summarizes President Carter’s foreign policy in the Middle East.**

- A. He pursued a policy of preemptive strikes on hostile nations such as Iran.
- B. He avoided military engagement and pursued the Arab-Israeli peace process.
- C. He assembled a worldwide coalition to enforce international mandates toward Iraq.
- D. He preferred isolationism and pursued no significant foreign policy in the Middle East.

### **Item 13**

**Which legislation was passed during the Second New Deal to give federal assistance to the elderly?**

- A. the Wagner Act
- B. the Social Security Act
- C. the Fair Labor Standards Act
- D. the Emergency Banking Relief Act

**Item 14**

Use the table to answer the question.

**Election of 2000**

	<b>Bush/Cheney (Republican)</b>	<b>Gore/Lieberman (Democratic)</b>
<b>Popular Vote</b>	50,456,062	50,996,582
<b>Electoral College Vote</b>	271	266

How could an opponent of the electoral college system **BEST** use these results to make an effective argument?

- A. by arguing that the electoral college does not always reflect the majority of popular votes
- B. by arguing that the popular vote and the electoral college never seem to align with each other
- C. by arguing that the electoral college is an antiquated system that is out of place in American life
- D. by arguing that the electoral college has been consistently biased toward one party or the other

## UNIT 9: SOCIAL MOVEMENTS

This unit will focus on the conflict and change associated with the social movements of the 20th century. Through the lens of beliefs and ideals, this unit will examine the rise of conservatism, as well as the importance of individual rights. The unit will close with an investigation of the individuals, groups, and institutions that impacted the civil rights movement.

### AREAS OF FOCUS

#### Beliefs & Ideals

- Rise of conservatism (SSUSH24f)
- Importance of individual rights (SSUSH25b)

#### Conflict & Change

- Women’s movements (SSUSH15d, SSUSH24b)
- Civil rights (SSUSH22c,b,e; SSUSH23b; SSUSH24a,c)

#### Individuals, Groups & Institutions

- Civil rights (SSUSH19a; SSUSH22b,d)
- Taking a stand (SSUSH18d; SSUSH24d,e)

### KEY IDEAS

#### World War I—Impacts

The war created jobs in northeastern and midwestern cities. African Americans, tired of living under the repression that was common in the South, and having lost jobs as sharecroppers because of the effects of boll weevil infestations on cotton crops, moved to the North by the thousands and established themselves in ethnically distinct and culturally rich neighborhoods. This movement of African Americans was called the **Great Migration**.

During the war, laws were passed that prohibited people from speaking out against it. The **Espionage Act** of 1917 made it a crime to communicate any information that would interfere with U.S. military operations or aid the United States’ enemies. President Woodrow Wilson supported this law to silence critics and pacifists. The next year, labor leader **Eugene V. Debs**, the Socialist Party’s presidential candidate in 1904, 1908, and 1912, was convicted for hindering military recruiting by making a speech against it; he was sentenced to 10 years in prison. Many people supported such laws although they violated the spirit of the First Amendment.

Social changes seen during the war led to two constitutional amendments. Americans’ anti-German feelings led to a campaign to outlaw beer and other alcoholic beverages. This campaign well suited the Progressive Era’s opposition to saloons. The alcohol temperance movement was also instrumental in raising public support for banning alcohol. Congress passed the **Eighteenth Amendment**, which prohibited “the manufacture, sale, or transportation of intoxicating liquors.” Ratification of the

**Nineteenth Amendment**, which gave women the right to vote, was helped by the country's gratitude for women's economic contributions during the war. The women had filled jobs in factories after men volunteered and were drafted into military service.

### **Eleanor Roosevelt**

President Franklin D. Roosevelt's wife, Eleanor, was very influential in her own right. She was interested in humanitarian causes and social progress, and she was very vocal about them during her husband's time in the White House. She traveled all over the United States to observe social conditions so she could keep the president informed as to the state of the nation. As a supporter of women's activism and minority rights, she was also instrumental in convincing Roosevelt to appoint more women to government positions.

### **Great Society**

During a 1964 speech, President Johnson summed up his vision for America in the phrase "the **Great Society**." His programs to make the United States a great society would give all Americans a better standard of living and greater opportunities regardless of their background. The **Medicare** program is an important legacy of the Great Society. It provides health insurance for Americans aged 65 and older who have worked and paid into the system. It also provides health insurance to younger people with disabilities. Other important elements of the Great Society project were policies and programs that sought to improve elementary and secondary education, to protect the environment, and to reform immigration policies.

### **Anti-Vietnam War Movement**

Americans against the war in Vietnam became more vocal in their opposition. Many antiwar groups started on college campuses to urge the government to end selective service (the draft) and to bring home all American troops from Vietnam. They used many of the same tactics as groups fighting for civil rights, including sit-ins, marches, and demonstrations. Later, some protesters became more radical, burning their draft cards, going to prison rather than going to Vietnam, and even fleeing to Canada.

### **Women's Movement**

The **National Organization for Women (NOW)** was founded in 1966 to promote equal rights and opportunities for America's women. NOW had its origins in the civil rights and antiwar movements of the early 1960s. In both of these, women felt sidelined by the men who led organizations such as the SNCC and anti-Vietnam War groups. NOW's goals included equality in employment, political and social equality, and the passage of the equal rights amendment.

### **United Farm Workers' Movement**

Latino farmworkers also protested to gain civil rights in the 1960s. Their leader was **César Chávez**, an American of Mexican descent who grew up picking crops in California with his family. As founder of the United Farm Workers' movement, Chávez believed in nonviolent methods to achieve his goals. In 1965, he started a nationwide boycott of California grapes, forcing grape growers to negotiate a contract with the United Farm Workers in 1970. This contract gave farmworkers higher wages and other benefits for which they had been protesting throughout the sixties.

### **Environmental Movement**

Protecting the environment became important to many Americans. ***Silent Spring***, a 1962 book by Rachel Carson about the impact of pesticides, exposed dangers to the environment. This book led to the Water Quality Act of 1965. The first **Earth Day** was celebrated in 1970, when almost every community across America and over 10,000 schools and 2,000 colleges organized events to raise awareness of environmental issues; Earth Day is still celebrated each year. Also in 1970, President Nixon created the **Environmental Protection Agency (EPA)** to set limits on pollution, to conduct environmental research, and to assist state and local governments in the cleanup of polluted sites.

### **Conservative Movement**

In 1964, the Republicans nominated Senator **Barry Goldwater** for president, which was a sign of the rising power of America's conservative movement. In direct contrast to President Johnson, Goldwater believed the federal government should not try to fix social and economic problems such as poverty, discrimination, or lack of opportunity. His conservative proposals included selling the Tennessee Valley Authority, making Social Security voluntary, and getting more involved in Vietnam. Goldwater lost the election to President Johnson, who said more American involvement in Vietnam would not solve the problems there.

The conservative movement continued with the 1968 candidacy and election of Republican **Richard M. Nixon**. He wanted to replace President Johnson's Great Society programs with what he called the New Federalism. This conservative initiative would take away some federal government powers, such as social welfare, and give them to state and local governments.

### **Civil Rights Movement**

**A. Philip Randolph**, the founder of the Brotherhood of Sleeping Car Porters, proposed a march on Washington, D.C., to protest discrimination in the military and in industry. He called on African Americans from all over the United States to come to Washington to join him. President Roosevelt, afraid the march might cause unrest among whites, summoned Randolph to the White House and asked him to call off the march. When Randolph refused, Roosevelt issued an executive order that called on employers and labor unions to cease discrimination in hiring practices in industries related to defense. With this success, Randolph called off the march.

**Jackie Robinson** was the first African American to play for a major league baseball team in the United States, the Brooklyn Dodgers. This led to the complete integration of baseball and other professional sports. Robinson was the National League's most valuable player in 1949 and the first African American in the Baseball Hall of Fame.

**Martin Luther King Jr.** was arrested in Birmingham, Alabama, while demonstrating against racial segregation. In jail he wrote his "Letter from Birmingham Jail" to address fears white religious leaders had that he was moving too fast toward desegregation. In his letter, King explained why victims of segregation, violent attacks, and murder found it difficult to wait for those injustices to end. Later the same year, King delivered his most famous speech, "I Have a Dream," to over 250,000 people at the Lincoln Memorial in Washington, D.C. In this speech, King asked for peace and racial harmony.

Two civil rights groups prominent in the struggle for African American rights in the sixties were the **Southern Christian Leadership Conference (SCLC)** and the **Student Nonviolent Coordinating Committee (SNCC)**. Review the table to see how the SCLC and the SNCC were similar and different.

	SCLC	SNCC
Founding	Founded by Martin Luther King Jr. and other ministers and civil rights leaders	Founded by African American college students with \$800 received from the SCLC
Goal	To carry on nonviolent crusades against the evils of second-class citizenship	To speed up changes mandated by <i>Brown v. Board of Education</i>
Original Tactics	Marches, protests, and demonstrations throughout the South, using churches as bases	<b>Sit-ins</b> at segregated lunch counters all across the South; registering African Americans to vote, in hopes they could influence Congress to pass a voting rights act
Later Tactics	Registering African Americans to vote, in hopes they could influence Congress to pass a voting rights act	<b>Freedom rides</b> on interstate buses to determine if southern states would enforce laws against segregation in public transportation
Original Membership	African American and white adults	African American and white college students
Later Membership	Same as original membership	African Americans only; no whites
Original Philosophy	Nonviolence	Nonviolence
Later Philosophy	Same as original philosophy	Militancy and violence; “black power” and African American pride

### Supreme Court Decisions

The Supreme Court ruled on many cases that would change the perception of civil liberties and civil rights in America. Two controversial cases with the greatest impact were ***Roe v. Wade*** and ***Regents of the University of California v. Bakke*** (also known as the Bakke decision).

- *Roe v. Wade*—1973—Addressed the right of women to choose whether to have an abortion under certain circumstances. By expanding the constitutional right of privacy to include abortion, the Court extended civil liberties protections.
- *Regents of the University of California v. Bakke*—1978—Ruled race can be used when considering applicants to colleges, but racial quotas cannot be used. The Court barred the use of quota systems in college admissions but expanded Americans’ civil rights by giving constitutional protection to affirmative action programs that give equal access to minorities.

## SAMPLE ITEMS

### Item 15

What issue was decided in the Supreme Court case of *Roe v. Wade*?

- A. a woman's right to an abortion
- B. an eighteen-year-old's right to vote
- C. the right of people to attend desegregated schools
- D. the right of colleges to use affirmative action programs

### Item 16

Use this list to answer the question.

- Protest marches
- Sit-ins
- Burning draft cards
- Student free-speech protests at universities
- Teach-ins

These acts were all MAINLY in opposition to

- A. World War II
- B. the Korean War
- C. the Vietnam War
- D. the Iraq War

## UNIT 10: CULTURAL CHANGE

This unit examines the cultural changes that took place in the United States following World War I, World War II, and the Vietnam War. These changes included advancements in transportation, communication, and technology. Advancements also played a major part in the political scene, including elections, public opinion, and economics. The connecting theme of individuals, groups, and institutions will include the people who led change and the groups and social institutions that carried out the changes. Technological advances include the technology that provided advancements in transportation and communication, while changes in culture refer to how these changes have affected our society.

### AREAS OF FOCUS

#### Beliefs & Ideals

- Individual choice (SSUSH23d, SSUSH25b)

#### Culture

- Expressions (SSUSH16d)
- Baby boom and impact (SSUSH21a)

#### Technological Innovation

- The affordable auto (SSUSH16b, SSUSH21a)
- Entertainment (SSUSH16c; SSUSH21b,c)
- International (SSUSH21d)

### KEY IDEAS

#### Popular Culture

During the 1920s, popular entertainment such as **radio** and the **movies** attracted millions of loyal fans and helped create the first media stars. Conservatives often disapproved of what they viewed as the immoral influence of these forms of entertainment but were unable to reduce their popularity.

The Great Migration significantly increased the African American populations in cities in the Northeast and the Midwest. Crowded into segregated neighborhoods near city centers, African Americans and African American culture gained the acceptance of mainstream America. African American writers and artists began to receive the attention of major publishing houses and critics, but it was the music emerging from these neighborhoods that was the most appreciated. **Jazz** combined themes and note patterns developed by enslaved African Americans with the syncopated rhythms developed by musicians in New Orleans and elsewhere in the South. It was an original American art form and became very popular in the 1920s. During the 1920s, a wave of creativity washed over Harlem that celebrated African American culture through words and song. This is known as the **Harlem Renaissance**. The movement's best-known poet was **Langston Hughes**, who wrote about the lives of working-class African Americans and sometimes set his words to the tempo of jazz or blues. Trumpet player

**Louis Armstrong**, sometimes called “Satchmo,” became known while playing with the Creole Jazz Band and later became one of the biggest stars of jazz music because of his sense of rhythm and his improvisational skills.

While the Harlem Renaissance was occurring, another musical movement, **Tin Pan Alley**, was also on the rise in New York City. The name “Tin Pan Alley” is deceiving because it not only refers to an actual place in Manhattan but also names the group of music writers and publishers who worked there. One of the most famous composers was **Irving Berlin**, who wrote hundreds of songs during his career, including “God Bless America” and “White Christmas.”

Another development of the 1920s was the emergence of the automobile as a true replacement for the horse, not just a plaything for the wealthy. This was made possible by an industrial process called **mass production**. This process was popularized by **Henry Ford** during the manufacture of his Ford Model T. The Model T was designed to be produced in great volume on assembly lines so the cost of each car would be low enough for common people to afford.

### **Economic Growth**

After World War II, soldiers returned home to America and settled back into the lives they had left behind. One effect of this was a huge growth in population, called the **baby boom**. From the mid-1940s to the mid-1960s, the birth rate quickly increased, reaching its high point in 1957, a year when over 4 million babies were born. The generation referred to as “baby boomers” is the largest generation in American history. Another effect of the soldiers’ return was a housing shortage. The veterans’ new and growing families needed homes. In response, housing developers such as William Levitt created methods of building houses faster, cheaper, and more efficiently. These methods led to the creation of the first suburbs—communities outside of a city and made up of mostly single-family houses for people whose family members worked in the city. The first master-planned community in America was William Levitt’s **Levittown**, located on New York’s Long Island.

Because the new suburbs were outside the limits of large cities, there was little public transportation available for the suburban residents. They needed cars, and increased car ownership meant more roads were needed, so Congress passed the **Interstate Highway Act**, authorizing the construction of a national network of highways to connect every major city in America. In all, 41,000 miles of new expressways, or freeways, were built. It was a record-size public works project. The new highway system replaced the railroad network as the principal way of transporting goods and boosted economic development. President Eisenhower supported the Interstate Highway Act as a means to strengthening the defense of the country against foreign invasion. Military units could be moved quickly across the country to face invaders.

### **Television Changes**

The first regular television broadcasts began in 1949, providing just two hours a week of news and entertainment to a very small area on the East Coast. By 1956, over 500 stations were broadcasting all over America, bringing news and entertainment into the living rooms of most Americans.

In the 1960 national election campaign, the **Kennedy/Nixon presidential debates** were the first ones ever shown on TV. Seventy million people tuned in. Although Nixon was more knowledgeable about foreign policy and other topics, Kennedy looked and spoke more forcefully because he had been coached by television producers. Kennedy's performance in the debate helped him win the presidency. The Kennedy/Nixon debates changed the shape of American politics.

TV newscasts also changed the shape of American culture. Americans who might never have attended a civil rights demonstration saw and heard them on their TVs in the 1960s. In 1963, TV reports showed helmeted police officers from Birmingham, Alabama, using high-pressure fire hoses to spray African American children who had been walking in a protest march. The reports also showed the officers setting police dogs to attack them and then clubbing them. **TV news coverage of the civil rights movement** helped many Americans turn their sympathies toward ending racial segregation and persuaded Kennedy that new laws were the only ways to end the racial violence and to give African Americans the civil rights they were demanding.

### **Technological Wonders**

In addition to the television, other postwar advances in technology surged. The expanded use of **air conditioning** permitted more tolerable working conditions in skyscrapers and other buildings used for conducting business, thereby encouraging urban development and stimulating economic growth in hot and humid climates. Telephone lines covered the country, allowing people to stay in contact regardless of distance. By the 1970s, early versions of today's **personal computers**, the Internet, and cellular phones gave a few Americans a glimpse of the technologies that someday would connect everyone to each other regardless of where they were, and these technologies would become as common as typewriters and public phone booths were in the 1970s.

### **Sputnik I and the Cold War**

In 1957, the Soviet Union launched the first artificial satellite—Sputnik I—a feat that caused many Americans to believe the United States had “fallen behind” the Soviet Union in terms of understanding science and the uses of technology. The success of the Soviet satellite launch led to increased U.S. government spending on education, especially in mathematics and science, and on national military defense programs. Additionally, Sputnik I increased Cold War tensions by heightening U.S. fears that the Soviet Union might use rockets to launch weapons against the United States and its allied nations.

## **SAMPLE ITEMS**

### **Item 17**

**Which of these was an impact of new technologies, such as the radio and movies, combined with the growth of cities?**

- A. the rise of mass culture
- B. a trend toward mass migration
- C. the efficiency of mass production
- D. a theory of mass demonstrations

### **Item 18**

**What was the post–World War II baby boom?**

- A. a sharp increase in the birth rate
- B. an effort to rebuild foreign nations
- C. an intense period of economic growth
- D. a migration of young families into suburbs

**ADDITIONAL SAMPLE ITEMS KEY**

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SSUSH1c	2	B	The correct answer is choice (B) to gain economic control. Great Britain took New Amsterdam because it wanted the economic benefits of this valuable seaport. While there were cultural and religious differences between the English and the Dutch, choices (A) and (C) are incorrect because Great Britain was not interested in spreading religious ideas or cultural practices to New Amsterdam. Choice (D) is incorrect because Great Britain was not very concerned with spreading democracy in America.
2	SSUSH2a	2	C	The correct answer is choice (C) the trans-Atlantic trade. All the elements on this list were traded between North America, Europe, and Africa during the colonial era. Choice (A) is incorrect because the Middle Passage refers to the arduous journey taken by enslaved Africans who were brought across the Atlantic Ocean. Choice (B) is incorrect because the Great Awakening was a religious movement, not an economic one. Choice (D) is incorrect because some goods on the list, such as tobacco and indigo, were not important to New England's economy.
3	SSUSH3b	1	B	The correct answer is choice (B) punish Massachusetts after the Boston Tea Party. The Intolerable Acts were meant to set an example of Massachusetts, stripping the colony of many of its rights to self-governance. While choices (A), (C), and (D) refer to other British actions that were unpopular with American colonists, they are incorrect because these answers do not mention how the Boston Tea Party prompted the passage of the Intolerable Acts.
4	SSUSH4a	3	A	The correct answer is choice (A) They were used to justify independence from Great Britain. Thomas Jefferson and other leaders of the American Revolution were greatly influenced by Enlightenment philosophers such as John Locke. The ideas contained in this passage are similar to those in the Declaration of Independence. Choices (B), (C), and (D) are incorrect because they do not mention Locke's influence on the American Revolution.
5	SSUSH6b	1	D	The correct answer is choice (D) Meriwether Lewis. After Thomas Jefferson made the Louisiana Purchase, he made Lewis the leader of an expedition whose task was to explore and study the newly acquired territory. Choices (A), (B), and (C) are all incorrect because they represent English explorers who traveled to North America from Europe before the time of Thomas Jefferson's presidency.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	SSUSH7d	2	A	The correct answer is choice (A) the first organized gathering of women to discuss women’s equal rights. The Seneca Falls Conference was a gathering of thinkers and activists who were interested in gaining more civil rights for women. Choices (B) and (C) are incorrect because the Seneca Falls Conference was a series of lectures, not an act of charity or of civil disobedience. While choice (D) mentions women’s suffrage, it is incorrect because an amendment guaranteeing women’s voting rights was not passed until many years after the Seneca Falls Conference.
7	SSUSH8b	1	A	The correct answer is choice (A) where to allow slavery. The Missouri Compromise was an agreement between pro- and anti-slavery factions in Congress. It limited slavery to the southern part of the Louisiana Purchase. The Missouri Compromise did admit new states to the United States, but choice (B) is incorrect because slavery was the main issue at stake. Choices (C) and (D) are incorrect because they are not issues dealt with in the Missouri Compromise.
8	SSUSH9f	2	C	The correct answer is choice (C) The Northern economy’s rate of industrialization outpaced the South’s during this time frame. The table shows that in each year, more miles of railroad were built in the North than in the South. While the Northern economy’s reliance on manufacturing may have increased during this time frame, choice (A) is incorrect because it fails to explain the difference between North and South. Choice (B) is incorrect because the table shows the Northern economy expanding at a faster rate than the Southern economy. Finally, choice (D) is incorrect because the Northern economy was based on manufacturing, not farming.
9	SSUSH11b	1	D	The correct answer is choice (D) the railroad. This invention allowed people and goods to move more easily and cheaply into the West. While choice (A) was a 19th-century invention, the light bulb did not aid in the settlement of the West as much as the steam engine did. Choice (B) is incorrect because the cotton gin increased Southern cotton production, not Western settlement. Choice (C) is incorrect because it represents a 20th-century invention.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
10	SSUSH13e	2	C	The correct answer is choice (C) Progressive reforms. The listed elements represent efforts to improve American politics and society during the Progressive Era. While some reforms were enacted with constitutional amendments or after union strikes, choices (A) and (D) are incorrect because not all of the listed reforms required strikes or changes to the Constitution. Choice (B) is incorrect because none of the elements are sectional differences between regions of the United States.
11	SSUSH15a	2	C	The correct answer is choice (C) Unrestricted submarine warfare. The United States preferred to remain neutral in the war, but German actions, especially the sinking of American merchant vessels in submarine attacks, eventually drew the United States into the European conflict. Choice (A) is incorrect because it refers to the attack on Pearl Harbor. Choice (B) is incorrect because it refers to the attacks on September 11, 2001. Choice (D) is incorrect because it refers to the Manhattan Project in World War II.
12	SSUSH25c	2	B	The correct answer is choice (B) He avoided military engagement and pursued the Arab-Israeli peace process. One of Carter’s signature foreign policy achievements was the Camp David Accords, a peace agreement between Egypt and Israel. Although Iran was hostile toward the U.S. during this time, choice (A) is incorrect because Carter did not engage in preemptive strikes against the country. It was President George H. W. Bush, not Carter, who organized a worldwide coalition to force Iraq out of Kuwait, so choice (C) is also incorrect. Choice (D) is incorrect because although Carter did not engage militarily in the Middle East, neither did he pursue an isolationist foreign policy.
13	SSUSH18c	1	B	The correct answer is choice (B) the Social Security Act. President Franklin D. Roosevelt signed this legislation in 1935 to provide federal benefits for older workers after they retired. Choices (A) and (C) are pieces of legislation from the Second New Deal, but these choices are incorrect because they did not provide federal benefits for the elderly. Choice (D) is legislation from the First New Deal.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
14	SSUSH25f	3	A	The correct answer is choice (A) by arguing that the electoral college does not always reflect the majority of popular votes. The table shows that even though the Gore/Lieberman campaign received a majority of popular votes, it lost the vote in the electoral college and therefore lost the election. Choices (B) and (D) are incorrect because the table only contains information about one election and cannot be used to make broad generalizations. Choice (C) is incorrect because this argument does not rely on the data shown in the table.
15	SSUSH25b	1	A	The correct answer is choice (A) a woman's right to an abortion. In <i>Roe v. Wade</i> , the Supreme Court decided that a woman's constitutional right to privacy meant abortion should be legalized. Choice (B) is incorrect because this right was guaranteed in a constitutional amendment. Choices (C) and (D) are incorrect because they refer to rights decided in other Supreme Court cases.
16	SSUSH24c	2	C	The correct answer is choice (C) the Vietnam War. Public opposition to the war rose throughout the 1960s. Choices (A), (B), and (D) are incorrect because although several of the bullets are associated with the different wars, the burning of draft cards is mainly associated with the Vietnam War as a form of protest.
17	SSUSH16c	2	A	The correct answer is choice (A) the rise of mass culture. New communication technologies such as radio and moving pictures, combined with the growth of cities, led to the development of mass culture, with great numbers of people being exposed to the same ideas and values. While the growth of cities did lead to migration, increased production, and more large demonstrations, choices (B), (C), and (D) are incorrect because they do not describe the impact of the radio and movies.
18	SSUSH21a	1	A	The correct answer is choice (A) a sharp increase in the birth rate. A baby boom is a surge in the number of children being born in a society. Although the baby boom after World War II did coincide with the rebuilding of Europe, a period of economic growth, and the migration of people into suburbs, choices (B), (C), and (D) are incorrect because they do not specifically mention increased birth rate.



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