

US HISTORY EOC REVIEW GUIDE



For students preparing for the South Carolina End of Course (EOC) Examination in U.S. History

These materials are provided free of charge for use by teachers and students who are preparing for the US History EOC exam. Anyone may use and modify these guides for non-commercial, educational purposes as long as I receive credit for my work.



TABLE OF CONTENTS

Click on a link to go directly to a Review Guide.

STANDARD 1

(Colonial & Early National America)

- | | |
|---|---|
| 1.1 (Colonial America) | PowerPoint YouTube E-Lecture(s) |
| 1.2 (British Influence & Colonial Protests) | PowerPoint (2) YouTube E-Lecture(s) |
| 1.3 (Declaration of Independence) | |
| 1.4 (Articles and Constitution) | PowerPoint |
| 1.5 (Principles of the Constitution) | PowerPoint |
| 1.6 (Jefferson vs. Hamilton) | PowerPoint |
| 1.7 (Marshall Court) | PowerPoint |

STANDARD 2

(Westward Movement & Sectionalism)

- | | |
|---|----------------------------|
| 2.1 (Westward Movement) | PowerPoint |
| 2.2 (Monroe Doctrine & Manifest Destiny) | PowerPoint |
| 2.3 (Sectionalism & Economic Development) | PowerPoint |
| 2.4 (Antebellum Reform Movements) | PowerPoint |

STANDARD 3

(The Civil War & Reconstruction)

- | | |
|--|---|
| 3.1 (Causes of the Civil War) | PowerPoint |
| 3.2 (The Civil War) | PowerPoint YouTube E-Lecture(s) |
| 3.3 (Reconstruction – Part I) | PowerPoint |
| 3.4 (Reconstruction – Part II) | PowerPoint |
| 3.5 (Nadir of American Race Relations) | |

STANDARD 4

(Industrialization, Urbanization & Progressivism)

- | | |
|---|----------------------------|
| 4.1 (Transcontinental RR & Indian Wars) | PowerPoint |
| <i>Guides for 4.2 – 4.4 PENDING</i> | |
| 4.5 (Immigration & Urbanization) | PowerPoint |
| 4.6 (Progressive Reform) | |

STANDARD 5

(Foreign Policy, Imperialism, and WWI)

[5.1](#) (From “Isolationism to Imperialism”)

PowerPoint

[5.2](#) (The Spanish-American War)

PowerPoint

[5.3](#) (US Imperialism)

PowerPoint

[5.4](#) (World War I)

PowerPoint

[5.5](#) (Rejection of Wilsonian Internationalism)

PowerPoint [YouTube E-Lecture\(s\)](#)

STANDARD 6

(Roaring Twenties & Great Depression)

[6.1](#) (1920s – Part I)

PowerPoint

[6.2](#) (1920s – Part II)

PowerPoint

[6.3](#) (Hoover’s Depression)

[6.4](#) (The New Deal)

STANDARD 7

(WWII and the Cold War)

[7.1](#) (American Neutrality)

PowerPoint

[7.2](#) (WWII – The Home Front)

PowerPoint

[7.3](#) (WWII – Military & Diplomacy)

[7.4](#) (The Economy, the Holocaust & Israel)

Guides for 7.5 – 8.6 PENDING

USHC 1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

Motives for Colonization: _____

Contrasting the Colonial Regions

	Religion	Society	Politics	Economy
New England				
Mid-Atlantic		<i>Not Assessed</i>		
Southern				

Religion in the Colonies

New England

John Winthrop (MA) City on a _____

The “Religious Freedom” Myth

Although the Puritans fled England to escape religious persecution, but they turned around and persecuted dissenters in their own communities.

Exiled Dissenters:

Mid-Atlantic

Pennsylvania

William Penn

Maryland

Lord Baltimore

The Colonial Economy

The Triangular Trade

Colonies: _____

Europe: _____

Africa: _____

Economic Regulation

The _____ Acts governed colonial trade, but were not strictly enforced – a policy known as *salutary neglect*.

PORTS: Boston, New York, Philadelphia, Charleston

USHC 1.2 *Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.*

Constitutional Government = _____ Government

The early American colonists brought traditions of constitutional government with them to the New World. Two English documents embody these traditions:



The _____, or “Great Charter,” was signed by King John in 1215. The Magna Carta limited the power of the English monarch and recognized the rights of individuals in the following ways:

Taxation _____

The king cannot tax unless he gets approval from the people’s representatives

Trial by _____

The _____ **of** _____

Everyone obeys the law – even the king.

English monarchs had to get the approval of _____ for all taxes. Parliament was a representative body made up of nobles, bishops, and landowners.

In the 1600s, the Stuart kings clashed with Parliament, leading to the English Civil War and the “_____ Revolution” of 1688.



William and Mary signed the English _____ of _____, which established the following principle:

Parliament > King

The English Bill of Rights guaranteed many of the same liberties that Americans are guaranteed by our Bill of Rights, including freedom of speech, freedom to petition the government, the right to bear arms, and protection from cruel and unusual punishments.



Natural Rights (John _____)

1. _____
2. _____
3. _____

John Locke wrote that the purpose of government is to protect people’s natural rights of life, liberty, and property.

<u>“Consent of the Governed”</u>	<u>“Right of Revolution”</u>

The English colonists brought these ideas with them to the colonies, where they created their own representative bodies that made their laws.

Parliament pursued a policy of “_____” with the colonies, leaving them alone. However, this would change with the French and Indian War.

Parliament Taxes the Colonies

1754-1763 _____

After the French and Indian War, Parliament decided to quarter troops in the American colonies and that the colonists should pay to maintain the troops. The new restrictions and taxes Parliament placed on the colonies included:

1763 The _____ of **1763**, which restricted colonists from settling west of the Appalachian Mountains

1764 _____

1765 _____ *Internal Tax*

“NO _____ WITHOUT _____”

1767 _____

P_____ **P**_____ **L**_____ **G**_____ **T**_____

The Road to Revolution

1770 _____

1773 _____

1774 _____

1. _____
2. _____
3. _____
4. _____
5. _____

1775 Battles of _____ and _____

USHC 1.3 *Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.*

April 1775	January 1776	July 1776
Battles of _____ & _____	Thomas Paine _____	Declaration of Independence (FINALLY)

It took fifteen months for the colonies to make a **FULL COMMITMENT** to Revolution.

Why did it take so long? _____

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

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

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

John _____
(Influencer)

Locke's ideas of **limited government** are present throughout the declaration.



Appeal to _____ Law

Two Audiences:

Internal: _____

External: _____

NATURAL RIGHTS (_____) _____, _____ and

the _____ of _____

The purpose of government is to secure these rights.

Right of Revolution

People have the right to overthrow oppressive governments.

The colonists have patiently suffered a "long train of abuses and usurpations" at the hands of the British. This is partially aimed at those in the colonies who still hoped for reconciliation with the Crown.

THE TARGET:

(NOT Parliament)



Jefferson then begins a litany (long list) of abuses of power at the feet **King George III**, including:

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

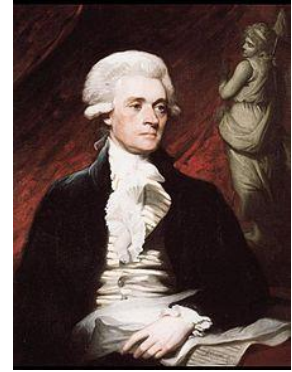
He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections [slave rebellions] amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.



“These United Colonies are, and of Right ought to be Free and Independent States... and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.”

The Declaration of Independence allowed the newly-independent states to make a FULL COMMITMENT to the Revolution, allowing the Congress and the States to establish sovereign governments and conduct foreign policy.

DOMESTIC POLICY	FOREIGN POLICY
<p>ARTICLES OF _____</p> <p>The Principles of the Declaration in Action:</p> <p>DECENTRALIZED GOVERNMENT</p> <p>No Independent Executive Branch</p>	<p>ALLIANCE WITH _____</p> <p>(following the Battle of Saratoga)</p> <p>“The enemy of my enemy is my friend.”</p> <p>Why did France assist the United States?</p> <p>_____</p>



Although Northern states passed laws providing for the gradual emancipation of slaves and nearly all states stopped supporting churches with tax dollars, implementing the Declaration’s ideal that “All Men are Created Equal” has been a constant work in progress throughout the history of the United States.

AN INFLUENTIAL DOCUMENT



The Declaration of Independence has influenced other Declarations of Rights in the U.S. and around the World, including the French *Declaration of the Rights of Man*, the Texas Declaration of Independence, the Seneca Falls Declaration (Women’s Rights), and the Vietnamese Declaration of Independence (written by communists – oh, the irony!).

USHC 1.4 *Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.*

The Articles of Confederation

The first plan of government for the United States was the _____ of _____, which were drafted in 1776. The Articles were replaced by the U.S. Constitution in 1789.

The Articles vs. the Constitution		
	Articles of Confederation <i>"A Firm League of Friendship"</i>	U.S. Constitution <i>"A More Perfect Union"</i>
Representation		
Taxation		
Powers of Congress		In addition to the Articles:
Amendments		/ of Congress + / of States

The Constitutional Convention




May-September, 1787 (Philadelphia, Pennsylvania)

For what purpose? _____

Conflict and Compromise at the Constitutional Convention		
Virginia Plan		
New Jersey Plan		
Great (Connecticut) Compromise		
3/5 ("Not So Great") Compromise		
Slave Trade Compromise		
Electoral College		Electors = _____ + _____
Amendments	___ / ___ OF _____ + ___ / ___ OF THE _____	

Ratification

The Constitution had to be ratified by conventions in _____ of the thirteen states in order to take effect.

<i>The Federalist [Papers]</i>			
			Moderate Antifederalists agreed to support the Constitution if a _____ of _____ was added.

USHC 1.5 Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.

Principles of the Constitution

Constitutional (_____) Government

Federalism – power is divided between the _____ government and the _____ governments.

Delegated Powers	Concurrent Powers	Reserved Powers

Ordered Government _____ **Rebellion (1786)**

Representative Government (Republicanism)

Separation of Powers

_____ Branch	_____ Branch	_____ Branch
--------------	--------------	--------------

Checks and Balances

In addition to separation of powers, the Framers proposed a system of *checks and balances* in order to make sure that the members of one branch of government did not become too powerful or corrupt.

Examples:

Veto, Treaty Ratification, Judicial Nomination and Confirmation

USHC 1.6 *Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.*

Washington's First Cabinet

Secretary of the Treasury	Secretary of War	Attorney General	Secretary of State
	Henry Knox (MA)	Edmund Randolph (VA)	

The First Two-Party System

	FEDERALISTS	(Jeffersonian) REPUBLICANS	
		Leaders	
		Federalism	
		Constitution	
		Economy	
		National Bank	
		Protective Tariff	
		Federal Assumption of State War Debts	
		Supporters	



Washington's Farewell Address: 1. _____

Washington urged Americans to avoid 2. _____

The Adams Administration

	Alien and Sedition Acts (1798)	Virginia & Kentucky Resolutions (1798-1799)
WHO?		
WHAT?		

The "_____ " of 1800

Jefferson elected President / Jeffersonian Republican majority in both Houses of Congress

USHC 1.7 *Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in Marbury v. Madison and the impact of political party affiliation on the Court.*

Before leaving office, John Adams appointed several _____ judges, who would serve life terms and be able to undermine Jefferson's Republican administration from the bench. These included John _____ who Adams appointed as _____ of the Supreme Court.

_____ v. _____ established the principle of judicial _____, which says that the Supreme Court has the authority to interpret the Constitution (specifically, in this case, to overturn a law passed by _____). This differed from Thomas Jefferson's belief that the _____ should interpret the Constitution.

John Marshall vs. Thomas Jefferson

John Marshall (_____)		Thomas Jefferson (_____)
	Federalism	
	National Bank	
	Economic Development?	
	Strict / Loose Construction	
	Who Interprets the Constitution?	

USHC 2.1 Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.

The Louisiana Purchase

1803 – Jefferson purchased Louisiana from _____. He sent Lewis and Clark to explore the Purchase (**WIN**) and to find a _____ Passage (**FAIL**).

Jefferson had doubts as to whether the _____ permitted the federal government to purchase land, but he did it anyway.

The War of 1812



The _____ Act (1807)
Economic Coercion [INNEFFECTIVE]



Madison's War Message

1. Impressment of Sailors
2. Cutting off American Trade
3. Arming _____ on the western frontier



THIS CURSED OGRABME!!!

After the War of 1812, the U.S. continued to expand to the West, ushering in an era of **democracy** and the **common man**. Andrew _____, the hero of the Battle of New Orleans, was elected president in 1828. Jackson typified this era of the common man.



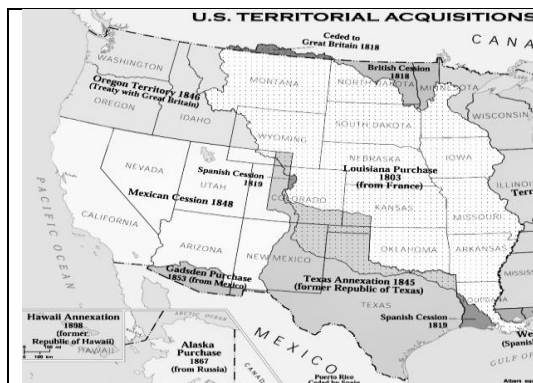
Indian Removal



Trail of _____: Jackson approved of moving Native American tribes, such as the Cherokee, from the Southeast to the Indian Territory (Oklahoma).

(Jackson had spent much of his military career fighting Indians.)

KEY TERRITORIAL ACQUISITIONS



1803

1845

1846

1848

USHC 2.2 Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.

Monroe Doctrine (1823)

U.S. to Europe:

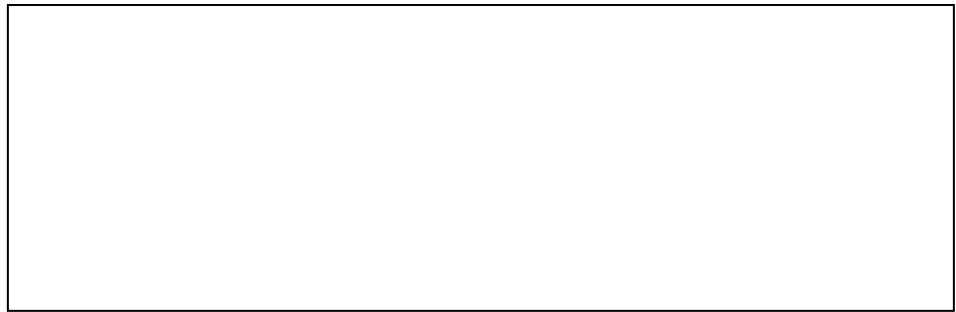
NO NEW _____

The Monroe Doctrine had little impact on European Powers at the time, but it is significant for U.S. foreign policy because it provided justification for later U.S. presidents (e.g., TR, Taft, and Wilson) to intervene in Latin America in the 20th century.



Manifest Destiny

Sea to Shining Sea...



Texas and the Mexican War (1835-1848)

Texas, a Mexican state, attracted many American colonists from the Southern United States. In 1835, after disputes with the Mexican government about dictatorship and slavery, Texas declared independence.

1836: Texas asks to be *annexed* as a U.S. state.

The U.S. (accepts / refuses)

Reasons: 1. _____
2. _____

1844 Presidential Campaign: Texas annexation an issue

James K. _____ wins. Americans supported annexation.

1845: U.S. annexes Texas = War with _____

AMERICA WINS BIG!!!

1848: Mexican _____
US gets land from Mexico

States included: _____

The United States and Mexico became (allies / adversaries) as a result of the Mexican War.

Meanwhile, the U.S. compromised with Britain on the border of _____.



USHC 2.3 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

Antebellum means “_____.” In U.S. History, *antebellum* describes the period from 18__ to 18__, between the _____ Compromise and the _____.

SECTIONALISM

	NORTH	SOUTH	WEST
Economy			
Political Leaders			
Political Issues			

USHC 2.4 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights.

ANTEBELLUM REFORM MOVEMENTS

Movement	Key Figures	Information
Second Great Awakening		
Abolitionism		
Temperance	N/A	
Women’s Rights		

Antebellum reform movements were strongest in the _____, but did not catch on in the more traditionally-minded South.

The more aggressively Northerners criticized the institution of slavery, the more the South _____ it.

USHC 3.1 Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states' rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.

Events Leading to the Civil War

Monroe



1820 _____
_____ ° _____'



J.Q. Adams



1828 _____

Jackson



1828-1833 _____ Crisis



1831 _____ published President

William Lloyd _____

Clay's American System

1. _____
2. _____
3. _____

WHO LOSES?

Van Buren



1836 Texas _____

1845 Texas _____

Tyler

Polk

1846-1848 _____ War

The Great Compromiser

1. _____ (18__)
2. _____ (18__)
3. _____ (18__)

_____ Proviso

Abolitionism vs. Free Soil

<i>Abolitionism</i>	<i>Free Soil</i>
Geographic Base:	Geographic Base:

Compromise of 1850

1. _____
2. _____
3. _____
4. _____
5. _____

Taylor
Fillmore

The Crisis of the 1850s

<i>The 1830s vs. the 1850s</i>	
1830s	1850s

Pierce

Buchanan

Lincoln

1852 _____ published

IMPACT:

1854 _____ - _____ Act
Popular Sovereignty (Stephen Douglas)

_____ Party Founded



PLATFORM: _____

1856 "Bleeding _____"

Notable abolitionist involved: _____

Sen. Charles Sumner, "The Crime Against Kansas"

_____ - _____ Beating



1857 _____ v. *Sandford*

1. _____

2. _____

3. Nullified _____

1859 John Brown's _____'s Ferry Raid

1860 _____ Elected President

Lincoln's election resulted in the _____ of the states of the Deep South and the formation of the Confederate States of America.

USHC 3.2 Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal Treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.

Causes of Southern Secession

1. Conflicting views about _____ authority and states' rights
2. Economic & cultural differences between the _____ South and the _____ North
3. Debates over the expansion of _____ into the western territories
4. The election of _____ in 18__

Union and Confederate Advantages

	UNION Advantage	CONFEDERATE Advantage
Population		
Manufacturing		
Money		
Defense		
<i>Military</i> Leadership		
<i>Political</i> Leadership		

Decisive Battles of the Civil War

Battle	Year	Victor		Significance
		Union	Confed.	
	1861			
	1862			
	1863			
	1863			
	1865			

Civil War Generals

Robert E. _____ (CSA)	Ulysses S. _____ (USA)	William T. _____ (USA)

The Emancipation Proclamation

EFFECTIVE DATE: _____, _____, _____

Which slaves were freed by Lincoln's Emancipation Proclamation? _____

How many slaves were freed on January 1, 1863? _____

What value did it have, then? _____

By what authority did Lincoln free these slaves? _____

Lincoln defined the proclamation as a "necessary _____ measure."

Why didn't Lincoln issue the Emancipation Proclamation sooner?

Lincoln and the Civil War



Lincoln's primary goal in fighting the Civil War was to

_____ the _____. To this goal, he added the emancipation of slaves as it became clear that the war would be a long and bitter conflict.

USHC 3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.

Reconstruction

THE BIG QUESTION:

By what process will the Southern states be brought back into the Union?



"With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds... to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

-- Abraham Lincoln (Second Inaugural Address)

Presidential Reconstruction

_____% **Plan** – Lincoln's plan to allow Southern states back into the Union quickly and easily

Lincoln's _____ by John Wilkes Booth in 1865 hardened Northern attitudes toward the defeated South. Lincoln's successor, Andrew _____, attempted to continue Lincoln's generous plans for Reconstruction, but encountered resistance from Congress. Northern Republicans also resented Southern states' efforts to impose _____ Codes, which denied basic rights of citizenship to African-Americans.

Freedmen's Bureau: _____

"RADICAL" REPUBLICANS:

1. _____

2. _____

Presidential Reconstruction (1863-1867)	Congressional (Radical) Reconstruction (1867-1877)

Radical Republicans divided the South (except for Tennessee, which ratified the ____th Amendment voluntarily) into five _____ districts. Radical Republicans believed that the defeated South should be treated like “ _____ provinces.”

President Johnson vetoed Reconstruction Acts that were passed by the Radical Republicans in 1867, but his vetoes were overridden by a ____/____ vote of Congress. The Radical Republicans _____ed President Johnson over disagreements about Reconstruction plans. Johnson avoided being removed from office by ____ vote.

Reconstruction Amendments

<i>Presidential Reconstruction</i>	<i>Radical Reconstruction</i>	
13th Amendment (1865)	14th Amendment (1868)	15th Amendment (1870)
	1. _____ 2. _____ 3. _____	

USHC 3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.



Carpet bags, which were bags made of scraps from carpets or rugs, were a popular form of luggage in the late 19th century – especially for people who were traveling light. After the Civil War, many Northerners traveled South in search of economic gain, political office, or opportunities to provide public services, such as education.

The Republican Coalition:

During Radical Reconstruction, Southern state governments were dominated by the Republican Party.

“ _____ ”
This nickname was applied by Southern whites as an **insult** to those who came from the North during Reconstruction. Southern whites tended to regard these people as unwelcome intruders.

“ _____ ”
This term, which loosely translates to “rascal,” was used to describe Southerners who had supported the Confederacy but cooperated with the Carpetbag Republican governments for personal gain.

Southern states were required to create constitutions that allowed voting rights for all men. Freedmen exercised their votes to support the Republican coalition and held office in many states.

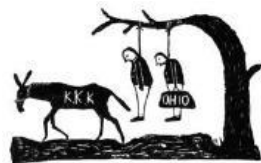


The Carpetbagger Stereotype

While carpetbaggers were often portrayed as unprincipled opportunists, there were many motivations for moving South:



Compare the depiction of the carpetbagger above with the photo of the classroom on the right. One of the reforms that Reconstruction brought to the South was public education, which had been a rarity in the South before the Civil War.



Resistance to Reconstruction

During Radical Reconstruction, the _____ committed acts of violence and intimidation against carpetbaggers, scalawags, and freedmen.

The Compromise of _____ and the End of Reconstruction

The Compromise of 1877 was an **informal agreement** that ended Reconstruction in the South after the disputed presidential election of 1876. Southern Democrats regained control of state governments and instituted discriminatory policies.



The system of **racial segregation** instituted in the post-Reconstruction South was known as

_____ Clause / _____ Tests

_____ v. _____ (1896)

This Supreme Court decision established the principle of _____ but _____.

OVERTURNED BY _____ v. _____ (1954)

USHC 3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.



The post-Reconstruction and Progressive Eras were a low point for American race relations. Racial segregation (Jim Crow) was prevalent in many parts of the country, especially the South (including Washington, D.C.) and lynchings (executions of African Americans by angry mobs without a trial) were common during this period.

The system of racial segregation that dominated the American South at the turn of the 20th century was known as

_____ was a problem during this time, with many African-Americans being hanged on the basis of accusations without facing trial.

While Progressive reformers did plenty to try to help immigrants to assimilate into American culture, they did little to promote racial equality. Black leaders, such as W.E.B. DuBois and Booker T. Washington, disagreed about the best way to help black citizens achieve political, economic, and social equality in America.

In the space provided, note the accomplishments of these men and their philosophical differences:

Booker T. _____		W.E.B. _____	
-----------------	---	--------------	---

Although Teddy Roosevelt had dinner with Booker T. Washington at the White House and appointed a black man to the post of Customs Collector at the Port of Charleston, the backlash from whites caused him to stop short of anything more ambitious than this. Woodrow Wilson sent race relations back several years by segregating the federal civil service, which had been integrated before his presidency.

Ida B. _____-Barnett		Marcus _____	
Muckraking _____		Back to _____ Movement	
Anti-_____ Advocate		Black _____	

USHC 4.1 Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.

The Transcontinental Railroads

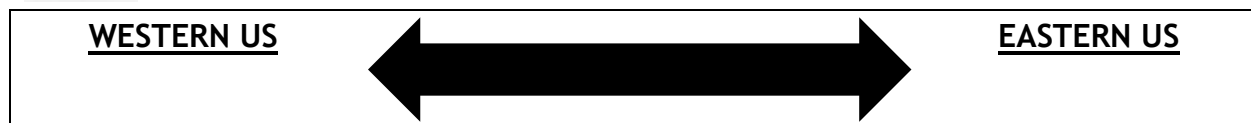
The Civil War was a turning point in the economic history of the United States. When Southern states seceded from the Union, Congress lost many of its members who believed in the **Jeffersonian** vision of a limited government and a *laissez-faire* economy. The Republican majority shared **Hamilton's** vision of an active government that would provide direct funding for **internal improvements**.

The federal government sought to encourage the settlement of the West and used _____ **grants** to encourage Western settlement and economic development. The federal government owned (and still owns) most of the land in the West and passed legislation aimed at populating and developing the West:

_____ ACT	<i>Provided Western settlers with 160 acre parcels of land for free as long as they improved and developed it</i>
_____ RAILWAY ACT	<i>Granted land subsidies to corporations involved in building a transcontinental railroad</i>



The _____ railroads linked the Eastern and Western United States and helped to create a **national market**.



The government-led development did not come without a price. Corporations schemed to get as much government money as possible, with some even resorting to fraud (e.g., Credit Mobilier Scandal).

Subjugation of the Western Indian Tribes

The _____ Indians depended on buffalo herds as their primary source of food. Unfortunately, buffalo herds and railroads cannot coexist. The railroad companies hired men like “Buffalo Bill” Cody to shoot bison in order to clear the way (and to feed railroad workers).

The Plains Indians were forced to live on _____, often away from their ancestral lands (these lands often had gold and silver deposits). These Indians, unable to hunt for food, became dependent on the federal government, which took advantage of them.

The _____ **Act** took Indian lands away from the tribes and gave parcels to individual Indian families in return for U.S. citizenship.

The goal of the Dawes Act was to encourage the _____ of Native Americans (get them to adopt mainstream American culture). Boarding schools, such as the *Carlisle Indian School*, were founded with this goal in mind.

Many Native Americans resisted, resulting in a series of **Indian Wars** launched by the U.S. government.

The _____ **Massacre** was the last major armed encounter between Native Americans and the U.S. Cavalry.



Buffalo herds and railroads cannot coexist.

USHC 4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

The “New Immigrants”

In the late nineteenth and early twentieth century, the United States was flooded with millions of “New Immigrants” from _____ and _____ Europe, which included countries such as _____, _____, and _____.

Native born Americans tended to resent the “New Immigrants” for several reasons:

1. They didn’t understand _____.
2. Their home countries lacked traditions of _____ government.
3. Their religions (_____, _____, _____) were largely alien to native born Americans.
4. They provided a steady supply of _____, which undermined efforts by labor unions to get better wages.

Catholicism and cheap labor were also reasons why people resented the _____ immigrants during the antebellum period. However, the Irish did speak English and had traditions of republican government, so no efforts were made by Congress to limit Irish immigration during the nineteenth century.

Anti-Immigrant Legislation and Quotas

Chinese Exclusion Act (1880s)	Immigration Quota Acts (1920s)
The first legislation to prohibit immigration by people of a specific nationality. Laws restricting immigration from Asia remained on the books until the WWII era.	Severely limited immigration from _____ and _____ Europe, giving preference to immigrants from the British Isles and Germany.

Ethnic Neighborhoods and Immigrant Poverty

In most cases, immigrants were too poor to move beyond coastal cities, leading to the rise of densely populated ethnic neighborhoods. Immigrants relied on **political machines**, led by party bosses, to help them find jobs. The political machines relied on immigrant votes to keep themselves in power.

Muckrakers, such as Jacob _____, author of *How the Other Half Lives*, exposed the poor conditions in urban **tenements** (low-rent apartments) and **sweatshops**, where immigrants performed cheap labor.

Although most immigrants stayed in coastal cities, such as NYC, many went to Chicago and other cities in the Midwest where low-paying, undesirable jobs (e.g., meatpacking) were available. Upton Sinclair’s book, *The _____*, exposed the wretched working conditions in Chicago’s meatpacking industry.

USHC 4.6 Compare the accomplishments and limitations of the women’s suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

The Settlement House Movement



_____ (Pictured) started the _____ House, a “settlement house” where immigrant families could go to receive education, job training, and child care, amongst other things. Settlement houses served as community centers for immigrants trying to make their way in America.

The Progressive Presidents

Teddy Roosevelt

Before Teddy Roosevelt (“TR”) was elected president, the federal government had tended to side with “big business” when there were conflicts between business and labor. Roosevelt offered Americans a “_____ Deal,” promising to stand up to corporations who didn’t play fairly.

Anthracite _____ Strike – The first attempt by a president to end a strike by _____.

TR earned the reputation as a “_____ buster” for prosecuting corporations who flagrantly violated the principles of the Sherman Antitrust Act. However, it became apparent that the Sherman Act was not strong enough to rein in monopolies.

Progressive Legislation Passed During Roosevelt’s Administration

Pure _____ and _____ Act (1906)	_____ Inspection Act (1906)
Created the _____	Prompted by Upton Sinclair’s publication of _____.

Conservation

Of wildlife and natural resources




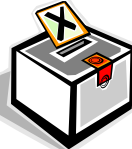


Progressive Legislation Passed During Woodrow Wilson’s Administration

Clayton Antitrust Act	Child Labor Legislation	Federal Reserve Act
Strengthened the provisions of the Sherman Antitrust Act <i>Exempted Labor Unions</i>	Declared unconstitutional by the Supreme Court. This is an example of judicial _____.	A central banking system created to regulate the _____ supply and _____ rates.

Constitutional Amendments Ratified During the Progressive Era

During the Progressive Era, four amendments were proposed by a ___/___ vote of Congress and ratified by ___/___ of the states. These amendments were products of the goals of Progressives:

1. Popular _____
2. An expanded role for the _____ government
3. _____ Reform (e.g., Prohibition)

16th Amendment		
17th Amendment		
18th Amendment		Repealed by the _____ Amendment
19th Amendment		

USHC 5.1 Analyze the development of American expansionism, including the change from isolationism to intervention and the rationales for imperialism based on Social Darwinism, expanding capitalism, and domestic tensions.

Isolationism to Interventionism

19 th Century (1800s)	20 th Century (1900s)
_____	_____
(Neutrality)	(Imperialism)

Motivations for American Imperialism

Social _____



Europeans and Americans believed that their civilization as superior to those of Latin America, Africa, Asia, and the Pacific Islands.

Expansion of _____



Imperialism opened foreign markets for American agricultural and industrial products, easing economic tensions at home.

Spread _____
and Western Civilization



American imperialists had convinced themselves that they had an obligation, referred to as the “White Man’s Burden,” to spread Christianity and elevate subject peoples while exploiting them economically.

_____ **Bases**



America sought to assert itself as a naval power in the early twentieth century. Imperialism provided the United States with naval bases in the Caribbean and the Pacific.



Although American imperialism established the United States as a world power and spread American political, economic, and religious ideals, it also provoked _____ from people who were subject to American domination – especially in the Philippines and Cuba.

USHC 5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.

The Spanish-American War marked the United States' emergence as a _____.



1
8
9
8

Causes



American sympathy for rebels in _____ who were fighting against Spain for their independence.



The explosion of the U.S.S. _____ in Havana Harbor.



_____ Journalism
NYC Newspapers published sensational headlines in order to compete for circulation.

These factors resulted in **PUBLIC PRESSURE** on the U.S. government to declare war on Spain.

“REMEMBER THE _____!!!”

AMERICA WINS and inherits what's left of Spain's colonial empire:

<u>In the Pacific</u>	<u>In the Caribbean</u>
1. _____	1. _____ (Annexed)
2. _____	2. _____ (Controlled)



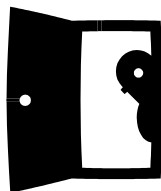
The Supreme Court ruled at the time that the _____ “does not follow the flag” and that people in American overseas territories **WERE NOT** did not have the same constitutional rights as people living on the North American continent.

The United States mercilessly crushed a rebellion in the _____.

Imperialist Arguments	Anti-Imperialist Arguments

USHC 5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy" and changing worldwide perceptions of the United States.

U.S. Imperialism in China



The "_____ Policy" opened Chinese markets to the U.S. by allowing American businesses to trade alongside European powers.

The _____ **Rebellion** was an anti-imperialist uprising in China that was put down by American and British forces.



US Intervention in Latin America

C
U
B
A

_____ **Amendment:** U.S. can intervene in to prevent civil unrest

Guantanamo Bay: Perpetual lease of a _____ base (still there today)



Teddy _____
" _____ "
Diplomacy

TR described his foreign policy as being inspired by the West African proverb,

"Speak softly and carry a big stick."

TR's "Big Stick" projected American **naval power** and increased American dominance in **Latin America**.

The **Roosevelt Corollary** to the _____ Doctrine established the U.S. as the "policeman" in Latin America. The U.S. intervened in Latin American nations to collect debts on behalf of European nations (so that they wouldn't intervene in Latin America directly).

The United States helped _____ gain independence from Colombia in order to gain access rights to construct the Panama _____.



William Howard _____
" _____ "
Diplomacy

Protect American _____ **interests** and investments in Latin America



Woodrow _____
" _____ / **Missionary** "
Diplomacy

Intervene to promote _____ governments and oppose non-democratic governments.
"Teach the Mexicans to elect good men."

NOTE: Features of Wilson's "moral diplomacy" can be found in his rationale for entering World War I, declaring that the United States' cause in the war was to "make the world safe for democracy."

USHC 5.4 Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

1914: World War I Begins

Where? _____

The Causes:

The _____ System

N _____

The Igniting Incident:

Archduke Franz _____ of Austria was assassinated by a Serbian nationalist in 1914.

Following the assassination, **alliances** were invoked, leading to a full-scale war with Britain, France, and allies on one side and Germany and allies on the other.

1914-1917 U.S. maintains a policy of _____.

THIS GUY would have been proud! →



~~TRADE~~ Naval warfare made it difficult for the U.S. to carry on trade with Europe as a neutral power.

PROVOCATIONS Three things prompted the U.S. to enter the war:

1. **CRUISE SHIP** Sinking of the _____ (1915)

"He kept us out of _____" Wilson's 1916 Re-Election Slogan

2. **TELEGRAM** The _____ Note (Germany to _____)

3. **SUBMARINE** _____ Submarine Warfare

Wilson: The U.S. is fighting to "make the world safe for _____."

PROPAGANDA

The U.S. government launched a massive propaganda campaign with **FOUR GOALS** in mind:



Soldiers, Sailors, Nurses



Food and Resources



the War (Liberty Bonds)



the Enemy (the Hun)

Espionage and _____ Acts (1917-1918)

The **Espionage and Sedition Acts** banned Americans from undermining the war effort by speaking out against the war and doing anything else (discouraging the purchase of war bonds, opposing the draft, etc.) that could undermine the war effort.



Anti-German Sentiment:

This is a _____!



Frankfurter

DON'T TEACH THIS!



German Language

DON'T DISPLAY THIS!



Flag of Germany



ARMISTICE

_____/_____/1918 _____:00 AM



WILSON'S _____ POINTS:

1. Freedom of the _____
2. Reduction of _____
3. Open _____ Negotiations
4. _____ - _____ of Peoples
5. _____ of _____

Most Important
←

Wilson's Goal: _____

The Treaty of Versailles



Although President Wilson exercised a leadership role at the Paris Peace Conference, he had to make **concessions** to the Allies, who insisted on a "_____ " Clause blaming Germany for the war and the payment of _____ from Germany to the Allies.

However, the **Treaty of _____** also included Wilson's Fourteen Points, including re-drawing new national borders in Central Europe along _____ lines, although it failed to accommodate every European ethnic group (What is a Yugoslavian?).

The Treaty also created a _____ of _____, which Wilson believed to be the most important thing to prevent future wars.



USHC 5.5 Analyze the United States rejection of internationalism, including postwar disillusionment, the Senate's refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.

The Versailles Treaty Controversy



Although President Wilson played a leading role at the Paris Peace Conference, he had an even bigger task when he returned to the United States:

Convince the U.S. _____ to ratify the _____ Treaty.

According to the Constitution, ____ / ____ of the Senate must approve any treaty negotiated by the President. Wilson, a Democrat, had an uphill battle, since the Republican Party had a majority in the Senate.



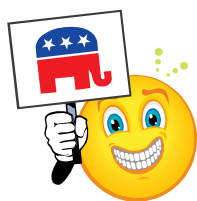
Factions in the U.S. Senate

Internationalists	Reservationists	Irreconcilables
<i>Mostly Senate Democrats</i>	NOTE: <i>The Republicans were divided into two camps.</i>	

Republican senators opposed the treaty, believing the _____ of _____ would obligate the United States to enter future European wars.

Wilson refused to _____ with the Reservationists, insisting on an “all or nothing” approach to ratification. The United States never ratified the Treaty of Versailles and never joined the League of Nations, although the government did send an observer to the meetings.

1920s



In 1920, Americans elected Warren G. _____, a Republican who promised America a “Return to _____.” Harding had opposed America’s entry into the League of Nations, but supported America’s continued involvement in efforts to promote peace and understanding in Europe, including hosting a conference that limited the size of the great powers’ _____ forces.

The _____ Plan was designed by the U.S. government to help Germany pay its war reparations while facilitating economic cooperation between the United States and Europe.

1930s

The “Good _____ Policy

In the 1930s, the U.S. attempted to cultivate a better relationship with **Latin America** and get rid of the legacy of resentment from the days of U.S. imperialism.

_____ Acts

Believing that America’s entry into WWI was a mistake, Congress passed the Neutrality Acts to make it difficult for the president to assist **belligerent** nations.

As a result of the **Neutrality Acts**, the U.S. did little as dictators began to rise in Germany, Italy, and the Soviet Union and there was not much that President _____ (FDR) could do to provide assistance to the Allies in the early days of the war.

USHC 6.1 Explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance.



A BOOMING ECONOMY!

The U.S. experienced unprecedented economic growth during the 1920s, but not everyone shared in the prosperity. There was a widening GAP between the "haves" and the "have nots."

The Losers:



1. _____
(low crop prices)
2. _____
(anti-union sentiment)

Mass Production



Henry Ford's _____ Line made production more efficient but cut out the need for skilled laborers. Automobiles became prevalent during the 1920s because of Ford's assembly line.

Many other products, such as _____ and _____, were mass produced on assembly lines.

Household Appliances and Consumer Culture



New electric appliances, such as the vacuum cleaner, iron, and washing machine made it easier than ever for housewives to do household chores.

ADVERTISING!!!

Smooths Out

IRONING WORRIES

NO Burnt Fingers
Scorched Clothes
Overheated Room
Weary Steps Between
the Stove and the Ironing Board.

THE ELECTRIC IRON

Can be used anywhere you have an electric light socket. Find the outlet plug.

PRICE \$3.50

GUARANTEED FIVE YEARS

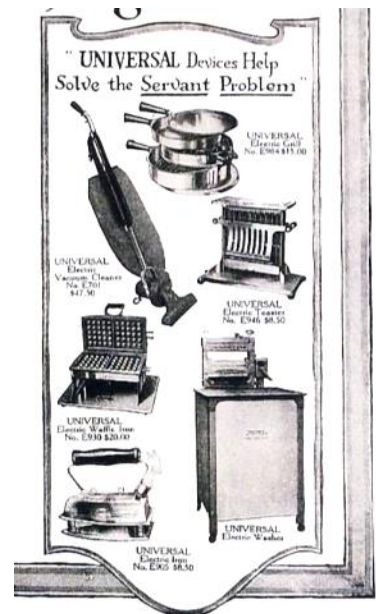
FIFTY CENTS DOWN

AND A DOLLAR A MONTH

_____ **NOW**
Pay _____!

Americans who couldn't afford the new appliances purchased them on the _____ plan.

RESULT: _____



African Americans in the 1920s

The Great Migration



Black Americans leave the South to
Search for _____
Escape _____

Music



Black musicians played for white audiences, leading to some cultural exchange.

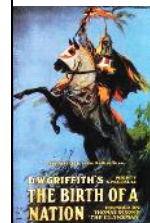
Renaissance



_____ Hughes
(Famous Writer)

An African American artistic and literary movement.

Stereotyping in Film



Birth of a Nation

(Popular film promoted racial stereotypes and made the KKK appear heroic.)

USHC 6.2 Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the “Red Scare”, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

The Role of Women

Although women could vote in the 1920s thanks to the passage of the ____th Amendment, women made little impact on politics, typically voting the same way as their husbands did.

Many young women, known as _____, challenged cultural norms of “ladylike” behavior. Flappers could be identified by their short hair, knee-length skirts, and their permissive lifestyles.

Flapper culture had very little impact on women, as a whole, as most women either stayed at home and made use of their new electrical appliance or worked menial jobs where they were paid less than men.



A “Flapper”

Nativism



_____ - Fear of Foreigners

American *nativism* reached a new peak in the 1920s due to the effects of WWI propaganda and the _____ Revolution in 1917.

This political cartoon showcases American fears that many of the “New Immigrants” from Southern and Eastern Europe were

_____, _____, or _____.

[First] Red Scare

FEAR of a _____ takeover of the United States

_____ Raids
(4000 alleged communists arrested – hundreds deported)

Immigration Quota Acts

Placed quotas on immigration from _____ and _____ Europe
(New Immigrants)

Sacco and Vanzetti Trial

Two _____ immigrants were found guilty of murder and executed based on questionable evidence of guilt

Prohibition



ORIGINS: _____ Movement (Antebellum Period)

Prohibition gained traction during WWI due to anti-German sentiment and the wartime push to conserve grain (the primary ingredient in beer and liquor).

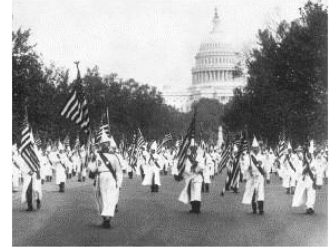
____ th Amendment	ENFORCEMENT UNSUCCESSFUL		____ st Amendment
	_____	_____	
Banned the sale and consumption of “intoxicating liquors”	Illegal alcohol sellers (e.g., Al Capone)	Private clubs where alcohol was illegally consumed	REPEALED the 18 th Amendment (1933)

The [Second] Ku Klux Klan

Nativist sentiment and the success of the film, *Birth of a Nation*, laid the groundwork for a revival of the Ku Klux Klan. Members of the “Second” Ku Klux Klan cast themselves as the guardians

of “One Hundred Percent _____”

<u>“TRUE AMERICAN”</u>	<u>“UNAMERICAN”</u>
1. _____	1. _____
2. _____ Born	2. _____ Born
3. _____	3. _____ or Jewish



Klan members march on Washington in the 1920s.

The Klan considered anyone “Un-American” who did not fit the “WASP” [White Anglo-Saxon Protestant] profile. Note that while the Klan was a white supremacist organization, it also targeted immigrants and religious minorities.



MORAL WATCHDOG: *The Klan also supported Prohibition, opposed bootlegging and gambling, and held its members of high moral standards. This function of the Klan was undermined by scandals involving its members in the late 1920s and early 1930s.*

The Klan’s membership exceeded four million in the 1920s, and the organization was stronger in the _____ (Indiana, Ohio, etc.) than it was in the South.

The Scopes “_____” Trial

QUESTION:

How do we explain the origins of humanity?

FACT: The phrase, “**Monkey Trial**,” was coined by **H.L. Mencken**, a reporter covering the trial for the *Baltimore Sun*.



Religious _____ “Conservative”  The _____ contains a literal and true account of creation by God.	<h1>VS.</h1>	Modern Science _____ “Liberal” Charles _____ Theory of _____ 
---	--------------	--

In 1925, the Tennessee legislature passed a law forbidding the teaching of Charles Darwin’s theory of _____ in public schools.



John Scopes, a substitute teacher and football coach, taught a lesson on evolution so that the town of Dayton, Tenn., could host a trial. The trial received national media coverage.

William Jennings Bryan, a Fundamentalist, volunteered to prosecute the case against Scopes.

Scopes was defended by an attorney from the

A _____ C _____
 L _____ U _____.

USHC 6.3 Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.

Causes of the Great Depression

Consumers bought goods on credit during the 1920s, and most Americans were heavily indebted by the end of the decade.

DEBT

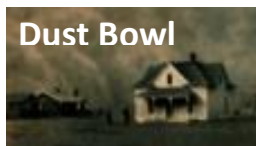
Factors Contributing to Consumer Debt:

The _____'s "Easy Money" Policies	Overconsumption	Stock Market SPECULATION
During the 1920s, the Federal Reserve kept interest rates low, which encouraged borrowing. <i>After the stock market crash, the Fed suddenly TIGHTENED the money supply.</i>	Consumers borrowed money to pay for new appliances and other consumer goods, purchasing these items on the _____ plan.	SPECULATION: Buying on the _____ <i>(Borrowing \$\$\$ to buy stocks)</i>

By the late 1920s, consumers had so much debt that they could no longer pay for expensive consumer goods, which lowered demand. This resulted in **overproduction**, resulting in decreased profits for companies.



STOCK MARKET _____ (1929)



Dust Bowl

Farm Economy COLLAPSES

"_____" migrate to California looking (unsuccessfully) for work.

UNEMPLOYMENT:

_____%



President Herbert _____ tried unsuccessfully to help:

1. Tax _____
2. _____ - _____ Tariff *(Second Highest in US History)*

INEFFECTIVE

Hoover REJECTED the idea of _____ RELIEF to the poor.
(payments from the government to individuals)



"_____" became a symbol of most Americans' lack of confidence in Hoover's leadership.



In 1932, a group of World War I veterans known as the

"_____ Army" marched on Washington to demand an early payment of their "Bonus," or veterans pensions that were due to be paid in 1945.

The U.S. Army attacked the Bonus Army with cavalry, tanks, and gas, furthering the impression that Hoover was callous toward those who were suffering during the Depression.

USHC 6.4 Analyze President Franklin Roosevelt’s New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

The New Deal



Franklin D.
 _____ (FDR)
 (Elected 1932)




First Lady:

The “Three R’s” of the New Deal:	Successful?
R _____	_____
R _____	_____
R _____	_____

PANIC: “The only thing we have to fear is _____, itself.” – Inaugural Address

FDR addressed panic by declaring a bank _____ and used “_____ chats,” radio addresses that he used to explain his plans to the people in plain language.

FDR’s Alphabet Soup (New Deal Agencies created by the FDR administration)

	Name: _____ (FDIC) Purpose:
AAA	Name: <u>Agricultural Adjustment Administration</u> (AAA) Purpose:
	Name: <u>National Recovery Administration</u> (NRA) Purpose:
SEC	Name: _____ (SEC) Purpose:
	Name: _____ (TVA) Purpose:
CCC	Name: <u>Civilian Conservation Corps</u> (CCC) Purpose:
SSA	Social Security Administration
	NLRB National Labor Relations Board

Criticisms of the New Deal

From the "Left"	From the "Right"

The Supreme Court and the New Deal

In *Schechter v. United States* (1935), the Supreme Court declared the National Recovery Act _____. This is an example of judicial _____, a principle established by John Marshall in _____ v. _____.



In response to the Supreme Court's ruling, FDR presented a plan to Congress to _____ the Supreme Court, which would have allowed the president to appoint more justices to the Court. This plan undermined the system of _____ and _____ that are enshrined in the U.S. Constitution. Congress rejected the "court packing" plan, handing FDR his first major legislative defeat.

African Americans and the New Deal

African American workers were typically the _____ hired and the _____ fired, leading to black workers suffering from a much higher level of unemployment (50%) than whites (25%). Although FDR took little official action to combat racial discrimination, black voters began to align themselves with Roosevelt's _____ Party in the 1930s. Before the New Deal, African American voters had typically supported the _____ Party.

The New Deal (did / did not) bring about economic recovery in the 1930s. However, New Deal programs (did / did not) provide relief for people who were suffering during the Depression.

USHC 7.1 Analyze the decision of the United States to enter World War II, including the nation's movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor.

TOTALITARIANISM

In totalitarian states, the government holds full power and does not recognize individual rights.

TOTALITARIAN STATE	DICTATOR

MILITARISM Germany and Japan both launched aggressive wars against their neighbors.



_____: Britain and France tried to “appease” Hitler by allowing him to invade neighboring countries

WWII began when Hitler invaded _____ in 1939. The German army's *blitzkrieg* (lightning war) strategy was effective against French and British forces and France fell in just over a month. Britain was left to fight against Hitler alone. Germany attacked Britain by air in a three month battle known as the Battle of Britain.



Most Americans favored a policy of _____ that would keep the United States out of the European War.

_____ **Acts:** Banned the sale of arms to *belligerent* nations

Although Americans wanted to stay out of the war, President Roosevelt (FDR) believed that the British were in need of our help. He wished for America to become the

“Arsenal of _____”



Photo by
[mr.smashy](#)

- _____ and _____ (1939)
Pay cash and take it with you.
- _____ for _____ (1940)
U.S. gives Britain ships in return for naval bases
- _____ - _____ (1941)
Britain can borrow our weapons since we're not using them!

Selective Service Act (1940): The first _____ draft in US history

The United States placed an oil _____ on Japan for launching aggressive warfare in Manchuria, China, and the Pacific.

Japan, seeing the embargo as a threat to its ability to maintain a navy, attacked the U.S. Pacific Fleet at _____ **Harbor** on _____, 1941. The United States declared war on Japan the next day.



_____ **PACT** After the U.S. declared war on Japan, Germany and Italy declared war on the U.S. in keeping with the **Axis Pact** – an alliance between the three nations.

USHC 7.2 Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.

As America geared up for **TOTAL WAR**, US Government policy on the Home Front during WW II can be summed up in four words (five, technically):

SHUT UP

American citizens were told to keep their mouths shut so as not to undermine the war effort.

Labor Unions pledged not to _____ during wartime. Labor was to be fully-committed to **production**.



PRODUCE



Production was key to the war effort. The _____ **Production Board** converted peacetime industries to war production.

Women were encouraged to work in defense industries while men were away at war. _____ **the Riveter** became an icon for female munitions workers.

FDR'S EXECUTIVE ORDER 8802 prohibited _____ discrimination by any company receiving a government defense contract.¹

Immigrants from _____ provided necessary farm labor.

SACRIFICE

In addition to prioritizing production, the government placed restrictions on consumers.

_____ and _____ **Controls**

MANDATORY RATIONING

(Voluntary sacrifice during WWI)

Consumers were urged to use surplus income to buy war bonds to help finance the war effort.



HATE



The Japanese (aka, "Japs") were thoroughly dehumanized in American war propaganda, which led to discrimination against Japanese Americans.

Due to paranoia about **espionage**, Japanese Americans on the West Coast were rounded up and placed in _____ **camps**.


_____ **v. United States (1944)**
Supreme Court voted 6-3 to uphold forced internment of American citizens

Racial discrimination in the military persisted, with black soldiers serving in _____ units. This would last until Harry Truman desegregated the military in 1948.

¹ This was at least partly in response to a strike threat by **A. Philip Randolph**, leader of the Brotherhood of Sleeping Car Porters, the nation's first predominantly black labor union.

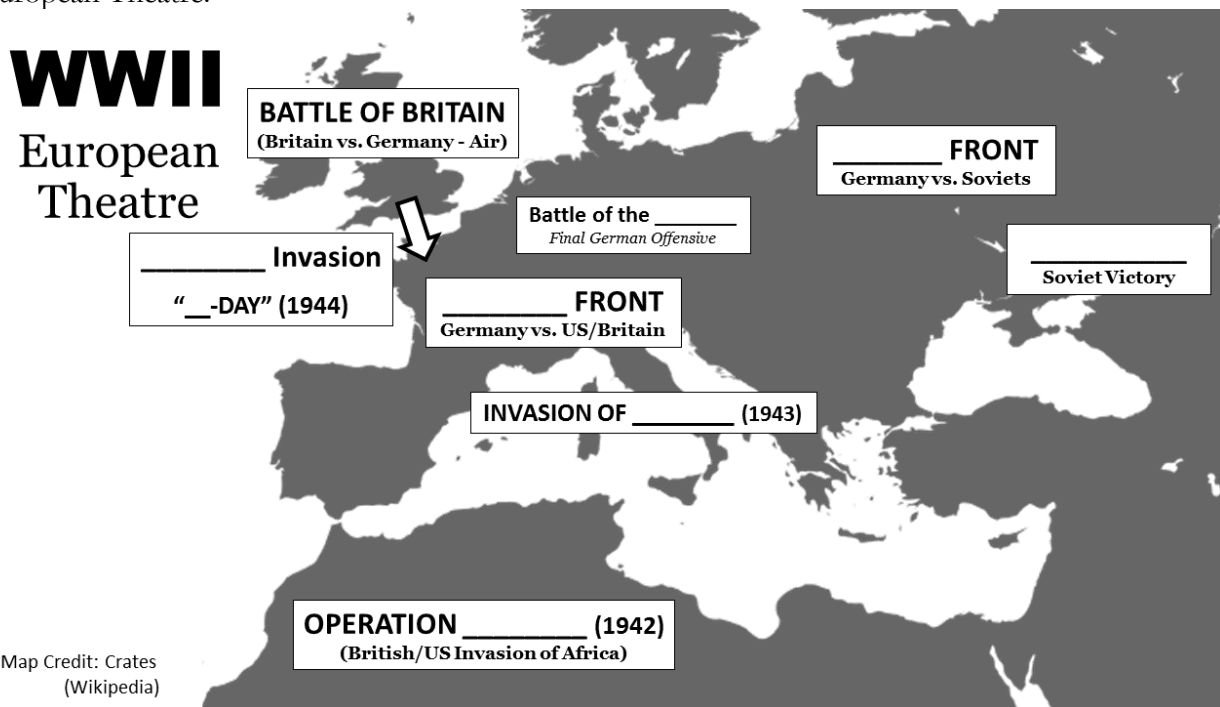
USHC 7.3 Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.

The “Big Three”

		
“The enemy of my enemy is my friend”		
	United States	
Winston _____		Joseph _____
<i>Democratic Capitalist</i>	<i>Democratic Capitalist</i>	<i>Totalitarian Communist</i>

What did the Big Three have in common? _____

Students are expected to have some familiarity with decisive campaigns and engagements in the European Theatre:



COMPETING ALLIED PRIORITIES:

The Soviets wanted the U.S. to open up a second front in Western Europe, but the British wanted the U.S. to produce bombers.

The U.S. chose to produce bombers to help the _____, while millions of Soviet troops and civilians lost their lives fighting on the Eastern front.

The 1944 D-Day invasion (*Better late than never!*) forced Germany to commit troops on the Eastern, Western, and Italian Fronts. In May, 1945, German resistance collapsed, ending the European War.

ANGLO-AMERICAN INVASIONS

(European Theater)

1. North _____ (1942)
2. _____ (1943)
3. _____ (1944)

The Pacific Theater



Island _____ Campaign

GOAL: Strategic Islands with _____ that would facilitate a U.S. invasion of the Japanese mainland.

MAJOR BATTLES

(Pacific Theater)

1. _____
American **Naval** Victory
Turning Point of Pacific War
2. _____
3. _____

U.S. soldiers at **Iwo Jima** and **Okinawa** suffered heavy casualties, foreshadowing how bloody and costly a land invasion of Japan would be. FDR got Stalin to pledge assistance for a land invasion.

Truman and the Bomb



“THE _____ STOPS HERE.”

President Harry _____ authorized the use of atomic bombs on the Japanese cities of _____ and _____.

Truman’s #1 Motivation:

Result: Japan’s _____ Surrender

In addition to saving American lives (as well as, arguably, Japanese lives), Truman also saw the need to end the war quickly in order to avoid a _____ invasion of Japan. The Soviets had mobilized on the Pacific Front and had already invaded northern Korea. A land invasion would have required Soviet assistance and would have resulted in Soviet occupation of Japan. The bomb also displayed the power of American military technology to the Soviets. This set the stage for the Cold War nuclear arms race.



After the war, the U.S. helped to rebuild Japan, which adopted a _____ form of government and became a valuable _____ and trading partner during the Cold War.

USHC 7.4 Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.



War production during WWII finally pulled the U.S. out of the

_____.

In addition to producing more, Americans consumed _____. They would use money saved during the war to spend on consumer goods after the war (which kept the economy from collapsing again afterwards).

The Holocaust

Nazis sponsored a series of anti-Semitic policies upon taking power:

_____ **Laws** (1935) deprived Jews (and others) of civil liberties

_____ (1938) On the “Night of Broken Glass,” Nazis vandalized Jewish shops and synagogues.



Although Kristallnacht was widely reported, the United States did little to intervene.



After invading Poland, Hitler began to implement his “_____ **Solution**” to the “Jewish Problem.”

THE HOLOCAUST

It is estimated that over 11 million people died in Nazi death camps.

During the War, the Allies took _____ military action directly aimed at stopping the mass **genocide**. Once the camps were liberated in 1945, photographs of mass graves haunted the world.



CRIMES AGAINST _____

At the _____ **War Crimes Trials**, twelve Nazis were sentenced to death by hanging for their role in the Holocaust.

Israel: The Jewish State

Although Woodrow Wilson’s Fourteen Points had called for “Self-Determination of Peoples” after World War I, **Zionist** petitions for a Jewish State were ignored at that time. It was not until after the Holocaust that the Allies agreed to the establishment of a Jewish State in the Middle East.



The State of Israel was founded in _____.



The United States and Israel still maintain close ties. Israel remains a key ally for the U.S. and a stable democracy in the turbulent Middle East.

Israeli Prime Minister Benjamin Netanyahu talks to President Obama in the Oval Office in 2012.

USHC 7.5 Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the “Red Scare” and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.

The Cold War

U.S. & Allies	VS.	Soviet Union & Allies
Capitalist Democratic		Communist Totalitarian
Assist Allies (Britain & France) _____ Communism	GOALS	Maintain a “_____ zone” between the Soviet Union and Western Europe

The Soviets did not allow free elections in the so-called “_____ Bloc” countries.



Churchill: An “_____ Curtain” separates Soviet sphere from Western Europe

Containment Policy

Under Harry Truman, the U.S. government pursued a policy of “_____,” pledging the United States to resist the *spread* of communism (similar to the “Free Soil” movement prior to the Civil War).

Truman Doctrine: U.S. helps governments in _____ & _____ put down communist insurrections.

Marshall Plan: (aka, “European _____ Program”) Foreign _____ to governments in Western Europe to prevent the election of communist or socialist governments

Occupied Berlin



Map by WikiNight (cc 3.0)

The Allies agreed to divide Germany and also to divide the capital city of Berlin into four zones of occupation.

Berlin was in the middle of _____-occupied Germany.

In 1948, Stalin blocked road and rail access to West Berlin, resulting in the Berlin _____, during which British and American pilots supplied West Berlin with food and necessities by air.

In 1962, the Soviets erected the Berlin _____, which became a symbol of communist repression in Europe.

Cold War Alliances (_____ Security)

_____	 Map by Alphathon (cc 3.0)	_____ PACT
North Atlantic Treaty Organization United States & _____ Europe		Soviet Union and _____ Bloc

CHINA / KOREA

Also in 1949, after a long civil war, China under the leadership of the American-backed nationalist [Chiang Kai-shek], fell to the communist forces led by Mao Tse-tung (Mao Zedong).

In 1950, communist North Korea invaded South Korea. Believing that the invasion was orchestrated by the Soviet Union, the Truman administration urged the United Nations to take action. The United Nations voted unanimously to demand a cease fire and supported a 'police action' to defend South Korea. However, the majority of troops and financial support for the Korean War came from the United States. When United States forces neared the Chinese border, the Communist Chinese attacked and drove the forces back to the 38th parallel. American casualties turned public opinion against the war. Formal peace negotiations ended with North Korean forces contained above the 38th parallel, a victory for containment at a cost of tens of thousands of American lives.

ARMS RACE / SPACE RACE

The Soviet Union organized the Warsaw Pact, a military alliance of Eastern European nations and the Soviet Union for defense against NATO [1955]. The space race took off when the Soviet Union launched Sputnik [1957]. The United States Congress passed the National Defense Education Act to promote science and math skills and to counteract the fear that consumerism had made Americans less competitive (USHC 7.6) and less likely to win the arms race. The arms race raised fears that were reflected in the building of bomb shelters as well as in the popular culture. Eventually the United States took the lead in the space race when the first man landed on the moon [1969].

SECOND RED SCARE

These threats set the stage for a Red Scare in the United States in the late 1940s and early 1950s. The tough, simplistic talk of the Truman administration caused the public to see the tension between the United States and the Soviet Union as good against evil. The anxiety caused by the fall of China, the Soviet acquisition of the bomb, and the Korean War, made Americans look for an enemy within. Cold War propaganda and anti-Soviet media permeated the culture in the United States and contributed to the climate of fear. Partisan politics caused Republicans, who had not held the presidency since 1933, to accuse the Democrats of being "soft on communism."

MCCARTHYISM

Republican Senator Joseph McCarthy lent his name to the anticommunist crusade, McCarthyism. McCarthy used the tactic of the Big Lie, repeating an untrue accusation of affiliation with communism loudly and often, to smear countless diplomats, artists, and statesmen. McCarthy's attack on individual freedom finally ended when televised [Army-McCarthy] hearings showed the public what a bully McCarthy was and the public rejected him. It was later revealed that some spies aided the Soviets; however, countless public servants had their reputations unjustly smeared by false accusations.

CUBA

Cuba became a battleground for the Cold War when forces under Fidel Castro overthrew the American-backed dictator of Cuba. Castro nationalized American-owned properties and developed a close relationship with the Soviet Union. Cuban exiles trained by the CIA

invaded Cuba hoping to initiate a popular uprising against Castro [Bay of Pigs]. The plan failed, United States prestige suffered, and President Kennedy became more determined to prove his Cold War credentials in other world arenas such as Berlin, Vietnam, and Cuba. In the fall of 1963, American spy planes photographed nuclear missile sites being built in Cuba. President Kennedy placed a naval blockade around Cuba to prevent the Soviets from arming these sites. After thirteen days of escalating fear of nuclear war, an agreement was reached that ended the crisis and averted nuclear confrontation. The Cuban Missile Crisis was the closest that the United States and the Soviet Union came to armed conflict during the Cold War. In its aftermath, efforts were made to avoid nuclear war through the installation of a hot line in the White House and in the Kremlin and the signing of a nuclear test ban treaty.

The Middle East

The Cold War rivalry between the United States and the Soviet Union, as well as extensive American interests in oil and support for the state of Israel, contributed to American involvement in the Middle East and to continuing conflict in the region. Israel was recognized by the United States in 1948 as a homeland for Jews after the Holocaust (USHC - 7.4) and America has supported Israel in their ongoing defense against their Arab neighbors. The Soviet Union increased its influence on Arab nations that opposed the creation of the state of Israel. President Eisenhower intervened in the Suez Crisis [1956] and extended containment to the Middle East in the Eisenhower Doctrine. The importance of Middle East oil to the United States' economy led the United States to engage in diplomacy to stop the oil embargo by the Organization of Petroleum Exporting Countries (OPEC) in the 1970s. The United States attempted to facilitate peace in the Middle East, resulting in the Camp David Accords. Cold War tensions also impacted America's foreign policy towards other states in the Middle East. In the 1950s, the CIA helped the Shah of Iran overthrow a rival who had attempted to nationalize foreign oil interests and supported the Shah's unpopular and repressive regime in order to maintain a friendly buffer state on the southern border of the Soviet Union. When the Shah's government was overthrown by a fundamentalist Islamic group, popular anger against the United States led to the taking of the American embassy and the holding of over one hundred fifty American hostages for more than a year in the 1970s. Relations with the regime in Iran continue to be strained today. When the Soviet Union invaded Afghanistan to support a friendly government on their southern border, the United States' Cold War policy of containing communism led the United States to support the Afghan resistance movement. These rebel groups evolved into the Taliban, which later harbored al Qaeda terrorism.

The Cold War ended as a result of changes within the Soviet Union, the strain of the arms race and the Soviet war in Afghanistan on the Soviet economy, and a movement for liberation in Eastern Europe. The 1989 fall of the Berlin Wall, the most important symbol of the Cold War, marked the end of the Cold War.

**REMAINING GUIDES
UNDER CONSTRUCTION
(USHC 7.6 - USHC 8.6)**



Thank you for your patience.