U. S. History End of Course Test Review Material

Domain 1- Colonization through the Constitution

GPS 1-5

(This Domain will account for 19% of test questions or approximately 15 of 80 questions)

GPS 1

SSUSH1 The student will describe (tell me about, list details) European settlement in North America during the 17th century.

a. Explain (make plain, show me, justify) 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

Standard Overview-Britain colonial development differed in the regions of the colonies where settlers came. Virginia started as a “for profit” colony and New England developed as a place where religious settlers could practice the religion they wanted without tolerating other religions except for Pennsylvania and Maryland that limited persecution of other religions. New York was originally established by the Dutch for trade and was then taken over by the English. Very few of the colonies had good relations with the Native-American population as settlers wanted to remove the Indians and control their land. The French, who settled Quebec, however, had good relations with the Indians as they wanted trade and did not try to own the Indian lands.

Virginia Colonial Growth

Jamestown, Virginia was the first permanent English colony in North America. It was a for profit business venture of the Virginia Company, an English company 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 sent 150 men to colonize the area and find silver and gold. Many were “gentlemen” of noble birth and refused to do manual labor or plant crops. Others were indentured servants.

Indentured Servants Provided Much of the Virginia Colonies Original Labor Needs

Indentured servants-Many of the Virginia colonists were indentured servants. An indentured servant is one who contracts their labor out for a period of years in exchange for passage to the colony or perhaps to work off a debt instead of going to debtor’s prison.
The Starving Time - The winter of 1609-1610 nearly saw the destruction of the colony because of starvation. This was known as the starving time in the colony. Colonists resorted to stealing from the local Indians, eating rats, mice, snakes, and one man even killed his wife to eat her. Out of the original 150 people who had arrived in 1607, only 37 remained alive after the starving time.

Tobacco (Brown Gold) Saves the Virginia Colony By Providing and Economic Cash Crop

Brown Gold (Tobacco) Saves the Virginia Company - The Virginia Colonists discovered no gold but learned how to cultivate tobacco when John Rolfe learned to hybridize a Brazilian tobacco with a native American 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 caused the Virginia colony's economy to become highly dependent on indentured servants and ultimately, slavery.

Headright System - The headright system was an exchange of land (50 acres) to any person that paid the way of an indentured servant to come to Virginia to work on a tobacco plantation. Thus, many wealthy persons in England could develop their own plantations by paying the way of many indentured servants to Virginia (remember, the Virginia Company got a part of the tobacco profits from others, and made a profit on its own lands). Virginia colony experienced great growth between 1612 and 1622.

House of Burgesses Created to Provide for Colonial Self-Rule

House of Burgesses - In 1619 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. Property owners had the right to vote for Burgess members. Indentured servants, slaves, and non-property owners could not vote.

Slavery Introduced to British North America - In 1619 slavery was introduced into Jamestown and British North America. In 1619 a Dutch trader anchored at Jamestown and sold some 19 African slaves to the colonists. Slave labor would grow and ultimately supplant indentured servants as the labor cornerstone in Virginia and the other Southern colonies of British North America.

Geography and Climate Favor Agricultural Development

Geographical Considerations - Virginia’s rich soil, temperate climate, coastal harbors, and river systems aided the colony’s growth, especially the Jamestown settlement. Easy access to commercial waterways allowed colonists to export tobacco and other natural
resources to England, as well as to import much-needed manufactured goods from English markets. The trans-Atlantic trade made it possible for the colony to prosper and expand. Rivers acted as an early highway system for moving agricultural products as well.

**Colonial Relations with Native Americans Often Tense, Confrontational, and Violent**

**Virginia Colonial Relations With Native-Americans (Indians) Was Confrontational**

Native Americans had lived for centuries on the land the English settlers called Virginia. A notable Native American chieftain in the region was Powhatan. The Virginia Indians were called the Powhatans, as well. Soon after the English settlers arrived, they forced the Native Americans off their own land, so the land could be used by colonial settlers for agricultural purposes, especially to grow tobacco. Their actions caused many Native Americans to flee the region and seek new places to live. Conflict arose because the Indians did not believe in the ownership of land.

**Bacon’s Rebellion Causes Plantation Owners to Rely Heavily on Slaves Rather Than Indentured Servants**

Bacon’s Rebellion exposes class differences and conflict-Not all the colonists owned land. Poor English and slave colonists staged an uprising against the governor and his landowning supporters. In what is called Bacon’s Rebellion, the landless rebels on the frontier wanted harsher action against the Native Americans so more land would be available to the colonists. The rebellion was put down, and the Virginia House of Burgesses passed laws to regulate slavery so poor white colonists would no longer side with slaves against rich white colonists. The significance of Bacon's Rebellion was the greater reliance on slaves to provide labor for Virginia’s cash crops.

**SSUSH1** The student will describe (tell me about, list details) European settlement in North America during the 17th century.

b. Describe (tell me about, list details) the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.

**New England Colonial Growth (Massachusetts, Connecticut, Rhode Island, & New Hampshire)**

Pilgrims and Puritans Settle New England Colonies-The first New England colonies were established by the Pilgrims and the Puritans. The Pilgrims, also known as “Separatists” because they wanted to separate completely from the Church of England and worship in their own way while the Puritans were people who wanted to “purify” the
Church of England from Catholic church liturgy. They settled in present-day Massachusetts.

**New England, Unlike Virginia Settled By Families**-Most of the colonists came with their whole family to pursue a better life and to practice religion as they saw fit. Oft times entire Puritan towns from England would move lock, stock, and barrel to New England. From 1630-1640 some 30,000+ Puritans moved to New England in what was called the Great (Puritan) Migration.

**Pilgrims and Puritans Intolerant of Other Religious Views**-As a result of strict religious beliefs, the Puritans were not tolerant of religious beliefs that differed from their own. Rhode Island was founded by religious dissenters from Massachusetts (led by Roger Williams who believed in separation of church from the government) and who were more tolerant of different religious beliefs.

**Puritans Sought To Create A “City On A Hill”**-Puritans sought to create an example of a moral and righteous community referred to as the “city on a hill” that would shine as God’s beacon to the world. The City On the Hill is known today as Boston.

**Puritans Practice Self-Government, But Only Church Members Can Vote**

**Mayflower Compact And Fundamental Orders of Connecticut Early Examples of Self-Government by Puritans**-The Mayflower Compact was an agreement by Puritans and non-puritans to abide by majority rule and to form a civil political group to make laws for the good of the whole community. It is an important document towards self-rule. The Fundamental Orders of Connecticut, similarly, was an outline for the creation of local and colonial government in Connecticut and is also a step toward a written form of government.

**Puritans Create Local And Colonial Governments Starting With Town Meetings**-Communities were often run using town meetings, unless the king had established control over the colony. At town meetings all the male voters would meet to discuss and agree upon laws, rules, and government. It represented “grass roots” governance. In colonies that the king controlled, there was often an appointed royal governor and a partially elected legislature. Voting rights in the New England colonies were limited to men who belonged to the church, and church membership was tightly controlled by each congregation and its minister.

**Half-Way Covenant A Means to Bring Wayward Puritans Back Into Church Life**

**Half-Way Covenant To Remind and Involve 2nd And 3rd Generation Puritans In Religious Life**-As more and more children were born in America, many grew up to be adults who lacked a personal covenant (relationship) with God, the central feature of Puritanism. In response, Puritan ministers encouraged a “Half-way Covenant” to allow partial church membership for the children and grandchildren of the original Puritans. The “half-way” was to remind these children and grandchildren of their religious roots.
New England Colonial Relations with Indians-King Phillip’s War (1675–1676) was an early and bloody conflict between English colonists and Native Americans. It was named after the leader of the Native Americans. King Phillip’s Native American name was Metacom. Many colonists died in the war, but it caused such a heavy loss of life among the Native American population that large areas of southern New England became English settlements. King Phillip’s War lead to the permanent loss of Native American New England power and loss of their land.

Massachusetts Bay Colony Loses Its Charter and Forced Into An Administrative Region Run By A Royal Governor

Massachusetts Loses its Charter-In 1686, the British king (James II) canceled the Massachusetts charter that made it an independent colony. The King wanted to control the area and its trade. To get more control over trade with the colonies, he combined British colonies throughout New England into a single territory governed from England called the Dominion of New England with Sir Edmund Andros as the local Royal Governor. The colonists in this territory greatly disliked this centralized authority. In 1691, Massachusetts Bay regained a charter, but as a royal colony with a Royal Governor.

Salem Witch Trials Occur as a Result of Extreme Religious Faith, Stress From a Growing Population, and Narrow Opportunities for Women and Girls to Participate in Puritan Society

Salem Witch Trials-In the 1690s, the famous Salem witch trials took place. In a series of court hearings, over 150 Massachusetts colonists were accused of witchcraft and tried, 29 of whom were convicted and 19 hanged. At least six more people died in prison. Causes of the Salem witch trials included extreme religious faith, stress from a growing population and its bad relations with Native Americans, and the narrow opportunities for women and girls to participate in Puritan society. The Salem Witch Trials were brought to a halt by the influence of Reverend Increase Mather, and after the Governor’s wife was accused of being a witch.

SSUSH1 The student will describe (tell me about, list details) European settlement in North America during the 17th century.

c. Explain (make plain, show me, justify) the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

Mid-Atlantic Colonial Growth (a/k/a Middle Colonies, consisting of New York, Pennsylvania, New Jersey, and Delaware)
Pennsylvania (meaning Penn’s Woods) Founded By Quakers Who Sought A Colony Free Of Religious Persecution- Pennsylvania, located between New England and Virginia, was a colony founded by the religiously tolerant Quakers led by William Penn, who owned all of Pennsylvania and was known as its “proprietor” (owner). Quakers believed in fair treatment of the Indians and so had a benevolent (kind, generous, protective) relationship with them. King Charles II paid off a debt owed to William Penn’s father by giving him Pennsylvania and the father willed it to his son.

New York originally founded by the Dutch for quick profit in the fur trade- New York was settled by the Dutch, who called it New Amsterdam. In 1664, the British, without bloodshed, took control of 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, however the Dutch had persecuted the Quakers.

New York an important commercial area- 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.

SSUSH1 The student will describe (tell me about, list details) European settlement in North America during the 17th century.

d. Explain (make plain, show me, justify) the reasons for French settlement of Quebec.

French Colonial Development in North America

Quebec- France, like its European imperial rival, Great Britain (England), settled colonies to secure the valuable natural resources of North America and export them to Europe. Quebec was the first permanent French settlement in North America in 1608.

Spread Catholicism- The French instructed their colonists to spread the Catholic faith in the New World. The British encouraged their colonists to establish Protestantism, but the British were much more interested in the wealth of natural resources the colonists could send back to Britain. Still, the reason many British colonists moved to the New World was for the opportunity to establish their own religious societies built on their own religious beliefs.

French Explorers Travel Rivers And Claim Interior Of North America- French explorers travelled the Ohio River and the Mississippi Rivers and claimed all of this territory for France. New Orleans was founded in 1718. The French had better relations with the Indians than did the British as the French wanted to trade with the Indians.
(mostly furs) and did not try to own Indian lands. The French and English claims would ultimately lead to armed conflict between the two empires.

SSUSH1 The student will describe (tell me about, list details) European settlement in North America during the 17th century.

e. Analyze, (break down into parts) the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

Impact of Geography on British North America

Significance of Geography on the British North American Colonies- Geography played a major role in the development of the British colonies as well as the conflict with the French Empire that ultimately led to the French and Indian War. French lands and claims included the area west of the Appalachians and stretching to the Great Lakes, down the Mississippi River, and its main tributaries. This geographic area hemmed in the English colonies, and as well, gave the French control of the fertile and rich lands of the Ohio River Valley (ORV), and the entire Mississippi River basin.

Rivers Were a Source of Control Over Agriculture and Acted as Major Transportation Arteries- Rivers, and control of them, gave the owner of those rivers significant power and authority over agricultural trade and transportation. With French control of the ORV and the Mississippi River basin, British trade and agricultural transportation of products was subject to French authority. This is why, both the French and British disputed the ORV area, and especially why the British wanted control of the ORV.

Ports Are Commercial Centers- Ports were also extremely important commercial centers to both French and British colonial development. Quebec was on the St. Lawrence River and provided access to the Atlantic Ocean. It was an important French commercial trade center.

British North America Blessed With Many Ports- New England had the ports of Newport in Rhode Island and Boston in Massachusetts. The Middle Colonies were blessed with the ports of New York and Philadelphia. Southern states had ports in Baltimore (Maryland), Jamestown and York (Virginia) Wilmington (North Carolina), Charleston (South Carolina), and Savannah (Georgia). All of these ports were centers of commercial trade and activity.

Importance of Ports to New England- Ports provided access to the oceanic commercial trade while interior rivers were the earliest highways for trade. The importance of New England and Middle Colony rivers and ports helped to create a vibrant oceanic commercial trade for furs, lumber, and rum. There were few cash crops in the New England and the Middle colonies that drove its commercial trade. Instead, a large shipping industry developed in New England and the Middle Colonies to take
advantage of the South’s cash crops that were valued in Europe, and the general transportation of various commercial goods.

**Importance Ports to the Southern Colonies** - The Southern ports were important as gathering points for cash crops for shipment overseas. Tobacco (Maryland, Virginia, North Carolina) and indigo and rice (South Carolina and Georgia) were the primary cash crops in the South before the growth of cotton in the late 18th Century. All the colonies used their ports for importing needed goods and for export points of other agricultural products.

**GPS 2**

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

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

**Standard Overview** - All the colonies developed economies that allowed settlers to survive and even prosper, yet each colony differed in its religious, cultural, and political customs. The reasons for which settlers came, and geography, played a role in creating these differences

**Mercantilism**

**Mercantilism Is An Economic Theory** - 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 weaker and poorer.

**Under Mercantilist Theory Colonies Exist to Benefit the Mother Country (England)**

**English Colonies Exist To Benefit England As The “Mother Country”-Mercantilism** inspired the British government to view its American colonies as sources of wealth that would make Britain wealthier and stronger. The more land the British could colonize in America, the less land in the New World there would be for France, and other European countries. The more American goods the British could sell to other countries, the less money those countries would have for themselves. Great Britain would get stronger, and its imperial European rivals would get weaker.

**England’s Parliament Seeks to Regulate and Control Colonial Trade Across the Atlantic (Trans-Atlantic Trade)**

**Trans-Atlantic Trade Inspired By Mercantilism-Mercantilism** also inspired Parliament to
control **transatlantic trade** with its American colonies through the passage of strict trade laws called the **Navigation Acts**.

**Navigation Acts Are Laws Controlling/Restricting Most Aspects of American Colonial Trade**—The Navigation Acts required the following:

- No country could trade with the colonies unless the goods were shipped in either colonial or English ships.
- All vessels had to be operated by crews that were at least three-quarters colonial or English.
- Colonies could only export certain products, and then, only to England.
- Goods traded between the colonies and Europe first had to pass through an English port, be taxed, and if necessary, unloaded and then reloaded on an English or colonial vessel for shipment to Europe. In other words, there could be no direct trade between the English colonies and other European countries.

Some Americans, especially in New England, responded by becoming smugglers.

**Navigation Acts Also Restrict American Colonial Manufacturing**—The Navigation Acts, besides restricting Colonial American trade also restricted the development of American colonial manufacturing. These restrictions were designed to keep the colonies from competing against Britain. Some Americans responded by becoming smugglers and creating their own trade routes in violation of the Navigation Acts.

**Impact of the Navigation Acts Undermined by England’s Glorious Revolution Which Ushers In the Period of Salutary Neglect**

**The English Glorious Revolution Undermines the Navigation Acts**—The impact of Navigation Acts were undermined by England’s Glorious Revolution of 1688 that led to a period called **Salutary Neglect** from about 1688-1763. The English monarchy was stripped of its unlimited authority, and governmental authority was placed in the hands of the Parliament, a representative assembly, when King James II was overthrown in 1688. Parliament, fearful of James II raising a Catholic son to inherit the English throne, invited his Protestant daughter, Mary, who was married to William, the Dutch Staatholder (King) to become the King and Queen of England.

**Dutch Forces Invade England**—England was invaded by Dutch forces under the control of William and Mary at the request of Parliament. When William of Orange (Holland) successfully overthrew James II, Parliament wrote the English Bill of Rights (1689) establishing England as a constitutional monarchy instead of an absolute monarchy. William and his wife Mary, agreed to, and signed the English Bill of Rights, and became the new King and Queen of England.

**France Threatens War Over the New Arrangement**—England, under William and Mary at this point, turned its attention towards France whose European dynamic wars
threatened England’s commercial and imperial interests. As a result of these European wars, England paid less attention to enforcing the Navigation Acts in the colonies, and an era was ushered in referred to as salutary neglect.

The Period of Salutary Neglect Allowed the American Colonies To Develop Independent Trade Practices in the Caribbean and Europe and Control their Daily Lives Politically and Socially

Salutary neglect lasted until 1763 (the end of the French and Indian War). England then tried to re-impose its authority over colonial trade practices. This caused problems because during the period of salutary neglect the colonies had developed their own independent trade practices with Europe and the Caribbean as well as having come to control their daily political life.

Colonial Trade Routes
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.

**Slavery and the Growth of African Culture in the American Colonies**

**Slavery and the African Population in Colonial America Grows to Satisfy Southern Agricultural Labor Needs**—As tobacco farmers and other Southern cash-crop farmers prospered, they greatly expanded the size of their farms. In the south these large farms were called “plantations.” There were never enough workers available to plant, grow, and harvest the crops, so plantation owners turned to African slaves to do this work. Many white colonists believed every black person was a savage who needed to be taken care of by white people.

**Slaves Introduced At Jamestown In 1619**—When the Virginia Company founded Jamestown in 1607, there were no African slaves in British North America. Twenty slaves arrived in 1619. By 1700 there were thousands of African slaves throughout the British colonies. The vast majority of these slaves, however, were located in the southern colonies, where they supplied the labor required to support the regions agriculturally based economy. Large plantations in South Carolina and Georgia grew rice and indigo as cash crops.

**Triangular Trade Route Develops Between England, Africa, and the New World and back to England**

The Middle Passage of the Trans-Atlantic Trade carries Slaves to the Caribbean and the American Colonies—The sea voyage that carried Africans to North America was called the Middle Passage because it was the middle portion of a three-way voyage made by the slave ships. First, British ships loaded with rum, cloth, and other English 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 and formed the triangular trade route.

**Horrendous Conditions Endured by Slaves during the Middle Passage**—It was said that people in the colonial port cities could smell the slave ships arriving before they could see them. The slaves were packed like bundles of firewood. About two of every ten slaves died during the passage. Disease and sickness were common.

**African Americans Develop A Vibrant Culture in the New World**

**African American Culture Develops in the American Colonies**—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 come from a
different tribe, and a different part of Africa.

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

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.

Benjamin Franklin as Representative of American Colonial Social Mobility

Benjamin Franklin Represents Individualism and Social Mobility-Benzamin Franklin, along with George Washington, is one of the best known of America’s Founding Fathers.

Benjamin Franklin: A self-Made Man-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 broke the law by running away to Philadelphia to start a life of his own choosing, independent from his Boston family.

Learns Printing Trade in England-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.

Benjamin Franklin Epitomizes (an example of) Individualism and Social Mobility-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 (Poor Richard’s Almanack, The Pennsylvania Gazette), philosophers (American Philosophy Society), scientists (electricity), inventors (bifocals, the urinary catheter, the Franklin Stove, the lightning rod), and politicians (Albany Plan of Union proponent, member of the Continental Congress, Declaration of Independence signer, Ambassador to France during the American Revolution, U. S. Constitution signer).

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

d. Explain the significance of the Great Awakening.

The First Great Awakening (1730-1750) and its Significance

The Great Awakening: America’s First Spontaneous Mass Movement-Christian worship changed in the northeastern colonies in the 1730s, 1740s, and 1750s. Ministers said people would feel God’s love only if they admitted their sins.

The Great Awakening Fosters a Personal Relationship with God-People were told that each religious 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. Great Awakening ministers (George Whitehead, William and Gilbert Tennant) 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.
Influence of the Great Awakening—Christianity grew, although established churches (Anglican, New England Puritan churches like the Congregationalists) lost members to the new way of Christian worship and the Methodist, Baptist, and Presbyterian churches that benefitted from the Great Awakening. 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.

Significance of the First Great Awakening—There were several major impacts of the First Great Awakening:

1) it challenged and under-mined the old authority of the Puritan/Anglican and Congregational Churches

2) new and more democratic churches sprang up like the Baptists, Methodists, and Presbyterians whose parishioners (male) elected and voted on church affairs;

3) the Great Awakening further led to a greater interest in education as the new churches created colleges by which to train ministers for their respective faiths (Rutgers, Brown, Dartmouth, Kings College (Columbia);

4) it tended to undermine the concept of traditional authority such that it led Americans to be more receptive to questioning their political ties to a far away King and Parliament; and,

5) the message of the Great Awakening was liberty and freedom of conscience regarding how one would believe.

GPS 3

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

a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

Standard Overview—The primary cause of the American Revolution was the growing belief among the colonists that their rights as Englishmen were being violated. This belief originated in the lingering effects of the French and Indian War and led to a period called the Road to Revolution-1763-1776.

French and English Fight for Empire in North America

French and Indian War is a Clash of Two Empires—The French and Indian War resulted from a long-simmering imperial 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 (the Ohio River Valley area).
Most Native American Tribes Support the French—Native Americans tended to support the French because, as fur traders, the French built forts rather than permanent settlements. The French did not try to take Native American lands. Great Britain eventually won the war by concentrating the war effort in North America and stationing nearly 50,000 troops in the colonies during the war.

The War Goes Global and is Known as the Seven Years War

The War Goes Global and is Known as the Seven Years War and Involves France, Spain, England—The French and Indian War became a global war known as the Seven Years War.

Britain Incurs a Massive National Debt Winning the War and Begins to Directly Tax the American Colonies to Pay Off the Debt And This Creates tension and Friction

Britain Runs Up a Massive National Debt Defeating the French and Spanish—England ran up a massive national debt defeating the French and Spanish and turned to the colonies to obtain tax revenue to reduce the national debt. England’s policy of direct taxation on the American Colonies lead to friction and tension between the colonists on the one hand, and Parliament and the King on the other hand.

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

b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts, as seen in Sons and Daughters of Liberty and Committees of Correspondence.

Causative Events On The Road to Revolution: 1763-1776

The War Ends in 1763-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 all of its claims to all land east of the Mississippi River, with the exception of the city of New Orleans. Additionally, the treaty gave the British government control of all of Britain’s American colonies.

Americans Resent Britain Trying to Control their Political Lives After Self Governing—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. The Americans did not feel the standing army was necessary since France had been defeated and forced to give up all of her North American possessions.

King Seeks to Restrict American Colonial Western Migration

The Proclamation Of 1763 Attempts To Restrict American Westward Movement—Tensions between England and the American colonies increased with the Proclamation of 1763, by which Americans were forbidden from settling westward, beyond the Appalachian
Mountains. This Proclamation, announced by King George III, was a British effort to limit conflicts between Native Americans and American colonists. However, Americans began to believe that the King and Parliament did not care about the needs of Americans and they ignored the Proclamation and continued to move westward.

**Colonial Resistance To British Acts**—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 direct 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.

**The Stamp Act and the Intolerable Acts Lead to Colonial Resistance**

**Parliamentary Taxation Measures**—Parliamentary actions to tax the colonists and to enforce the tax laws provoked a decidedly negative reaction from the American colonists that eventually led to open rebellion. These actions included the **Stamp Act** and the **Intolerable Acts**.

- **The Stamp Act is first direct tax imposed by Britain**—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.

  ~ **Children of Liberty**—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.

- **The Coercive Acts (a/k/a Intolerable Acts) consist of four separate parliamentary Acts**—The **Intolerable Acts (as referred to in America)** 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 as well as declaring martial law in Massachusetts and closing down colonial courts. Colonists called for the First Continental Congress to protest these actions and formed colonial militias to resist enforcement of these acts.

**Committees of Correspondence Form to Inform the Other Colonies Regarding British Actions In Massachusetts**

Committees of Correspondence created to keep all the colonies informed—Much of the planning for the First Continental Congress was carried out by the **Committees of Correspondence**. These committees were formed because American patriots could not
communicate publicly. One committee would exchange written communications with another committee within or between the colonies. **Committees of correspondence were the first organization linking the colonies in their opposition to British rule and were designed to keep all the colonies informed of what British authorities were doing in Massachusetts and other colonies.**

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

c. **Explain the importance of Thomas Paine’s Common Sense to the movement for independence.**

**Thomas Paine’s Pamphlet—Common Sense—Persuades Americans In Favor of Independence**

*Common Sense* impacts argument in favor of Revolution and Independence—In January 1776, patriot philosopher **Thomas Paine** published *Common Sense*. This small pamphlet had a significant effect on colonists, and moved many Americans to support independence from Great Britain. Colonists were persuaded by the logic of Paine’s arguments, which included that the Atlantic Ocean was too wide to allow Britain to rule America better than an American government could, that it was foolish to think an island could rule a continent, and that 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 as England was now treating the Americans.

**SSUSH4 The student will identify (name the characteristics or properties) the ideological, military, and diplomatic aspects of the American Revolution.**

a. **Explain, (tell about; tell what & why) the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.**

**Standard Overview**—The primary cause of the American Revolution was the growing belief among the colonists that their rights as Englishmen were being violated. This belief originated in the lingering effects of the French and Indian War, which led to a series of events during period called the Road to Revolution: 1763-1776.

**Enlightenment Philosophy Undergirds The American Revolution and Its Justifications**

**Enlightenment Philosopher John Locke Influences American Revolutionary Thought**—John Locke (English) believed that people had natural rights, or rights given to them by God. These God given natural rights were the right to life, liberty, and property (which became known as the pursuit of happiness in the Declaration of Independence).

**People Form a Social Contract wherein Government Leaders are Bound to Protect the People’s God-Given Natural Rights**—Locke, and a French enlightenment philosopher—Jean Jacques Rousseau, argued that the people entered into a social contract with their leaders in which the people consented to give up some of their
individual power to their government leaders in exchange for the government’s protection of the people’s God given natural rights.

The Social Contract Formed, Expressed, and Shown By the Consent of the People (the governed)-Locke also advocated and argued that the consent of the governed was needed for a leader to be legitimate, and that the people had the right to overthrow any government that failed to protect the people’s natural rights. His work on governance heavily influenced the writers of the Declaration of Independence.

French Enlightenment Philosopher Rousseau also Argues for Consent of the Governed-Rousseau believed that the people allowed government to exist and rule only by their consent to be governed.

Ideas of Natural Rights (Life, Liberty & Pursuit of Happiness) and Consent of the Governed Are Key Elements of the Declaration of Independence

Declaration of Independence Incorporates Enlightenment Ideas-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’ revolutionary 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 English philosopher.

The Thematic and Organizational Structure of The Declaration of Independence

Content of the Declaration of Independence-First, the Declaration of Independence begins by explaining the philosophical and legal reasons for seeking independence from Britain. Second, Jefferson then catalogs numerous examples of how King George III (and Parliament) violated the natural and legal rights of the colonists. Third, the Declaration offers
a discussion of the Americans’ many unsuccessful attempts to get relief from Britain and fourth, the Declaration ends with the conclusion that the only way for Americans to have their natural, God given rights restored to them is to restore those natural rights themselves by declaring independence from Britain and by controlling their own government. Fifth, the signers pledge their fortunes, their sacred honor, and their lives to the revolutionary cause of restoring their God given natural rights.

**GPS 4**

**SSUSH4** The student will identify (name the characteristics or properties) the ideological, military, and diplomatic aspects of the American Revolution.

b. Explain (tell about; tell what & why) the reason for and significance (importance) of the French alliance and foreign assistance (help) and the roles of Benjamin Franklin and the Marquis de Lafayette.

**Significance of the Battle of Saratoga**

**French Alliance Comes after the American victory at the Battle of Saratoga and is the turning point of the American Revolution** - A major turning point in the revolutionary war was the decision by France to support the American cause via the **Treaty of Alliance-1778**. This decision came after a Continental Army, commanded by General Horatio Gates defeated and caused the surrender of an entire British Army commanded by Lt. Gen. Johnny “Gentlemen Johnny” Burgoyne.

**Battle of Saratoga Enables Benjamin Franklin to Convince France to Support American Independence** - Benjamin Franklin, serving as the American ambassador to France, convinced the French to form a military alliance with the Americans, and **France agreed to wage war against Britain until America gained independence**. Facing both an American and a European war, Britain would need to pull troops out of America to fight closer to home.

**French Support Critical to The American Revolutionary Cause** - Before the alliance in 1778, Franklin also prevailed upon the French for muskets, ammunition, and money to help support the American Revolution. This early French support was critical to the early stages of the American Revolution.

**The Marquis de Lafayette Personifies the American-French Alliance**

**The Marquis de Lafayette Represents French Support** - French support for America was personified in the person of the **Marquis de Lafayette**. A young Frenchman of noble birth, he was made a Major General in the Continental army and he commanded American troops and fought battles in many states. Lafayette also returned to France for a time to work with Franklin and the French king on how to win American independence. Washington looked upon Lafayette like a son, and Lafayette’s advice was critical to Washington’s decision to move his army to Yorktown in 1781 for the final major battle of the revolutionary war.

**SSUSH4** The student will identify (name the characteristics or properties) the
ideological, military, and diplomatic aspects of the American Revolution.

c. Analyze (break into pieces and think through) George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance (importance) of the crossing of the Delaware River and Valley Forge.

**Washington Proves to be an Able Commander Who Realizes He Needs to Keep his Army Intact and Outlast the British**

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

*The Common Soldier’s Life*-Life was hard for the common soldier in the Continental Army. Enlistments lasted from one to three years, and the 13 states differed greatly in how well and how often they paid their soldiers, housed them when they were not on the march, and supplied them with food, clothing, and equipment. These issues undermined American soldier’s morale, as did the army’s stern discipline, the chances of being wounded or killed, and British victories. 1776 was known as the year of “retreat and defeat.” The British army was initially better trained, better equipped, and more professional than the American Army, although Washington worked hard to rectify these issues.

**Washington Took Calculated Military Risks to Improve Army Morale**

*Washington Recognizes the Poor Morale of troops and takes action to save the Army*-On Christmas night in 1776, Washington led his troops to a victory that was a turning point for America and the Revolutionary War. As a snowstorm pounded Washington and his soldiers, the Continental Army crossed the Delaware River to stage a surprise attack on a town fortified and occupied by Hessian (German) mercenaries fighting for the British at Trenton, NJ. This victory proved Washington’s army could fight an experienced European army and provided the American’s a much needed victory to boost morale after a series of defeats inflicted by the British army on the Continental army. As a consequence of this crucial American victory, many of Washington’s soldiers whose enlistments were about to expire, re-enlisted in the Army.

*Washington Begins to Professionalize the Army at Valley Forge during the Winter of 1777*

*The Valley Forge Winter of 1777 transforms the Continental Army*-Washington and his troops spent the winter of 1777–1778 in Valley Forge, Pennsylvania having retreated there after losing the Battle of Brandywine and losing the Continental Congresses capital at Philadelphia to the British. The Continental Army spent six months there.

*Problems with Food, Disease, Housing, and Equipment at Valley Forge*-The Continental army’s problems with wages, housing, food, clothing, and equipment were at their worst
during the Valley Forge winter. Disease spread throughout the camp, increasing the suffering of the 12,000 men. As conditions worsened, almost 4,000 soldiers were too weak or ill to fight. Yet that winter Washington ordered an intense training program—similar to a modern boot camp—that turned the Continental Army into a capable and self-assured infantry.

**Prussian Drillmaster, the Baron von Steuben Trains the Army in European Battle Formations**-The Army training program was run by Baron von Steuben, a Prussian drillmaster recommended to Washington by Benjamin Franklin. He oversaw the training of the American Continental Army at Valley Forge in European style battle tactics and formations. This training allowed the American Army to fight the British on an equal footing beginning with the Battle of Monmouth in 1778.

SSUSH4 The student will identify (name the characteristics or properties) the ideological, military, and diplomatic aspects of the American Revolution.

d. Explain (tell about; tell what & why) the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

**Geography Influences the Battle of Yorktown and Washington Defeats British General Lord Cornwallis**

American Victory Comes with the defeat of Lord Cornwallis at the Battle of Yorktown—Britain’s plan to counter the French–American alliance was to have General Lord Charles Cornwallis move the war to the southern states to try to separate those colonies from American Revolutionary forces in the North. Cornwallis immediately succeeded in a series of British victories, but the Americans were able to prevent a complete victory in the South.

Cornwallis Goes to Yorktown in 1781 to Resupply after a Major Battle in North Carolina—Cornwallis pursued the American Southern Army commanded by Nathaniel Greene into Virginia, but met with heavy resistance and after a very costly victory against Greene at Guilford Courthouse in North Carolina needed to rest and resupply. Wishing to maintain communications with Great Britain by sea, the British general retreated to the coastal town of Yorktown.

Yorktown Backed Up to the York River on the North and the Chesapeake Bay to the East—Cornwallis’ forces were attacked and surrounded by the combined French and American armies and a French naval fleet. Cut off from any reinforcements, Cornwallis was forced to surrender, and the last major battle of the American Revolution came to an end and the war ended in North America two years later. The Battle of Yorktown was the last major battle of the Revolutionary War. Geography played a major role in enabling the American and French forces to surround and defeat the British Army at Yorktown.
The Geography of The Battle of Yorktown

Treaty of Paris-1783 Ends Revolutionary War On Very Favorable Terms to The New United States

1783 Treaty of Paris Ends the Revolutionary War on Favorable Terms for the Americans-The 1783 Treaty of Paris ended the American Revolutionary War. The United States won its independence from Great Britain and gained control of land stretching from the Atlantic coast to the Mississippi River and from the Great Lakes to the borders of Spanish Florida. Britain ceded Florida to Spain, and certain African and Caribbean colonies to France.

GPS 5

SSUSH5 The student will explain (tell about; tell what & why) specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

a. Explain (tell about; tell what & why) how weaknesses in the Articles of Confederation and Daniel Shay’s Rebellion led to a call for a stronger central government.

Standard Overview-Between the end of the American Revolution in 1783, and the beginning of the Constitutional Convention in 1787, the survival of the United States was in question in large part because the government created by the Articles of Confederation was very weak with the individual states having more power at the expense of the national government.

Articles of Confederation Create a Weak National Government-The Articles of Confederation were written during the American Revolution and finally adopted in 1781. The Articles of Confederation was the document creating the first national government of the United States. The Articles of Confederation reflected Americans’ fear of a powerful
national government.

**No National Executive Office, No National Judiciary, No Taxing Ability**- 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.

Massachusetts Farmers Rebel against The State and Capture a Federal Armory Located in Massachusetts and the National Government Cannot Protect Itself

**Shay’s Rebellion Exposes the Weakness of the Articles of Confederation Government**-
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 seized 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.

**The Critical Time**-The governmental era under the Articles of Confederation between 1777-1787 was known as *The Critical Time* because the nation might not survive.

**SSUSH5** The student will explain (tell about; tell what & why) specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

b. Evaluate (examine, solve or find the value of) the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution, as put forth in *The Federalist Papers* concerning the form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

**Call for a Convention To Revise the Articles of Confederation**

**George Washington Supports Call for a Constitutional Convention**- A convention was called to revise the Articles of Confederation. Responding to Shays’ Rebellion, George Washington supported the establishment of a stronger central government. In May 1787, he was elected president of the Constitutional Convention in Philadelphia, where he and the Founding Fathers created a **federalist** form of government for the United States rather than just trying to revise the Articles of Confederation. Two views of a new government emerge.

**Federalism Means Shared Political Power Between National and State Governments**

**Federalism Means Shared Political Power**- Federalism is a system of dividing power between a national (or federal) government and state governments. Under the Articles of
Confederation the states had the greater of the powers and this reflected the colonial/state fears of an overly powerful government where power was concentrated in the hands of a few and that would undermine state and individual liberties and rights.

Two Opposing Camps: Those who want a Strong National Government and Those Who Want Strong State Governments

Federalists Support a Strong National Government-The Federalists (those persons favoring a strong centralized government) focused their arguments on the inadequacies of national government under the Articles of Confederation and on the benefits of national government as formed by the Constitution. They were also much more favorably disposed toward commerce than were the Anti-Federalists (persons favoring stronger state governments and a weaker federal government and who were generally supporters of agriculture). Federalists argued that a strong central government would foster the commercial growth of the new country.

Key Federalist Supporters-Businessmen, bankers, commercial interests, lawyers, and other professionals supported the federalist position of a strong national government. Key political leaders were George Washington, John Adams, Alexander Hamilton, John Jay, and Benjamin Franklin.

Anti-Federalist Fear a Strong Government Abusing Individual Liberties and Want Stronger State Governments-The Anti-Federalists feared the power of a strong central government. Anti-Federalists worried the rights of the common people, like farmers, would be suppressed by those who held power. Anti-Federalists were also concerned that a strong national government would infringe on individual liberty for which the Revolution had been fought.

Key Anti-Federalist Supporters-Farmers, agricultural interests, people who feared large powerful governments supported the anti-federalist cause. Political supporters included Sam Adams, Patrick Henry, Richard Henry Lee, and John Dickinson.

Federalists (supporters of the new Constitution) and Anti-Federalists (opponents of the new Constitution) Argue the Merits of Ratifying the Proposed Constitution-Writing the Constitution was just the first step in creating the new government. Before the Constitution could take effect, the states had to accept, or ratify, it. As soon as the contents of the Constitution were published, a group of influential people spoke out against it. These people came to be known as the anti-Federalists. They believed the government created by the Constitution would be too powerful and would eliminate the power of the states. They also argued that the Constitution did not specifically describe the rights guaranteed to the states and to each citizen

Hamilton, Madison, and Jay author the Federalist Papers to Support ratification of the Constitution

The Federalist Papers were written in Support of Ratification of the Constitution-Alexander Hamilton, James Madison, and John Jay were the authors of the Federalist Papers. Alexander Hamilton wrote the majority of The Federalist Papers.
The authors Used the Papers to Discuss key Issues Warranting the New Constitution - *The Federalist Papers* communicated the central ideas of the Federalists *i.e.*, the benefits of a union between the states; the chaotic problems with the confederation as it stood at the time; the importance of an energetic, effective federal government; and a defense of the republicanism (representative government aspects) of the proposed Constitution. *The Federalist Papers* made a persuasive case for a stronger federal government’s role in preserving peace, order, and securing the liberty of a large republic. The federalists believed that a weak union of the states would make the country more vulnerable to internal and external dissension, including civil war, and possible invasion from foreign powers.

**Federalists Promise to Protect Individual and State Rights in order to Secure Ratification of the Constitution** - To overcome the anti-Federalist argument that the Constitution failed to include a statement of states’ rights and individuals’ rights, Madison created the *Bill of Rights*, which would be added to the Constitution after the Constitution was ratified. *The Federalist* papers, the promise of the Bill of Rights, and the efforts of Federalists convinced a majority of voters to support the Constitution. It was eventually ratified and became the basis for all law, rights, and governmental power in the United States.

**SSUSH5** The student will explain (tell about; tell what & why) specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

c. Explain (tell about; tell what & why) the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.

**The Constitutional Convention And The Key Compromises Facing Delegates**

**Issue Over Power in the Proposed Government Stymies New Government Efforts** - One great issue facing the delegates to the Constitutional Convention was how different-sized states could have equal representation in the new federal government.

**Virginia Plan advanced By James Madison Favors Large, Populous States** - States with large populations supported the *Virginia Plan*, a plan to create a legislative branch in which governmental representatives were assigned based on each state’s population.

**New Jersey Plan Favors Small States By Giving All States Equal Votes** - States with smaller populations supported the *New Jersey Plan*, a plan to create a legislative branch in which all states were equally represented.

**Roger Sherman Proposes Compromise of a Two-House (Bicameral) Legislature Known as the Connecticut Plan (a/k/a The Great Compromise) To Break the Constitutional Convention Deadlock By Giving Each Side Something**

**Roger Sherman present the Connecticut Plan known more familiarly as the Great Compromise that Creates a Bi-cameral Legislature** - Delegates to the Constitutional Convention settled the issue of representation in Congress by approving the Great
Compromise. This compromise helped “save” the Constitution by settling the dispute between states with large populations and states with small populations. The compromise called for the creation of a legislature with two chambers: a House of Representatives, with representation based on population, and a Senate, with equal representation for all states.

Northern Slavery Compromise Designed To Reduce Southern Political Power

Slavery Issue Leads to 3/5ths Compromise-Another divisive and controversial issue that confronted delegates to the Constitutional Convention was slavery. Though slavery existed in all the states, southern states depended on slave labor because their economies were based on producing cash crops. When it became clear that states with large populations might have more representatives in the new national government, states with large slave populations demanded to be allowed to count their slaves as a part of their population. Northern states resisted. Both sides compromised by allowing the states to count three-fifths of their slaves when calculating their entire population.

No Laws Respecting Slavery for Twenty Years Is Part of Slavery Compromise-Also, to protect the practice of slavery, states with large numbers of slaves demanded that the new government allow for the continuation of the slave trade for 20 years and that northern states return runaway slaves to their owners. Delegates to the Constitutional Convention agreed to these demands in order to create the new national government.

French Philosopher Baron de Montesquieu’s Enlightenment Concepts of Separation of Powers Built Into New Constitution

Montesquieu’s Ideas of Separation of Powers Incorporated into Constitution-Despite the fact that most delegates to the Constitutional Convention believed the government designed by the Articles of Confederation had to be replaced, many still feared strong central governments. To reassure people that the new government would not be too powerful, the framers of the Constitution created a limited government with divided powers. The framers were greatly influenced by the ideas of the famed French political thinker the Baron de Montesquieu. The rights guaranteed to U.S. citizens by the Constitution limited the power of the government.

How Separation of Powers and Checks and Balances Incorporated into the Constitutional Framework-Powers were divided in two ways within the new government. First, power was divided between national and state governments. Second, the power of the executive branch was weakened because it was shared with the legislative and judicial branches. For example, the legislature can override a presidential veto of a bill, and the Supreme Court can rule that a bill signed by the president is unconstitutional. To further safeguard against an abuse of power, the Constitution gave each branch of government a way to check and balance the power of the other branches. An example of these checks and balances would be the president’s power to veto laws passed by Congress and Congresses ability to override the veto with a two-thirds vote.
d. Analyze (break into pieces and think through) how the Bill of Rights serves as a protector of individual and state’s rights.

The Bill of Rights Protects Both States’ and Individuals’ Rights.

**First Amendment:** Guarantees freedom of religion, of speech, and of the press, and the right to petition the government;

**Second Amendment:** Guarantees the right of individuals to possess firearms;

**Third Amendment:** Declares that the government may not require people to house soldiers during peacetime;

**Fourth Amendment:** Protects people from unreasonable searches and seizures and requires warrants based on oath and probable cause issued by a judge;

**Fifth Amendment:** Guarantees that no one may be deprived of God given natural rights of life, liberty, or property without due process of law;

**Sixth Amendment:** Guarantees the right to a trial by jury of ones peers in criminal cases, and the right to be represented by an attorney;

**Seventh Amendment:** Guarantees the right to trial by jury in most civil cases;

**Eighth Amendment:** Prohibits excessive bails, fines, and punishments;

**Ninth Amendment:** Declares that rights not mentioned in the Constitution belong to the people;

**Tenth Amendment:** Declares that powers not given to the national government belong to the states or to the people respectively.

The Bill of Rights acts as a limitation on the power of the national federal government against an abuse of individual liberties and of the political rights of the states.

SSUSH5 The student will explain (tell about; tell what & why) specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

e. Explain, (tell about; tell what & why) the importance of the Presidencies of
George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

**Washington Sets Precedents for Future Leaders: Use of Cabinet as Advisors, Neutrality in Foreign Affairs**

**Presidency of George Washington**—George Washington was elected the first president of the United States. He established important patterns for future presidents to follow or “precedents”. Developments that altered the course of the history of the U.S. government took place during his administration. Washington favored nonintervention in Europe (no alliances) and avoided siding with France against Great Britain (neutrality). Instead, the United States persuaded Britain to forgive many pre-Revolutionary debts and to drop certain restrictions on American trade with British colonies in the Americas in the **Jay Treaty of 1796**. This ushered in an era of booming trade with Britain. When the French declared war on all the European monarchies, it expected American support because of the 1778 Treaty of Alliance. President Washington, correctly claimed, that the Treaty of Alliance was defensive in nature and since France was the avowed aggressor, the United States would remain neutral. This was Washington’s **Neutrality Proclamation**.

**Washington Insures the Supremacy of Federal Over State Law By Using Force To Quell Whiskey Rebellion**

The Whiskey Rebellion Represents a Challenge to Federal Law—Washington’s new government persuaded Congress to pass taxes on liquor to help pay the states’ debt from the Revolutionary War. The tax hit the small whiskey-makers in western settlements particularly hard because they made liquor using excess crops of grain in order to make it easier to transport. They even used whiskey as a medium of exchange. The **Whiskey Rebellion** resulted when, up and down areas west of the Appalachians, armed violence broke out as farmers frightened and attacked federal tax collectors. George Washington and Alexander Hamilton led a large militia force into the western Pennsylvania counties and put down the rebellion. Washington’s response showed his constitutional authority to enforce the law and **established the supremacy of federal law**. If Americans did not like a law, the way to change it was to petition Congress peacefully. The Whiskey Rebellion was also significant because it pointed out that regional or sectional interests may not coincide with national interests or desires.

**Political Parties, Opposed By Washington, Nonetheless Develop, During His Tenure In Office Over How to Interpret The Constitution: Broadly or Strictly**

Political Parties Develop During Washington’s Administration Over How to Interpret the Constitution—Washington was the most influential and popular figure in the United States. He increased the prestige of his administration by making Thomas Jefferson his secretary of state and Alexander Hamilton his secretary of treasury. Despite their talents and reputations, Jefferson and Hamilton had significant differences of opinion about the legitimate power of the United States government. **Jefferson believed that the national government must limit its power to those areas described by the Constitution (strict interpretation), while Hamilton wanted to expand the power of the government to**
stabilize the nation and its economy (broad interpretation). When Washington announced he would not seek a third term as president, the two men and their supporters attacked one another in the press and competed to replace him. Things got so bad that, in his farewell address, Washington warned about the dangers of political parties (factions).

Contrasting Constitutional Views of Hamilton and Jefferson. The two most influential cabinet members were Thomas Jefferson and Alexander Hamilton, each of whom had distinctly different views of regarding the role of the federal government as noted in the chart:

<table>
<thead>
<tr>
<th>Views favored by Hamilton</th>
<th>Views favored by Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrating power in the federal government</td>
<td>Sharing power with state and local governments; limited national government</td>
</tr>
<tr>
<td>Fear of mob rule</td>
<td>Fear of absolute power or ruler</td>
</tr>
<tr>
<td>Republic led by an educated elite</td>
<td>Democracy of virtuous farmers and tradesmen</td>
</tr>
<tr>
<td>Loose interpretation of the Constitution</td>
<td>Strict interpretation of the Constitution</td>
</tr>
<tr>
<td>Bank of the United States constitutional</td>
<td>Bank of the United States not authorized by Constitution</td>
</tr>
<tr>
<td>An economy based on shipping and manufacturing</td>
<td>An economy based on farming</td>
</tr>
<tr>
<td>Payment of national and state debts (favors creditors)</td>
<td>Payment of only national debt (favors debtors)</td>
</tr>
<tr>
<td>Supporters were: merchants, manufacturers, large landowners; investors/speculators; lawyers and clergy</td>
<td>Supporters were: common, ordinary people; farmers and trades people</td>
</tr>
<tr>
<td>Party: Federalist</td>
<td>Party: Democratic-Republicans</td>
</tr>
</tbody>
</table>

Federalist John Adams Pursues Neutrality But Fights an Undeclared War with France and Opposes British Impressment (seizing) of American Sailors and Commercial Ships

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 (precedents) that influenced future presidents as well as the course of American history. However, his administration was plagued by diplomatic conflicts with France (the X, Y, Z Affair that led to the undeclared naval war with France) and Great Britain (impressment of American sailors and merchant seaman) that crippled the nation’s economy, and he received harsh political criticism from supporters of Vice President Jefferson.
Adams and the Federalist Congress Pass Laws Deemed Unconstitutional By Jefferson and His Party Sparking the Start of the Nullification Theory of Constitutional Interpretation

Federalist Congress Sparks Constitutional Debate by Passing the Alien and Sedition Acts of 1798-To aid Adams, Congress passed the Alien and Sedition Acts of 1798, laws that increased citizenship requirements so that Jefferson and his followers could not receive support from the immigrant community. The laws also made it a crime for newspapers to print “untrue” or malicious criticism of the government.

Jefferson and Madison Argue the Nullification Theory in Response to the Alien and Sedition Acts-To Jefferson supporters, the Federalist Congresses actions to stop criticism of the government seemed to be a deliberate attempt to limit the rights of free speech and the right to a free press. In response to the Alien and Sedition Acts of 1798, Jefferson and Madison wrote the Kentucky and Virginia Resolutions that argued that states could refuse to enforce federal laws within their state boundaries that were clearly unconstitutional, and with which the states did not agree. This was called the Nullification Theory. The Nullification Theory was the beginning of the states’ rights concept later used by slavery supporters in the South.
Domain II- The New Republic through Reconstruction

GPS 6-10

(This Domain will account for 19% of EOCT test questions, or approximately 15 of 80 questions)

GPS 6

SSUSH6 The student will analyze (break into pieces, think through, tell about the parts) the impact (influence, consequence) of territorial expansion and population growth and the impact (influence, consequence) of this growth in the early decades of the new nation.

a. Explain (tell about; tell what & why, teach to someone else) the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.

Standard Overview - In the decades after ratification of the Constitution, the United States increased both in its physical size and in population. This expansion led to increased U.S. interactions with other nations internationally and the indigenous Native American (Indian) population.

Northwest Ordinance of 1787 Creates Pathway for New States to Enter the Union, Prohibits Slavery, and Encourages Public Education in the Northwest Territory - The first U.S. governmental territory outside the original states was the Northwest Territory, which was created by the Northwest Ordinance of 1787. 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, upon admission into the Union, be completely equal members of the Union. The Northwest Ordinance also banned slavery in the Northwest Territory. This law made the Ohio River the boundary line between free and slave regions between the 13 states and the Mississippi River. Additionally, the Northwest Ordinance mandated the establishment of public schools in the Northwest Territory. The Land Ordinance of 1785 called for all of the federally owned western lands to be surveyed into townships of 36 square mile plots. One plot or “township” was dedicated to education. All of the land sold from the 16th township went to support local, public education.

See the maps below for what a “surveyed township” looked like and the area of the U. S. comprising the Northwest Territory and the states that were created out of the Northwest Territory.
SSUSH6 The student will analyze (break into pieces, think through, tell about the parts) the impact (influence, consequence) of territorial expansion and population growth and the impact (influence, consequence) of this growth in the early decades of the new nation.

b. Describe (paint a word picture; provide details, show me) Jefferson’s diplomacy in obtaining the Louisiana Purchase from France and the territory’s exploration by Lewis and Clark.

The Size of the United States Doubles with the Louisiana Purchase of 1803—In the early 1800s, President Thomas Jefferson sent James Monroe to France to negotiate the purchase of the important port city of New Orleans. The Mississippi River and the Port of New Orleans were vital to American agricultural trade and interests. At the time, the French ruler Napoleon controlled New Orleans, and much of the land west of the Mississippi River. In 1803, Napoleon, who was at war with Britain and who needed money, agreed to sell to the United States, not only the port of New Orleans, but also the entire Louisiana Territory for $15 million.

The Louisiana Purchase Made Peacefully Through Diplomatic Negotiation—As a result of this peaceful purchase of territory, the United States nearly doubled in geographic area. Significantly however, President Jefferson did not feel he had the Constitutional authority to
“purchase” the territory from France, but he did so anyway, having the Senate agree to the purchase after the fact. Thus, even though Jefferson was a strict constructionist of the Constitution, believing in a limited government wherein the federal government’s power was limited to what was specified in the Constitution, his actions nonetheless expanded the powers of the presidency. Stated another way, President Jefferson, who believed in limiting the power of the executive office, actually expanded that office’s power by purchasing the Louisiana Territory.

**Lewis and Clark Expedition of 1804-1806 Provides the U. S. with a Claim to the Oregon Territory** - 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, while recording facts and figures about the various Native American tribes and customs west of the Mississippi River. The expedition had a female Native American interpreter named Sacajawea. She greatly aided Lewis and Clark in dealing with the many Indian tribes they encountered.

**SSUSH6** The student will analyze (break into pieces, think through, tell about the parts) the impact (influence, consequence) of territorial expansion and population growth and the impact (influence, consequence) of this growth in the early decades of the new nation.

c. Explain (tell about; tell what & why, teach to someone else) major reasons for the War of 1812 and the significance of the war on the development of a national identity.

**Standard Overview**-President Madison became convinced that the British were deliberately seeking to ruin American Commerce and asked Congress to declare war. There were four major reasons justifying his request for a declaration of war.

**Four Major Causes of the War of 1812** - 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 commercial restrictions Britain was militarily enforcing that prevented 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 believed 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.
Arms from British Canada were provided to Shawnee Indian Chief **Tecumseh** and his brother, who was known as the **Prophet**. Tecumseh had formed an Indian confederacy of some strength, but while he was gone his brother led the confederated tribes in a battle against the U. S. **The Indians were defeated by General William Henry Harrison, at the Battle of Tippecanoe.** The discovery afterward of British supplied weaponry caused many to seek war with Britain including a young Henry Clay and John C. Calhoun who led a faction in Congress called the “war-hawks.”

**America Unprepared for the War of 1812**—America was grossly unprepared for war. While the U.S. Navy had some initial success, this success merely caused Britain to blockade American ports such that by 1813 all American shipping was bottled up and virtually useless. Americans did take the war to Canada and burned the government buildings in York, but were not successful in seizing Canadian territory. Britain retaliated by burning and destroying government buildings in Washington, D. C. in 1814, and drove the U. S. Army from Baltimore.

**America Wants Out of the It Started as it is Economically Shattered**—Americans were losing much and gaining precious little from the war. An armistice (cessation of hostilities) ending the war was signed in December 1814. This was known as the **Treaty of Ghent.** It did not end impressment or any of the other issues President Madison went to war over, but an economically shattered U.S. welcomed the end of the war.

**Battle of New Orleans Occurs after the War has Ended**—Before the Treaty became known to the public a major battle took place in New Orleans where American forces under **General Andrew Jackson** severely defeated the best British regiments under the command of Sir Edward Packingham. The British lost nearly 3000 dead or wounded to the loss of about 15 Americans. Because this victory came just before the announcement of the Treaty of Ghent ending the war, Americans came to believe they had won the war.

**Significance of the War of 1812 is a Renewed Sense of American Nationalism.** The war, although providing no benefits by the **Treaty of Ghent**, nonetheless created a renewed spirit of American Nationalism. Many believed Britain had lost the war, but in any event, Americans showed they were willing to go to war to protect their national interests. England recognized that America was a country better to have as a friend, or she might well lose her Canadian possessions. The War’s aftermath led to a series of Treaties with Britain fixing the Canadian American border and setting up a peaceful border between the two countries. Many of these post-war treaties occurred during the presidency of James Monroe.
The following chart depicts the Causes and Effects of the War of 1812

<table>
<thead>
<tr>
<th>Causes of the War of 1812</th>
<th>Results of the War of 1812</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The British were trying to prevent U.S. merchants from trading with the French.</td>
<td>1. End of all American/British hostilities.</td>
</tr>
<tr>
<td>2. The British forced captured American sailors to serve in the British navy.</td>
<td>2. Establishment of America as a military force equal to those of Europe.</td>
</tr>
<tr>
<td>3. The British were suspected of giving military aid to Native Americans fighting to keep Americans from settling on land in the west.</td>
<td>3. Americans became more nationalistic after the success in the war of 1812.</td>
</tr>
<tr>
<td>4. The Americans wanted to drive the British out of North America completely.</td>
<td></td>
</tr>
</tbody>
</table>

SSUSH6 The student will analyze (break into pieces, think through, tell about the parts) the impact (influence, consequence) of territorial expansion and population growth and the impact (influence, consequence) of this growth in the early decades of the new nation.

d. Describe (paint a word picture; provide details, show me) the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.

Standard Overview-The Period from 1816 to 1824 was known as the Era of Good Feelings because there was only one dominant political party, the Democrat-Republican Party. The Federalist Party ceased to have any significant support as this party, centered mostly in New England, had suggested seceding from the Union and creating an alliance with Britain. This was considered traitorous to many Americans and the party ceased to be a force in American politics. During this Era of Good Feelings, America consolidated her borders, began internal improvements, and expanded westward.

Post War National Infrastructure Developed-In the post-War of 1812 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.

Barges Used where Roads Not Available-Where roads could not be built, barges were used on rivers to carry people and goods—as long as the rivers flowed in the same direction that the settlers and merchants wanted to travel. Soon a new invention, the steamboat, enabled people to buy a ticket from private companies that operated the boats and to travel upstream as easily as downstream.
Canals (artificial waterways) Expand Commerce—Lastly, in the wilderness where rivers did not run and roads could not be built, government leaders joined businesspeople to build canals—artificial rivers. These shallow waterways were for barges, not steamboats, and had pathways alongside on which horses or mules pulled the barges.

Building the Erie Canal between July 4, 1817 and October 1825—The most famous canal built in this era was the Erie Canal, which connected the Great Lakes to the Atlantic Ocean. Construction began on July 4, 1817 and it was opened in 1825 after eight years of digging by thousands of laborers, mostly Irish immigrants. The canal stretches 363 miles from Lake Erie to the Hudson River, which flows into the Atlantic Ocean at New York City.

Significance of the Erie Canal—The Erie Canal was the nation’s first major canal, and it was used heavily. Its opening had several major impacts:

First, shipping (transportation) charges fell by 90% to about a tenth of the cost of sending goods over land.

Second, the Erie Canal’s success led to dozens of other canal projects. Farmers in Ohio no longer depended on Mississippi River passage to New Orleans. They could now ship their grain via canal and river to New York City, the nation’s major port.

Third, the Erie Canal, and the other canals, also opened the heartland of America to world markets by connecting the Northeast to the Midwest. It opened up an east-west trading route.

Fourth, the effect of the Canal was immediate and dramatic and settlers poured west. Within 15 years of the Canal’s opening, New York was the busiest port in America, moving tonnages greater than Boston, Baltimore and New Orleans combined. New York became a leading financial and commercial center.

Fifth, new cities grow along the Erie Canal route as shown by the following map shows:
Trade Occasioned by the Erie Canal Helps New York City Rise as a Major Financial and Commercial Center—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 was home to the biggest gathering of artisans and crafts workers in the United States, and its banking and commercial activities would soon make it the leading city in all of North America.

**SSUSH6** The student will analyze (break into pieces, think through, tell about the parts) the impact (influence, consequence) of territorial expansion and population growth and the impact (influence, consequence) of this growth in the early decades of the new nation.

e. Describe (paint a word picture; provide details, show me) the reasons for and the importance of the Monroe Doctrine.

**Standard Overview**—The Western Hemisphere was undergoing many independence movements, especially in the former Spanish colonies in South America. The United States wanted to avoid having new colonies created in the Western Hemisphere, especially by Russia on the west coast, and also wanted to protect, as much as possible, the Caribbean and South America as spheres of American influence. This desire led to the issuance of the Monroe Doctrine of 1823 which since has become a cornerstone of American foreign policy.

**The Monroe Doctrine Becomes the Underpinning of American Foreign Policy.** President James Monroe announced in 1823 that the US would protect the interests of the new independent Latin American countries from possible re-conquest by European nations like Portugal and Spain. This announcement drives US foreign policy for much of
the "long" 19th century, and into the 20th Century. In essence, the Monroe Doctrine states that no European nation should attempt to create new colonies nor should they try to overthrow and re-establish as colonies any of the newly independent republics in the hemisphere. The United States would consider such action “dangerous to our peace and safety.”

Agrees the US Will Stay Out of European Affairs In exchange for Europe Staying Out of the Affairs of the Western Hemisphere-In the announcement of the Monroe Doctrine, President Monroe said the United States would remain neutral in European affairs in exchange for Europe staying out of the affairs of the western hemisphere. The Monroe Doctrine holds that the western hemisphere (Mexico, the Caribbean, Central and South America) is a vital security interest of the United States.

The U. S. Relies on British Naval Power as the U. S. had no Real Power to Enforce the Doctrine initially. While the Monroe Doctrine became a keystone of future American foreign policy, the U. S. at first, did not have the military power to enforce the Doctrine, many European countries, nonetheless realized it would not be a good idea to make an enemy of the ever growing and expanding U. S. The British also did not want other European countries trying to expand in the western hemisphere so it helped to enforce the U. S. policy.

The Cartoon on the following page summarizes the Monroe Doctrine
Stay Out of Our Backyard!
US President James Monroe announces in 1823 that the US will protect the interests of the new independent Latin American countries from European nations.
SSUSH7 Students will explain (tell about; tell what & why, teach to someone else) the process of economic growth, its regional and national impact (influence, consequence) in the first half of the 19th century, and the different responses to it.

a. Explain (tell about; tell what & why, teach to someone else) the impact (influence, consequence) of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets.

**Standard Overview**—America’s great economic prosperity in the early 19th century had both national and regional impact. It was a time when Americans reflected on social problems and sought reforms that took hold in some regions more easily than in others.

The Industrial Revolution Heralds a Change from Hand Tools and Skilled Labor to Power Driven Machines Operated by Unskilled Workers—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.

The Cotton Gin and Interchangeable Parts Impact Agriculture and Industry—American inventor Eli Whitney best illustrates the rise of industrialism with his invention of the cotton gin, and his development of interchangeable parts for muskets. Whitney invented the cotton gin in 1793. It is a machine that rapidly removes cotton plant seeds from the valuable cotton fiber used to make thread and fabric. By producing more cotton in a day than any person could simply working by hand, the cotton gin reduced the cost of processing cotton and greatly raised the profit from growing it. **One of the unintended consequences of the cotton gin was to increase the need for, and use of slaves in the south.**

Interchangeable Parts Increases Productivity—Another industrial improvement Whitney developed was interchangeable parts. Prior to industrialization, a broken mechanism or machine had to be discarded and replaced because all its parts had been handmade by skilled workers to fit only that mechanism. Whitney introduced the practice of manufacturing identical parts so only the broken part would need to be replaced to repair the whole machine. He applied this process to making muskets. If one piece of the musket’s mechanism broke, the owner could continue to use the musket after that piece was replaced with a matching piece.

Significance of Interchangeable Parts—Interchangeable parts made it possible for semiskilled and unskilled workers to mass-produce mechanical products.
SSUSH7 Students will explain (tell about; tell what & why, teach to someone else) the process of economic growth, its regional and national impact (influence, consequence) in the first half of the 19th century, and the different responses to it.

b. Describe, (paint a word picture; provide details, show me) the westward growth of the United States; include the emerging concept (idea) of Manifest Destiny.

**Standard Overview**—Between 1800-1850 America moved ever westward and consciously sought to expand to the Pacific Coast. This movement of settlers to the west coast became known a Manifest Destiny.

**Land and Gold are Primary Lures for Expansion**—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 by God to stretch across North America from the Atlantic to the Pacific Ocean (Manifest Destiny).

**America’s Manifest Destiny is To Control All the Land From the Atlantic to the Pacific.** Manifest Destiny was the phrase coined by John O’Sullivan, a newspaperman, for the idea that the United States would and should naturally occupy all the territory between the Atlantic and the 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 also strong economic motivations behind this belief, as well as racism regarding Native Americans and Mexican people. Manifest Destiny was the popular political belief in the United States during the early 19th century.

**Manifest Destiny was Religious and Nationalistic.** Manifest Destiny also had a religious overtone since many people felt God wanted America to control the land between the Atlantic and the Pacific Oceans. American nationalism similarly spread with the belief in Manifest Destiny. As a nation, Americans in Jackson’s day believed in Manifest Destiny. Americans believed their nation was different than, and superior to, other nations because most Americans of that time, shared a Protestant religion and English language, ancestry, and culture. Americans believed it was their duty to expand the hold of the their religion, language, ancestry, and culture all the way to the Pacific Ocean so as to remake all of North America just as the Founding Fathers had remade the Atlantic coast. Altogether, these beliefs comprised a form of American nationalism.
SSUSH7 Students will explain (tell about; tell what & why, teach to someone else) the process of economic growth, its regional and national impact (influence, consequence) in the first half of the 19th century, and the different responses to it.

c. Describe (paint a word picture; provide details, show me) reform movements, specifically temperance, abolitionism, and public school.

**Standard Overview**—America’s great economic prosperity in the early 19th century had both national and regional impact. It was a time when Americans reflected on social problems and sought reforms that took hold in some regions more easily than in others. Much of the social reform movement was inspired by the religious movement of the Second Great Awakening.

**Reform Movements**—The following table breaks down each of the three major reform movements of the first half of the 19th Century:

<table>
<thead>
<tr>
<th>Movement</th>
<th>Issue</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Temperance</strong></td>
<td>People should drink less alcohol, or alcohol should be outlawed altogether.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Abolition</strong></td>
<td>Slavery should be abolished and it should not be allowed in new states.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Public School</strong></td>
<td>All children should be required to attend free schools supported by taxpayers and staffed by trained teachers.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Religion sparks reform**—Much of the impulse toward reform was rooted in the revivals of the broad religious movement that swept the United States after 1790, known as the Second Great Awakening. Charles Grandison Finney (1792-1875), and his contemporaries were participants in the Second Great Awakening. These preachers rejected the 18th-century Calvinistic belief that God predetermined one’s salvation or damnation—whether a person went to heaven or hell. Instead, they emphasized individual responsibility for seeking salvation, and they insisted that people could improve themselves and society, and find
Reform Movements: Temperance, Abolitionism Gain Ground—Lyman Beecher founded the American Temperance Society in 1826. By 1833 there were over 6,000 chapters. Abolitionist William Lloyd Garrison believed in the immediate and compensated release of all slaves and he published The Liberator. Frederick Douglass, a former slave, worked with Garrison, but broke with him and published The North Star. Angelina Grimke and Sarah Grimke, daughters of a South Carolina slave owner, were also active in the anti-slave, abolitionist movement.

Public Education Movement Led by Horace Mann—Horace Mann, became the first secretary of the Massachusetts Board of Education. In 12 years of service, Mann established teacher-training programs and instituted curriculum reforms. He also doubled the money that the state spent on schools. Other states soon followed Massachusetts’ and Pennsylvania’s good example. By the 1850s every state had provided some form of publicly funded elementary schools. However, it was many years later before public schools were firmly established in Western and Southern states.

SSUSH7 Students will explain (tell about; tell what & why, teach to someone else) the process of economic growth, its regional and national impact (influence, consequence) in the first half of the 19th century, and the different responses to it.

d. Explain (tell about; tell what & why, teach to someone else) women’s efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.

Standard Overview—Another movement that began in the first half of the 19th Century was the Women’s Suffrage Movement led by Elizabeth Cady Stanton and Lucretia Mott who held the first ever women’s suffrage conference in 1848. This movement culminated in the passage of the 19th Amendment to the Constitution in 1919, some 71 years after the conference for women’s suffrage.

Women’s Suffrage Movement (right to vote)—Women’s rights were few in the early 1800s. Women did not have the right to vote (suffrage) and often lacked legal custody of their own children. Most men—and most women, too—believed this was fitting and proper. One exception was Elizabeth Cady Stanton. She was an outspoken advocate for women’s full rights of citizenship, including voting rights and parental and custody rights.

Seneca Falls Conference the first Ever Women’s Suffrage Conference—In 1848, Stanton, along with Lucretia Mott, organized the Seneca Falls Conference—America’s first women’s rights convention—held in Seneca Falls, New York. Delegates adopted a declaration of women’s independence, called the Declaration of Sentiments, and modeled after the Declaration of Independence, and a resolution calling for women’s suffrage. However, the resolution calling for a women’s right to vote only narrowly passed. Historians often cite the Seneca Falls Conference as the event that marked the beginning of organized efforts by women in the United States to gain civil rights equal to those of men.
SSUSH7 Students will explain (tell about; tell what & why, teach to someone else) the process of economic growth, its regional and national impact (influence, consequence) in the first half of the 19th century, and the different responses to it.

e. Explain (tell about; tell what & why, show me) Jacksonian Democracy, expanding suffrage (voting rights), the rise of popular political culture, and the development of American nationalism.

**Standard Overview** - Jacksonian Democracy refers to a period when the office of the presidency and the executive branch became stronger in relation to and at the expense of the Congress. During Andrew Jackson's leadership there was greater emphasis on the rights of the common man. It was during this period that suffrage was granted to all adult white males, not just those who owned land. Jacksonian Democracy is also nationalistic and supportive of Manifest Destiny.

**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 it expanded voting rights to include all adult white males, not just landowners.

“Spoils System: Becomes Associated with Jacksonian Democracy” - Another principle of Jacksonian democracy was that politicians should be allowed to appoint their followers to government jobs as a way of limiting the power of elite groups. Appointing your political followers to government jobs was known as the “spoils system.” Jacksonians also favored Manifest Destiny and greater westward expansion of the United States.

**Popular Political Culture Leads to New Forms of Electioneering.** Popular political culture increased during Jackson’s presidential campaigns. Accusations against candidates were publicized in songs, pamphlets, posters, and lapel buttons. A voter could find all these at the first-ever campaign rallies and Bar-B-Ques. Candidates all tried to portray themselves as being a “common-man.”

**GPS 8**

SSUSH8 The student will explain (tell about; tell what & why, teach to someone else) the relationship between growing north-south divisions and westward expansion.

a. Explain, (tell about; tell what & why, teach to someone else) how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).

**Standard Overview** - In the decades before the Civil War, three distinct regions emerged in the United States: the North, the South, and the West. Sharp divisions emerged between the economies and cultures of the North and South. In the West, settlers from both the North and South merged to create a distinct way of life.
Three Regions Development in the U.S. Prior to the Civil War—In the decades before the Civil War, three distinct regions emerged in the United States: the North, the South, and the West. Sharp divisions emerged between the economies and cultures of the North and South. In the West, settlers from both the North and South merged to create a distinct way of life.

Abolition Movement Seeks to End (abolish) Slavery—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 African Americans, whites, men, and women. Among the most notable were the following:

- **William Lloyd Garrison**, a writer and editor, was an important white abolitionist. He founded regional and national abolitionist societies and published an antislavery 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 antislavery 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.

Nat Turner Leads a Violent Slave Revolt in 1837—African American preacher and slave, 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.

Impact of the Nat Turner Rebellion—Virginia, which had been considering the abolition of slavery reacted by institutionalizing slavery and by passing laws severely restricting the movement of blacks, including free blacks. To stop such uprisings, white leaders passed new laws prohibiting slaves from learning to read and write, or to otherwise move about without proper documentation, and to otherwise limit the activities of slaves. These laws strengthened the institution of slavery.
SSUSH8 The student will explain (tell about; tell what & why, teach to someone else) the relationship between growing north-south divisions and westward expansion.

b. Explain (tell about; tell what & why, teach to someone else) the Missouri Compromise and the issue of slavery in western states and territories.

**Standard Overview**-Slavery became an increasingly divisive issue as the nation expanded westward. The first major political crisis came in 1819 when Missouri sought to enter the Union as a slave State. A unique compromise was created that set the stage for slave state and non-slave state parity in the United States Senate where Southern votes could stop anti-slave laws from becoming law.

**Slavery Becomes an Important and 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 that it was made possible by the plantation economy. Another proslavery argument claimed slaves were treated well and lived better lives than did factory workers in the North. In fact, some whites said they provided better lives for slaves than free blacks were able to provide for themselves. When settlers in the slaveholding Missouri Territory sought statehood, proslavery and antislavery politicians made slavery a central issue in national politics.

**Missouri Compromise of 1820 Leads to Slave State and Free State Political Parity in the Senate**-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 of political power between proslavery and antislavery 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. Once again, half the states would allow slavery while the other half would not, and the Senate would retain its equal balance of political power between proslavery and antislavery senators—until the next state asked to enter the Union.

**Missouri Compromise Affects the Lands of the Louisiana Territory and Sets the Boundaries for Slave and Non-Slave Development**-The southern border of Missouri, or the 36° 30’ line become the border demarcating slavery-south of the line slavery in the Louisiana Territory would be allowed. North of the line, slavery was prohibited in the old Louisiana Territory, except for Missouri itself.
SSUSH8 The student will explain (tell about; tell what & why, teach to someone else) the relationship between growing north-south divisions and westward expansion.

c. Describe, (paint a word picture; provide details, show me) the Nullification (cancel, make null and void; counteract) Crisis and the emergence of states’ rights ideology (political theory), include the role of John C. Calhoun and the development of sectionalism (localism).

**Standard Overview** - The framers of the Constitution in Article 3 merely created a Supreme Court. The Constitution did not expressly give the Supreme Court the power of judicial review (the power to declare laws constitutional or unconstitutional. Thus, there was an issue of who had the power to declare a law unconstitutional. The Nullification Theory first advanced by Thomas Jefferson and James Madison in the Kentucky and Virginia Resolutions argued that states had the power to nullify (cancel, set aside, or make null or void) laws passed by Congress that were clearly unconstitutional after a Federalist Congress passed the Alien and Sedition Acts of 1798 infringing on the 1st Amendment. This theory became the basis of South Carolina’s attempt to nullify Congresses Tariffs of 1832, referred to as the Tariff of Abominations in the South. The Nullification Crisis of 1832 led to the further sectionalizing of the country, and the South began to use the Nullification Theory or doctrine as a means of advocating state rights, and defending the institution of slavery upon which the South’s agricultural based economy depended.

**Background of the Nullification Crisis of 1832** - Vice President John C. Calhoun argued with President Andrew Jackson about the rights of states to nullify (cancel) federal laws they opposed. Trouble, known as the Nullification Crisis, resulted when southern states sought to nullify (set aside, make null and void) a high tariff (tax) Congress had passed on manufactured goods imported from Europe. This tariff helped northern manufacturers, but hurt southern plantation owners, so South Carolina legislators nullified (cancelled, set aside, made null and void) the federal tariff by passing an act called the Ordinance of Nullification. South Carolina also considered secession and the use of force. Calhoun, a
South Carolinian, resigned from the office of the vice-president 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, rather than to the United States as a whole, contributed to the rise of sectionalism.

President Jackson Threatens Force Against South Carolina-In response to South Carolina’s threat of force, Jackson sent seven small naval vessels, and a man-of-war to Charleston in November 1832. On December 10, 1832 he issued a resounding proclamation against the nullifiers. South Carolina, the president declared, stood on “the brink of insurrection and treason,” and he appealed to the people of the state to reassert their allegiance to that Union for which their ancestors had fought. The nation stood on the brink of a war.

Nullification Becomes an Issue of States’ Rights-Calhoun and the advocates of sectionalism argued in favor of states’ rights—the idea that states have certain rights and political powers separate from those held by the federal government and that the federal government may not violate those rights. The supporters of sectionalism were mostly Southerners. Their opponents were afraid that if each state could decide for itself which federal laws to obey, the United States would dissolve into sectional discord or even warfare.

Henry Clay, “The Great Compromiser,” Works Out A compromise Of Lowering the Tariff. Henry Clay, the great advocate of protection (and a political rival of Jackson), piloted a compromise measure through Congress. Clay's tariff bill -- quickly passed in 1833 -- specified that all duties in excess of 20 percent of the value of the goods imported were to be reduced by easy stages, so that by 1842, the duties on all articles would reach the level of the moderate tariff of 1816 that the South had originally supported.

South Carolina’s Nullification Efforts Were Not Supported By Other Southern States-Nullification leaders in South Carolina had expected the support of other Southern states, but without exception, the rest of the South declared South Carolina's course unwise and unconstitutional. Eventually, South Carolina rescinded its action. Both sides, nevertheless, claimed victory. Jackson had committed the federal government to the principle of Union supremacy. But South Carolina, by its show of resistance, had obtained many of the demands it sought, and had demonstrated that a single state could force its will on Congress.

SSUSH8 The student will explain (tell about; tell what & why, teach to someone else) the relationship between growing north-south divisions and westward expansion.

d. Describe (paint a word picture; provide details) the war with Mexico and the Wilmot Proviso.

Standard Overview-President James K. Polk wanted California and the completion of Manifest Destiny, and he welcomed war with Mexico. Anti-Slave forces understood that any new lands obtained from the war would raise the issue of slavery in those territories. The 1846 Wilmot Proviso was a bold attempt by opponents of slavery to prevent its introduction in any territories ceded by Mexico to America following the Mexican-American War.
Mexican-American War of 1846-1848 Precipitated by Annexation of Texas—In 1845, the United States annexed (took) Texas into the Union and set its sights on the Mexican territories of New Mexico and California. The U. S. annexation of Texas (and other factors) led to war in 1846. During the conflict, the United States occupied much of northern Mexico. The United States eventually won the war, and what is now the southwestern area of the United States was ceded to the U. S. by Mexico. This is known as the Mexican Cession and was part of the Treaty of Guadalupe Hidalgo ending the war.

The Wilmot Proviso Creates Sectional Discord as it Seeks to Ban Slavery from the Mexican Cession—During the Mexican-American War, Congress debated whether slavery would be allowed in New Mexico, California, etc., if these territories were acquired from Mexico. The antislavery position was outlined in a proposal called the Wilmot Proviso, named after Pennsylvania Congressman David Wilmot, which sought to ban slavery completely from any land acquired by the U. S. from Mexico, but the House of Representatives failed to approve it, and the issue of whether to allow or prohibit slavery in new states formed from the Mexican Cession lands remained unresolved. The South viewed the Wilmot Proviso as an opening shot in a battle to abolish slavery, not just to prevent its extension into new territories.

(The Wilmot Proviso never became law but it showed the South that the North wanted to ultimately abolish slavery, and this hastened the Civil War)

SSUSH8 The student will explain (tell about; tell what & why, teach to someone else) the relationship between growing north-south divisions and westward expansion.

e. Explain (tell about; tell what & why, teach someone else) how the Compromise of 1850 arose out of territorial expansion and population growth.

Standard Overview—Just like the Louisiana Territory raised the issue of where slavery would be allowed, so did the acquisition of the Mexican Cession Lands again raise the issue of whether and where slavery would be allowed to spread. The Compromise of 1850, which really consisted of five separate pieces of legislation, was necessitated by the desire to add California as a state after Gold was discovered in 1849, but that meant a possible permanent shift in the political balance between slave and free states in the
Senate in favor of the free state forces.

**The Compromise of 1850 Decides Issue of Slavery in the Mexican Cession Lands**—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 therefore agreed to five laws that addressed these concerns. **Collectively, the five laws are known as the Compromise of 1850.** This compromise stated:

- the state of New Mexico would be established by carving its borders from the state of Texas.
- New Mexico and Utah Territory voters would determine whether the territory would permit or prohibit the practice of slavery (**popular sovereignty**).
- **California would be admitted to the Union as a free state.**
- all citizens would be required to apprehend runaway slaves and return them to their owners (**Fugitive Slave Act**). Those who failed to do so would be fined or imprisoned. **Northern states detested this aspect of the Compromise and passed personal liberty laws to avoid it.**
- the slave trade (selling of slaves) (but not slavery itself) would be abolished in the District of Columbia,

The **Compromise of 1850** eased sectional tensions over slavery for a short four year time period. In the next few years, however, aspirations for a more permanent solution to the issue of slavery faded.

**A Pictorial View of Early American Expansion and Manifest Destiny**

![Map showing early American expansions](image-url)
SSUSH9 The student will identify (list characteristics or properties) key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

a. Explain (tell about, tell what & why, teach to someone else) the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown’s Raid.

Standard Overview-The Civil War was one of the defining events in U.S. history, understanding the key events and their aftermath is to understand how the nation developed in its race relations and in industrialization after the Civil War ended.

Kansas-Nebraska Act of 1854 Reopens the Festering Wound of Slavery-In 1854 Congress again took up the issue of whether slavery would be allowed or prohibited in new U.S. states and territories. This time, the territories were Kansas and Nebraska, which were carved out of the non-slave area of the Louisiana Territory mandated by the Missouri Compromise of 1820. When Congress enacted the Kansas-Nebraska Act of 1854, it effectively repealed the Missouri Compromise of 1820 because the new act the settlers in all new territories the right to decide for themselves whether their territories and future states would be a free state or a slave state. The Kansas-Nebraska Act of 1854 made a proslavery doctrine, popular sovereignty (rule by the people) the law of the United States.

“Bleeding Kansas” Results from and Caused by the Kansas-Nebraska Act of 1854-Pro- and antislavery groups rushed into Kansas in an attempt to create voting majorities in that territory. Antislavery abolitionists came from eastern states and Illinois; proslavery settlers came mainly from neighboring Missouri, a slave state. Some of these Missourians settled in Kansas, but many more stayed there only long enough to vote for slavery, and then returned to Missouri.

Two Rival Territorial Legislatures Elected: One Slave and One Free-Proslavery voters elected a legislature ready to make Kansas a slave state. Abolitionists then elected a rival Kansas government with an antislavery constitution, established a different capital city, and raised an army. Proslavery Kansans reacted by raising their own army. The U.S. House of Representatives supported the abolitionist Kansans; the U.S. Senate and President Franklin Pierce supported the proslavery Kansans. Violence between the two sides created warlike conditions. Popular sovereignty had failed. This period of civil strife became known as “Bleeding Kansas.”

Proslavery Forces Attack the Antislavery Town of Lawrence Kansas and Antislavery Forces Retaliate by Murdering Members of a Slave Owning Family-At the height of the violence, proslavery forces attacked a newspaper in the antislavery town of Lawrence and then torched the town, but no one was killed. John Brown, a radical extremist abolitionist, upon hearing of this, rode to the slave community of Pottawatomie Creek, Kansas and roused a sleeping slave owning family from their sleep and in front of the wife and daughters, hacked to death the slave owning father and his four sons. John Brown and his sons and other supporters had to flee Kansas, as they were now wanted for murder.
Harriet Beecher Stowe’s Book Changes the Issue of Slavery from a Legal Issue to a Moral Issue: Uncle Tom’s Cabin Impacts Nation’s View of Slavery—In 1852, ardent abolitionist Harriet Beecher Stowe, published Uncle Tom’s Cabin. Stirring strong reactions from North and South alike, the novel became an instant bestseller. More than a million copies had sold by the middle of 1853. The novel’s plot was melodramatic and many of its characters were stereotypes, but Uncle Tom’s Cabin delivered the message that slavery was more than just a political issue—it was a great moral struggle.

The Dred Scott Decision of 1857 Helps to Hasten Disunion

The Supreme Court’s 1857 Dred Scott Decision (Scott v. Sanford) Aggravates Sectional Feelings by Ruling that Slaves Are Not Citizens—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. The Court held:

• slaves did not have the rights of citizens;
• slaves could never be citizens;
• the Missouri Compromise was unconstitutional;
• Congress could not forbid slavery in any part of the territories;
• Congress could not interfere with a slaveholders’ right to own property—a right protected by the Fifth Amendment.

Thus, the Court found that popular sovereignty regarding the issue of slavery, and the Missouri Compromise of 1820 were both unconstitutional.

The Supreme Court Protected Slavery and Hardened Pro- and Antislavery Sentiments—The Dred Scott decision gave slavery the protection of the U.S. Constitution. Proslavery Americans welcomed the Court’s ruling as proof they had been right during the previous few decades’ struggles against abolitionists. In contrast, abolitionists essentially advocated the Nullification Doctrine and urged and convinced many state legislatures to declare the Dred Scott decision “not binding” within their state borders. The decision helped to bring the union closer to dissolution.

Newly Formed Republican Party Vows to Overrule Dred Scott—The new Republican Party, formed in 1854 specifically to bring about the abolition of slavery, said that if its candidate were elected president in 1860, he would appoint a new Supreme Court that would reverse the Dred Scott decision.

Extreme Abolitionist John Brown Seeks to Start a General Slave Uprising in the South

Abolitionist John Brown Seeks to Start A Slave Rebellion—One famously extreme abolitionist, John Brown, decided to fight slavery with significant violence and killing. In 1859, he led a group of white and black men in a raid on the federal armory at Harpers Ferry, Virginia (now in modern-day West Virginia). Brown’s force 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 proslavery
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 Southern Americans thought Brown was a terrorist killer. Many in the North thought he was an abolitionist martyr.

SSUSH9 The student will identify (list characteristics or properties) key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

b. Describe (paint a word picture, provide details, show me) President Lincoln’s efforts to preserve the Union as seen in his second inaugural (formal & ceremonial) address and the Gettysburg speech, and in his use of emergency powers, such as his decision to suspend habeas corpus (civil right against illegal imprisonment).

Standard Overview-President Lincoln, a Republican, was elected in a four-way race in 1860. He received about 40% of the popular vote, but won the Electoral College overwhelmingly. He knew he had no Southern support and sought to reassure the South that he did not and would not move to abolish slavery were it existed but rather only wanted to stop the spread of slavery. He hoped that over time, slavery would die a natural death. Thus, when the South seceded and formed the Confederacy, Lincoln saw his primary goal to be the preservation of the Union, and the healing of the wounds caused by the slave issue and the Civil War. His war aims changed when the South steadfastly refused to re-enter the Union, yet Lincoln still sought to allow the South to come back into the Union in a non-punitive way and with rancor or malice—he wanted to allow the South full participation once its leaders and governments re-pledged allegiance to the Constitution and the Union.

Secession Occurs as a Consequence of the Election of 1860-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.

Lincoln Seeks to Preserve the Union-President Lincoln believed preservation of the United States (the “Union”) as the most important task for any U.S. president. He did not believe the southern states had the right to secede from the Union, and thought they were merely rebelling against the government.

Lincoln Does Not View Confederacy as a Separate Nation-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. Violence between the two sides created warlike conditions. Popular sovereignty had failed.

North versus South: The Civil War Begins With the North Being the Stronger Region Economically, Demographically, and Financially—When Southern forces opened fire on
Union forces at Fort Sumter in April, 1861 the South 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 comparative disadvantage.** The Southern economy differed greatly from the economy of the northern states, and in the end, **the numerical and industrial superiority of the northern economy proved too much for the South to overcome.**

South Enjoyed An Advantage in Military Leaders-The South, early in the war, and to some extent, throughout the war, had more capable military leaders, yet even more capable military leaders could not offset the material and financial advantages the North had over the South. Review the following breakdown of economic issues that separated Northerners and Southerners to help understand each position and how that position influenced the Civil War.

**Comparative Chart on The Northern and Southern Economies**

<table>
<thead>
<tr>
<th></th>
<th>Northern Economy</th>
<th>Southern Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>Industry and trade</td>
<td>Agriculture</td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td>71% of U.S. population; 99% free, 1% slave; large enough to assemble an army capable of defending the Union</td>
<td>29% of U.S. population; 67% free, 33% slave; too few free men to assemble an army capable of defending the Confederacy</td>
</tr>
<tr>
<td><strong>Manufacturing Resources</strong></td>
<td>92% of U.S. industrial output; generous resources to produce weapons and other military supplies and equipment</td>
<td>8% of U.S. industrial output; minimal resources to produce many weapons and other military supplies and equipment</td>
</tr>
<tr>
<td><strong>Employment &amp; Property Ownership</strong></td>
<td>Many citizens worked for someone else and owned no property. Even in large-scale farming regions, machines reduced the need for agricultural workers.</td>
<td>Though most Southerners owned slaves, the economy of the South as a whole depended on the production of cash crops such as cotton, corn, rice, and tobacco, which required human labor and depended on slavery.</td>
</tr>
<tr>
<td><strong>Exports &amp; Views on Tariffs</strong></td>
<td>34% of U.S. exports; favored high tariffs on imported foreign goods to protect northern industries and workers’ jobs</td>
<td>66% of U.S. exports; favored low (or no) tariffs on imported goods to keep the prices of manufactured goods more affordable</td>
</tr>
<tr>
<td><strong>Food Production</strong></td>
<td>More than twice as much as the South produced</td>
<td>Less than half as much as the North produced</td>
</tr>
<tr>
<td><strong>Railroads</strong></td>
<td>71% of U.S. railroad network; efficient railway transport system. Ready capacity to transport troops and their supplies, food, etc.</td>
<td>29% of U.S. railroad network; inefficient railway transport system. Poor capacity to transport troops and their supplies, food, etc.</td>
</tr>
</tbody>
</table>
Lincoln Uses Emergency War Powers to Strengthen the Power of the Executive Office

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

Lincoln Promotes Reconciliation and Healing as a Post War Policy Uses The Gettysburg Address to Shape Public Opinion in Favor of Preserving the Union

Gettysburg Address Promotes Preservation of the Union-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. 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. The address convinced the people that the United States was one indivisible nation.

Lincoln’s Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work, which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom— and that government of the people, by the people, for the people, shall not perish from the earth.
Lincoln Signals the South of a Non-Punitive Post War Reconciliation In His Second Inaugural Speech

Lincoln’s Second Inaugural Address Offers Charity, Not Malice to a Defeated South-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.

SSUSH9 The student will identify (list characteristics or properties) key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

c. Describe (paint a word picture, provide details, show me) the roles of Ulysses Grant, Robert E. Lee, “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.

Standard Overview-The Civil War had key leaders on both sides, both politically and militarily. These leaders had both strengths and weaknesses.

Key Union and Confederate Leaders of Civil War-The political and military leaders of the Union and the Confederacy represented the different beliefs and values that separated the North from the South. The northern leaders thought it was illegal for the southern states to secede from the Union. They considered the Confederates outlaws, not citizens of a separate country. On the other hand, the southern leaders put loyalty to their home states above loyalty to the Union. They fought for the Confederacy to protect their homes, even though they may have had misgivings about secession. The following chart discusses Key Leaders of the North and South.

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
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</thead>
<tbody>
<tr>
<td><strong>President</strong></td>
<td><strong>Jefferson Davis</strong></td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td></td>
</tr>
<tr>
<td>• U.S. representative from Illinois</td>
<td>• Graduated from U.S. Military</td>
</tr>
<tr>
<td>• President of United States of America,</td>
<td>Academy, West Point</td>
</tr>
<tr>
<td>1861–1865</td>
<td>• U.S. senator from Mississippi</td>
</tr>
<tr>
<td>• Appointed Gen. Ulysses S. Grant</td>
<td>• U.S. secretary of war</td>
</tr>
<tr>
<td>commanding general of Union armies</td>
<td>• President of Confederate States</td>
</tr>
<tr>
<td>• Issued Emancipation Proclamation</td>
<td>of America, 1861–1865</td>
</tr>
<tr>
<td>• Promoted Thirteenth Amendment to</td>
<td>• Appointed Robert E. Lee as</td>
</tr>
<tr>
<td>Constitution</td>
<td>general in chief of Confederate</td>
</tr>
<tr>
<td></td>
<td>armies</td>
</tr>
</tbody>
</table>
Generals

**Ulysses S. Grant**
- Graduated from U.S. Military Academy, West Point
- Won first Union victories
- Captured control of Mississippi River in Siege of Vicksburg
- Appointed commanding general of Union armies by Lincoln
- Accepted surrender of Confederate Gen. Lee to end Civil War

**Robert E. Lee**
- Graduated from U.S. Military Academy, West Point
- Fought larger Union armies to standoff at Battle of Antietam
- Defeated at Battle of Gettysburg
- Appointed general in chief of Confederate armies by Davis
- Surrendered to U.S. Gen. Grant to end Civil War

**William Tecumseh Sherman**
- Graduated from U.S. Military Academy, West Point
- Served under Gen. Grant during Siege of Vicksburg
- Destroyed Atlanta; ended Confederate’s ability to fight
- Accepted surrender of all Confederate armies in Carolinas, Georgia, and Florida

**Thomas “Stonewall” Jackson**
- Graduated from U.S. Military Academy, West Point
- Won First Battle of Bull Run
- Fought under Confederate Gen. Lee at Antietam and Second Bull Run
- Died in battle

**Union General Ulysses S. Grant**—Union General who won Union victories in the west and who after July 1864 became commander of all Union forces. He wore down the Confederates by constantly attacking Confederate defenses with his superior numbers causing the Confederates to “stretch” their lines to the point that the lines could not effectively be defended. He was tenacious and along with his chief Lieutenant, William T. Sherman, believed in “total war.”

**Union General William T. Sherman**—William T. Sherman is credited with the “total war” philosophy of involving civilians and making them feel the impact and effects of war. Sherman was General Grant’s right hand man. He captured and destroyed Atlanta and after burning Atlanta, “Marched to the Sea,” living off the land as he went, and captured Savannah. He accepted surrender of Confederate armies in South and North Carolina.

**Confederate General Robert E. Lee**—Robert E. Lee was the Confederate General who took command from Gen. Joseph Johnson during the Union campaign to take Richmond, the Confederate capital in 1862. He then drove back the Union attack within 7 days. Lee commanded the Army of Northern Virginia until its surrender at Appomattox Courthouse in April 1865. Lee was a brilliant and audacious commander often defeating Union armies twice his size. He was perhaps the most able general on both sides of the war. He was beloved by his men.

**Confederate General Thomas J. “Stonewall” Jackson**—Thomas J. “Stonewall” Jackson was considered by many to be General Lee’s right hand man. A brilliant tactician and strategist he led the Confederate Army of the Shenandoah defeating every Union army sent
against him. He was mistakenly shot by his own troops at dusk in 1863 at the Battle of Chancellorsville, after having routed the Union army in a brilliant flanking maneuver. He died of pneumonia nine days later. His death was a crucial loss to the Confederacy.

SSUSH9 The student will identify (list characteristics or properties) key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

d. Explain (tell about, tell what & why, teach to someone else) the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.

Standard Overview—Each side during the Civil War had a strategy to prevail and win victory. The Union’s overall plan was to blockade the southern ports and deny the south the use of the Mississippi, and this was known as The Anaconda Plan. It was named after the giant Anaconda snake that would slowly squeeze its victims to death. In this case, the squeezing would bring a Union victory. The South sought to win the war by an aggressive defense and of “bleeding the North” into a frame of mind that would let the South go its own way or to deliver a knock-out blow that would make the war far too costly for the North to continue.

Key Civil War Battles and Their Significance

The Civil War Begins with the Confederate Attack on Fort Sumter—April 1861—Fort Sumter was a federal (Union) 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. The South’s attack gave the Union the moral high ground—preserving the Union

Antietam: Single Bloodiest Day In American Military History and Allows Lincoln to Issue the Emancipation Proclamation—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 single-day battle in American history, with over 26,000 casualties. Neither side won a victory. As Lee withdrew to the South, Union forces might have been able to end the war by going after the Confederates—Union soldiers outnumbered them two-to-one—but they did not follow Lee. Lincoln hailed Antietam as a Union victory so he could issue the Emancipation Proclamation. Thus, the significance of the Battle of Antietam was that Lee’s failure to win a clear victory encouraged Lincoln to issue the Emancipation Proclamation.

Battle of Gettysburg Like the Battle of Saratoga During the Revolutionary War, is the Turning Point of the Civil War for the North

Battle of Gettysburg is a Major Union Victory and High Tide of the Confederacy—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 on both sides. It was the deadliest overall 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.

Gettysburg Battle Impacted By Geography—Geography impacted this significant Union victory in that the Union was able to place its forces in a “fish hook” pattern on the high ground giving them a strong defensive forces with which to beat back Confederate forces.

Significance of the Battle of Gettysburg—The significance of the Battle of Gettysburg was that it stopped the South’s invasion of the North and forever put the South on the defensive militarily.

Union Victory at the Battle of Vicksburg in Mississippi Divides the Confederacy in Two

Battle of Vicksburg Gives Union Total Geographic Control of the Mississippi River and Divides the Confederacy In Two—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 of the Anaconda Plan: 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. The loss of Vicksburg split the Confederacy in two.

Union Victory at the Battle of Atlanta Destroys a Major Railway Supply Terminus and Further Splits the Remaining Confederacy East of the Mississippi In Half

Battle of Atlanta Destroys Major Southern Railway Terminus and Again Divides Remaining Confederacy in Two—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 his troops did not harvest and butcher to feed themselves. Now the South knew it would lose the war, and the North knew it would win. This concept of taking the war to the civilian population became known as “total war.” Lincoln easily won reelection against a candidate who wanted a truce with the Confederacy. The Battle of Atlanta is also significant because it again split the remaining Confederacy in two again.

SSUSH9 The student will identify (list characteristics or properties) key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

e. Describe (paint a word picture, provide details, show me) the significance of the Emancipation Proclamation.

Standard Overview—Lincoln primary goal was to preserve the Union and he used the
putative victory at Antietam to issue and ultimatum to the Confederacy—either return to the Union and find a political solution peacefully, or he would after six months issue and Emancipation Proclamation freeing all slaves in Confederate held territory. The Emancipation threat was designed to have the South return to the Union and if it failed, then it would change the direction of the war giving it a higher moral purpose: the freeing of slaves in Confederate territory.

**Emancipation Proclamation Does Not Abolish Slavery**

**Lincoln Issues Emancipation Proclamation Freeing Slaves in January 1863 in Confederate Held Territory Only When the South Fails to Rejoin the Union—Lincoln also 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.

**Emancipation Proclamation Does Not Free a Single Slave in Union Held Territory or State—**The Emancipation Proclamation did not free slaves held in the North, yet, 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. The issuance of the Emancipation Proclamation also had the effect of stopping the French and the English from offering diplomatic recognition to the Confederacy as the populations of these two countries were opposed to slavery.

**SSUSH9 The student will identify (list characteristics or properties) key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

f. **Explain (tell about, tell what & why, teach to someone else) the importance of the growing economic disparity (differences or inequalities) between the North and the South through an examination of population, functioning railroads, and industrial output.**

**Standard Overview—**The North had significant resources before the war and the war effort created an economic boom in the North. By contrast the South was devastated by the war economically and its population was physically devastated as well.

**The Civil War profoundly impacted the nation’s economy—**Between 1861 and 1865 the federal government did much to help Union business, in part through subsidizing construction of a national railroad system. The government also passed the National Bank Act of 1863, which set up a system of federally chartered banks, set requirements for loans, and provided for banks to be inspected. These measures helped make banking safer for investors. The economy of the Northern states boomed. Northern entrepreneurs had grown
rich selling war supplies to the government and thus had money to invest in new businesses after the war. As army recruitment created a labor shortage in the North, the sale of labor saving agricultural tools such as the reaper increased dramatically. By war’s end, large-scale commercial agriculture had taken hold. The North also continued the expansion of the western territories through the Homestead Act of 1862 that provided 160 acres to any family that would live and farm the land for five years.

South was Economically Devastated-The war devastated the South economically. It took away the South’s source of cheap labor—slavery—and wrecked most of the region’s industry. It wiped out 40 percent of the livestock, destroyed much of the South’s farm machinery and railroads, and left thousands of acres of land uncultivated. The economic gap between North and South widened drastically. Before the war, Southern states held 30 percent of the national wealth; in 1870 the South held only 12 percent. In 1860, Southerners earned about 70 percent of the Northern average; in 1870, they earned less than 40 percent. This economic disparity between the regions would not diminish until well into the 20th century.

<table>
<thead>
<tr>
<th>The Causes of the Civil War</th>
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<tbody>
<tr>
<td>Using this chart as a summary, how would you explain the primary cause of the Civil War? Which four or five of the “issues and events” would you use to support your argument?</td>
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<thead>
<tr>
<th>Date</th>
<th>Issues and Events</th>
<th>Deeper, Underlying Causes of Civil War</th>
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<tbody>
<tr>
<td>1600s–1860s</td>
<td>Slavery in the South</td>
<td>Major underlying pervasive cause</td>
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<tr>
<td>1700s–1860s</td>
<td>Development of two distinct socioeconomic systems and cultures</td>
<td>Further reinforced slavery as fundamental socioeconomic, cultural, moral issue</td>
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<tr>
<td>1787–1860s</td>
<td>States’ rights, nullification doctrine</td>
<td>Ongoing political issue, less fundamental as cause</td>
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<tr>
<td>1820</td>
<td>Missouri Compromise (36°30’)</td>
<td>Background for conflict over slavery in territories</td>
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<tr>
<td>1828–1833</td>
<td>South Carolina tariff nullification crisis</td>
<td>Background for secession leadership in South Carolina</td>
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<tr>
<td>1831–1860s</td>
<td>Anti-slavery movements, southern justification</td>
<td>Thirty years of emotional preparation for conflict</td>
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<tr>
<td>1846–1848</td>
<td>War with Mexico (Wilmot Proviso, Calhoun, popular sovereignty)</td>
<td>Options for issue of slavery in territories</td>
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<th>Date</th>
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<th>Specific Impact on the Road to War</th>
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<tr>
<td>1850</td>
<td>Compromise of 1850</td>
<td>Temporary and unsatisfactory “settlement” of divisive issue</td>
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<tr>
<td>1851–1854</td>
<td>Fugitive slaves returned and rescued in North; personal liberty laws passed in North; Harriet Beecher Stowe’s Uncle Tom’s Cabin</td>
<td>Heightened northern emotional reactions against the South and slavery</td>
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<td>1852–1856</td>
<td>Breakdown of Whig party and national Democratic party; creation of a new party system with sectional bases</td>
<td>Made national politics an arena where sectional and cultural differences over slavery were fought</td>
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<td>1854</td>
<td>Ostend Manifesto and other expansionist efforts in Central America; Formation of Republican party; Kansas-Nebraska Act</td>
<td>Reinforced image of Democratic party as favoring slavery</td>
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<td>1856</td>
<td>“Bleeding Kansas”; Senator Sumner physically attacked in Senate</td>
<td>Major party identified as opposing the extension of slavery</td>
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<td>1857</td>
<td>Dred Scott decision; proslavery Lecompton constitution in Kansas</td>
<td>Reopened “seceded” issue of slavery in the territories; Foretaste of Civil War (200 killed, $2 million in property lost)</td>
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<td>1858</td>
<td>Lincoln-Douglas debates in Illinois; Democrats lose 18 seats in Congress</td>
<td>Inflamed emotions and polarized North and South</td>
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<td>1859</td>
<td>John Brown’s raid and reactions in North and South</td>
<td>Made North fear a “slave power conspiracy,” supported by President Buchanan and the Supreme Court</td>
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<td>1860</td>
<td>Democratic party splits in half; Lincoln elected president; South Carolina secedes from Union</td>
<td>Set stage for election of 1860</td>
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<td>1861</td>
<td>Six more southern states secede by February 1; Confederate Constitution adopted February 4; Lincoln inaugurated March 4; Fort Sumter attacked April 12</td>
<td>Made South fear a “black Republican” plot against slavery; further polarization and irrationality</td>
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<td></td>
<td>Civil War begins</td>
<td>Final breakdown of fractional parties and election of “northern” president no more compromises</td>
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SSUSH10 The student will identify (list characteristics or properties) legal, political, and social dimensions (importance, extent) of Reconstruction.

a. Compare (show similarities, list how they are the same) and contrast (show differences, list how they are different) Presidential Reconstruction with Radical Republican Reconstruction.

Standard Overview - After the Civil War, the United States worked to resolve the issues that had caused the war. The legal status of the freed African Americans, the defeated southern states, and the Confederate leaders had to be settled to truly reconstruct the United States. A Republican controlled Congress wrested control over reconstruction efforts from the President, worked to limit his power and impeached him as a means of lessening his power for failing to cooperate with Congress in its reconstruction efforts. But the Republican congress, deemed Radical, by the South, sought to protect and provide rights to the former slave.

Presidential Reconstruction to be Fair and Non-Punitive Towards the South - The Reconstruction plans begun by President Abraham Lincoln and carried out by President Andrew Johnson echoed the words of Lincoln’s second inaugural address, which 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, however, were outraged by the fact that the new southern state governments were passing laws that deprived the newly freed slaves of their rights.

“Lincoln's 10 Percent Plan Lenient to South - In late 1863, Lincoln issued a Proclamation of Amnesty and Reconstruction, which came to be known as his 10 Percent Plan. The government would pardon all Confederates—except high-ranking Confederate officials and those accused of crimes against prisoners of war—who would swear allegiance to the Union. After ten percent of those on the 1860 voting lists took this oath of allegiance, a Confederate state could form a new state government and gain representation in Congress. Under Lincoln’s terms, four states—Arkansas, Louisiana, Tennessee, and Virginia—moved toward readmission to the Union. It was a lenient plan as Lincoln did not believe the Southern States had legally left the Union, and he wanted to bring them back into the Union as quickly as possible.

Presidential Reconstruction Under Johnson Similar to Lincoln’s Lenient Plan - Andrew Johnson was a "War Democrat" who had spent most of his life in Tennessee, one of the few southern members of the party who sided with the Union in the Civil War and who was selected as Lincoln's running mate in the 1864 election as a symbol of unity. After he became president upon Lincoln's assassination in the spring of 1865, he called for a general amnesty and restoration of property—except for slaves—to all southerners who would swear loyalty to the Union. But those whose pre-war property value exceeded $20,000 (the equivalent of more than $400,000 in today's money) had to personally seek a pardon from the president.” (http://www.shmoop.com/reconstruction/politics.html)

Johnson Opposed Rights to Former Slaves - Although Johnson supported abolition, he was
opposed to former slaves obtaining the right to vote—he pardoned more than 13,000 former Confederates because he believed that “white men alone must manage the South.” The remaining Confederate states quickly agreed to Johnson’s terms. However, in December 1865, the South elected former confederates to Congress. Fifty-eight of them had previously sat in the Congress of the Confederacy, six had served in the Confederate cabinet, and four had fought against the United States as Confederate generals. Johnson pardoned them all—a gesture that infuriated the Radicals and made African Americans feel they had been betrayed.

**Congress Moves to Wrest Control of Reconstruction from the President to Itself—**
Congress refused to admit the newly elected Southern legislators. At the same time, moderate Republicans pushed for new laws to remedy weaknesses they saw in Johnson’s plan. In February 1866, Congress voted to continue and enlarge the Freedmen’s Bureau. The bureau, established by Congress in the last month of the war, assisted former slaves and poor whites in the South by distributing clothing, food, and medicine. It also managed labor contracts for the former slaves. In addition, the Freedmen’s Bureau set up more than 40 hospitals, approximately 4,000 schools, 61 industrial institutes, and 74 teacher-training centers. Johnson vetoed this legislation.

**Civil Rights Act of 1866 Designed to Protect Newly Freed Slaves but is Vetoed by Johnson—**
Congress passed the Civil Rights Act of 1866 which gave African Americans citizenship and forbade states from passing discriminatory laws—black codes—that many former Confederate states had passed that severely restricted African Americans’ lives. Mississippi and South Carolina had first enacted black codes in 1865, and other Southern states had rapidly followed suit. Black codes had the effect of restoring many of the restrictions of slavery by prohibiting blacks from carrying weapons, serving on juries, testifying against whites, marrying whites, and traveling without permits. In some states, African Americans were forbidden to own land. This act was also vetoed by Johnson and infuriated the Republican dominated Congress who passed it over the veto.

**Radical Republican Reconstruction Wanted to Treat the South as a Conquered Territory and Reconstruct it Politically and Socially—**
To remedy the Radical Republicans’ outrage, Congress passed the Reconstruction Act of 1867 giving Congress the power to control reconstruction efforts in the South.

**South Divided into Five Districts Controlled by a Military Administrator—**
The Reconstruction Act of 1867 did not recognize state governments formed under the Lincoln and Johnson plans—except for that of Tennessee, which had ratified the Fourteenth Amendment and had been readmitted to the Union. **The act divided the other ten former Confederate states into five military districts, each headed by a Union general.**

**Former Confederate States Required to Re-apply for Statehood and Ratify Three Constitutional Amendments—**
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.**
SSUSH10 The student will identify (list characteristics or properties) legal, political, and social dimensions (importance, extent) of Reconstruction.

b. Explain (tell about, tell what & why, teach to someone else) efforts to redistribute (take and give to another) land in the South among the former slaves and provide advanced education and describe (paint a word picture, provide details, show me) the role of the Freedmen’s Bureau.

Standard Overview—Radical Republicans, as though of by defeated Southerners, created the Freedmen’s Bureau to aid in assimilating the former slave into society by providing food, clothing, medicine, managing labor contracts, assisting with education, creating schools, and building hospitals. However, the Radical Republicans stopped short of distributing land to the former slaves and this hurt their ability to become agriculturally self-sufficient.

Freedmen’s Bureau Created to Help Educate, Clothe, Assist Medically, and Assist the Former Slave with Labor Issues—Congress created the Freedmen’s Bureau 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 its pre-war owners, Congress did not grant land or the absolute right to own land to all freed slaves. Such land grants would have provided African Americans with some level of economic independence. Without it, and with few skills outside of farming, the newly freed slaves had few options other than entering the sharecropping, crop lien, or tenant farming system, where they often ended up working for former slaveholders in conditions little different from slavery.

Sharecropping and Tenant Farming Evolve In the South—Without their own land, freed African Americans could not grow crops to sell or to feed their families. Economic necessity thus forced many former slaves to sign labor contracts with planters. Two systems emerged. In the system of sharecropping, landowners divided their land and gave each worker—either freed African American or poor white—a few acres, along with seed and tools. At harvest time, each worker gave a share of his crop, usually half, to the landowner. This share paid the owner back and ended the arrangement until it was renewed the following year. In theory, “croppers” who saved a little and bought their own tools could drive a better bargain with landowners. They might even rent land for cash from the planters, and keep all their harvest, in a system known as tenant farming. Eventually they might move up the economic ladder to become outright owners of their farms.

Educational Progress Made By the Former Slave During Reconstruction—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 started newspapers, served in public office, and attended new colleges and universities established for them. One of these institutions, Morehouse College, was founded in Atlanta in 1867 as the Augusta Institute. A former slave and two ministers founded it for the education of African American men in the fields of ministry and education.

The Former Slaves Seek an Education—Freed slaves flocked to receive an education. By
In 1870, African Americans had spent more than $1 million on education. By 1877, more than 600,000 African Americans were enrolled in elementary schools.

SSUSH10 The student will identify (list characteristics or properties) legal, political, and social dimensions (importance, extent) of Reconstruction.

c. Describe (paint a word picture, provide details, show me) the significance (importance) of the 13th, 14th, and 15th amendments.

Standard Overview-As a condition for re-entry into the Union under Radical Republican Reconstruction, former Confederate states were required to ratify the 13th, 14th, and 15th Amendments that were designed to protect the former slave.

The Civil War Amendments

Thirteenth Amendment: This Amendment abolished slavery and involuntary servitude in the United States.

Fourteenth Amendment: The Fourteenth Amendment made former slaves citizens of the state within which they lived and citizens of the United States. In the context of Reconstruction, Congress drafted the Fourteenth Amendment, which provided a constitutional basis for the Civil Rights Act of 1866. Under the Fourteenth Amendment, all were entitled to equal protection of the law, and no state could deprive any person of life, liberty, or property without due process of law. The amendment, however, did not specifically give African American males the vote. However, it did specify that if any state prevented a portion of its male citizens from voting, that state would lose a percentage of its congressional seats equal to the percentage of citizens kept from the polls (a reverse 3/5ths compromise effect).

Fifteenth Amendment: removed restrictions on voting based on race, color, or ever having been a slave; it granted the right to vote to all male U.S. citizens over the age of 21.

SSUSH10 The student will identify (list characteristics or properties) legal, political, and social dimensions (importance, extent) of Reconstruction.

d. Explain (tell about, tell what & why, teach to someone else) Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.

Standard Overview-Southerners may have lost the war, but they were unwilling to “just give” into the Radical Republican attempts to reconstruct their social status or standing. As a result white southerners resisted reconstruction efforts in a variety of ways.

White Southern Resistance to Racial Equality By Passing Black Codes-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.

**Southerners Create Secret Societies Practicing Violence to Resist Reconstruction Efforts**—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.** It created a solid south, politically aligned with the Democrat Party.

**Southerners Use Derisive Labels for Northerners and Southerners Supporting Radical Reconstruction**—Northerners who traveled to the South to help the former slaves and to make money were derided as **carpetbaggers.** This term symbolized a person who owned so little he could put it all in a carpetbag (suitcase) and move to wherever he might find it advantageous to move. In this case—moving to the South to take advantage of the defeated Southerners. On the other hand, Southerners who cooperated with the African Americans, carpetbaggers, or who supported Radical Republican reconstruction policies were called **scalawags.** These two groups also played a role in Reconstruction.

**SSUSH10 The student will identify (list characteristics or properties) legal, political, and social dimensions (importance, extent) of Reconstruction.**

e. Explain (tell about, tell what & why, teach to someone else) the impeachment (formal charges of official misconduct) of Andrew Johnson in relationship to Reconstruction.

**Standard Overview**—The Radical Republican Congress sought to wrest power from President Johnson and to control reconstruction when Johnson interfered with their plans by vetoing the Freedmen’s Bureau and the Civil Rights act of 1866, the latter that was passed over his veto. Congress passed the **Tenure of Office Act of 1867** making it illegal for President Johnson to fire any of the people the Senate had confirmed as cabinet officials before Johnson succeeded to the Presidency upon Lincoln’s assassination. This act was meant to keep several Radical Republicans in Johnson’s Cabinet as they were reporting on cabinet meetings and Johnson’s plans to leaders of the Republican Senate and House of Representatives.

**Congress Moves to Impeach President Andrew Johnson**—During the Reconstruction period, the biggest 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) 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 the attempt to remove him from office because he disagreed with and held opinions different than the Radical Republicans failed.
The Compromise of 1877 Leads to the End of Radical Reconstruction in the South

Election of 1876 Leads to Compromise of 1877 and the End of reconstruction-The Reconstruction Era 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. Tilden, the democrat won the popular vote but fell 1 vote short in the Electoral College because three Southern states submitted opposing and contested slates of electors that required a Congressional commission to determine which slate of electors would be accepted.

Compromise of 1877 is a Deal Between Southern Democrats and Northern Republicans that Ends Reconstruction in the South by Providing the Contested Electoral Votes to Hayes, the Republican Candidate-Southern Democrats were willing to accept Hayes as President if they could get something in return. Southern democrats made a deal and got the following concessions in agreement for voting to award the disputed electoral votes to Hayes:

- Withdrawal of Federal troops. First, the South wanted the withdrawal of federal troops from Louisiana and South Carolina—two of the three Southern states that Republicans still governed.

- Money to Build a Railroad. Second, the Democrats wanted federal money to build a railroad from Texas to the West Coast and to improve Southern rivers, harbors, and bridges.

- A Southerner in the President’s Cabinet. Third, the South wanted Hayes to appoint a conservative Southerner to the cabinet.

- Republican leaders Agree to Southern Demands. In the Compromise of 1877, Republican leaders agreed to these demands, and Hayes was peacefully inaugurated.

The acceptance of this compromise meant the end of Radical Reconstruction in the South.

White Southern Democrats ‘Redeem” the South-When the soldiers left and white Southerner democrats, called “redeemers,” regained control of their state governments, African Americans were left unprotected. The new southern governments quickly passed laws that deprived blacks of their rights and worked to strengthen the segregation of southern society. Redeeming the southern governments meant white southern democratic control of the government and the use of the law to deprive blacks of their civil rights.
Domain III-Industrialization, Reform, and Imperialism

GPS 11-14

(This Domain will account for 16% of test questions or approximately 13 of 80 questions)

SSUSH11 The student will describe (paint a word picture; provide details; show me) the economic, social, and geographic impact (influence) of the growth of big business and technological innovations after Reconstruction.

a. Explain (tell about; tell what and why, teach to someone else) the impact (influence) of the railroads on other industries, such as steel, and on the organization of big business.

Standard Overview-The modern United States was created by social changes associated with the growth of big business and advances in technologies. After Reconstruction, railroad companies and the steel and oil industries expanded and major inventions changed how people lived.

Many New Industries Spring Up in Support of the Railroads

Steel-The growth of American railroads helped create new industries that supplied the railroad companies’ needs-steel rails lay on wood ties, iron locomotives burning 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, using the Bessemer Process, developed cheap, efficient methods for the mass production of steel rails. These low-cost methods enabled more industries to afford the steel companies’ products.

Railroads Help Spur Other Industries Besides Steel-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, and 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.

Pullman Sleeping Car Company Develops to Support Railroads-George M. Pullman created a factory for manufacturing sleeper cars and other railroad cars on the Illinois Prairie. Pullman went so far as to build housing for his workers, which provided clean housing and met all the workers basic needs. However, the town remained firmly under Pullman Company control and it discouraged workers from unionizing.
Railroads Help Establish Early Monopolistic Business Model Used in Other Industries-
To maximize profits and to eliminate one railroad competing with other railroads, the industry devised a plan using the “pool” method. In the “pool” method each railroad was given a geographic territory where only it would provide services. This arrangement lessened any real competition allowing the railroad to charge what it wanted. This was an anti-competitive process and helped to create a monopoly where only one railroad provided service thereby forcing those who wished to use its services to pay the price it demanded.

SSUSH11 The student will describe (paint a word picture; provide details; show me) the economic, social, and geographic impact (influence) of the growth of big business and technological innovations after Reconstruction.

b. Describe (paint a word picture; provide details; show me) the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.

Standard Overview-The U. S. government subsidizes railroad development with grants of federally owned land. The federal government granted vast areas of western land to railroad owners so they would lay train track connecting the eastern and western states. The amount of land given was related to how much track was laid. Thus, railroads needed lots of labor and the Chinese helped provide the labor needs for the Central Pacific Railroad as they worked cheaply and were, for all intents and purposes, expendable.

Railroads Impact the Development of the West by Helping to Bind it Together, and also Help to Create Future Nativistic Sentiment by Using Chinese Laborers Instead of Irish Immigrants

Railroads Create and Impact New Towns-Trans-continental railroads and regional lines multiplied such that by 1890 there was nearly 180,000 miles of railroad track. Towns such as Denver, Seattle Flagstaff, and Kansas all owed their existence and prosperity to the railroads.

Railroads Unify the Nation and Help to Settle the West- The railroad companies contributed to the development of the West by selling low-cost parcels of their western land for farming. Settlers traveled west on the trains to farm on the fertile soil. Western farmers used the trains to ship their grain east, and western cattle ranchers shipped their steers to eastern butchers. Both farmers and ranchers sold their goods to people they could not easily reach without railroads. The railroads earned money by transporting the settlers west and the goods east. The railroads helped to unify the nation.
Railroad Time Creates Business Consistency- To ensure a reliable time format, railroads adopted the time zone concept. Time zones, an idea advanced by Professor C.F. Dowd, involved dividing the Earth’s surface into 24 separate time zones, one zone for each hour of the day. Under the Dowd plan the United States contained four zones: the Eastern, Central, Mountain and Pacific Time zones. Adoption of time zones by the railroad also caused many of the cities and towns along the railroad routes to adopt railroad time thereby providing a consistent time for geographic areas and businesses to use throughout the country.

![Railroad Time Zones Map](image)

Railroads, 1870 and 1890

Chinese Laborers Used to Build Central Pacific Railroad- To complete the heavy and dangerous work of building the railroad through the mountains and passes of the Rockies, the owners of the Central Pacific Railroad started in Sacramento building towards the east. The railroad company relied mainly on Chinese laborers. The Union Pacific used Irish workers and many civil war veterans. The track laid by the Union Pacific did not traverse the Rockies and was less dangerous to workers, comparatively speaking, than the route the Central Pacific had to take. The first transcontinental railroad was completed in 1869. The two railroads met in Promontory, Utah.

Chinese Worked More Cheaply than the Irish-Asian immigrants accepted lower pay than other laborers demanded. They also were not paid a food allowance, as were many of the Irish workers. The work was dangerous. Many Chinese workers died in the explosive
blasts they ignited to clear the path across the railroad companies’ land. Many others died under rockslides and heavy snowfalls.

SSUSH11 The student will describe (paint a word picture; provide details; show me) the economic, social, and geographic impact (influence) of the growth of big business and technological innovations after Reconstruction.

c. Identify (provide characteristics, make a connection) John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.

Standard Overview-Taking their cue from the railroads, other industries sought methods by which they could create monopolies, lessen business competition so they could control the market and the price of their services or goods. The oil industry was representative of this trend.

Rise of the Standard Oil Company 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 Monopolizes the Oil Market—Standard Oil thus became a monopoly—a single company that controlled virtually all the U. S. oil production and distribution. Trusts and monopolies significantly reduce competition in the market place. It allows the monopoly to charge just about whatever it wants for its product, because there is no competition to keep prices down and under control.

Rockefeller Earns the Infamous Epithet of “Robber Baron”-The Term Robber Baron applied to cut-throat business leaders. “Robber Baron” was an unflattering and negative term applied to the “captains of industry” during the Gilded Age (1870-1900) who used predatory, anti-competitive, business practices to destroy their competition and to erect trusts and monopolies that gouged the public.

Rockefeller’s Business Tactics-Rockefeller earned the title of “robber baron “ because he made huge profits by underpaying his employees, driving competitors out of business by selling oil at a lower price than it cost his competitors to produce, and then after controlling the market, hiking prices far above their original levels in order to gain back his losses in the fight to drive his competitors out of business.

Robber Barons in all Industries-Other people such as Andrew Carnegie (steel) and J. P. Morgan (railroads & banks) used mergers, either vertical (supply and service companies) or horizontal (competing companies) consolidation, to create monopolies and control of an industry.
Political Cartoons Regarding Standard Oil and “Robber Baron” Rockefeller

“The American Beauty Rose can be produced in all its splendor only by sacrificing the early buds that grow up around it.” — John D. Rockefeller, Jr.
SSUSH11 The student will describe (paint a word picture; provide details; show me) the economic, social, and geographic impact (influence) of the growth of big business and technological innovations after Reconstruction.

d. Describe, (paint a word picture; provide details; show me) the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.

Standard Overview-The effects of technological advances made after Reconstruction forever changed how people lived as well as opened new activities for leisure..

Impact of Electricity-The most famous inventor of the period is Thomas Alva Edison. He invented the electric light bulb, the phonograph, motion pictures, a system for distributing electrical power, and many other technologies powered by electricity. Edison also established the concept of industrial research, and he founded a research laboratory staffed by engineers and technicians in New Jersey.

Significance of Electricity on Industry and Society-Edison’s technological achievements were used by other inventors, as evidenced by the development of long-distance electricity transmission, which enabled Edison’s electric light to illuminate buildings, streets, and neighborhoods across the United States. Electricity soon replaced steam as the source of power for factories. It replaced horses as the means to power streetcars. Of greatest impact, perhaps, was electricity’s replacing humans as the source of power for household appliances. Edison’s inventions eliminated much manual labor and improved Americans’ quality of life. It also meant workers could work longer and be more productive.

Significantly, electricity also meant that factories could now be built anywhere and were no longer dependent on a water source for the creation/generation of power.

The Invention of Typewriter and Telephone Spur Business Development-Christopher Scholes invented the typewriter, which significantly impacted businesses. Alexander Graham Bell invented the telephone, which along with the typewriter created new jobs for women and affected how office work would be done. In 1870 women made up only 5% of office workers whereas by 1910 women accounted for nearly 40% of the clerical workforce.

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

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

Standard Overview-As the United States became the world’s leading industrial power, American society changed in many ways. Native Americans were forced to defend lands the government had earlier promised would be theirs forever. Immigrants found themselves competing for jobs and banding together to fight for decent working conditions. Immigrants lived in the cities close to the factories and political machines grew to fill the void regarding jobs, housing, etc., that the city governments were not equipped to provide and in exchange the political bosses received the new immigrants votes and flourished in graft and corruption.
**New Patterns of Immigration Develop From Southern and Southeastern Europe** - 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 or the Angel Island Immigration Center processing many Asian immigrants located in San Francisco Bay.

**New Immigration Patterns Increase American Urbanization** - Whether Asian or European, these new immigrants tended to settle in urban centers where there were people from the same countries who spoke the same languages and worshipped in the same ways. Because poverty and political instability were common in their home countries, the new immigrants were likely to be poor. They could not afford to buy farmland, so they worked as unskilled laborers and lived mostly in cities near the source of jobs.

**New Immigrants Do Not Assimilate Quickly Into American Culture** - The new immigrants from Southern and Southeastern Europe created their own urban communities to imitate the cultures of their home countries, and these communities had foreign-language newspapers, ethnic stores and restaurants, and houses of worship. The new immigrants did not blend into or assimilate quickly into American society the way earlier immigrants from Western and Northern Europe had.

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

b. Identify the American Federation of Labor and Samuel Gompers.

**Standard Overview** - After the Civil War unions tried to organize unskilled factory workers, however, industrial owners would blacklist union members, union organizers and force workers to sign yellow dog contracts agreeing not to join a union if hired and if they did join a union it was grounds for immediate dismissal. The Knights of Labor faded away as did the Workingman’s Party of California. The most successful union during the Gilded Age (1870-1900) was the American Federation of Labor (AFL), which consisted of skilled craftsman, had more power to negotiate contracts because of their needed skills. The AFL president, Samuel Gompers, stressed bread and butter union issues like working condition, pay, and other benefits. He used collective bargaining and strikes to win workers rights.

**The 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 through a process called “collective bargaining.” Then the labor unions banded together to form a larger organization for even more power to change the ways employers ran their businesses. The American Federation of Labor, (AFL), was led by Samuel Gompers and consisted of a number of specific skill unions (like cigar makers, boiler makers, etc.). Gompers was
president of the AFL from 1886 to 1894 and again 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.

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

d. Describe the 1894 Pullman strike as an example of industrial unrest.

**Background Regarding the Growth of Industrial Unrest** - As American industries grew so did the labor movement. The labor union grew out of workers being exploited, unsafe working conditions, and poor pay. Injuries were common In 1882, an average of 675 laborers were killed each week in work-related accidents. Wages were generally so low that families could not survive unless everyone in the family held a job. Between 1890 and 1910 the number of women in the workforce doubled from 4 to 8,000,000. Child labor was rampant. Labor unions were aggressively opposed by factory owners and industrialists.

**The 1894 Pullman Strike is Representative of Labor Strikes** - 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.

**Many Union Leaders Were Socialists That Did Not Believe in Private Ownership of Property and Thus Represented A Threat to Capitalism** - Many unions, like the American Railway Union (run by Eugene V. Debs) and the International Workers of the World, nicknamed the “wobblies,” run by William “Wild Bill” Haywood were socialists who did not believe in the private ownership of businesses. Unions also had developed a poor reputation among voters because many of their early strikes resulted in violence such as the Haymarket Affair in Chicago in 1886 where strikers and some police were killed as well as the Homestead Steel Strike of 1892 wherein several Pinkerton Detectives providing security for strikebreakers and a number of striking workers were killed when violence erupted. **Both big business and the U.S. government feared labor unions were a menace to America’s capitalist economy**

**Significance of the 1894 Pullman Strike Because of Employer Response to the Strike** - The strike is significant as it is a good example of what tactics business owners responded with when union workers initiated a strike:

- **“Scabs” or strike breakers used** - Strikebreakers were often hired and the strike breakers were known as scabs to the union members.
- **Refuse to recognize Union leadership** - Management generally refused to recognize or negotiate with unions as the representatives of the workers.
- **Fire and blacklist union leaders and workers** - Many employers fired union members, and those who tried to organize unions were likewise fired and blacklisted from employment any where in the industry.
Owners required workers to sign “yellow dog contracts” - Employers also forced new employees to sign “yellow dog contracts” promising not to join a union.

Appeal to government for intervention on interstate commerce grounds - Local politicians and industrialists often appealed to state governors or federal authorities to send in troops to break the strike on the grounds of the strike interfering with interstate commerce, or that the strike constituted a conspiracy to thwart interstate commerce. With the state and federal governments supporting the industrialists, union workers/strikers could not prevail.

Used the Sherman Anti-Trust Act to Break Union Strikes - Industrial leaders also, with the help of the courts, began using the Sherman Antitrust Act against labor unions referring to strikes as a “conspiracy to interfere with interstate trade.” Injunctions against striking unions were often issued by the courts. Nonetheless workers, especially those in craft or skilled unions, continued to view unions as a powerful tool. By WWI, there were nearly 2,000,000 AFL members.

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

c. Describe the growth of the western population and its impact on Native Americans, with reference to Sitting Bull and Wounded Knee.

Standard Overview - The growth of the western population on what had traditionally been Native American lands led to the Plains Indian Wars. The lure of opportunity, cheap land, and gold caused Americans to move westward putting them in conflict with the Native Americans. In 1851 the Fort Laramie Treaty between the United States and the Plains Indians struck a deal where the Plains Indians would not attack settlers and would not attack certain military forts being built and roads being constructed for westward movement. In exchange, the United States government guaranteed certain lands and freedom of movement in those lands to the Plains Indians. However, when gold was discovered the U.S. tried to buy the land. Some Indians such as Sitting Bull would not sign these treaties. Sitting Bull fought the U. S. but was ultimately defeated and forced onto a new reservation. Most treaty promises by the U. S. were not kept. Helen Hunt Jackson, in her book, A Century of Dishonor, cataloged the many broken promises and treaties made by the U.S. government with the various tribes.

Sitting Bull Representative of The Plains Indian Wars - 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, massacring Custer and elements of the 7th U. S. Cavalry at the Battle of Little Bighorn. Sitting Bull then led his people to a brief exile in Canada, but finally agreed to settle on a new reservation.

The Battle of Wounded Knee /a/k/a the Massacre at Wounded Knee Ends the Plains Indian Wars - About 10 years later, Sitting Bull’s people became associated with a Sioux religious movement. The Native Americans believed their ceremonies (the Ghost Dance)
would cleanse the world of evil, including cleansing the world of 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.

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

a. Explain (tell about; tell what and why; teach to someone else) Upton Sinclair’s The Jungle and federal oversight of the meat packing industry.

Standard Overview-The progress of business and industry inspired reformers to make important improvements in America’s political and social environment. These reformers were known as Progressives. Progressive reforms strengthened American democracy in ways we carry forward into our own time. Meanwhile, African Americans found themselves left out of reform efforts when white southern democrat denied basic civil rights to black citizens.

Progressive Movement Background-Progressivism, or the progressive movement, aimed to restore control of government to the people, restore economic opportunity, and correct injustices in American life. There were four main progressive goals:

- Protecting social welfare;
- Promoting moral improvement;
- Creating economic reform; and,
- Fostering efficiency.

Muckrakers Expose Political Corruption and Predatory Business Practices-Many reforms came about after journalists investigated and exposed political corruption, child labor, slum conditions, and other social issues. Upton Sinclair and Ida Tarbell were both journalists called “muckrakers”, who were part of a broader movement known as the “Progressive Movement.” They were perhaps the most famous of the “muckraking” journalists.

Upton Sinclair Exposes Terrible Unsanitary Conditions In the Chicago Meatpacking Industry-In his novel The Jungle, Sinclair told the story of European immigrants working in Chicago’s meatpacking industry. The book exposed the poor labor practices and unsanitary conditions that produced contaminated food (rat feces, rat urine, rat poison, humans falling into the vats and becoming part of the meat that was processed). Congress was pressured to pass laws to regulate the meatpacking industry (Meat Inspection Act of 1906) and to require meat packers and other food producers to produce food that was safe to consume (the Pure Food and Drug Act). These laws favored the consumer.
SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.

b. Identify (provide characteristics; make a connection) Jane Addams and Hull House and describe the role of women in reform movements.

Standard Overview—The Progressives supported new ideas and policies they believed would improve people’s lives. Women were leaders in this movement. Their efforts to improve living conditions for the poor in cities led to more and better libraries, schools, hospitals, and parks. One of these leaders was Jane Addams of the American Settlement House Movement.

Jane Addams and The Settlement House Reform Movement Provide Services to New Immigrants—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. Not included in this social work were attempts to help the African American community gain civil rights.

Other Issues Addams Supported—Jane Addams also was also a progressive, a pacifist, and an ardent supporter of women’s suffrage (right to vote). In 1912, she gave the nominating speech at the Progressive Party Convention for Theodore Roosevelt’s nomination for President—an event, which marked the growing power of women in America. She was a supporter of many “social justice issues” like voting, political reform, worker’s rights etc.

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

c. Describe (paint a word picture; provide details; show me) the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP.

Standard Overview—With the end of Radical Reconstruction in the South, white Southern democrats ushered in the age of “Jim Crow,” which were laws deliberately designed to enforce the segregation of the races. These “Jim Crow” laws were held to be constitutional by the U. S. Supreme Court, provide segregated public facilities were “separate but equal.” The rise of “Jim Crow” laws also gave rise to organizations like the NAACP working to achieve equality for African Americans.

“Jim Crow” Laws and the Supreme Court Create a Segregated American Society—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. They suffered racial discrimination and segregation under Jim Crow that was worse than what they had encountered during reconstruction after the Civil War. 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, hotels, restaurants, hospitals, etc., thus holding that the “equal protection clause” of the 14th Amendment was not violated so long as all public facilities were “separate but equal.”

**Two Schools of Thought Develop Regarding How African Americans Should Oppose Jim Crow Laws-** African Americans disagreed about how to best oppose Jim Crow laws.

**Immediate and Full Social and Economic Integration Demanded by One School of Thought-**One group, led by W.E.B. DuBois, sought immediate and full social and economic equality for African Americans. They 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 the people who founded it to help overturn *Plessy v. Ferguson.*

**The Other School of Thought Urged Blacks to Develop Their Skills and Gradually Work Towards Social and Economic Integration-**The other school of thought was articulated by Booker T. Washington, founder of Tuskegee Institute, who advocated a more gradual approach to full economic and social equality between the races. He felt African Americans should concentrate on learning skills and trades and focus on economic independence that would eventually lead to social integration and equality. He articulated his ideas in an 1896 speech delivered at the Cotton Exposition in Atlanta. His concept became known as the Atlanta Compromise.

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

d. Explain (tell about; tell what and why; teach to someone else) Ida Tarbell’s role as a muckraker.

**Standard Overview-**Ida Tarbell was the most famous of the women muckrakers exposing political and municipal graft and corruption as well as exposing predatory, anticompetitive practices of John D. Rockefeller and the Standard Oil Company.

**Ida Tarbell Exposes the Predatory and Anti-competitive Business Practices of John D. Rockefeller and the Standard Oil Company-**In a series of magazine articles, appearing over a 16 week period in McClure’s Magazine, Tarbell exposed and criticized Standard Oil Company’s predatory, anticompetitive, and unfair business practices. Her findings angered the public and contributed to the government’s decision to use anti-trust laws to break up the Standard Oil Trust. She also was instrumental in exposing political corruption in New York, Chicago, and other cities.

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

e. Describe (paint a word picture; provide details; show me) the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
Standard Overview—Progressives supported increased government regulation of business and industry, efforts to protect consumers and workers, and policies to conserve natural resources. They also wanted to make government more responsive to the people and supported reforms such as the initiative, referendum, recall, direct election of senators, and direct primary elections of the major political parties.

Initiative, Referendum, and Recall are Progressive Political Reform Measures—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.

Direct Election of Senators Via the 17th Amendment—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. Progressives were also responsible for the “direct party primary” at the state level wherein voters selected the candidates of each political party to run against one another in the general election.

Women Are Leaders on Many Progressive Issues—Jane Addams also influenced people like Florence Kelley who lobbied for and won legislative battles that protected women and child laborers. During this time (1890s onward) a million single women joined the workforce earning money to help their families, and having some left over to use to enjoy going to amusement parks. Susan B. Anthony was also active in the women’s suffrage movement that had started in 1848 with the Seneca Falls Conference. Carrie Nation worked for prohibition of alcohol, and Francis Willard transformed the Women’s Christian Temperance Movement into a national organization with nearly a quarter million members by 1911.

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

f. Describe, (paint a word picture; provide details; show me) the conservation movement and the development of national parks and forests; include the role of
Theodore Roosevelt.

Standard Overview—Toward the latter part of the 19th Century Theodore Roosevelt was active in hunting clubs, and in preserving the natural resources of the country. As President he used his executive power to set aside millions of acres for public parks and championed other conservation measures.

President Theodore Roosevelt Begins Conservation Movement—The Progressive Movement also extended to the area of conservation. Perhaps President Roosevelt’s greatest achievement was setting aside 148 million acres of wilderness lands, particularly in western states by executive order and creating a National Park Service. His efforts led to the establishment of a national park system that included Yosemite in California and Yellowstone in Wyoming. He was a charter member of the Sierra Club along with naturalist John Muir. The Newlands Act, passed during his administration, put the federal government in charge of western water development.

Appoints Gifford Pinchot to Head the U. S. Forestry Service—Roosevelt was instrumental in appointing Gifford Pinchot as head of the U.S. Forest Service. Pinchot was a staunch conservationist who shared Roosevelt’s view that America’s natural resources were not unlimited.

SSUSH14 The student will explain (tell about; tell what and why; teach to someone else) America’s evolving (developing) relationship with the world at the turn of the twentieth century.

a. Explain (tell about; tell what and why; teach to someone else) the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.

Standard Overview—As the 20th century approached, the United States entered the world stage as an influence at least equal to such traditional powers as Britain and France. Soon the United States would emerge from the Spanish-American War as a great world power. However, on the U. S. West Coast, Asian Americans encountered racial discrimination and segregation.

Nativism (anti-immigrant sentiments/feelings) Grows Regarding Asian Immigration—In earlier decades, Asians had immigrated to California, and other areas of the American West to work on the railroads. Then, in the 1880s, Asian Americans faced significant anti-immigrant sentiment, primarily on west (pacific) coast. On the west coast thousands of Chinese and Japanese immigrated into California through Angel Island. Between 1851 and 1883, about 300,000 Chinese arrived.

Chinese Accepted Lower Wages Thereby Lowering Wages for all Workers—When Chinese immigrants accepted low wages for jobs whites had held employers lowered the pay for all workers. This angered the white workers. Further, in 1873 anti-Asian sentiment reached a fever pitch because of the Panic of 1873, a very deep economic recession, made worse for white workers who could not compete for jobs with Asians who would work for much less. The California Workingman’s Party, led by Denis Kearney, and the Knights of Labor, led by Terence V. Powderly, lobbied and encouraged Congress to pass the Chinese
Exclusion Act of 1882, which banned all future Chinese immigration. This ban lasted till 1943.

Political Advertisement Supporting Chinese Exclusion

Anti-Japanese Sentiments Also Strong on the West (Pacific) Coast

Anti-Japanese Feeling Develops as Well-In 1884, the Japanese government allowed Hawaiian planters to recruit Japanese workers, and a Japanese emigration boom began. The United States’ annexation of Hawaii in 1898 resulted in increased Japanese immigration to the West Coast. Immigration continued to increase as word of comparatively high American wages spread. The Japanese immigration wave peaked in 1907, when 30,000 people left Japan for the United States. By 1920, more than 200,000 Japanese lived on the West Coast.

Gentlemen’s Agreement of 1906 Limits Japanese Immigration-Japanese Americans also faced racial prejudice and segregation on the west coast, especially in San Francisco. It was against California law for them to buy land or to become U. S. citizens, and the San Francisco Board of Education segregated Japanese students. This led to official diplomatic protests from the Japanese government. President Roosevelt and the Japanese foreign minister worked out an agreement to limit Japanese immigration and in return, President Roosevelt pressured the San Francisco Board of Education to stop Japanese segregation. This agreement was not a formal treaty, which is why it was called the Gentlemen’s Agreement.

SSUSH14 The student will explain (tell about; tell what and why; teach to someone else) America’s evolving (developing) relationship with the world at the turn of the twentieth century.

b. Describe (paint a word picture; provide details; show me) the Spanish-American War, the war in the Philippines, and the debate over American expansionism.

Standard Overview-There were four main pillars of support for American Expansionism in the late 19th and Early 20th Century: (1) Global competition around the world; (2) A desire for a strong military and navy; (3) Need for new markets for American goods; and, (4) A belief in American (Anglo-Saxon) cultural superiority. 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. Nonetheless, the U.S. entered the Spanish American War in 1898 and rapidly defeated Spain and emerging from the war as a World Power. Under the Presidency of Theodore Roosevelt, America actively sought a more prominent role in International Affairs and expanded its reach with a more powerful navy and the creation of the Panama Canal.

**American Expansionism based on Naval and Commercial Needs.** Admiral Albert Thayer Mahan was a U.S. naval officer who lived from 1840 to 1914 and he wrote *The Influence of Sea Power Upon History, 1660-1783.*

**Sea Power Protects and Enhances Commerce.** Admiral Mahan considered “sea power” as including the overlapping concepts of command of the sea through military naval superiority, and a combination of maritime commerce, overseas possessions, and privileged access to foreign markets. These things, felt Mahan, produced national “wealth and greatness.”

**A Strong Navy Protects Commerce**- As a result, Admiral Mahan’s views influenced American expansionism in that America should expand such as to have sufficient Naval bases and refueling stations throughout the world, so that America could compete **economically.** It should have a navy that enabled the U.S. to project power to protect its economic interests any where in the world.

**Spanish-American War Viewed By Some as American Imperialism**- 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. The Spanish were accused of inhumanity by coralling civilians in concentration camps where many died of disease from unsanitary conditions. “**Yellow journalism**” (newspapers running sensational stories not necessarily backed up by facts) played a major role in encouraging the U.S. government to seek a military solution to the Cuban war for independence. “Yellow Journalists” whipped up anti-Spanish feelings with lurid newspaper stories about the death and inhumanity of the Spanish concentration camps.

**Expansion Supporters seek New Territory**- Supporters of American expansion were eager to go to war with Spain to gain U.S. territory in Latin America, which also led to a ”war fever” that similarly encouraged the U.S. government to go to war to militarily deal with the Cuban independence movement from Spain

**Spanish-American War Represents American Imperialism and America’s Emergence as a World Power**- Other Americans argued that American expansion (imperialism) was not the best way to spread America’s democratic traditions. Regardless, in 1898, the United States went to war with Spain after the Spanish refused to grant independence to rebels fighting a revolution in Cuba. America emerged from the war with significant overseas territory won from the Spanish.

**America Gains New Territories As A Result of the War**- The Spanish-American 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 or protectorate.**
America also gained Guam and the Philippines as a result of the war. America had a truly global presence and emerged from the Spanish-American War as a world power.

Philippine-American War Begins When America Refuses to Grant the Philippines Independence-The first battles bid Naval battles of the Spanish-American War took place in the Philippines, another Spanish colony that 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 to 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 remained a U.S. territory until 1946 when it was granted its independence. The U. S. wanted to keep the Philippines as a base of operations for trade with China and other Asian countries.

Significance of the Spanish American War Is That America Emerges From War As A World Power. Out of this war, America emerged as a world power. The U.S. had the third largest Navy in the world. The acquisition of the Philippines gave the U.S. a base from which to expand her Asian and Chinese trade. Puerto Rico and Guam became American territory, as did the Philippines (for which America compensated Spain $20 million).

Treaty Ending war Sparks Debate Regarding American Imperialism. The war ended with the Treaty of Paris (1898) but the treaty debate called into question the concept of American imperialism. America was now fighting Filipinos who wanted independence using the same concentration camp tactics as had Spain in Cuba; and the U.S. was imposing its will on Cuba via the Platt Amendment requiring Cuba to accept certain conditions such as:

1. Cuba could not make treaties that might limit its independence or permit a foreign power to control any part of its territory;
2. The United States reserved the right to intervene in Cuba;
3. Cuba was not to go into debt; and,
4. The United States could buy or lease land on the island for naval stations and refueling stations (the U. S. leased Guantanamo Bay in perpetuity).

Puerto Rico Becomes an American Protectorate-Similarly, Puerto Rico became subject to the Foraker Act. In 1900, Congress passed the Foraker Act, which ended military rule in Puerto Rico, and set up a civil government.

1. The act gave the president of the United States the power to appoint Puerto Rico’s governor and members of the upper house of its legislature. Puerto Ricans could elect only the members of the legislature’s lower house.
2. Puerto Rico was subject to American foreign policy.
Political Cartoon of The Day Showing A Hungry Uncle Sam Getting Ready to Order Dinner From the Expansionist Bill of Fare Offered By President McKinley

A Map Depicting American Expansionism from 1867 to 1900
SSUSH14 The student will explain (tell about; tell what and why; teach to someone else) America’s evolving (developing) relationship with the world at the turn of the twentieth century.

c. Explain (tell about; tell what and why; teach to someone else) U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**Standard Overview**—In the later part of the 19th Century and early 20th Century many Latin American nations had borrowed huge sums of money from European banks to build railroads and develop industries. President Theodore Roosevelt feared that if these nations defaulted on their loans, Europeans might try to intervene militarily. Roosevelt reminded European powers of the Monroe Doctrine, which had been issued in 1823 by President James Monroe. The Monroe Doctrine demanded that European countries stay out of the affairs of Latin American nations. Stated another way, the U. S. would not allow Europe to take advantage of the area, even if were to become unstable. Also, because America now had territories in the Caribbean and the Pacific, Roosevelt sought to build the Panama Canal to swiftly move naval and commercial vessels from the Pacific to the Caribbean and Atlantic areas.

The Roosevelt Corollary (extension) to the Monroe Doctrine of 1823 Also Known as the “Walk Softly but Carry a Big Stick” Policy—Roosevelt based his Corollary (extension) to the Monroe Doctrine on a West African proverb that said, “Speak softly and carry a big stick.” In his December 1904 message to Congress, Roosevelt added the Roosevelt Corollary to the Monroe Doctrine. He warned that disorder in Latin America might “force the United States . . . to … exercise [the power] of an international police [man].” Roosevelt announced to the world that the United States maintained the right to intervene in Caribbean and Latin American countries in economic crisis, regardless of whether a European power intended to intervene or not. In effect, the corollary said that the United States would now use force to protect its economic interests in Latin America and that the U. S. might intervene in the Western Hemisphere on behalf of other European countries economic interests rather than allowing the European country to intervene.

[Political Cartoon Depicting Roosevelt Using the Navy as a Debt Collector in the Caribbean]
Roosevelt and the Building of the Panama Canal

America Seeks to Build the Panama Canal—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 allowed, the U. S. government built a shipping canal across the narrow Central American country of Panama that had been controlled by Columbia.

Roosevelt Supports and Encourages a Panamanian Independence Movement to Gain Control of the Isthmus of Panama When Columbia Refuses to Negotiate a Canal Treaty—President Roosevelt supported a Panamanian independence movement from Columbia when the Columbians refused to negotiate with the U.S. regarding the building of the Canal. Roosevelt recognized the new Panamanian government within hours and sent the U. S. navy to protect the fledging country and immediately signed a canal treaty with the new country of Panama whose foreign minister was a French National with an interest in selling the French Canal claims to the U.S. 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 about 6,000 miles.
Content Domain IV: Establishment as a World Power

GPS 15-20

(This Domain will account for 24% of test questions or approximately 19 of 80 questions)

SSUSH15: The student will analyze (break down into pieces; study; dissect) the origins (beginnings) and impact (influence; importance) of U. S. involvement in World War I.

a. Describe, (paint a word picture; provide details; show me) the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.

Standard Overview-Though reluctant to get involved in the European War, the United States was, by a series of events, forced to enter World War I. The aftermath of WW I led to a desire of the U. S. to seek isolation from European affairs and to remain behind the Atlantic and the Pacific Ocean walls. However, the 1930s saw the rise of communism, Nazism, fascism, and Japanese militarism that threatened not only European security, but American security as well. America found itself trying to support Britain when war broke out in America, but President Franklin D. Roosevelt had to contend with isolationists in Congress. America was forced into the War when Japan sneak attacked Pearl Harbor on December 7, 1941. America became the great arsenal of democracy and was allied with the Soviet Union, but this alliance fell apart after the end of WW II. The Soviet Union and its communist government wanted to see the destruction of capitalism thereby ushering in the Cold War and America’s response to it by the containment theory that sought to stop the spread of communism any where in the world. The Cold War lasted from 1945 till 1991. The Soviet Union began to lose its grip on Eastern Europe with the Solidarity independence movement in Poland and the fall of the Berlin Wall and reunification of East and West Germany in 1989-1990. The Cold War officially ended with the breakup/fall of the Soviet Union in early 1991.

Background and Origins of World War I-The World In the early 20th Century and the 3 “isms” and the Alliance System Causing WW I. World War I was caused by four main factors:

a. nationalism: the devotion to the interests and culture of one’s own nation;

b. imperialism: the building of empire’s and the extension of a nation’s power and control of raw materials, markets, and peoples;

c. militarism: development of a nation’s armed forces as an adjunct to its foreign policy; and,

d. alliances: major defensive alliances by competing powers, some of which were secret and unknown to other powers.
America Announces Neutrality at the Start of WWI-When World War I began in Europe in 1914, President Woodrow Wilson was determined to guarantee U. S. neutrality, although U. S. economic policies favored Britain and the allies. President Wilson hoped to keep the United States out of the war. America, as a neutral favored the international law concept of “freedom of the seas” meaning that as a neutral, the U. S. could trade with all sides in the war.

Germany Practices “Unrestricted Submarine Warfare” That Threatens the Concept of Freedom of the Seas-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 only resolved when Germany, in the 1916 Sussex Pledge, agreed to abandon unrestricted submarine warfare that endangered U. S. trade and American lives.

Germany Renews Unrestricted Submarine Warfare in 1917 to try to Defeat Britain and France-However, in 1917, Germany again resumed unrestricted submarine warfare, creating great anti-German feelings among Americans. The German decision to resume unrestricted submarine warfare was a direct threat to the principle of freedom of the seas. Germany reinstituted the use of unrestricted submarine warfare because the British blockade was causing major food shortages in Germany and it needed to break the blockade and cause problems for English shipping.

American Shipping Attacked-Four unarmed, American merchant ships were torpedoed with the loss of 36 lives. American insistence on freedom of the seas, which the submarine threatened, led to America declaring war on Germany in April of 1917. The United States entered the war as an Ally on the side of Britain, France, and Russia (Russia later left the alliance after the Bolshevik Revolution). America, as an ally, fought against the Central Powers consisting of Germany, the Austro-Hungarian Empire, and the Ottoman Empire.
The Sinking of and Allied Vessel by Germany’s Use of Unrestricted Submarine Warfare

The Zimmerman Telegram Helps Convince America to go to War as well because Germany offers Mexico U.S. Territory for an Alliance-Also, the decision to go to war was made easier by the German foreign minister’s communication with Mexico (leaked to the American press by British intelligence) in January of 1917 promising that Mexico would be given American land acquired in the Mexican-American War if Mexico would declare war on the U.S. This was known as the Zimmermann Telegram. These events moved America from neutrality to war.

SSUSH15: The student will analyze (break down into pieces; study; dissect) the origins (beginnings) and impact (influence; importance) of U. S. involvement in World War I.

b. Explain, (tell about; tell what and why; teach to someone else) the domestic impact (influence; importance) of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene V. Debs.

Standard Overview—America granted the President sweeping powers to fight the war and he used this power to stifle criticism of the war, to mobilize the entire American economy to support the war effort, and to justify and propagandize the war on high moral grounds such that the American people were disappointed by the aftermath of the war and the Peace Treaty containing the League of Nations. Because of this disappointment, Americans wanted to avoid European conflicts and became very isolationistic and wanted a post-war “return to normalcy.”

Domestic Impact of the War—Domestically, America prepared for war by giving President Wilson sweeping powers.

Gearing Up for War—The War Industries Board was created and run by Bernard Baruch. The WIB encouraged mass production techniques and production increased 20%. It controlled prices at the wholesale level but not the retail level, and retail prices and corporate profits soared.

Propagandizing the War on Moral Grounds—The Committee on Public Information run by George Creel propagandized the war as the “war to end all wars” and the war to make
the “world safe for democracy.” This unrealistically raised American expectations about the aftermath of the war and led to disillusionment by the American people.

**World War I and Its Impact on the United States**- The war created an industrial boom in the United States and many new jobs in northeastern and mid-western cities. African Americans, tired of living under the repression that was common in the South, moved to the North by the thousands and established themselves in ethnically distinct and culturally rich neighborhoods. This movement of African Americans, which had begun in 1914 because of the Boll Weevil infestation of cotton crops in the South, accelerated during the war years. This mass movement of African Americans to the north was called the **Great Migration**.

**Constitutional Rights under the First Amendment Restricted in Time of War**- During the war laws were passed that prohibited people from speaking out against it. The **Espionage Act and the Sedition Act** both passed in 1917 made it a crime to communicate any information that would interfere with U.S. military operations or aid its enemies.

**President Wilson Supports Limiting Criticism of the War Effort**- Wilson supported laws to silence critics and pacifists (Espionage Act and the Sedition Act). The Supreme Court upheld this wartime law on the grounds of national security in the decision of *Schenck v. United States (1919)*.

**Espionage Act and Sedition Act used to Prosecute Socialists and other Union Leaders**- 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 the war; he was tried and convicted under the law and sentenced to 10 years in prison. **Debs ran for President in 1920 while a federal inmate in prison. Many people supported such laws although they violated the spirit of the First Amendment.** However, civil libertarians grew increasingly concerned when it appeared that labor unionists who criticized the war and the drafting of young men for the war were prosecuted, convicted and jailed for expressing their views.

**SSUSH15** The student will analyze (break down into pieces; study; dissect) the origins (beginnings) and impact (influence; importance) of U. S. involvement in World War I.

c. Explain (tell about; tell what and why; teach to someone else) Wilson’s Fourteen Points and the Proposed League of Nations.
American War Aims Announced Before America Declares War

The Fourteen Points, announced in a speech on January 18, 1917, were divided into three major groupings, but the first five points were Wilson’s prescription for preventing future wars:

a. No secret treaties between nations;

b. Freedom of the seas for all nations;

c. Tariffs and economic barriers should be lowered or abolished to promote free trade;

d. Arms should be reduced to the lowest point consistent with national safety to prevent military responses to diplomatic emergencies; and,

e. Colonial policies should consider the interests of the colonial peoples and the interests of the imperialist powers (self-determination).

f. In the next 8 points, President Wilson promoted the concept of self-determination for the people of the old Austro-Hungarian Empire, the Ottoman Empire as well as contiguous borders for Italy and other European countries. He supported other border changes, based on ethnicity.

e. The 14th Point, (the most important and most dear point to President Wilson) was the creation of a League of Nations (an early version of the United Nations).

During the post-war treaty negotiations, Wilson worked hard to get as many as possible of his Fourteen Points included in the treaty and he insisted on and succeeded in securing the creation of the League of Nations.

Wilson Makes A Grave Political Mistake by Deliberately Ignoring and Disrespecting the Republican Controlled Senate that would Have to Ratify (approve) the Peace Treaty-But at the Paris Peace Conference Wilson deliberately snubbed and refused to involve the Senate Foreign Relations Committee chairman in helping to represent or craft the American position
regarding the Peace Treaty and as a result, there was significant Senate sentiment (feeling) against a League of Nations.

Senate Republicans Oppose and Reject the League of Nations Found in Article X of the Proposed Peace Treaty with Germany known as the Treaty of Versailles-American opposition to the League of Nations ultimately led the Senate to refuse to ratify the treaty. Isolationists in the Senate believed that by joining the League the United States would take away Congresses constitutional right to declare war and unnecessarily involve the country in future conflicts in Europe and elsewhere. Though Wilson traveled across America to create public support for the treaty’s ratification, the Senate eventually rejected it. The United States never joined the League of Nations.

SSUSH15: The student will analyze (break down into pieces; study; dissect) the origins (beginnings) and impact (influence; importance) of U. S. involvement in World War I.

d. Describe (paint a word picture; provide details; show me) passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

Women’s War Efforts and Anti-Alcohol Sentiment Leads to two Constitutional Amendments-Social changes seen during the war led to two constitutional amendments. 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. Women had filled jobs in factories after men volunteered and were drafted into military service. This was the culmination of the woman’s suffrage movement that had started at the Seneca Falls Conference in 1848 by Elizabeth Cady Stanton and Lucretia Mott.
19th Century Temperance Movement Leads to Prohibition After WWI—Another 19th Century reform movement, the Temperance Movement, was aided by Americas’ WW I anti-German feelings that led to a campaign to outlaw beer and other alcoholic beverages. This campaign well suited the Progressive Era’s opposition to saloons. Congress passed the Eighteenth Amendment, which prohibited “the manufacture, sale, or transportation of intoxicating liquors.” This ushered in the era known as ‘prohibition.” One of the unintended consequences of Prohibition was the growth of “gangsterism” as organized crime groups sought to bring in alcohol to satisfy the desire of many American’s to have a beer.

SSUSH16: The student will identify (provide characteristics; make a connection) key developments in the aftermath of WW I.

a. Explain (tell about; tell what and why; teach to someone else) how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

Standard Overview—In the decade after World War I, disillusionment with Wilsonian idealism and a reaction to Progressivism led to a more traditional and conservative view of America politically, while a new generation of young people challenged traditional values and authority on social matters.

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

Wilson’s Attorney General A. Mitchell Palmer Leads “Palmer Raids”—A. Mitchell Palmer led a series of government raids targeted against anarchists (people who believe in no governmental structure), socialist union organizers, socialist union leaders, and other radicals that Palmer felt were
trying to undermine the government. These raids have been criticized for running roughshod over individual civil liberties and violating the spirit of the Constitutional Bill of Rights as many immigrants were deported without a hearing or incarcerated without due process. These ‘Palmer Raids’ were the hallmark of the Red Scare.

Anti-Immigrant Sentiment (Nativism) Leads to Immigration Restrictions-The Red Scare’s fear of communism 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 in just in the South, and throughout the nation. Ultimately, this reaction against immigrants resulted in the passage of legislation (The Emergency Quota Act of 1920 and the National Origins Act of 1924) that set limits on the number of immigrants who could come from each country.

SSUSH16 The student will identify (provide characteristics; make a connection) key developments in the aftermath of WW I.

a. Explain (tell about; tell what and why; teach to someone else) how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

b. Identify (provide characteristics; make a connection) Henry Ford, mass production, and the automobile.
The Rise of the Automobile Significantly Impacts American Society and the Economy—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. Mass production was a technique developed by Henry Ford for the manufacture of his Ford Model “T”. The Model “T” was produced in great volume, on an assembly line, so the cost of each car would be low enough for common people to afford. The automobile changed the face and culture of America.

Mass Production and the Automobile Changes the Face and Culture of America—Mass production of the automobile made cars affordable and widely available during the 1920s.

The Automobile becomes the backbone of American Industry—The automobile became the backbone of the American economy in the 1920s (and remained such until the 1970s). Many industries grew up to support the auto industry. It profoundly altered American society and the automobile literally changed the American landscape.

New Roads emerge in support of the automobiles—Its most visible effect was the construction of paved roads suitable for driving in all weather. One such road was the legendary Route 66, which provided a route for people trekking west from Chicago to California. Many people settled in towns along the route. Automobiles hastened the age of the development of new suburbs as the auto allowed workers to live miles from their jobs, resulting in urban sprawl as cities spread in all directions.

Automobiles impact significant areas of American life—Architectural styles also changed as new houses typically came equipped with a garage or carport and a driveway—and a smaller lawn as a result. The automobile also launched the rapid construction of gasoline stations, repair shops, public garages, motels, tourist camps, and shopping centers. The automobile liberated the isolated rural family, who could now travel to the city for shopping and entertainment. It also gave families the opportunity to vacation in new and faraway places. It allowed both women and young people to become more independent through increased mobility. For the first time, young people could easily get away from their parents and experience a level of independence never before available. This provided the young people of the 1920s with different experiences than their parents had known and created a generation gap between them.

SSUSH16: The student will identify (provide characteristics; make a connection) key developments in the aftermath of WW I.

c. Describe (paint a word picture; provide details; show me) the impact of radio and the movies.

Standard Overview—Radio and movies became increasingly popular in the post WWI period. Radios were in most peoples’ homes and created a shared national experience as many people would listen and talk about their favorite radio programs. Movies gave rise to a new entertainment industry and a new class of people—“the movie star.”

The Radio Becomes A Powerful Medium Unifying the Nation. Americans added terms such as “airwaves,” “radio audience,” and “tune in” to their everyday speech. By the end of the
decade, the radio networks had created something new in the United States—the shared national experience of hearing the news as it happened. The wider world had opened up to Americans, who could hear the voice of their president or listen to the World Series live. It helped to create a unifying effect in the nation. Although major magazines and newspapers reached big audiences, radio was the most powerful communications medium to emerge in the 1920s.

**The Movies Create a New Industry.** During the 1920s, popular entertainment such as the movies attracted millions of loyal fans and helped create the first media stars. Even before the introduction of sound, movies became a national pastime, offering viewers a means of escape through romance and comedy. Conservatives often disapproved of what they viewed as the immoral influence of these forms of entertainment, but were unable to reduce their popularity. By 1930, the new “talkies” had doubled movie attendance, with millions of Americans going to the movies every week.

“Flappers” Represent the Challenge to Traditional Moral Values of the Twenties—Women also enjoyed a new freedom and began smoking and kissing in public. The term “flapper” was used to describe these new women. Flappers represented a challenge to the traditions and cultural values of their parents.

**Continuation of the Great Migration of African Americans Northward**—The Great Migration Northward significantly increased the African American populations in cities in the Northeast and the Midwest.

**SSUSH16:** The student will identify (provide characteristics; make a connection) key developments in the aftermath of WW I.

d. Describe (paint a word picture; provide details; show me) modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.

**Impact of the Development of Jazz**—African Americans and African American culture gained the acceptance of mainstream America thanks in large part to the development of “jazz.” but it was the music emerging from the African American urban neighborhoods that was the most appreciated. **Jazz, a uniquely American music genre developed in New Orleans,** combined themes and note patterns developed by enslaved African Americans with the syncopated rhythms worked out by musicians in New Orleans and elsewhere in the South. It was an original American art form and became very popular in the 1920s. 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.

**The Emergence of the Harlem Renaissance**—African American writers and artists began to receive the attention of major publishing houses and critics in the post WW I period. During the 1920s, a wave of creativity washed over Harlem that celebrated African American culture, literary achievements, and African American life 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.
Another Harlem Renaissance author was Zora Neale Hurston who wrote about the lives of poor blacks.

The Harlem Renaissance was prosperity, change, and freedom. The Harlem Renaissance represented a portion of the great social and cultural changes that swept America in the 1920s. The period was characterized by economic prosperity, new ideas, changing values, and personal freedom, as well as important developments in art, literature, and music. Most of the social changes were lasting. The economic boom, however, was short-lived.

Tin Pan Alley—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 it also names the group of music writers and publishers who worked there. One of the most famous song writers of Tin Pan Alley was Irving Berlin, who wrote hundreds of songs during his career, including “God Bless America” and “White Christmas.” Irving Berlin was referred to as the “King of Tin Pan Alley.”

The Significance of Tin Pan Alley is its Culturally Unifying Effect—The significance of Tin Pan Alley was that the piano was America’s first culturally unifying force in that many of the songs written were sung by families standing around the family piano. This unifying aspect of American culture was undercut by the impact of the radio and the development of the movie industry.
SSUSH17: The student will analyze (break down into its parts) the causes and consequences of the Great Depression.

a. Describe (paint a word picture; provide details; show me) the causes, including overproduction, under consumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

Standard Overview—Though the U.S. economy appeared to be prosperous during the 1920s, the conditions that led to the Great Depression were actually created during that decade as not all sectors of the economy or groups of Americans shared in the prosperity of the times. The economy was plagued by overproduction, under consumption, and the uneven distribution of income. In the stock market there was a lack of reasonable regulation that led to over speculation on stocks and the creation of holding companies that sold stock even though they did not actually produce or manufacture anything.

The Interactions of Business Overproduction and Consumer Under consumption—During the 1920s, the wealthy grew wealthier due in large measure to government fiscal policies that 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 (inflation). This reduction in consumer consumption resulted in business overproduction and eventually caused business profits to decline. The factors of overproduction and under consumption were an important cause of the Great Depression.

Installment Credit Buying and Over speculation on the Stock Market Contribute to The Stock Market Crash—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. Worst of all, 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.

Stock Market Has Problems that Cause the Market to Crash—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 into a period of recession. This caused some investors to panic and sell their stocks. As more people sold their stock, other people panicked and sold their stock as well, driving down their prices and causing a stock market crash. The stock market crash, known as Black Tuesday occurred on October 29, 1929.

Stock Market Crash Helps Cause the Great Depression—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. Unemployment grew to 25%.

Overproduction And Under Consumption Impacts U. S. Agriculture—New machinery and
improved farming techniques made American farmers very productive. By producing more food each year, farmers thought they could earn more money. Instead, this overproduction helped drive down the prices of their products and made it harder for them to make a profit. In response, farmers tried producing even more food by taking out more loans to buy more land and farm equipment. As a result, most farmers were very vulnerable to economic and environmental disasters when banks started foreclosing on farms owned by farmers unable to repay their loans.

Summary of other Factors Helping to Cause the Great Depression - A common set of factors contributing to the Great Depression were:

- tariffs and war debt policies that cut down the foreign market for American goods;
- a crisis in the farm sector;
- the availability of easy credit; and,
- an unequal distribution of income.

SSUSH17: The student will analyze (break down into its parts) the causes and consequences of the Great Depression.

b. Explain (tell me, show me, teach to someone else) factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

Standard Overview - As if the beginning of the Great Depression were not bad enough, poor farming techniques, a severe multi-year drought created the Dust Bowl. The Dust Bowl had a significant impact on the Great Plains area and especially Oklahoma, and caused the westward migration of many farmers and their families that were evicted from their farms due to bank foreclosures. These migrant were derisively called “Okies.”

Poor Farming Techniques and Drought Create the Dust Bowl - The drought that began in the early 1930s wreaked havoc on the Great Plains. During the previous decade, farmers from Texas
to North Dakota had used tractors to break up the grasslands and plant millions of acres of new farmland. **Plowing had removed the thick protective layer of prairie grasses. Farmers had then exhausted the land through overproduction of crops**, and the grasslands became unsuitable for farming. When the drought and winds began in the early 1930s, little grass and few trees were left to hold the soil down.

**Massive winds destroy topsoil**—Wind scattered the topsoil, exposing sand and grit underneath. The dust traveled hundreds of miles. One windstorm in 1934 picked up millions of tons of dust from the plains and carried it to East Coast cities.

![Image of the Dust Bowl]

**Great Plains are hit hard**—The region that was the hardest hit, including parts of Kansas, Oklahoma, Texas, New Mexico, and Colorado, came to be known as the Dust Bowl and was located mostly in the Great Plains.

**Dust Bowl Makes Situation for Farmers Worse**—To make matters worse, the Great Plains states were experiencing 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 to California in search of work.** These migratory farmers were derisively referred to as “Okies.”
SSUSH17: The student will analyze (break down into its parts) the causes and consequences of the Great Depression.

c. Explain (tell me, show me, teach to someone else) the social and political impact (influence) of widespread employment that resulted in developments such as Hoovervilles.

Standard Overview-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.

The Depression brought hardship, homelessness, and hunger to millions-In cities across the country, people lost their jobs, were evicted from their homes and ended up in the streets. Some slept in Parks or sewer pipes, wrapping themselves in newspapers to fend off the cold. Others built makeshift shacks out of scrap materials.

Before long, numerous shantytowns—little towns consisting of shacks—sprang up-Soup kitchens offering free or low-cost food and bread lines, or lines of people waiting to receive food provided by charitable organizations or public agencies, became a common sight.
Farms Foreclosed upon—Between 1929 and 1932, about 400,000 farms were lost through foreclosure—the process by which a mortgage holder takes back property if an occupant has not made payments. Many farmers turned to tenant farming and barely scraped out a living.

Transients take to the Road—During the Great Depression, as many as 300,000 transients—or “hoboes” as they were called—wandered the country, hitching rides on railroad boxcars and sleeping under bridges.

Children Suffer—Children also suffered during the 1930s. Poor diets and a lack of money for health care led to serious health problems. Milk consumption declined across the country, and clinics and hospitals reported a dramatic rise in malnutrition and diet-related diseases, such as rickets.

Social and Psychological Impact—The hardships of the Great Depression had a tremendous social and psychological impact. Some people were so demoralized by hard times that they lost their will to survive. Between 1928 and 1932, the suicide rate rose more than 30 percent. Three times as many people were admitted to state mental hospitals as in normal times.

Hoover Blamed for the Economic and Social Suffering—By 1930, people were calling the shantytowns in American cities “Hoovervilles”—a direct slap at the president’s policies.
a. Homeless people called the newspapers they wrapped themselves in “Hoover blankets.”

b. Empty pockets turned inside out were “Hoover flags.”

**Hoover Blamed because he Held Firm to the Principle of No Direct Government Relief or Welfare to the Unemployed and Homeless**—Many Americans who had hailed Hoover as a great humanitarian a few years earlier now saw him as a cold and heartless leader. Despite public criticism, Hoover continued to hold firm to his principles. He refused to support direct relief or other forms of federal welfare. Some Americans were going hungry, and many blamed Hoover for their plight.

**President Hoover’s Response to the Great Depression**—Hoover did try and help the economic mess that began during his administration. He gave much of his money to charity and encouraged Americans to do the same. He broke with Congressional Republicans and did away with the taxes that had been placed on citizens during the Coolidge administration. Hoover thought that would allow for more income being spent to help the economy rebound.

**Hoover Supports Limited Public Works Programs and Loaning Money to Businesses**—Congress under Hoover spent $500 million a year on public works and government programs to build or improve government properties. The most famous was the Hoover (Boulder) Dam. Congress also established the Reconstruction Finance Corporation (continued by FDR) that created an agency to help banks, railroads, and other key businesses to stay in business thus helping the economy. However, its effectiveness was limited by its timidity in loaning money to needed businesses and industries.

**President Hoover Orders the Dispersing of The Bonus Army.** Many WW I veterans had been promised a monetary payment or “bonus” by the federal government payable in the 1940s. Many of these veterans wanted this “bonus” paid to them immediately because of the hard economic times. As a result thousands of unemployed veterans marched on Washington D.C. and set up a small community of tents and lean-tos (a Hooverville) in Anacostia Flats, an area of Washington D.C. Fearing the veterans might become violent, Hoover ordered the veterans dispersed. On July 28, President Herbert Hoover ordered the army, under the command of Douglas MacArthur, to evict them forcibly. MacArthur had their camps set on fire, and the army drove the veterans from the city. Women and children who had accompanied their veteran husbands and fathers were gassed. This incident furthered the belief that President Hoover did not care about the average citizens plight and economic hardship.
Hoover’s Use of the Army to Break Up the Bonus Army March Alienated Many Americans

SSUSH18 The student will describe (tell me about, list details) Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

a. Describe (paint a word picture; provide details; show me) the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.

Standard Overview-In the first presidential election during the Great Depression, American voters rejected Herbert Hoover and voted in Franklin D. Roosevelt. Roosevelt used the name “New Deal” for his series of programs to end the Depression. He promised these programs would help different segments of the economy recover by addressing specific needs and weaknesses. The New Deal had three major components: relief for the unemployed, reform of business institutions and financial institutions, and recovery of the business sector to create a growing, job producing economy.
The Tennessee Valley Authority (TVA) is a federal agency that was established in 1933 to construct dams and power plants along the Tennessee River and its tributaries. The New Deal government planners targeted the Tennessee Valley itself because it was one of the most impoverished regions in the nation as it ran through seven states.

TVA Sought to Remake the one of the Largest River Basin in the Country - The Tennessee River basin is one of the largest river basins in the United States, and people who live in this area have a number of common concerns. The TVA has helped the region in various ways: through flood and navigation control, the conservation of natural resources, and the generation of electric power, as well as through agricultural and industrial development.

The TVA Covers a Seven State Area (see map below) - The Tennessee Valley covers parts of seven states. Thus, the TVA became an enormous undertaking, eventually comprising dozens of major dams, each with associated power plants, recreational facilities, and navigation aids.

[Map of the Tennessee Valley Authority]
TVA Provides Unemployment Relief Agricultural Education, and Erosion Control Education—As a New Deal relief program it provided the region with thousands of jobs and control of rivers, erosion control, and better farming techniques. It led, also, to the production of electricity for an entire three to four state area. The TVA was criticized for being socialistic in its approach and that it put the government in direct competition with private businesses regarding the production and sale of electricity. It was also severely criticized because the government sought to make over an entire area.

Other Work Relief Programs—Civilian Conservation Corps, employed three million young men, between the ages of 18 to 25, found work in road building, forestry labor and flood control; Public Works Administration to provide work relief on public works projects, and the Works Progress Administration that provided work to many elements of society including artists, authors, songwriters, and photographers.

SSUSH18 The student will describe (tell me about, list details) Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

b. Explain (tell me, show me, teach to someone else) the Wagner Act and the rise of industrial unionism.

Standard Overview—In 1935 Roosevelt pushed a Second 100 Days legislative agenda which he hoped would structurally reform the American labor movement by legislating Unions’ right to organize and strike and redressing the imbalances that favored business and industrial leaders. The Second New Deal refers to the programs President Roosevelt instituted after his original New Deal failed to completely fix the American economy.

Second New Deal Reform Legislative Acts

Reform Legislation Assisting Labor Unions or the Magna Carta of Labor—The National Labor Relations Act, better known as the Wagner Act of 1935, was one of the first reforms of Roosevelt’s Second New Deal. It has also been called the Magna Carta of labor because 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. Thus, the federal government legislatively protected the right of workers to join unions and engage in collective bargaining with employers.

Wagner Act Leads to Massive Union Growth—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 properly represented by the AFL. The AFL and CIO clashed on and off before merging in 1955 to become the AFL-CIO that exists today.
Significance of the Wagner Act of 1935-The Wagner Act prohibited unfair labor practices such as
threatening workers, firing union members, and interfering with union organizing. The act set up the
National Labor Relations Board (NLRB) to hear testimony about unfair practices and to hold
elections to find out if workers wanted union representation. As a result of the Wagner Act and other
pro-labor legislation passed during the New Deal, union members enjoyed better working conditions
and increased bargaining power. Between 1933 and 1941, union membership grew from less than 3
million to more than 10 million.

The following chart displays both unfair employer practices as well as unfair Union
practices as detailed in the Wagner Act of 1935:

![Table 1](image)
The student will describe (tell me about, list details) Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

c. Explain (tell me, show me, teach to someone else) the passage of the Social Security Act as a part of the second New Deal.

Standard Overview-Roosevelt also sought to fundamentally reform the economy by passing the Social Security Act of 1935 instituting an old age pension system, aid for certain children, and by instituting a federal unemployment system.

Reform of the Economy by Passage of the Social Security Act-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 65 or older and their spouses.* The insurance was a supplemental retirement plan. Half of the funds came from the worker and half from the employer. Although some groups were excluded from the system, it helped to make retirement comfortable for millions of people.

2. *Unemployment compensation system.* The unemployment system was funded by a federal tax on employers. It was administered at the state level. The initial payments ranged from $15 to $18 per week. It is now 6.9% of one’s salary with a matching payment by the employer).

3. *Aid to families with dependent children and the disabled.* The aid was paid for by federal funds made available to the states.

Social Security System Has Current Workers Paying Benefits for the Currently Retired-Although the Social Security Act was not a total pension system or a complete welfare system, it did provide substantial benefits to millions of Americans. A criticism of the Social Security System is that it is a giant Ponzi Scheme were current workers pay taxes to support former workers. This is okay, so long as there are significantly more worker than retirees. But when the number of workers and retirees near one another, then the system is doomed to collapse or require revenues from another source.

Social Security System under Financial Strain because of an Aging Population-The U.S. Treasury has needed to borrow money to pay Social Security benefits in 15 out of the last 25 months on record because the Social Security system was in deficit in those months, with the cost of monthly benefit payments exceeding the Social Security tax revenues flowing into the Old Age, Survivors and Disability Insurance trust funds, according to data published by the Social Security Administration.
The student will describe (tell me about, list details) Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

d. Identify (provide characteristics; make a connection) Eleanor Roosevelt of as a symbol social progress and women’s activism.

Standard Overview- President 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, she was also instrumental in convincing Roosevelt to appoint more women to government positions. She also worked to influence her husband on matters affecting the African American community and encouraged her husband to create the “Black Cabinet” to advise the President on minority concerns.

Eleanor Roosevelt 1884–1962-A niece of Theodore Roosevelt and a distant cousin of her husband, Franklin, Eleanor Roosevelt lost her parents at an early age, and she was raised by a strict grandmother. As first lady, she often urged the president to take stands on controversial issues. A popular public speaker, Ms. Roosevelt was particularly interested in child welfare, housing reform, and equal rights for women and minorities. President Roosevelt encouraged by his wife Eleanor and seeking the support of women voters, also appointed two female diplomats and a female federal judge.

Eleanor Roosevelt Seeks to help African-Americans-Ms. Roosevelt played a key role in opening doors for African Americans in government. She was also instrumental in bringing about one of the most dramatic cultural events of the period: a performance by the African-American singer Marian Anderson in 1939. When the Daughters of the American Revolution chose not to allow Anderson to perform in their concert hall in Washington, D.C., because of her race, Eleanor Roosevelt resigned from the organization. She then arranged for Anderson to perform at the Lincoln Memorial on Easter Sunday. She scandalized the South by allowing one of the Tuskegee airman to fly her over east Alabama on a visit to their training site.

Representative to the UN-Ms. Roosevelt was the American representative to the UN and worked to bring about the UN’s Universal Declaration of Human Rights.
The student will describe (tell me about, list details) Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

e. Identify (provide characteristics; make a connection) the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the court packing plan and the Neutrality Acts.

Standard Overview—Many political challengers to Roosevelt’s leadership did not feel he had gone far enough to change the foundations of the American economic system. He was challenged from within his own party by those who would push the country further to the left, as well as from opponents from the conservative right. The biggest threat came from Senator Huey Long of Louisiana. When Roosevelt New Deal legislation was stymied by the Supreme Court ruling the key parts of his reform legislation unconstitutional he sought to expand the Court from 9 to 15 justices. This was known as his “court packing scheme.” However, many felt he was trying to grab too much power and the Congress and the people did not support his court packing scheme. Roosevelt also sought to deal with growing militarism in Europe and the far east but had to tread very carefully as Congress and the American people were very isolationistic and wanted no involvement in European or other international problems.

Political Challenges to Roosevelt Domestic Leadership

Roosevelt’s Political Challenges from the Left and the Right Political Spectrum—During his 12-year presidency, Roosevelt faced many challenges to his leadership and had many critics. Opponents of the New Deal came from all parts of the political spectrum. Some conservatives thought he had made the federal government too large and too powerful and that it did not respect the rights of individuals and property, (the American Liberty League; Father Charles Coughlin, Dr. Francis Townsend) while some far left liberals thought he had not gone far enough to socialize the economy and eliminate inequality in America.

Huey Long A Potential Presidential Candidate and Rival for Leadership—Perhaps Roosevelt’s biggest critic was Senator Huey Long of Louisiana also known as the “Kingfish”. 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. He had clubs throughout America called “Every Man A King.” Long was assassinated by a disgruntled constituent in Louisiana in 1935.

Roosevelt Goes to Far with His Court Packing Plan

Roosevelt Loses Congressional Support When He Tries To Pack The Supreme Court To Make It More Responsive To His New Deal Programs—The Judiciary Reorganization Bill of 1937, usually called the court-packing bill, proposed to give presidents the power to appoint an extra Supreme Court justice for every sitting justice over the age of 70 ½. Roosevelt planned to use this authority to add more of his supporters to the Supreme Court to uphold his New Deal programs, many of which the Supreme Court had ruled unconstitutional, however, law passed by Congress weakened the power he desired. Congress balked at “packing the court” and New Deal critics accused Roosevelt of trying to assume dictatorial power and of trying to upset the constitutional checks and balances. He had neither public nor congressional support for his
Foreign Policy Challenges in an Isolationist Nation

Challenges to President Roosevelt’s Foreign Policy—In Europe, World War II started long before America entered it and the clouds of war were on the horizon before the war actually started in Europe in September 1939. To prevent Roosevelt from involving America in what some saw as a potential European war, Congress passed a series of Neutrality Acts in 1935, 1936, and 1937 to make it illegal to sell arms, or make loans to nations at war. When Japan launched a new attack on China in July 1937, Roosevelt found a way around the Neutrality Acts. Because Japan had not formally declared war against China, the president claimed there was no need to enforce the Neutrality Acts. The United States continued sending arms and supplies to China.

“Cash and Carry” Act of 1939 Recognizes the Nazi Threat to Europe—The fourth of these acts called “cash and carry,” was passed in 1939 and was recognition of the Nazi threat to Western Europe’s democracies. This act 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. Roosevelt wanted to aid the European democracies but was hindered by a more isolationist Congress.
SSUSH19 The student will identify (provide characteristics; make a connection) the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

a. Explain (tell about; tell what and why; teach to someone else) A. Philip Randolph’s proposed march on Washington, D. C., and President Franklin D. Roosevelt’s response.

Standard Overview - World War II was the culminating event in the United States’ rise to the level of a superpower. Though initially reluctant to become involved in the fighting, once attacked, the United States responded with military and economic contributions that led to an Allied victory. Responding to the country’s need to fight the war, the federal government grew larger.

African American’s Protest Discrimination in the War Effort - In 1941 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 and join him. President Roosevelt was afraid the march might cause unrest among whites, and asked Randolph to the White House and requested he 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. In order to enforce this order, FDR created the Fair Employment Practices Commission. This was the first civil rights agency established by federal government since the Reconstruction era. As a result of Roosevelt’s actions, the march was canceled.

SSUSH19 The student will identify (provide characteristics, make a connection) the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

b. Explain (tell me, show me, teach to somebody else) the Japanese attack on Pearl Harbor and the internment (imprisonment) of Japanese-Americans, German-Americans, and Italian-Americans.

Standard Overview - In July 1937, Hideki Tojo, chief of staff of Japan’s Kwantung Army, launched an invasion into China. The U.S. foreign policy was to stop Japanese aggression in China and to force Japan to leave China. As French, Dutch, and British colonies lay unprotected in Asia, Japanese leaders leaped at the opportunity to unite East Asia under Japanese control by seizing these colonial lands. By 1941, the British were too busy fighting Hitler to block Japanese expansion. Only the U.S. and its Pacific islands remained in Japan’s way. The Japanese began their southward push in July 1941 by taking over French military bases in Indochina (now Vietnam, Cambodia, and Laos). The United States protested this new act of aggression by cutting off trade with Japan. The embargoed goods included one Japan could not live without—oil to fuel its war machine. Japanese military leaders warned that without oil, Japan could be defeated without its enemies ever striking a blow. The leaders declared that Japan must either persuade the United States to end its oil embargo or seize the oil fields in the Dutch East Indies. On November 5, 1941, Tojo ordered the Japanese navy to secretly prepare for a secret attack on the United States Naval fleet at Pearl Harbor while the two sides continued peace talks. Once the attack came, Japanese American citizens were suspect and were forcibly removed to internment camps without proper compensation for their lands.
Japan Attacks Naval Fleet at Pearl Harbor on December 7, 1941 Bht Fails to Destroy the American Aircraft Carriers

Pearl Harbor, “The Day of Infamy” 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. The Japanese attack took the United States officially into World War II.

Executive Order 9066 Requires internship of Japanese Americans as well as German and Italians Suspected of Espionage

Japanese Citizens Interred as Security Risks to the Nation-One significant 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, by Executive Order 9066, ordered all people of Japanese ancestry be moved from California and parts of Washington, Oregon, and Arizona to rural prison camps in the Great Plains and elsewhere. Although most of the people imprisoned in these internment camps were Japanese Americans, there were also small numbers of German Americans and Italian Americans imprisoned under the same law, as well as hundreds of Native Americans from Alaska.

No Charges of Sabotage Against Japanese American-No specific charges were ever filed against Japanese Americans, and no evidence of subversion was ever found. Faced with expulsion, terrified families were forced to sell their homes, businesses, and all their belongings for less than their true value.

Japanese Americans Forced to Sell Property and Businesses-Japanese Americans fought for justice, both in the courts and in Congress. The initial results were discouraging. In 1944, the Supreme Court decided Korematsu v. United States holding that the government’s policy of evacuating Japanese Americans to internment camps was justified on the basis of “military necessity.”

SSUSH19 The student will identify (provide characteristics, make a connection) the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

c. Explain (tell me, show me, teach to somebody else) major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

Standard Overview-Prior to America’s entry into WW II Congress passed the lend lease act giving the President the authority to designate countries as vital to the security of the United States and to allow the U S to sell weapons, loan money for their purchase and too otherwise support those countries. England and Russia were designated as vital to U S security and the U S then sold them all kinds of weapons to fight Hitler and Nazism. In this sense the U S became “the arsenal of democracy.” After America’s entry into the war the US became an ally with
England and Russia and they determined to first defeat the Nazis and then the US would seek to defeat Japan. Pending Nazi Germany’s defeat in Europe the US pursued an “island hopping” strategy against Japan where it would cut off the supplies and bypass certain Japanese held islands. Within six months of Pearl Harbor America delivered a decisive defeat to the Japanese Navy at the Battle of Midway where the two fleets engaged in battle by their air forces only.

**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.

~ **Lend-Lease Makes the US the “Arsenal of Democracy”**—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 major sea battle against the Japanese Navy that was the turning point in World War II in the Pacific. 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. This strategy was called “island hoping.” 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 a/k/a Operation Overlord a/k/a the Normandy Invasion**—June 6, 1944—Opens a Second Front Against the Nazis-D Day was the code name for the first day of Operation Overlord, the Allied invasion of Nazi-occupied France. It remains the largest seaborne invasion in history, with over 156,000 men crossing the English Channel in 6,939 vessels. 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 of war 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.

SSUSH19 The student will identify (provide characteristics, make a connection) the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

d. Describe (paint a word picture; provide details; show me) war mobilization (organizing, readiness), as indicated by rationing, war time conversion, and the role of women in war industries.

Standard Overview—Similarly as in WW I, Congress gave the executive branch broad powers to mobilize the nation for war. The entire economy was geared to the war effort and the nations population rationed key resources, products, held bond drives and did other things to support the war. Women entered the work force in significant numbers and thereby freeing up more men for military duty and as well provided needed services in the military itself. “Rosie the Riveter” personified women in war industries.

Civilian Industries Convert to War Production—Across America, factories were quickly converted to war production. A maker of mechanical pencils turned out bomb parts. A bedspread manufacturer made mosquito netting. A soft-drink company converted from filling bottles with liquid to filling shells with explosives.

a. Meanwhile, shipyards and defense plants expanded with dizzying speed. By the end of 1942, industrialist Henry J. Kaiser had built seven massive new shipyards that turned out Liberty ships (cargo carriers), tankers, troop transports, and “baby” aircraft carriers at an astonishing rate.

b. Kaiser used prefabricated, or factory-made, parts that could be quickly assembled at his shipyards. Equally important were his workers, who worked at record speeds.

War Production Board Manages Resources—The War Production Board (WPB) assumed the responsibility of managing national resources to insure war production. The WPB decided which companies would convert from peacetime to wartime production and allocated raw materials to key industries. The WPB also organized nationwide drives to collect scrap iron, tin cans, paper, rags, and cooking fat for recycling into war goods. Across America, children scoured attics, cellars, garages, vacant lots, and back alleys, looking for useful junk. During one five-month-long paper drive in Chicago, schoolchildren collected 36 million pounds of old paper—about 65 pounds per child.

War Mobilization Efforts—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 American armed forces. So great was the need of the military, a Women’s Auxiliary Army Corps was formed to fill noncombat positions otherwise filled by men, freeing up the men for frontline duty. All industries dedicated to war effort because the American fighting man needed tanks, planes, ships, guns, bullets, and boots. To equip the troops, the entire American industry was dedicated to supplying the military.
War Rationing of Commodities—As time went on, the war industry needed more raw materials. One way Americans helped the war effort was through wartime 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. Another 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.

Women Play Key Role In War Industries—By 1944, despite the draft, nearly 18 million workers were laboring in war industries, three times as many as in 1941. More than 6 million of these new workers were women. At first, war industries feared that most women lacked the necessary stamina for factory work and were reluctant to hire them. But once women proved they could operate welding torches or riveting guns as well as men, employers could not hire enough of them—especially since women earned only about 60 percent as much as men doing the same jobs.
SSUSH19 The student will identify (provide characteristics, make a connection) the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

e. Describe (paint a word picture; provide details; show me) the Manhattan Project at Los Alamos and the scientific, economic, and military implications (connections) of developing the atomic bomb.

Standard Overview-Based on a letter from Albert Einstein to President Roosevelt detailing the possible military use of splitting the atom, America began a secret project code named the Manhattan Project to develop an atomic weapon before the Nazi could develop one. It was developed, used to end the war against Japan, and has led to significant peacetime uses in a wide variety of industries.

Creating the Office of Scientific Research and Development. In 1941, Roosevelt created the Office of Scientific Research and Development (OSRD) to bring scientists into the war effort. The most significant achievement of the OSRD was the secret development of a new weapon, the atomic bomb.

The Manhattan Project Develops the Atom 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 American government had developed two 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. The project’s code name was “The Manhattan Project.” The two nuclear bombs were dropped on Hiroshima and Nagasaki causing the Japanese to surrender, thereby ending the war.

Military, Scientific, and Economic Aspects of Nuclear Power-The implications of developing and using atomic bombs in World War II were enormous. From a military standpoint, it was clear that not only did the United States have a powerful weapon that no other country had, but the American government was not afraid to use it. The Soviet Union quickly began developing an atomic bomb of its own, an act that helped begin the Cold War. Also, nuclear power would soon be used to power aircraft carriers and submarines. Scientifically and economically, the atomic bomb led to nuclear power for civilian use, such as generating electricity for homes and businesses. Nuclear power is also used in technologies such as positron emission tomography (PET) scans, which are used by physicians to study the workings of the human body, including brain functions.
SSUSH19 The student will identify (provide characteristics, make a connection) the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

f. Compare (show similarities or differences) the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

**Standard Overview**—During WW II America pursued a Europe first strategy. America recognized that it would strain resources to fight on two significant fronts at the same time. Thus, the strategy was to save the western democracies first by defeating Nazi Germany first and then defeating the Japanese.

The following map demonstrates the problems of resupply in the Pacific theatre of war.
The following map demonstrates the issue of resupply to Europe and why a Europe first strategy was determined to be the best strategy for all the allies.
SSUSH20 The student will analyze (break into pieces; study; dissect) the domestic and international impact of the Cold War on the United States.

a. Describe (tell me about, list details of) the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.

**Standard Overview**- Following World War II, the United States and the other Allies divided Germany into four occupation zones. When the Soviet Union refused to join its zone with the French, British, and American zones and allow the German people to assume control of their government, the Cold War began. Over four decades, competition between the United States and the USSR involved many other countries aligned with one of the two superpowers. Much of American Foreign policy during this time was referred to as “containment” of the spread of communism. In many respects it was a battle of two differing political and economic theories: communism vs. capitalism. The Containment Doctrine was the brainchild of George F. Kennan, a specialist on Soviet affairs in the U. S. state department.

**Cold War Overview**- The Cold War involved the building of physical and figurative walls. The Soviets built physical walls to keep citizens of communist nations in and democratic influences out. The Berlin Wall is a good example of the walls the Soviets built. The United States built figurative “walls” surrounding communist nations to keep their influence from spreading. An example of a figurative wall built by the United States is the 38th parallel, which divides North Korea from South Korea. The conflicts that arose between communist and democratic nations were usually the result of attempts to break through these walls.

**The Marshall Plan Creates Trading Partners and Political Allies for the U. S.**

**Stopping Communism, Creating Allies and Trading Partners by Rebuilding Western Europe with the Marshall Plan**- The European Recovery Program, better known as the Marshall Plan for Secretary of State George Marshall, was America’s 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 economic and technical assistance for the war-torn democratic European countries that had nearly been 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. The Marshall Plan created economic trading partners for America, and allies for the U. S. politically.

**The U. S. Commits to Defend Democratic Europe from Communism by the North Atlantic Treaty Organization-A Mutual Defense Pact**

**U. S. Commitment to Defend Democratic Europe From Communism through the North Atlantic Treaty Organization (NATO)**- 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), a defensive alliance system, 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.

**The Truman Doctrine Provides Military and Economic Aid to Turkey and Greece against Communist Insurgents-In 1947, President Harry S. Truman proclaimed the Truman Doctrine. It stated 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 USSR, anyone who heard the declaration, including the Soviet leaders, knew the Soviets were the “outside pressures” Truman talked about.

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

b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.

Standard Overview- For two decades, Chinese Communists had struggled against the nationalist government of Chiang Kai-shek. The United States supported Chiang. After spending over $3 billion on supporting Chiang, the Communists defeated his forces in 1949, and the Nationalists fled to the island of Formosa a/k/a Taiwan. Then, in 1950, the North Koreans, supported by the Soviet Union, and later China, attacked South Korea. Many politicians were shocked when the Chinese Communists prevailed and blamed the loss of China on left wing/communists who had infiltrated the U.S. government. One such politician was Senator Joseph McCarthy from Wisconsin, who made many accusations of communists having infiltrated into the State department and later the Army. McCarthy’s allegations were not based on any facts and many people were incorrectly and maliciously branded as communists. These events gave rise to the phrase “McCarthyism” and signified a type of emotional witch-hunt devoid of fact or substance.

Commu**

**Communists Under Mao Zedong Defeat the Nationalists under Chiang**-Between 1945 and 1949, the American government sent the Nationalists approximately $3 billion in aid. The Communists, led by Mao Zedong, gained strength throughout the country. In the areas they controlled, Communists worked to win peasant support. They encouraged peasants to learn to read, and they helped to improve food production. As a result, more and more recruits flocked to the Communists’ Red Army.

By 1945, much of northern China was under communist control. From 1944 to 1947, the United States played peacemaker between the two groups while still supporting the Nationalists. However, U.S. officials repeatedly failed to negotiate peace. Aid wasn’t enough to save the Nationalists, whose weak military leadership and corrupt, abusive practices drove the peasants to the Communist side.

Nationalist Chinese Flee to Taiwan-In May 1949, Chiang and the remnants of his demoralized government fled to the island of Taiwan, which Westerners called Formosa. After more than 20 years of struggle, the Communists ruled all of mainland China. They established a new government, the People’s Republic of China, which the United States refused to accept as China’s true government.
**The Korean War as A Means of Containing Communism**-In 1950, the United States and the democratic government of South Korea went to war against and to contain the communist government of North Korea. North Korea was being aided by the new Chinese communist government led by Mao Zedong that had recently won the Chinese Civil War against the American backed Nationalist forces of Chiang-Kai-Shek. 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.

**Decision to Engage Communist in Korea Part of a Broader International Strategy**-The U. S. decision to enter the conflict in Korea was part of its **larger strategy of geographically containing communism in order to isolate and eventually defeat it**. Driving North Korean forces across the 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. The fighting ended in 1953 with roughly the same borders as when the war started, but the doctrine of containment can be said to have been successful as South Korea was saved from becoming a communist nation.


**McCarthyism Represents a fear of Communist Infiltration Into the Government of the U. S.-** Americans had an increased fear of communism after the communist regime took control of China in 1950, and the United States and South Korea went to war against North Korean communists who were being 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 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. **McCarthyism has been associated with reckless allegations of communist affiliation or membership with out proof of the same.**
SSUSH20 The student will analyze (break into pieces; study; dissect) the domestic and international impact of the Cold War on the United States.

c. Describe (tell me about, list details of) the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.

**Standard Overview**—In 1956 Fidel Castro led a revolution against the Cuban dictator Fulgencio Bautista. He toppled the regime in 1957 becoming Cuba’s new president. But soon afterwards he announced he was a communist and sought close ties with the Soviet Union. The first test of Kennedy’s foreign policy came in Cuba, 90 miles off the coast of Florida. About two weeks before Kennedy took office, on January 3, 1961, President Eisenhower had cut off diplomatic relations with Cuba because of a revolutionary leader named Fidel Castro. Castro openly declared himself a communist and welcomed aid from the Soviet Union. In March 1960, President Eisenhower gave the CIA permission to secretly train Cuban exiles for an invasion of Cuba. The CIA and the exiles hoped it would trigger a mass uprising that would overthrow Castro. Kennedy learned of the plan nine days after his election and he approved of it and carried it into fruition. Because Kennedy was perceived as weak during the Bay of Pigs situation the Soviets were encouraged to station support troops and nuclear missiles in Cuba and this led to the October 1962 Cuban Missile Crisis.

**Kennedy Loses His Nerve during the Bay of Pigs CIA Operation, and the USSR Concluded that Kennedy was Weak Leading to the Cuban Missile Crisis**

**Cuba, Communism, and the Bay of Pigs Fiasco**—The existence of a communist nation allied with the Soviet Union just 90 miles off the coast of the United States jeopardized the U. S. containment strategy. 1, 500 Cuban exiles, armed, and trained by the CIA, tried to stage an invasion at Cuba’s **Bay of Pigs in April 1917**. Castro’s military forces crushed the small force of CIA trained Cuban exiles after **President Kennedy refused to provide them with air support, or to involve U.S. armed forces**. Twelve hundred of the invaders were captured, and the United States was forced to give $53 million worth of food and supplies to Cuba for release of the captives. **The Bay of Pigs was a foreign policy fiasco for the newly elected President Kennedy and it led Soviet leaders to view President Kennedy as weak and indecisive.**

**Bay of Pigs Convinces Soviets to Station Missiles in Cuba Precipitating the Cuban Missile Crisis of 1962**—The Soviets believed Kennedy was weak because he refused to involve the American military in Cuban affairs. The Soviets believed Kennedy would not interfere if the Soviets built military missile launch sites 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.

**Russian Nuclear Tipped Missiles Create are a National Security Risk**—Enemy missiles positioned so close to America’s coastline posed a serious threat to U.S. national security. It was a violation of the **Monroe Doctrine**. Kennedy completely blockaded Cuba and threatened to invade unless the Soviets promised to withdraw from Cuba. Finally, the **Soviets agreed to remove their missiles if the United States would remove its nuclear missiles installed near the Soviet Union in Turkey**. The two nations removed their missiles.
in what is now known as the **Cuban missile crisis**.

**World on verge of potential nuclear war** - On October 22, Kennedy informed an anxious nation of the existence of Soviet missile sites in Cuba and of his plans to remove them. He made it clear that any missile attack from Cuba would trigger an all-out attack on the Soviet Union. For the next six days, the world faced the terrifying possibility of nuclear war.

**Cuba quarantined by U. S. Navy** In the Atlantic Ocean, Soviet ships—presumably carrying more missiles—headed toward Cuba, while the U.S. Navy prepared to quarantine Cuba and prevent the ships from coming within 500 miles of it. In Florida, 100,000 troops waited—the largest invasion force ever assembled in the United States. The Soviet ships turned back without challenging the American embargo of Cuba, thus backing down.

**Khrushchev Loses Job Over His Backing Down Over Cuba** - The crisis severely damaged Khrushchev’s prestige in the Soviet Union and the world. Khrushchev was replaced by Leonid Breshnev several years later.

**Kennedy accused of losing Cuba** - Kennedy did not escape criticism. Many believed he had passed up an ideal chance to invade Cuba and oust Castro. (It was learned in the 1990s that the CIA had underestimated the numbers of Soviet troops and nuclear weapons on the island.) The effects of the crisis lasted long after the missiles had been removed. Many Cuban exiles blamed the Democrats for “losing Cuba” (a charge that Kennedy had earlier leveled at the Republicans), and switched their allegiance to the Republican Party.

![Map showing Russian Missiles threatening major U.S. cities including the nation’s capital](image-url)
SSUSH20 The student will analyze (break into pieces; study; dissect) the domestic and international impact of the Cold War on the United States.

d. Describe (tell me about, list details of) the Vietnam War, the TET Offensive, and growing opposition to the war.

Standard Overview - During a news conference in 1954, Eisenhower explained the domino theory, in which he likened the countries on the brink of communism to a row of dominoes waiting to fall one after the other. Thus, as part of the U.S. policy of containment, America began to fill the void left by the French who were defeated by the Viet Minh (indigenous North Vietnam fighters) at Dien Bien Phu in 1954 which led to the Geneva Conference which split Vietnam into a communist north, supported by the U.S.S.R. and non-communist south, supported by the U.S. By the end of 1963, 16,000 U.S. military personnel were in South Vietnam. President Kennedy fell to an assassin’s bullet. The United States presidency—along with the growing crisis in Vietnam—now belonged to Lyndon B. Johnson. Eventually, the American public turned against supporting the Johnson administration and the war because of Johnson’s deception in expanding the war and student protests against the war and the TET Offensive in 1968.

Johnson Begins Expanding the war in 1964

Tonkin Gulf Resolution by Congress gives President Johnson almost unlimited power to conduct war - On August 4, 1964 North Vietnam allegedly attacked two U.S. destroyers in the Gulf of Tonkin. President Johnson asked Congress for powers to take “all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.” Congress approved Johnson’s request, with only two senators voting against it, and adopted the Tonkin Gulf Resolution on August 7. While not a declaration of war, it granted Johnson broad military powers in Vietnam. Johnson did not tell Congress or the American people that the United States had been leading secret raids against North Vietnam. Johnson had prepared the resolution months beforehand and was only waiting for the chance to push it through Congress.

Vietnam Becomes America’s Living Room War and America begins to divide on the War. Through the media, specifically television, Vietnam became America’s first “living-room war” - The combat footage that appeared nightly on the news in millions of homes showed stark pictures that seemed to contradict the administration’s optimistic war scenario. President Johnson’s deception and lack of candor clashed with the student campus movement. The growing youth movement of the 1960s became known as the New Left.

New Left Student Organization Anti-War - Students for a Democratic Society (SDS), founded in 1960 by Tom Hayden and Al Haber, charged that corporations and large government institutions had taken over America. SDS became a major anti-Vietnam group.

Vietnam War Begins to Polarize the American Public - By 1967, Americans increasingly found themselves divided into two camps regarding the war. Those who strongly opposed the war and believed the United States should withdraw were known as doves. Feeling just as strongly that America should unleash much of its greater military force to win the war was
the hawks. Despite the visibility of the antiwar protesters, a majority of American citizens in 1967 (70%) still remained committed to the war.

TET (Vietnamese Lunar New Year holiday) Offensive of 1968 Changes America’s Support for the War Effort - January 30, 1968 was the Vietnamese equivalent of New Year’s Eve, the beginning of the lunar new year festivities known in Vietnam as TET.

a. On the TET holiday, the North Vietnamese and their indigenous South Vietnam supporters known as the Vietcong launched an overwhelming attack on over 100 towns and cities in South Vietnam, as well as 12 U.S. air bases. They even attacked the U.S. embassy in Saigon, killing five Americans.

b. The TET offensive continued for about a month before U. S. and South Vietnamese forces regained control of the cities. In a matter of weeks, the TET offensive changed millions of Americans’ minds about the war. Despite the years of antiwar protest, a poll taken just before TET showed that only 28 percent of Americans called themselves doves, while 56 percent claimed to be hawks.

c. After TET, both sides tallied 40 percent. The significance of the TET Offensive by the North Vietnamese and Viet Cong was to make Americans feel the war could not be won and that the U.S. needed to get out as best it could. The mainstream media now openly criticized the war. One of the nation’s most respected journalists, Walter Cronkite, told his viewers that it now seemed “more certain than ever that the bloody experience of Vietnam is to end in a stalemate.” Johnson’s popularity plummeted. In public opinion polls taken at the end of February 1968, nearly 60 percent of Americans disapproved of his handling of the war.
Nixon Wins Presidency Promising Peace and Vietnamiizes the War—As President Nixon settled into the White House in January of 1969, negotiations to end the war in Vietnam were going nowhere. In the midst of the stalled negotiations, Nixon conferred with National Security Adviser Henry Kissinger on a plan to end America’s involvement in Vietnam. Kissinger, a German emigrant who had earned three degrees from Harvard, was an expert on international relations. Their plan, known as Vietnamiization, called for the gradual withdrawal of U.S. troops in order for the South Vietnamese to take on a more active combat role in the war. By August of 1969, the first 25,000 U.S. troops had returned home from Vietnam. Over the next three years, the number of American troops in Vietnam dropped from more than 500,000 to less than 25,000.

By Early 1973 Nixon Secures a Peace Treaty—Under a peace agreement with the North Vietnamese North Vietnamese troops would remain in South Vietnam. Nixon promised South Vietnam to respond “with full force” to any violation of the peace agreement. On March 29, 1973, the last U.S. combat troops left for home. For America, the Vietnam War had ended.

Vietnam Falls April 30, 1975—The war between South and North Vietnam dragged on and the cease-fire was rapidly breached after the last of the American troops left the country. On April 30, 1975, North Vietnamese tanks rolled into Saigon and captured the city. Soon after, South Vietnam surrendered to North Vietnam.
The Legacy of Vietnam—The Vietnam War exacted a terrible price from its participants.

a. In all, 58,000 Americans were killed and some 303,000 were wounded. North and South Vietnamese deaths topped 2 million. In addition, the war left Southeast Asia highly unstable, which led to further war in Laos and Cambodia (Domino Theory?).

b. In America, a divided nation attempted to come to grips with an unsuccessful war. In the end, the conflict in Vietnam left many Americans with a more cautious outlook on foreign affairs and a more cynical attitude toward their government.

c. Many Americans concluded that America could no longer be the police-man of the world.

d. Other lessons were that Congress should not give unlimited powers to the executive (president) as had been done in the Gulf of Tonkin Resolution. Average American citizens began to have a deep distrust of their government and its representations as a result of government lying and cover-ups.

e. Importantly, another legacy of Vietnam was to paralyze American foreign policy initiatives where voices on the left claimed any type of involvement with potential commitment of American troops was the beginning of a “New Vietnam” quagmire with all kinds of dire consequences, regardless of the issue involved.
Content Domain V: Modern Era

GPS 21-25

(This Domain will account for 22% of test questions or approximately 18 of 80 questions)

Explain the impact of technological development and economic growth on the United States, 1945–1975

Standard Overview—America experienced tremendous technological development and economic growth from the end of World War II through 1975, and their impact on our nation continues to this day.

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. The “baby boom” generation was between 1945 and 1965, and the generation referred to as “baby boomers” is the largest generation in American history. Some 77 million babies were born between 1955 and 1965. This massive number of births impacts social services at the federal level such as medicare and social security.

Housing Boom Begins with Increased Growth of Suburbs called Levittowns—Another effect of the soldiers’ return was a housing shortage. The veterans’ new and growing families needed homes to live in. 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.

Interstate Highways Develop to Link Cities and Suburbs—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.

Television Becomes the New Medium and Impacts Middle Class America—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 and creating a new form of a national shared experience.

Television Impacts Presidential Politics—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 nature of American politics.**

**Television Impacts American Civil Rights Movement**-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 peaceful 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.**

**Air Conditioning, Cell Phones, Computers, and Other 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 (especially in the South).** 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, The Space Race, 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 by Congress passing the **National Defense Education Act,** and on national military defense programs. **Congress also created the National Aeronautical and Space Administration** to coordinate U.S. space policy. Additionally, **Sputnik I increased Cold War tensions by heightening U.S. fears that the Soviet Union might use rockets to launch nuclear weapons against the United States and its allied nations.**

**Identify dimensions of the civil rights movement, 1945–1970**

**Standard Overview**-The movement in favor of civil rights for African Americans and other minority groups dates back to the earliest days of U.S. history. While this movement still continues today, great strides were taken in the 25 years following World War II.

**Post War Racial Integration Efforts**-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. The following six major events in the recent history of the civil rights movement are important to know.
• 1947—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. Until this time, African Americans played professional baseball in the Negro League.

• 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 Brown v. Board of Education, 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.

• 1963—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.

• 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; its 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 1954, and Kennedy’s sending 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 for programs to register voters in areas with unregistered minorities, and it gave the Department of Justice the right to oversee the voting laws in certain districts that had literacy tests or poll taxes to limit voting.
Describe and assess the impact of political developments between 1945 and 1970

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

Individual Rights and The Warren Court-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 twofold political impact.

1. The assassination showed Americans just how strong their government was because, although the president could be killed, the U.S. government would live on.

2. The assassination gave the new president, Lyndon Johnson, the political capital to force his domestic legislative package through Congress. This included the Economic Opportunity Act of 1964, which launched Johnson’s “War on Poverty,” and the Civil Rights Act of 1964, which outlawed segregation in American schools and other public places.

Lyndon Johnson’s Great Society Legislation-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, as are policies and programs that sought to improve elementary and secondary education, to protect the environment, and to reform immigration policies.
The Tumultuous Year of 1968—The year 1968 was one of social and political turmoil in the United States. A list of four key events that shocked America and made 1968 a defining moment of the modern era follow:

1. 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.

2. 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.

3. 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.

4. 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.

Analyze the impact of social change movements and organizations of the 1960

Standard Overview—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 sometimes described as liberal, a conservative political movement also arose during the sixties.

Civil Rights Movement and Groups—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 breakdown on the next page to see how the SCLC and the SNCC started as similar organizations but grew to differ over time, especially in the SNCC’s changing composition.

A Chart discussing the differences between these two civil rights groups appears on the following page.
<table>
<thead>
<tr>
<th>Founding</th>
<th>SCLC</th>
<th>SNCC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Founded by Martin Luther King Jr. and other ministers and civil rights leaders</td>
<td>Founded by African American college students with $800 received from the SCLC</td>
</tr>
<tr>
<td>Goal</td>
<td>To carry on nonviolent crusades against the evils of second-class citizenship</td>
<td>To speed up changes mandated by Brown v. Board of Education</td>
</tr>
<tr>
<td>Original Tactics</td>
<td>Marches, protests, and demonstrations throughout the South, using churches as bases</td>
<td>Sit-ins 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</td>
</tr>
<tr>
<td>Later Tactics</td>
<td>Registering African Americans to vote, in hopes they could influence Congress to pass a voting rights act</td>
<td>Freedom rides on interstate buses to determine if southern states would enforce laws against segregation in public transportation</td>
</tr>
<tr>
<td>Membership</td>
<td>African American and white adults</td>
<td>African American and white college students</td>
</tr>
<tr>
<td>Membership</td>
<td>Same as original membership</td>
<td>African Americans only; no whites</td>
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<tr>
<td>Philosophy</td>
<td>Nonviolence</td>
<td>Nonviolence</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Same as original philosophy</td>
<td>Militancy and violence; “black power” and African American pride</td>
</tr>
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**Anti–Vietnam War Movement**—In 1964 two U.S. destroyers were attacked in international waters of the Gulf of Tonkin off of North Vietnam. Johnson asked Congress for a Joint Resolution authorizing him to do “whatever was necessary to protect U.S. interest in the area. President Johnson uses Tonkin Gulf Resolution to expand war in Vietnam between 1964 and 1969 and it causes increasing college student 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.

**War Powers Act of 1973: A Response to Loss of Congressional Power Resulting From the Gulf of Tonkin Resolution**—In 1973, after a Peace Treaty was concluded with North Vietnam, Congress passed the War Powers Act to take back Congressional war making power. The Act allows the President to commit forces up to 90 days anywhere in the world but within two days of committing troops, the President must advise Congress of the reasons for committing the troops and Congress must them fund the troops passed 90 days or the troops come home.
Feminist Movement—The National Organization for Women was founded in 1966 to promote equal rights and opportunities for America’s women. The movement was greatly influenced by the book *The Feminine Mystique* written by NOW founder Betty Friedan. NOW had its origins in the civil rights and antiwar movements of the early 1960s. In both of these movements, women felt sidelined by the men who led organizations like the SNCC and anti-Vietnam War groups. NOW’s goals included equality in wages and employment, political and social equality, and the passage of the equal rights amendment.

United Farm Workers’ Movement—Latinos also engaged in marches and protests 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, like Martin Luther King, Jr., 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 through the sixties.

Environmental Rights Movement—Protecting the environment became important to many Americans. *Silent Spring*, a 1962 book about pesticides written by Rachel Carson, exposed chemical pesticide dangers to the environment. This book led to the Water Quality Act of 1965. It also led to the first Earth Day being 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.

Rise of the Conservative Political Movement—In 1964, the Republicans nominated Senator Barry Goldwater for president, which was a sign of the rising power of America’s conservative movement. 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 New Federalism under Nixon—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.
Describe changes in national politics since 1968

Standard Overview—From presidential scandals to Supreme Court decisions, and from international peace efforts to the outset of the war against terrorism, national politics have changed since 1968-2004 in ways undreamt of in the early 1960s.

Supreme Court Decisions Impacting American Culture—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 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 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.

Nixon Administrations Opens Diplomatic Relations with China—Richard Nixon’s presidency was one of great successes and criminal scandals. Nixon’s visit to China in 1971 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.

Watergate Scandal Forces Nixon’s Resignation from the Presidency—Later, Nixon was part of the Watergate scandal, which 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 that 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. The significance of the Watergate scandal was the creation of an ever deepening distrust of government that had started under Lyndon Johnson.

Ford Administration—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 it 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 his administration’s greatest success. 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.

Carter’s Administration Viewed as Weak and Sets the Stage for Future Terrorism-In 1978 the Iranian Revolution replaced a shah (king) friendly to America with a Muslim religious leader extremely unfriendly to America referred to by the Muslim religious leader as the “Great Satan”. 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 and exported terrorism abroad.

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

- The Iran-Contra scandal was Reagan’s biggest failure in international policy. Administration officials sold weapons to Iran—an enemy of the United States—and then violated more laws by using the profits from those arms sales to fund a rebellion in Nicaragua fought by rebels called the Contras (a Spanish nickname for “counter-revolutionaries”). Details of this scandal are still largely unknown to the public.

- 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. Five of those states now comprise Russia, and the other ten are independent countries.

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. Most unions opposed NAFTA.

Clinton Impeached by House of Representatives But Acquitted By the Senate-Clinton also became the second president in U.S. history to suffer impeachment (Andrew Johnson was the first). 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. Clinton denied the charges and the Senate acquitted him, allowing Clinton to remain in office and finish his second term. However, a federal court found he had indeed perjured himself and he was stripped of his law license by the state of Arkansas.

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 the Electoral College by receiving 271 votes 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 Patriot Act to allow the U.S. government to hold foreign citizens suspected of being terrorists for up to seven days without charging them with a crime. This law also increased the ability of American law-enforcement agencies to search private communications and personal records. Bush also created the Department of Homeland Security and charged it with protecting the United States from terrorist attacks and with responding to natural disasters.

Operations in Afghanistan-In October 2001, another of Bush’s responses to the 9/11 terrorist attacks was his authorizing Operation Enduring Freedom, the invasion of Afghanistan by the U.S. military and allied forces. 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.

War on Terrorism-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 and which the world major intelligence agencies said existed, including the CIA. No WMD were found before Hussein was captured. Hussein was convicted by Iraq of crimes against humanity and executed in 2006.
Important Supreme Court Cases

Judicial Review

*Marbury v. Madison* (1803): William Marbury (one of John Adams’ midnight judges) sues to have papers delivered; Judiciary Act of 1789 requires Supreme Court order; Marshall rules requirement unconstitutional; establishes precedent of Judicial review—Supreme Court able to declare Congressional laws unconstitutional.

Strengthening Government Economic Control

*Gibbons v. Ogden* (1824): Congress has exclusive right to control interstate commerce.

McCulloch v. Maryland (1819): A state cannot overturn laws passed by Congress and the Bank of the United States was Constitutional under the Constitution’s elastic clause (Art. 1, Sec. 8, Cl. 18).

Limiting State Powers

*Fletcher v. Peck* (1810): Georgia law violating an individual’s right to make a contract held unconstitutional

*Dartmouth College v. Woodward* (1819): the Court held that the College's corporate charter qualified as a contract between private parties, with which the legislature could not interfere. Chief Justice Marshall’s opinion emphasized that the term "contract" referred to transactions involving individual property rights, not to "the political relations between the government and its citizens."

Cherokee Nation Case

*Worcester v. Georgia* (1832): The state of Georgia had no authority to make laws governing the Cherokee Nation nor the right to invade their land. (President Andrew Jackson ignored this decision and implemented policies leading to the Trail of Tears).

Dred Scott Slavery Decision

*Scott v. Sanford* (1857) a/k/a the *Dred Scott Decision*: Dred Scott, a slave had lived in free areas sues for freedom; Chief Justice Roger B. Taney hands down decision holding-slaves do not have rights of citizens & Congress cannot forbid slavery in territories. Helps lead to Civil War.
Segregation, Separate but Equal Cases

**Plessy v. Ferguson (1896):** This Supreme Court decision established the legality of racial segregation so long as facilities were ‘separate but equal.’

**Brown v. Board of Education of Topeka, Kansas (1954):** This Supreme Court case overruled *Plessy v. Ferguson (1896)* declaring that the segregation doctrine of ‘separate but equal,’ was not Constitutional when applied to the public school system. Separate but equal was inherently unequal. Educational integration must occur “with all deliberate speed.”

Individual Liberty Cases

**Right to an Attorney**

*Gideon vs. Wainwright (1963):* the Supreme Court ruled that all criminals were entitled to legal counsel, even if they were too poor to afford it.

**Right Not to Incriminate and to be Warned**

*Escobedo v. Illinois (1964) and Miranda v. Arizona (1966):* were two cases in which the Supreme Court ruled that the accused could now remain silent and law enforcement authorities had to warn the accused of his right to not incriminate himself when under arrest.

Abortion Case

*Roe v. Wade (1973):* the Supreme Court ruled that the 14th Amendments equal protection clause prohibited states from making laws that interfered with a woman's right to an abortion during the early months (first trimester) of pregnancy.

Reverse Discrimination in Education Cases

*University of California v. Bakke (1978).* This Supreme Court case barred quota systems in determining college admissions, but allowed affirmative action programs to remain Constitutional. This was the first reverse discrimination case brought about by the affirmative policy in higher education.