

AP U.S. History Study Guides



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Seven Themes in U.S. History¹

The seven themes listed below identify the essential content of the AP U.S. history course. Each theme contains Big Picture Questions, in which the answer to each question is open to interpretation. Every question on the AP exam will come from these seven themes and their Big Picture Questions.

1. **Identity (ID)**
 - a. In what ways and to what extent have debates over national identity changed over time?
 - b. In what ways and to what extent have gender, class, ethnic, religious, regional, and other group identities changed in different historical eras?
2. **Work, Exchange, and Technology (WXT)**
 - a. In what ways and to what extent have changes in markets, transportation, and technology affected American society?
 - b. In what ways and to what extent have different systems of labor developed over time?
 - c. In what ways and to what extent have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
3. **Peopling (PEO)**
 - a. To what extent and why have people have migrated to, from, and within North America?
 - b. In what ways and to what extent have changes in migration and population patterns affected American life?
4. **Politics and Power (POL)**
 - a. In what ways and to what extent did different political and social groups compete for influence over society and government in colonial North America and the United States?
 - b. In what ways and to what extent have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?
5. **America in the World (WOR)**
 - a. In what ways and to what extent have events in North America and the United States correlated with contemporary events in the rest of the world?
 - b. In what ways and to what extent have military, diplomatic, and economic concerns influenced U.S. involvement in international affairs and foreign conflicts, both in North America and overseas?
6. **Environment and Geography – Physical and Human (ENV)**
 - a. In what ways and to what extent have interactions with the natural environment shaped the institutions and values of various groups living in North America from prior to European contact through the Civil War?
 - b. In what ways and to what extent have economic and demographic changes affected the environment and led to debates over use and control of the environment and natural resources?
7. **Ideas, Beliefs, and Culture (CUL)**
 - a. In what ways and to what extent did moral, philosophical, and cultural values affect the creation of the United States?
 - b. In what ways and to what extent have changes in moral, philosophical, and cultural values affected U.S. history?

¹ AP[®] United States History Curriculum Framework

Historical Thinking Skills

AP U.S. History requires students to think analytically and historically. Students must be able to demonstrate these thinking skills in writing. Students must also be able to make use of these skills when answering multiple choice questions.

What is Analytical Thinking?

1. **Making an assertion.**
An assertion is not necessarily an “opinion.” An assertion is a conclusion that you have reached after examining all available evidence. Additional evidence might lead you to change your conclusion.
2. **Defending an assertion with specific, accurate, and relevant information.**
3. **Anticipating and destroying counterarguments.**

What is Historical Thinking?²

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation 2. Patterns of Continuity and Change over Time 3. Periodization
II. Comparison and Contextualization	4. Comparison 5. Contextualization
III. Crafting Historical Arguments from Historical Evidence	6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence
IV. Historical Interpretation and Synthesis	8. Interpretation 9. Synthesis

² AP[®] United States History Curriculum Framework

Historical Thinking³

SKILL I – CHRONOLOGICAL REASONING

Historical Causation

Historical thinking involves the ability to identify, analyze and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate. (*Why did stuff happen, and what was the impact?*)

Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as relating these patterns to larger historical processes or themes. (*What has stayed the same, and what has changed? Why?*)

Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape the interpretations and modeling of past events. (*How and why is information organized into time periods, and what were the turning points?*)

SKILL II: COMPARISON AND CONTEXTUALIZATION

Comparison

Historical thinking involves the ability to describe, compare and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare and evaluate multiple perspectives on a given historical experience. (*How are things the same, and how are they different?*)

Contextualization

Historical thinking involves the ability to connect historical developments to specific circumstances in time and place, and to broader regional, national, or global processes. (*When and where did something happen, and what else was going on?*)

³ <http://advancesinap.collegeboard.org/historical-thinking>

SKILL III – CRAFTING HISTORICAL ARGUMENTS FROM HISTORICAL EVIDENCE

Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question by constructing an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze and evaluate the arguments of others in light of available evidence. (*What position should I take on a historical question, and what evidence will support my position?*)

Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to identify, describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions and other primary sources), with respect to content, authorship, purpose, format, and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects. (*How reliable is the evidence that supports my position?*)

SKILL IV: HISTORICAL INTERPRETATION AND SYNTHESIS

Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference. (*What are the various explanations of what happened?*)

Synthesis

Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present. (*Can I bring together various perspectives and pieces of information to explain my historical assertion? For example, can I relate Jim Crow to imperialism when writing about the 1890s?*)

Understanding the Study Guides

In a Nutshell

The information in this section will help you understand the bigger picture of what you will be learning in this time period.

Key Concepts

The information in this section, grouped as distinct “concepts,” is taken from the *AP® United States History Curriculum Framework*, a book for teachers that outlines the essential information that students should learn in an AP U.S. History class. Read this section before you begin studying the time period.

Significant Topics

- The “**numbered**” topics under “Significant Topics” provides information about topics you will study in your textbook and the lessons provided by your teacher. The description of each topic comes from the *AP® United States History Curriculum Framework*. All this information should be studied, examined, and committed to memory (as much as possible) before you take the AP exam in May.
- The “**lettered**” information under “Significant Topics” provides “illustrative knowledge” that can be used as evidence to support the assertions you make regarding each topic. It is recommended that you print the time period you are studying on paper and write short descriptions of “lettered” items. Your teacher might ask you to skip some of the information provided in this study guide. Your teacher might also ask you to examine **additional information** for each topic. (Space is provided at the end of each time period for additional information.)

Information for Teachers

- These Study Guides were designed to help teachers create an accessible survey of U.S. history that conforms to the *AP® United States History Curriculum Framework*. Lists of “illustrative knowledge” under “Significant Topics” have been kept to a minimum. Teachers should feel free to add or delete illustrative information as they please.
- For purposes of readability and continuity, some of the information from the *AP® United States History Curriculum Framework* has been slightly edited. The information from the *AP® United States History Curriculum Framework* has sometimes also been rearranged so that it can be taught in somewhat the same chronological order that is found in most textbooks.
- Teachers may want to take some of the “numbered” topics listed under “Significant Topics” and explore those topics in depth. Topics not explored in depth should at least be introduced and briefly explained to students.
- All “numbered” information under “Significant Topics” that is taken from the *AP® United States History Curriculum Framework* is noted in parentheses. (Something marked “2.1-IIA,” for example, indicates it was taken from Period 2, Key Concept 1, IIA) In rare cases, information with a parenthetical reference appears as illustrative knowledge and is marked with a “✓.”
- Any “lettered” information under “Significant Topics” marked with a “✓” is required information according to the *AP® United States History Curriculum Framework*. This information is not optional content and should not be left out of the curriculum.

Period 1: 1491-1607

In a Nutshell

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Key Concepts

Part 1

- A. Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. (1.1)
- B. As settlers migrated and settled across the vast expanse of North America, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. (1.1-I) (PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)

Part 2

- C. European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. (1.2)
- D. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. (1.2-I) (PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)
- E. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. (1.2-II) (ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)

Part 3

- F. Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group. (1.3)
- G. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. (1.3-I) (CUL-1)
- H. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. (1.3-II) (ID-4) (POL-1) (CUL-1) (ENV-2)

Significant Topics

1. Economic Development and Social Diversification Among Native Societies

The spread of maize (corn) cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California. (1.1-IA)

a. Pueblo

A name for the Native Americans of the present-day southwestern United States. Pueblos were also apartment-like structures made of adobe and mud that formed the “towns” of the Pueblo people.

- b. Chinook
Native Americans living in the Pacific Northwest of the present-day United States.

2. **Mobile Lifestyles in Native Societies**

Native societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles. (1.1-IB)

3. **Native Societies in the Northeast and Atlantic Seaboard**

In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages. (1.1-IC)

- a. Iroquois
Native Americans living in the present-day northeastern United States.

- b. Algonquin
Native Americans found living over a large area from the the Atlantic coast to the Great Lakes.

4. **Spanish and Portuguese Exploration and Conquest**

Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans. (1.2-IA)

- a. smallpox
Infectious disease brought to America by the Spanish that devastated native populations.

- b. Mestizo
A term used by the Spanish that referred to a people whose ancestors were both European and American Indian.

- c. Zambo
A term used in Spanish and Portuguese colonies to describe someone of African and American Indian ancestry.

5. **Spanish and Portuguese Slave Trade**

Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. (1.2-IB)

6. **Spanish Economics in the New World**

The introduction of new crops and livestock (e.g. horses and cows) by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere. (1.2-IC)

- a. ✓ **Columbian Exchange**
The exchange of people, plants, and animals between Europe, Africa, and North America that occurred after Columbus's arrival in the Western Hemisphere.

7. Indian Labor and African Slavery in the Spanish Colonies

In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals (e.g., silver), and other resources (e.g., sugar), was gradually replaced by African slavery. (1.2-ID)

- a. ✓ **encomienda system**
Spanish system to regulate and control Native Americans. The Spanish crown granted Spanish colonists a specified number of natives for whom they were to take responsibility.

8. European Colonization in the New World

European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. (1.2-IIA)

- a. **Christopher Columbus**
Led a voyage to the present-day Bahamas in 1492 and claimed the land he explored for the king and queen of Spain. By 1504, Columbus had made four voyages to America.
- b. **Juan Ponce de León**
Claimed Florida for the king of Spain in 1513.
- c. **St. Augustine, 1565**
Pedro Menéndez de Avilés established a colony for the Spanish that has become the oldest continuously-occupied European settlement in the United States.
- d. **Walter Raleigh**
Englishman who sponsored the failed attempt to establish an English colony at Roanoke.
- e. **Roanoke, 1586**
First attempt by the English to establish a colony in America. The settlers on Roanoke Island, which is located off the coast of North Carolina, managed badly and when an expedition with supplies arrived in 1590, the colonists were gone. What happened to the colonists remains a mystery.

9. European Economics in the New World

New crops (e.g., corn and potatoes) from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. (1.2-IIB)

10. Developments Making Colonization Possible

Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas. (1.2-IIC)

- a. sextant
An instrument used to measure the angle between a celestial object and the horizon that became essential to navigation at sea.
- b. joint stock companies
Businesses owned by shareholders that invested in exploration and colonization.

11. Treatment of Native Americans

With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards. (1.3-IA)

- a. Juan de Sepúlveda
Spaniard who supported the Spanish Empire’s right of conquest and colonization in the New World. Sepúlveda also argued in favor of the Christianization of native Americans.
- b. Bartolomé de Las Casas
Spaniard who fought against the enslavement and colonial abuse of native Americans.

12. Beliefs in White Superiority

Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales. (1.3-IB)

13. Native American Resistance to European Colonization

European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict. (1.3-IIA)

- a. Spanish Mission System
The Spanish network of missions in the New World established to bring Christianity to native Americans who were required to learn the Spanish languages, as well as Christian teachings.
- b. Juan de Oñate
Spanish Conquistador and governor of the Spanish province of New Mexico. In the Acoma Pueblo uprising of 1598 his soldiers killed over 800 native Americans.

14. African Culture in the New World

In spite of slavery, Africans’ cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy. (1.3-IIB)

- a. Maroons
African refugees who had escaped slavery in the Americas and developed their own communities in Brazil and the Caribbean.

b. African American Religion

African slaves mixed African beliefs and practices with Catholic rituals and theology, resulting in the formation of entirely new religions such as vaudou in Haiti (later referred to as "voodoo"), Santería in Cuba, and Candomblé in Brazil.

Additional Information

Example

- | | |
|--|---|
| 1. astrolabe: Instrument for measuring the position of the sun and stars; using these readings, navigators could calculate their latitude (their distance north and south of the equator). | #10—Developments Making Colonization Possible |
| 2. conquistadors: Spanish soldiers who conquered Indian civilizations. | #11—Treatment of Native Americans |

Period 2: 1607-1754

In A Nutshell

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, leading to the emergence of distinctive colonial and native societies.

Key Concepts

Part 1

- A. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. (2.1)
- B. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. (2.1-I) (WXT-2) (PEO-1) (WOR-1) (ENV-4)
- C. The British-American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. (2.1-II) (WOR-1) (WXT-4) (ID-4) (POL-1) (CUL-1)
- D. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. (2.1-III) (WXT-2) (WXT-4) (ENV-2) (ID-5) (PEO-5) (CUL-4)

Part 2

- E. European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. (2.2)
- F. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. (2.2-I) (WXT-1) (PEO-1) (WOR-1) (POL-1) (ENV-1)
- G. Clashes between European and American Indian social and economic values caused changes in both cultures. (2.1-II) (ID-4) (WXT-1) (PEO-4) (PEO-5) (POL-1) (CUL-1)

Part 3

- H. The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America. (2.3)
- I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. (2.3-I) (WXT-1) (WXT-4) (WOR-1) (WOR-2) (CUL-4)
- J. Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. (2.3-II) (WOR-1) (WOR-2) (ID-1) (CUL-4)

Significant Topics

- 1. **Spanish Colonization in the Western Hemisphere**
Spain sought to establish tight control over the process of colonization and to convert and/or exploit the native population. (2.1-IA)

2. **French and Dutch Colonization in the Western Hemisphere**
French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe. (2.1-IB)
3. **English Colonization in the Western Hemisphere**
Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians. (2.1-IC)
4. **European Intermarriage with Native Americans and Africans**
Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain's case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy. (2.1-IIA)
5. **Atlantic Slave Trade**
The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and a growing European demand for colonial goods led to the emergence of the Atlantic slave trade. (2.1-IIB)
 - a. indentured servitude
System of labor in which a company or individual paid a person's passage to America in return for a contract of repayment through servitude (usually seven years).
 - b. middle passage
Route followed by indentured servants and slaves across the Atlantic to America.
6. **Slavery in the British Colonies**
Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with American Indians. (2.1-IIC)
 - a. First Africans brought to America, 1619
A Dutch ship brought 20 Africans to Virginia, the first Africans to arrive in the present-day United States. Until 1680, indentured servants from Europe were far more numerous in the English colonies than African slaves. After 1680, the number of indentured migrants from Europe diminished and African slavery increased.
7. **African Resistance to British Slavery**
Africans developed both overt and covert means to resist the dehumanizing aspects of slavery. Resistance to slavery included rebellion, sabotage, and escape. (2.1-IID)
 - a. Stono Rebellion, 1739
South Carolina slave revolt that prompted the colonies to pass stricter laws regulating the movement of slaves and the capture of runaways.
 - b. New York Conspiracy, 1741
A plot by slaves and poor whites to burn New York. Over 170 people were arrested for participating in the plot. Most were hanged, burnt, or deported.

8. **New England Colonies**

The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce. (2.1-III A)

a. Great Migration to Massachusetts, 1630-1640

Beginning with 700 people led by Governor John Winthrop, a great migration of Puritans from England brought over 20,000 people—mostly families— to New England over a ten-year period.

b. ✓ Puritans

English Protestants who wanted to create a “community of saints” or “city upon a hill” that would serve as a model of Christianity.

c. Providence, Rhode Island, 1636

Founded by Roger Williams who had led a small group of colonists out of Massachusetts. Rhode Island was the first English colony to establish separation of church and state, granting complete religious freedom.

9. **Middle Colonies**

The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel. (2.1-III B)

a. ✓ Chesapeake

Common term for the two colonies of Maryland and Virginia, both of which border on Chesapeake Bay.

b. Pennsylvania, 1682

Founded by William Penn, who received a colonial charter from King Charles II in payment of a debt owed to Penn’s father. Penn established Pennsylvania as a haven for Quakers, guaranteeing liberty of conscience and granting freemen the right to alter the government.

c. Quakers

Religious group that settled Pennsylvania. Often known as the “Society of Friends,” Quakers believed in an “Inner Light” that would guide them toward religious truth.

10. **Southern and British West Indies Colonies**

The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population. (2.1-III C)

a. Jamestown, 1607

The first permanent English settlement in North America. Located in Virginia, the colony was founded by more than 100 colonists dispatched by the London Company. After a period known as the “starving time,” John Smith provided the leadership needed to make the colony successful.

b. headright system

The grant of 50 acres of land for each settler brought to Virginia by a colonist.

- c. Georgia, 1732

Founded by James Oglethorpe as a haven for debtors, Georgia became the last of the original 13 British colonies in North America.

11. European Conflicts in the New World

Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability. (2.2-1 A) As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities such as furs and tobacco, that were valued in Europe. (2.2-1B)

- a. Beaver Wars

A series of wars in the mid-1600s in which the Iroquois, who allied with the English and Dutch, fought the Huron and Algonquin tribes, who were backed by the French. The wars were fought over land and the monopolization of the fur trade.

- b. Chickasaw Wars

War in the 1700s between the Chickasaw, allied with the British, against the French, who were allied with the Choctaw and Illini. The war was fought over land, primarily for control of the Mississippi River.

12. Colonial Dissatisfaction with European Nations

The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues. (2.2-1C)

- a. Wool Act, 1699

English law that made it illegal to ship wool from the American colonies. The law was designed to assist the British wool industry.

- b. Molasses Act, 1733

A British law that established a tax on imports of molasses, sugar, and rum from non-British colonies. The law was loosely enforced and New England imported great quantities of West Indian sugar for manufacturing rum.

- c. smuggling

As a way of ignoring British restrictions on colonial trade, colonists engaged in widespread smuggling. Smugglers who got caught were often freed by sympathetic American juries.

13. European Contact with Native Populations

Continuing contact with Europeans increased the flow of goods and diseases into and out of native communities, stimulating cultural and demographic changes. (2.2-1IA) By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare. (2.2-1IC)

- a. King Philip's War, 1675-1676

The last significant effort by the Indians of southern New England to drive away English settlers. The Indians were led by Metacom, the Pokunoket chief whom English settlers called "King Philip."

- b. Pueblo Revolt, 1680
An uprising of Indians in Santa Fe against Spanish colonization.

14. European Response to Native Culture

Spanish colonizing efforts in North American, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldview on land and gender roles. (2.2-IIB)

15. Colonial Attitudes about Race

The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations. (2.3-IC)

- a. *Casta* system
A system in colonial Spain of determining a person's social importance according to different racial categories.
- b. mulatto
A person who had one parent who was white and another parent who was black. If mulattos were born into slavery in a Spanish colony (i.e., their mother was a slave), they would be slaves also, but if their mother was free, they were free.
- c. Métis
A person of mixed race who had one white parent and another parent who was American Indian.

16. The Atlantic Economy

The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas. (2.3-IA)

- a. mercantilism
Economic system based on trade in which a nation establishes colonies for its own economic benefit.
- b. triangular trade
A system of trade between Africa, the Caribbean, and American colonies that involved slaves, cash crops, and manufactured goods.

17. Anglicization of the British Colonies

Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas. (2.3-IB)

- a. House of Burgesses, 1619
An elected lawmaking body, established by the Virginia Company to allow representative government in Virginia.
- b. Mayflower Compact, 1620
The first social contract for a New England colony. Drafted and signed by 41 adult male Separatists fleeing religious persecution by King James of England. Granted political rights to all male colonists who would abide by the colony's laws.
- c. Maryland Toleration Act, 1649
A law passed by the Maryland colonial assembly mandating toleration for all trinitarian Christian denominations. (Maryland had been founded in 1632 by Cecilius Calvert as a haven for Catholics.)

18. Unification of the British Colonies

As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system. (2.3-IIA)

- a. Establishment of the Dominion of New England, 1686
An attempt by King James II to place Massachusetts, Connecticut, Rhode Island, New Jersey, and New York under the control of one royal governor. Colonists viewed the Dominion as an attempt to take away their rights and the Dominion was dissolved in 1689.
- b. established church
A church that is supported by taxes from citizens, regardless of their personal religious beliefs. The Church of England (Anglican Church) became the established church in several colonies.

19. Failure to Integrate Colonies into the British Empire

Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government's relative indifference to colonial governance. (2.3-IIB)

- a. Navigation Acts, 1651-1696
Attempt by England to assert its control over American trade by passing a series of laws that regulated colonial trade to England's benefit.
- b. salutary neglect
Unofficial British policy of non-enforcement of trade laws. Salutary neglect lasted throughout most of the 1600s and 1700s.

20. Colonial Resistance to British Rule

Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system. (2.3-IIC)

- a. **Bacon's Rebellion, 1676**
Armed rebellion in Virginia against Governor William Berkeley, who had the support of the British government. Forces from England came to Virginia to suppress the resistance and reform the colonial government to one that was more directly under royal control.
- b. **Leisler's Rebellion, 1689**
Rebellion against royal officials representing the Dominion of New England. Led by Jacob Leisler, a German merchant in New York. Leisler was executed when he refused to surrender to a royal governor.
- c. **Great Awakening, 1730s-1760s**
Evangelical religious revival that swept through Britain's North American colonies. The Great Awakening strengthened beliefs in religious freedom and challenged the status of established churches.
- d. **George Whitefield**
Christian preacher whose tour of the English colonies attracted big crowds and sparked the Great Awakening.
- e. **Jonathan Edwards**
Pastor and revivalist who served as the most important leader of the Great Awakening. His sermon, "Sinners in the Hands of an Angry God," became representative of the evangelical beliefs of the Great Awakening.
- f. **John Locke**
English philosopher and political thinker who believed in government based upon the will of the governed. Locke's republicanism influenced American colonists in the eighteenth century.

Additional Information

Examples:

1. Pilgrims: Separatists who left England in search of religious freedom and sailed to America on the *Mayflower* in 1620, establishing the colony of Plymouth.
2. Pequot War, 1636: Conflict between the Pequot Indians in Connecticut and the colonists of Massachusetts Bay and Connecticut. The Pequot were defeated and driven from the area.

Topic Number

#8—New England Colonies

#13—European Contact with Native Americans

Period 3: 1754–1800

In a Nutshell

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Key Concepts

Part 1

- A. Britain's victory over France in the struggle to control North America led to new conflicts among the British government, the North American colonists, and American Indians. This struggle culminated in the creation of a new nation, the United States. (3.1)
- B. Throughout the second half of the eighteenth century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government. (3.1-I) (ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)
- C. During and after the imperial struggles between Britain and France in the mid-eighteenth century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights. These constraints sparked a colonial independence movement and war with Britain. (3.1-II) (ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)
- D. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence. (3.1-III) (WOR-5) (POL-2)

Part 2

- E. In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World. (3.2)
- F. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures. (3.2-I) (ID-1) (POL-5) (WOR-2) (CUL-4)
- G. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order. (3.2-II) (WXT-6) (POL-5) (WOR-5)
- H. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. (3.2-III) (ID-4) (WOR-2) (POL-5) (CUL-2)

Part 3

- I. Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity. (3.3)
- J. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. (3.3-I) (ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)

- K. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. (3.3-II) (POL-1) (PEO-4) (WOR-5)
- L. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. (3.3-III) (WXT-2) (WXT-4) (POL-2) (CUL-2) (ENV-3)

Significant Topics

1. English Population Growth

English population growth and expansion into the interior disrupted existing French-Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers. (3.1-IA)

a. Scots-Irish

Protestant Scottish settlers who migrated from British-controlled northern Ireland to the American colonies in the 1700s.

2. Colonial Religious and Political Philosophy

Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege. (3.2-IA)

a. ✓ The Enlightenment (Age of Reason)

17th century philosophical movement in Europe that emphasized reason and individualism rather than tradition and faith.

3. Effects of the French and Indian War (Seven Years' War) on American–British Relations

Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others. (3.1-IIA)

a. ✓ French and Indian War, 1754-1763 (aka The Seven Years' War, 1756-1763)

Imperial war between Britain and France for control of North America (beginning in 1754) that became a larger-scale European war in 1756. American Indians generally supported the French.

b. British defeat of the French, 1763

Under the Treaty of Paris, which ended the French and Indian War, Britain gained possession of all of French Canada and Spanish Florida.

4. Effects of the French and Indian War on American Indians

After the British defeat of the French in 1763, white-Indian conflicts continued to erupt as native groups sought to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands. (3.1-IB) The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions. (3.3-IA)

- a. Pontiac's Rebellion, 1763
Unsuccessful Indian rebellion led by an Ottawa chief named Pontiac against British Indian policy in the Northwest Territory.
- b. Proclamation Line of 1763
Britain established a boundary in the Appalachian Mountains, banning colonists from settling west of the boundary. Designed to prevent conflict with Indians.
- c. The Paxton Boys, 1764
Frontiersman of Scots-Irish origin in Paxton, Pennsylvania, who massacred Conestoga Indians and then marched on Philadelphia demanding the colonial government provide better defense against Indians. The government responded with an official bounty for Indian scalps.

5. **American Independence from Great Britain**

The movement for independence from Great Britain was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment. (3.1-IIB)

- a. Sugar Act, 1764
British law that taxed sugar and other colonial imports to pay for some of Britain's expenses in protecting the colonies during the French and Indian War.
- b. Stamp Act, 1765
British law that established a direct tax in the colonies on written documents, including newspapers, legal documents, and playing cards. The tax was designed to raise revenue for the British empire. Protests against the Stamp Act led to its repeal in 1766.
- c. Sons of Liberty
Secret organization formed in Boston in 1765 to oppose the Stamp Act. Best known for the Boston Tea Party in 1773.
- d. Declaratory Act, 1766
The British Parliament asserted they had "the sole and exclusive right" to tax the colonists, rejecting the colonial argument that taxation should rest in the hands of colonial assemblies.
- e. Townshend Acts, 1767
Import taxes for the colonists on products made in Britain. Recognizing the colonists had been pushed too far, Parliament repealed the Townshend Acts in 1770, except for the tax on tea.
- f. John Dickinson, *Letters from a Pennsylvania Farmer*, 1767
Dickinson was landowner and lawyer who published his "Letters" to argue that taxation without representation violated the colonists' rights as English citizens.
- g. Boston Massacre, 1770
British troops killed five colonists by firing on a mob of people who had been taunting them and throwing stones.

- h. Boston Tea Party, 1773
As a protest against a British monopoly on tea, colonists disguised as Mohawk Indians boarded three British ships and dumped a shipments of tea into Boston harbor.
- i. First Continental Congress, 1774
Delegates from every colony except Georgia met in Philadelphia and asserted their rights as Englishmen.
- j. Battle of Lexington and Concord, 1775
Battle between British soldiers and American “Minutemen” outside Boston that began the American Revolution.
- k. Second Continental Congress, 1775
Delegates from the thirteen colonies met in Philadelphia to create a Continental army and prepare the colonies for war against Britain.

6. **Philosophy of the American Independence Movement**

The colonists’ belief in the superiority of republican self-government was based on the natural rights of the people found its clearest American expression in Thomas Paine’s *Common Sense* and in the Declaration of Independence. (3.2-IB)

- a. John Locke
British philosopher of the late 17th century whose ideas influenced the writing of the Declaration of Independence and the creation of the United States. He argued that sovereignty resides in the people, who have natural rights to life, liberty, and property.
- b. ✓ republican form of government
Free people govern themselves without a king through elected representatives of the people.
- c. ✓ Thomas Paine, *Common Sense*, 1776
Common Sense was pamphlet that attacked the British monarchy, calling for American independence from Britain.
- d. ✓ Declaration of Independence, 1776
A formal statement adopted by the Second Continental Congress declaring the American colonies independent.
- e. Adam Smith
Scottish philosopher (1723-1790) whose ideas helped fuel the creation of the market system in the U.S. He believed free market competition would benefit society as a whole by keeping prices low and building in an incentive for a wide variety of goods and services.

7. **Reasons for American Success in the War for Independence**

Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies. (3.1-IIC)

a. Battle of Saratoga, 1777

Battle that marked the turning point of the American Revolution, convincing France to aid the American cause.

b. Treaty of Alliance, 1778

Alliance between the Americans and French in war against Britain. France recognized U.S. independence from Britain. (Note: This was the first and only treaty of alliance made by the U.S. until NATO was created in 1949.)

c. Battle of Yorktown, 1781

The British army surrendered to General George Washington and the Continental Army, virtually bringing the American Revolution to an end.

d. Treaty of Paris, 1783

Treaty that ended the American Revolution, securing American independence from Britain.

8. **Effects of the War for Independence on American Indians**

During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands. (3.1-IC)

a. Iroquois Confederation

A league of five (later six) Iroquois nations that was a powerful force influencing French, Dutch, and British policy in the northeastern colonies for over 200 years.

b. Chief Little Turtle

Indian chief who formed the Western Confederation in the northwest territories and led his followers to many victories against U.S. forces in the 1790s. His forces were defeated at the Battle of Fallen Timbers, which led to the signing of the Treaty of Greenville.

9. **Effects of the War for Independence on American Slavery**

During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. (3.2-IIIA)

10. **The Articles of Confederation**

Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship. (3.2-IC)

a. ✓ Articles of Confederation, 1781-1789

First constitution of the United States. Created a national government with limited powers.

11. The Creation of a New Government

Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government. (3.2-IIA) Delegates from every state except Rhode Island worked through a series of compromises to create a Constitution for a new national government that would replace the government operating under the Articles of Confederation. (3.2-IIB)

a. Shays' Rebellion, 1786-1787

Rebellion of debtor farmers in Massachusetts led by Daniel Shays. After the rebellion was crushed by the Massachusetts state militia, many prominent American leaders called for a strengthening of the national government to prevent such rebellions in the future.

b. Constitutional Convention, 1787

The convention to write a new constitution for the United States met from May through September in 1787.

c. Great Compromise

Compromise at the Constitutional Convention by which Congress would have two houses — the Senate (where each state would get the equal representation of two senators) and the House of Representatives (where representation would be based on population).

d. *Federalist Papers*, 1787-1788

85 essays written by Alexander Hamilton, James Madison, and John Jay in support of the ratification of the U.S. Constitution.

e. Ratification of the U.S. Constitution and the Creation of a New Government, 1788-1789

The U.S. Constitution, ratified in 1788, led to the creation of a new national government on March 4, 1789. The Constitution created a republican form of government within a federal system, limited by a separation of powers.

f. Judiciary Act of 1789

Law establishing the Supreme Court and the lower federal courts. President Washington appointed John Jay as the first chief justice of the United States.

g. ✓ Bill of Rights, 1791

During the ratification process for the U.S. Constitution, demands for greater guarantees of rights resulted in a promise for the addition of a Bill of Rights to the new Constitution. A Bill of Rights was added to the Constitution by 1791. (3.2-IIC)

h. George Washington

Commander in chief of the Continental Army during the American Revolution. First President of the United States under the U.S. Constitution.

- i. Benjamin Franklin
American writer, scientist, inventor, and diplomat who negotiated the Treaty of Alliance with France during the American Revolution. Franklin also negotiated the treaty ending the American Revolution and attended the Constitutional Convention in 1787.
- j. John Adams
Revolutionary leader who played an instrumental role in the vote for American independence. After the American Revolution he served as U.S. minister to Great Britain, first vice-president of the United States and second president of the United States.
- k. Thomas Jefferson
Chief author of the Declaration of Independence, governor of Virginia during the American Revolution, U.S. minister to France after the Revolution, second vice-president, and third president of the United States
- l. James Madison
Virginia planter, political theorist, delegate to the Constitutional Convention, and co-author of the *Federalist Papers*. His work in creating the U.S. Constitution and the Bill of Rights has earned him the title “father of the Constitution.”
- m. Alexander Hamilton
First Secretary of the Treasury who funded the national debt through excise taxes, tariffs, and the sale of western land. As Secretary of Treasury he also used the power of the national government to assume state debts and create a Bank of the United States.

12. International Effects of the American Revolution and the Creation of the U.S. Government

The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti and Latin American, inspiring future rebellions. (3.2-III C)

- a. ✓ French Revolution, 1789
Period of radical social and political change throughout Europe that began with an uprising against the king of France.
- b. Toussaint L'Ouverture
Leader of slave rebellion on the French sugar island of St. Domingue in 1791 which led to the creation of the independent republic of Haiti in 1804.
- c. Latin American Wars of Independence
Revolutions of the late 18th and early 19th centuries that resulted in the creation of independent nations throughout Latin America.

13. U.S. Foreign Policy, 1783-1800

The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests. The French Revolution's spread throughout Europe and beyond helped fuel Americans' debate not only about the nature of the United States's domestic order, but also about its proper role in the world. (3.1-III A)

- a. Proclamation of Neutrality, 1793
Without using the word “neutrality,” Washington proclaimed the U.S. would give no military support to the French in their war against Britain. At the time, the U.S. had a treaty of alliance with France. Washington did not formally repudiate that alliance.
- b. Jay’s Treaty, 1795
Treaty between the U.S. and Great Britain that ensured American neutrality in the British-French war.
- c. XYZ Affair, 1797
American envoys to France were told that the U.S. would need to loan France money and bribe government officials as a precondition for meeting with French officials. This led to a “Quasi-War” between the U.S. and France that lasted until 1800.

14. Foreign Affairs and the Formation of Political Parties

Although George Washington’s Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s. (3.1-IIIC)

- a. ✓ Washington’s Farewell Address, 1796
President Washington warned about the dangers of divisive political parties and permanent foreign alliances.
- b. Federalist Party
Political party associated with Alexander Hamilton. Federalists supported Britain in its war against France. (Domestically, Federalists supported a strong federal government, a loose interpretation of the U.S. Constitution, a Bank of the United States, and revenue tariffs.)
- c. Democratic-Republican Party
Political party associated with Thomas Jefferson. Democratic-Republicans supported France in its war against Britain. (Domestically, Federalists supported states’ rights and a strict interpretation of the U.S. Constitution. They were opposed to a Bank of the United States and revenue tariffs.)

15. Domestic Affairs and the Formation of Political Parties

As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties. (3.2-IIID)

- a. Hamilton’s Financial Plan
Under President Washington, the Secretary of the Treasury, Alexander Hamilton, introduced policies to fund the federal debt at par and federal assumption of state banks. Hamilton also established a first Bank of the United States.
- b. First Bank of the United States, 1791
Privately-owned bank that operated as both a commercial bank and fiscal agent for the U.S. government. Based in Philadelphia, the bank was granted a 20-year charter in 1791 by the U.S. Congress.
- c. Whiskey Rebellion, 1794
A protest by grain farmers in western Pennsylvania against the federal tax on whiskey. Militia forces, led by President Washington, ended the uprising.

- d. Alien and Sedition Acts, 1798
Laws passed by the U.S. Congress that prevented immigrants from participating in politics and to silence those who criticized the Federalist Party and the U.S. government.
- e. Virginia and Kentucky Resolutions, 1798
Statements authored secretly by James Madison and Thomas Jefferson in response to the Alien and Sedition Acts. The Resolutions asserted the right of states to veto federal legislation.

16. Regionalism and the Formation of Political Parties

As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties. (3.3-III A)

17. Slavery and the New Nation

The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years. (3.2-II B) The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution. (3.3-II B)

- a. Pennsylvania Gradual Emancipation Law, 1780
Law that made Pennsylvania the first state to abolish slavery. The law provided that no child born after the date of its passage would be a slave.

18. American Indians and the New Nation

The Constitution's failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands. (3.3-II B)

- a. Battle of Fallen Timbers, 1794
Kentucky riflemen defeated several Indian tribes, bringing an end to Indian resistance in the Northwest.
- b. Treaty of Greenville, 1795
The U.S. agreed to pay northwestern Indians for the land that later became the state of Ohio.

19. American Women and the New Nation

Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture. (3.3-II C)

- a. ✓ republican motherhood
A view of womanhood after the American Revolution that stressed the importance of women in raising children with republican virtues such as patriotism and honor.

- b. Mercy Otis Warren
Massachusetts playwright, poet, and historian who wrote some of the most popular and effective propaganda for the American cause during the American revolution. In 1805, she published the first history of the American Revolution.
- c. Abigail Adams
Wife of revolutionary leader John Adams who advised him to “remember the ladies” when the nation’s leaders spoke of liberty and equality.

20. The Westward Movement before 1800

Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions. (3.3-IB)

- a. ✓ Northwest Ordinances
As settlers moved westward the the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory. (3.3-IIA)

21. Spanish Colonization before 1800

The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending. (3.3-IC)

22. U.S. Foreign Relations with Spain, 1789-1800

As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent. (3.3-IIC)

- a. Pinckney’s Treaty, 1795
Treaty between the U.S. and Spain that that defined the boundaries between the U.S. and Spanish colonies and granted the U.S. navigation rights on the Mississippi River.

Additional Information

Examples:

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Jean Jacques Rousseau: French political philosopher who wrote about how to preserve freedom in a world where human beings are increasingly dependent on one another for the satisfaction of their needs. 2. tariff and currency disputes: Control of taxation and tariffs was left to the states, and each state could issue its own currency. In disputes between states Congress served as mediator and judge, but could not require a state to accept its decisions. | <p>Topic Number</p> <p>#6 – Philosophy of the Independence Movement</p> <p>#11 – Weakness of the Articles of Confederation</p> |
|---|---|

Period 4: 1800–1848

In a Nutshell

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Key Concepts

Part 1

- A. The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them. (4.1)
- B. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. (4.1-I) (POL-2) (POL-5) (POL-6) (ID-5)
- C. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. (4.1-II) (CUL-2) (POL-3) (POL-6) (WOR-2)
- D. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own. (4.1-III) (ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)

Part 2

- E. Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods. (4.2)
- F. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. (4.2-I) (WXT-2) (WXT-5)
- G. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. (4.2-II) (PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)
- H. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. (4.2-III) (WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)

Part 3

- I. U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives. (4.3)
- J. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. (4.3-I) (WOR-5) (WOR-6)
- K. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. (4.3-II) (WOR-6) (POL-6)

- L. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. (4.3-III) (ENV-3) (POL-6)

Significant Topics

1. Development of American Political Parties

As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas. (4.1-IA)

a. ✓ Federalists

Political party created in the 1790s. Led by Alexander Hamilton, the Federalists favored a stronger national government. Supported primarily by the bankers and moneyed interests.

b. ✓ Democratic-Republicans

Political Party created in the 1790s. Led by Thomas Jefferson, the Democratic-Republicans favored limited government and states rights. Supported primarily by the “common man.”

c. Election of 1800 (Revolution of 1800)

Election that led to a peaceful transfer of power from the Federalist Party to the Democratic-Republican Party.

d. Era of Good Feelings

The period from 1816-1824 characterized by nationalism and one-party control of the nation. The decline of the Federalist Party and the end of the War of 1812 gave rise to a time of political cooperation. The Era of Good Feelings is associated with the presidency of James Monroe.

e. ✓ Democrats

Political party that brought Andrew Jackson into office in 1829. Democrats supported Jeffersonian ideas of limited government, drawing its support from the “common man.”

f. ✓ Whig Party

Political Party created in 1834 as a coalition of anti-Jackson political leaders.

2. The Supreme Court, 1801-1835

Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution. (4.1-IB)

a. midnight judges

Federalist judges appointed by John Adams between the time he lost the election of 1800 and the time he left office in March 1801.

b. John Marshall

Appointed to the Supreme Court by John Adams in 1801, he served as chief justice until 1835. His legal decisions gave the Supreme Court more power, strengthened the federal government and protecting private property.

- c. *Marbury v. Madison*, 1803
Supreme Court decision that declared a section of the Judiciary Act of 1789 unconstitutional and established the principle of judicial review.
- d. judicial review
The power of the Supreme Court to review the constitutionality of laws passed by Congress.
- e. *McCulloch v. Maryland*, 1819
A Supreme Court decision that upheld the constitutionality of the Bank of the United States. In writing that the state of Maryland did not have the right to tax the federal bank, John Marshall wrote, "The power to tax is the power to destroy."
- f. *Gibbons v. Ogden*, 1824
Supreme Court decision stating that the authority of Congress is absolute in matters of interstate commerce.

3. American Economic Development

With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns. (4.1-IC)

- a. ✓ market economy
Economic system based on the unregulated buying and selling of goods and services. Prices are determined by the forces of supply and demand.
- b. Albert Gallatin
Treasury secretary under Thomas Jefferson who favored limited government and reduced the federal debt by cutting spending.
- c. Embargo Act, 1807
In order to pressure Britain and France to accept neutral trading rights, Jefferson issued a government-ordered ban on international trade. The Embargo went into effect in 1808 and closed down virtually all U.S. trade with foreign nations.
- d. Panic of 1819
Financial panic that began when the Second Bank of the U.S. tightened credit and recalled government loans.
- e. Panic of 1837
Economic collapse caused primarily by President Jackson's destruction of the Second Bank of the United States.

- f. debates over the tariff and internal improvements
Northerners generally favored higher tariffs and internal improvement at federal expense.
Southerners generally opposed higher tariffs and internal improvements at federal expense.

4. Southern Slavery

Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution. (4.1-ID)

- a. southern defense of slavery
Southerners held a widespread belief that blacks were inferior to whites and that slavery was good for blacks. Southerners also understood that the southern cotton economy was dependent on slave labor.
- b. Slave Codes
Laws that established the status of slaves denying them basic rights and classifying them as the property of slaveowners.
- c. Calhoun's Speech in the U.S. Senate, 1837
John C. Calhoun, a senator from South Carolina, outlined proslavery arguments on the floor of the U.S. Senate, arguing that the stability of societies throughout history had been based on slavery.

5. Second Great Awakening and American Reform Movements

The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights. (4.1-IIA)

- a. ✓ Second Great Awakening
An upsurge in religious activity that began around 1800 and was characterized by emotional revival meetings. The Second Great Awakening led to several reform movements designed to make life better in this world.
- b. Charles Finney
Presbyterian minister who is credited with starting the Second Great Awakening and is known as the "Father of Modern Revivalism." Finney advocated the abolition of slavery and equal education for women and African Americans.
- c. Seneca Falls Convention, 1848
The first convention in America for women's rights. Held in Seneca Falls, NY.
- d. Elizabeth Cady Stanton
Advocate of women's rights, including the right to vote, who organized (with Lucretia Mott) the first women's rights convention at Seneca Falls, NY.
- e. Frances (Franny) Wright
Scottish-born woman who became a vocal advocate as a U.S. citizen for racial equality, equality for women, birth control, and open sexuality.

- f. Dorothea Dix
Pioneer in the movement for special treatment for the mentally ill.
- g. Horace Mann
Massachusetts educator who called for publicly funded education for all children.
- h. Utopian communities
Idealistic reform movement based on the belief that a perfect society could be created on Earth. Significant Utopian experiments were established at New Harmony, Indiana, Brook Farm, Massachusetts, and Oneida Community in New York.

6. **Abolition and the Rights of African Americans**

Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the U.S. and many state governments continued to restrict African Americans' citizenship possibilities. (4.1-IIB)

- a. James Forten
African American businessman from Philadelphia who advocated racial integration and equal rights during the Jeffersonian era.
- b. American Colonization Society, 1817
Organization established to end slavery gradually by helping individual slave owners liberate their slaves and then transport the freed slaves to Africa.
- c. William Lloyd Garrison
Radical abolitionist in Massachusetts who published *The Liberator*, an antislavery newspaper.
- d. Sojourner Truth
Former slave (freed in 1827) who became a leading abolitionist and feminist.
- e. Liberty Party, 1840
First antislavery political party in the United States.
- f. Elijah Lovejoy
Abolitionist leader who was killed in Alton, Illinois, by a proslavery mob attacking his newspaper press to keep him from publishing.
- g. Frederick Douglass
Former slave who became a significant leader in the abolitionist movement. Known for his great oratorical skills.

7. **Resistance to Reform**

Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies. (4.1-II C)

8. **American Culture**

A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities. (4.1-III A) Various groups of American Indians, women, and religious followers also developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class. (4.1-III B)

a. neoclassicism

Revival in architecture and art in the late 1700s and early 1800s that was inspired by Greek and Roman models.

b. Hudson River School, 1825-1875

The first native school of painting in the U.S. Attracting artists who were rebelling against neoclassicism, Hudson River artists painted primarily landscapes.

c. transcendentalism

Philosophical and literary movement that believed God existed within human beings and nature. Transcendentalists believed intuition was the highest source of knowledge.

d. Ralph Waldo Emerson

Philosopher, writer, and poet who became a central figure in the American transcendentalist movement.

e. Henry David Thoreau

Writer and naturalist. With Ralph Waldo Emerson, he became America's best known transcendentalist.

f. John James Audubon

Naturalist and painter who became well-known for his attempt to document all types of American birds.

9. **African American Leadership and Culture**

Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status. (4.1-IIIC)

a. Richard Allen

African American minister who established the first independent African American denomination in the United States, the African Methodist Episcopal Church.

b. David Walker

African American who wanted slaves to rebel against their own masters. Walker relied on sailors and ship's officers sympathetic to the abolitionist cause to transfer his message to southern ports.

c. slave music

Music created by slaves for the purpose of religion, work, and recreation. Slave music became the foundation for later styles of music known as gospel, jazz, and blues.

10. **American Technological Developments**

Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets. (4.2-IA)

a. Samuel Slater

Known as the “Father of the American Industrial Revolution,” Slater brought British textile technology to the United States.

b. Cyrus McCormick

Developed the mechanical reaper in 1831, a machine that revolutionized farming by increasing crops yields and decreasing the number of field hands needed for the harvest.

c. John Deere

Invented the steel plow in 1837, which revolutionized farming, The steel plow broke up soil without the soil getting stuck to the plow (as happened with older wooden plows).

11. **American Industry**

Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing. (4.2-IB)

a. Lowell system

A method of factory management that evolved in the textile mills of Lowell, Massachusetts, which were owned by the Boston Manufacturing Company and named in honor of the company’s founder, Francis Lowell. The Lowell system was the first example of a planned automated factory.

b. Baldwin Locomotive Works

A company located in Philadelphia, Pennsylvania, that built railroad locomotives.

c. anthracite coal mining

Coal mines in Pennsylvania produced anthracite, which became the most popular fuel for heating homes in the northern United States until the 1950s when it was replaced by oil and gas burning heating systems.

d. interchangeable parts

Parts that were identical and which could be substituted for one another. Developed by Eli Whitney for the manufacturing of muskets.

12. Southern Cotton (The Cotton Belt)

Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade. (4.2-IIA)

13. Development of a National Economy

Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South. (4.2-IIB)

a. ✓ American System, 1815

Henry Clay's proposal to make the U.S. economically self-sufficient. The American System called for protective tariffs, internal improvements at federal expense, and the creation of a Second Bank of the United States.

14. Development of Natural Resources

Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources. (4.2-IIC)

15. Westward Migration

With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships. (4.2-IIIA)

a. Erie Canal, 1817-1825

A 350-mile canal built by the state of New York that stretched from Buffalo to Albany. The canal revolutionized shipping in New York.

b. turnpikes

A road in which tolls were collected at gates set up along the road.

c. National Road (Cumberland Road), 1811

First significant road built in the U.S. at the expense of the federal government. The road stretched from the Potomac River to the Ohio River.

d. Baltimore and Ohio Railroad, 1828

First steam railroad commissioned in the U.S.

16. European Immigration

Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest. (4.2-IIIB)

17. The Southern Identity

The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth. (4.2-IIIC)

- a. Mason-Dixon Line
The boundary between Pennsylvania and Maryland that marked the division between free and slave states before the Civil War.

18. American Society

The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations. (4.2-IIID)

- a. cult of domesticity
The belief that a woman's proper role in life was found in domestic pursuits (raising children, taking care of a home).
- b. Lydia Maria Child
American writer who created novels and domestic manuals that attacked male dominance and white supremacy. She was also an abolitionist, Indian rights activist, and opponent of American expansionism.
- c. National Trades' Union, 1834
The first national association of trade unions. (A trade union was a worker's organization in which members worked in a specific trade or craft.)

19. Sectional Economic Differences

Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements. (4.2-IIIE)

- a. Second Bank of the United States, 1816
Privately-owned bank that operated as both a commercial bank and fiscal agent for the U.S. government. The Second Bank of the U.S was established in 1816 under a charter that was supposed to last twenty years.
- b. Tariff of 1816
The first protective tariff in U.S. history. The tariff was designed primarily to help America's textile industry.
- c. Tariff of Abominations, 1828
A tariff with such high rates that it set off tension between northerners and southerners over tariff issues.
- d. Destruction of the Second Bank of the United States, 1833
President Jackson, who thought the Bank of the U.S. represented special interests at the expense of the common man, ordered federal deposits placed in state banks ("pet" banks) to deplete the funds of the national bank.
- e. John C. Calhoun
South Carolina political leader who defended slavery and advocated the doctrine of nullification, a policy in which a state could nullify federal law.

- f. Daniel Webster
Massachusetts political leader who advocated a strong Union and thought the doctrine of nullification was a threat to the Union.
- g. Henry Clay
Political leader from Kentucky and leading member of the Whig Party who worked to keep the Union together through compromise.

20. American Expansionism and Internationalism

Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia. (4.3-1A) The U.S. sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts. (4.3.1B)

- a. ✓ Louisiana Purchase, 1803
The U.S. purchased the Louisiana Territory from France for \$15 million, doubling the size of the U.S. and giving the U.S. full control of the Mississippi River.
- b. Lewis and Clark expedition, 1804-1806
Expedition to explore the Louisiana Territory led by Meriwether Lewis and William Clark.
- c. War Hawks
Members of Congress from the West and South elected in 1810 who wanted war with Britain in the hopes of annexing new territory and ending British trade with the Indians of the Northwest.
- d. War of 1812, 1812-1815
War between the U.S. and Great Britain caused primarily by the British violation of American neutral rights on the high seas. The war ended with an agreement of “status quo ante” (a return to how things were before the war).
- e. Adams-Onís Treaty, 1819
Treaty between the U.S. and Spain that ceded Florida to the U.S.
- f. Monroe Doctrine, 1823
President Monroe’s unilateral declaration that the Americas would be closed to further European colonization. The doctrine also stated the U.S. would not allow European interference in the affairs of the Western Hemisphere.
- g. Webster-Ashburton Treaty, 1842
Treaty between the U.S. and Great Britain that established the border between Canada and northeastern Maine.

- h. **Annexation of Texas, 1845**
Through a joint resolution of Congress, the U.S. annexed and granted statehood to the Republic of Texas, an independent nation that had won its independence from Mexico in 1836.
- i. **Oregon Treaty, 1846**
After years of conflict over ownership of the Pacific Northwest, the U.S. and England established the boundary at 49° latitude.
- j. **Manifest Destiny**
Belief that the U.S. was destined to expand across the North American continent.
- k. **Mexican-American War, 1846-48**
War caused by a territorial dispute between the U.S. and Mexico that led to Mexico ceding land to the U.S.
- l. **Mexican Cession, 1848**
The region of the present-day southwestern United States that Mexico ceded to the U.S. in the Treaty of Guadalupe Hidalgo.
- m. **Chinese trade**
In 1844 the U.S. secured a treaty with China that gave the United States the trading privileges already enjoyed by many other foreign powers.

21. **Questions Raised by Territorial Expansion**

With expanding borders came public debates about whether to expand and how to define and use the new territories. (Should the territories be designated “slave” or “free”? Should the territories be designated Indian territory?) (4.3.IIA)

22. **Federal vs. State Power**

Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times. (4.3.IIB)

- a. **Hartford Convention, 1814**
Meeting of Federalists during the War of 1812 in which anti-war Federalists threatened to secede from the Union. The convention was generally viewed by some as treasonous and the Federalist Party began to die out.
- b. **South Carolina Nullification Crisis, 1832-1833**
After South Carolina declared a federal tariff null and void, President Jackson obtained a Force Bill to use military action against South Carolina. The crisis ended with a compromise to lower tariffs over an extended time.

23. **Westward Expansion and American Indians**

Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations. (4.3.IIC)

- a. Tecumseh
Shawnee leader who established an Indian confederacy that he hoped would be a barrier to white expansion. Defeated at the Battle of Tippecanoe in 1811 by U.S. forces led by General William Henry Harrison.
- b. Indian Removal Act, 1830
Law that provided for the removal of all Indian tribes east of the Mississippi and the purchase of Indian lands for resettlement.
- c. Black Hawk
Sauk leader who brought his people back to their land in Illinois after their removal. Black Hawk was captured in 1832 after U.S. troops massacred his followers.
- d. *Worcester v. Georgia*, 1832
A Supreme Court ruling that declared a state did not have the power to enforce laws on lands that were not under state jurisdiction, John Marshall wrote that the state of Georgia did not have the power to remove Indians.
- e. Trail of Tears, 1838
Forced march of the Cherokee people from Georgia to Indian Territory in the winter of 1838. Thousands of Cherokees died.
- f. Seminole Wars, 1814-1819, 1835-1842
The Seminole of Florida opposed removal and resisted U.S. troops.

24. Slavery in the Territories

The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter. (4.3.IIIA) As overcultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad-scale debate about how to set national goals, priorities, and strategies. (4.3.IIIB)

- a. Talmadge Amendment, 1819
An amendment to a statehood bill for Missouri that would have banned slavery from Missouri. The amendment created a deadlock in Congress that led to the Missouri Compromise.
- b. ✓Missouri Compromise, 1820
Law proposed by Henry Clay admitting Missouri to the U.S. as a slave state and Maine as a free state. The law also banned slavery in the Louisiana Territory north of latitude 36°30'.

Additional Information

Examples:

1. American Anti-Slavery Society: Abolitionist society founded by William Lloyd Garrison. Included Frederick Douglass as a significant leader of the society.
2. Essex Junto: A group of Federalists originating in Essex County, Massachusetts, who opposed going to war against the British in the War of 1812. Supported the Hartford Convention, which led to the demise of the Federalist Party.

Topic Number

#6—Abolition and the Rights of African Americans

#22—Federal vs. State Power

Period 5: 1844–1877

In a Nutshell

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

Key Concepts

Part 1

- A. The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. (5.1)
- B. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. (5.1-I) (ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)
- C. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. (5.1-II) (ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)

Part 2

- D. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. (5.2)
- E. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. (5.2-I) (ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)
- F. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. (5.2-II) (POL-2) (POL-6) (PEO-5) (ID-5)

Part 3

- G. The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. (5.3)
- H. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. (5.3-I) (POL-5) (CUL-2) (ENV-3)
- I. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns. (5.3-II) (POL-5) (POL-6) (ID-5)
- J. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. (5.3-III) (ID-2) (POL-6)

Significant Topics

1. Manifest Destiny

The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates. (5.1-IA) The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians. (5.1-IC)

a. Gadsden Purchase, 1853

Strip of land in present-day Arizona and New Mexico that the U.S. purchased from Mexico as a route for building a southern transcontinental railroad. (The southern railroad was completed in 1882.)

2. Settlement of the American West

Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development. (5.1-IIB)

a. Mormons

Religious organization that began with the visions of Joseph Smith in New York in the 1820s. After Smith was killed in 1844, Brigham Young led Mormons to Utah Territory.

b. California gold rush, 1849

Prospectors, known as "forty-niners," streamed into California in 1849 after the discovery of gold.

c. Homestead Act, 1862

Law that provided 160 acres of public land to anyone who lived on and cultivated the land for five years. Led to a mass movement to the West after the Civil War.

d. Pacific Railway Act, 1862

Law that gave loans and land to subsidize construction of a railroad to the Pacific Coast. Enabled Americans to more easily move west after the Civil War.

e. Promontory Point, Utah, 1869

Site where the Union Pacific and Central Pacific Railroads met, completing the first transcontinental railroad line.

3. The Westward Movement's Effect on Hispanics and American Indians

As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights. (5.1-IIC)

a. Mariano Vallejo

A Mexican leader in California. Although Vallejo supported American control of California, he was imprisoned by Gen. John C. Fremont for several months during the Mexican-American War, ruining him out financially. Vallejo eventually served in the California State legislature.

- b. Sand Creek Massacre, 1864
As many as 160 peaceful Cheyenne and Arapaho were killed by a Colorado Territory militia.

4. **Slavery in the Territories**

The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories. (5.1-IB)

5. **The United States and Asia**

U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia. (5.1-ID)

- a. clipper ships
Fast-moving sailing ships which allowed the U.S. to begin opening trade routes to Asia.

- b. Commodore Matthew Perry
U.S. naval commander who played a key role in opening Japan to trade with the West.

- c. missionaries
Concurrent with the Second Great Awakening, Protestant missionaries from the U.S. began establishing Christian missions in China.

6. **Nativism in the United States**

Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power. (5.1-IIA)

- a. nativism
Favoring native-born Americans over immigrants.

- b. Know Nothings
Secret nativist organization of the 1850s that was anti-Catholic and anti-immigrant. The Know-Nothings eventually formed themselves into the American Party, a national political party.

7. **Northern Industrialism and Southern Agriculture**

The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth. (5.2-IA)

8. **Northern Abolitionism**

Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals. (5.2-IB)

- a. **Underground Railroad, 1850-1860**
Secret network of northerners who helped fugitive slaves escape to Canada or safe areas of the U.S. The most famous “conductor” on the Underground Railroad was Harriet Tubman who led at least 300 slaves to freedom.
- b. ***Uncle Tom’s Cabin, 1852***
Anti-slavery novel written by Harriet Beecher Stowe that fueled that abolitionist movement in the northern states.
- c. **Harper’s Ferry, 1859**
Site of the federal arsenal that was attacked by radical abolitionist John Brown, who wanted to steal guns and lead a slave revolt in the South. Brown was captured and hanged for treason.

9. Southern Defense of Slavery

States’ rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good. (5.2-IC)

- a. **John C. Calhoun**
South Carolina political theorist who argued in favor of slavery, states rights, and the doctrine of nullification (states can nullify federal law).
- b. **peculiar institution**
Southern euphemism for slavery. Used by southerners in the antebellum period because the word “slavery” was deemed improper and had been banned in some areas.
- c. **minstrel shows**
Form of entertainment featuring white entertainers in blackface lampooning blacks as lazy and buffoonish.

10. Attempts to Solve the Issue of Slavery in the Territories

National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas-Nebraska Act, and the *Dred Scott* decision, but these ultimately failed to reduce sectional conflict. (5.2-IIA)

- a. **Wilmot Proviso, 1846**
Amendment to an appropriations bill proposing that any territory acquired from Mexico be closed to slavery. Although the amendment was defeated in the Senate, it started a national debate that ended in Civil War.
- b. **✓ Compromise of 1850**
Attempt to reconcile northerners and southerners over the issue of slavery. The compromise, written by Henry Clay, admitted California as a free state and called for popular sovereignty in New Mexico and Utah. The compromise also included a strong fugitive slave law and the end of the slave trade in D.C.
- c. **popular sovereignty**
Letting the people of a territory decide whether their territory will be slave or free.

- d. Fugitive Slave Law, 1850
Law that provided for the return of escaped slaves in the North to their owners in the South.

- e. ✓ Kansas-Nebraska Act, 1854
Law that allowed the Kansas and Nebraska territories to decide the issue of slave through popular sovereignty. The law led to Civil War in Kansas, creating what many called “Bleeding Kansas.”

- f. ✓ *Dred Scott v. Sandford*, 1857
After ruling that people of African descent were not citizens and could not sue in court, the Supreme Court under Chief Justice Roger Taney affirmed the right of slave owners to take their slaves into the Western territories, negating the doctrine of popular sovereignty and repealing the Missouri Compromise.

- g. Freeport Doctrine, 1858
Belief held by Senator Stephen Douglas of Illinois that a territory could exclude slavery by creating laws that made slavery impossible. In other words, the U.S. Congress could not outlaw slavery in the territories (*Dred Scott v. Sandford*) but the people could (popular sovereignty).

- h. Harper’s Ferry, 1859
Site of a federal arsenal in Virginia. Radical abolitionist John Brown hoped to capture the arsenal and start a slave rebellion in the South. His attack failed, and he was hanged for treason.

11. Creation of the Republican Party

The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest. (5.2-IIB)

- a. ✓ Republican Party, 1854
Political party formed after the Whig Party split over the Kansas-Nebraska Act. The Republican Party, which was a northern and western party, opposed the extension of slavery into the western territories.

- b. Lincoln-Douglas Debates, 1858
In an election for the U.S. Senate, Abraham Lincoln, a Republican, and Stephen Douglas, a Democrat, held a series of debates in Illinois. Although Douglas won the election, the debates made Lincoln a national political figure who could articulate the Republican position on slavery.

12. The Election of 1860

Lincoln’s election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war. (5.2-IIC)

- a. ✓ Abraham Lincoln
Illinois Republican elected president of the United States in 1860 on a platform calling for no slavery in the territories. His election prompted southern states to secede, leading to the Civil War.

- b. Crittenden Compromise, 1860
A series of amendments proposed by John Crittenden to prevent the Civil War by protecting slavery south of the Missouri Compromise Line of 36°30'. The compromise was not supported by president-elect Lincoln and failed in the U.S. Congress.
- c. Southern Secession
Beginning with South Carolina, seven southern states seceded from the Union before Lincoln was inaugurated president on March 4, 1861.
- d. Confederate States of America
The new political entity created by secessionist states before Lincoln's inauguration. Jefferson Davis, a former U.S. Secretary of War, was chosen first president of the Confederacy.
- e. Fort Sumter, 1861
Union fort located in the harbor of Charleston, S.C. After the fort was attacked by Confederate forces in April 1861, President Lincoln called for volunteers to suppress a rebellion, beginning the Civil War.

13. The Civil War, 1861-1865

Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition. (5.3-IA) Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure. (5.3-IC)

- a. Antietam, 1862
Significant northern victory in turning back southern troops from invading the North. The victory at Antietam prompted Lincoln to issue the Emancipation Proclamation.
- b. Vicksburg, 1863
Turning point of the Civil War in the West. Northern troops led by Ulysses S. Grant gained full control of the Mississippi River.
- c. Gettysburg, 1863
Turning point of the Civil War in the East. Northern troops led by George Meade stopped southern forces led by Robert E. Lee from invading the North.
- d. March to the Sea, 1864
Northern troops led by William T. Sherman marched through Georgia destroying everything in their path.
- e. Appomattox Court House, 1865
Robert E. Lee surrendered to Ulysses S. Grant, ending the Civil War.

14. **The Abolition of Slavery**

Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers. (5.3-1B) The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations. (5.3-1IA)

1. ✓ Emancipation Proclamation, 1863
Lincoln's executive order abolishing slavery in all states rebelling against the United States. Lincoln issued the proclamation as a military necessity.
2. ✓ 13th Amendment, 1865
Constitutional amendment that abolished slavery in the United States and its territories.
3. ✓ 14th Amendment, 1868
Constitutional amendment that made former slaves citizens and guaranteed them equal protection of the laws.
4. ✓ 15th Amendment, 1870
Constitutional amendment that prohibited states from denying anyone the right to vote due to race or whether the person had once been a slave. A provision to allow women the right to vote was debated but not added to the amendment.
5. sharecropping (tenant farming)
A system of renting farmland in which tenant farmers gave landlords a share of their crops as rent. A large percentage of freed slaves became sharecroppers after the Civil War.
6. Black Codes
Laws passed in southern states after the Civil War restricting the rights and activities of free slaves, defining the status of freed slaves as inferior to whites.
7. Civil Rights Act of 1875
Law that prohibited racial discrimination in jury selection, transportation, and businesses open to the public. The Supreme Court declared the law unconstitutional in 1883.

15. **Reconstruction, 1865-1877**

Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South. (5.3-1IB)

- a. Freedman's Bureau, 1865-1872
Federal agency established to aid former slaves in their transition to freedom, primarily through economic relief and education.

b. **Black Reconstruction**

Period during the Reconstruction era when African Americans took an active role in state and local government in southern states.

c. **Hiram Revels**

Mississippi Minister who became the first African American to serve in the U.S. Senate (1870-1871).

d. **Blanche K. Bruce**

First non-white senator to serve a full term in the U.S. Senate (1875-1881).

e. **Robert Smalls**

Former slave who played a significant role in persuading President Lincoln to accept African American soldiers into the Union Army. Served in the U.S. House of Representatives from 1875 to 1879.

f. **carpetbagger**

Derogatory term used by white southerners to describe northerners who came to the South after the Civil War.

g. **scalawag**

Derogatory term used by white southerners to describe other white southerners who cooperated with the Republican Party during Reconstruction.

h. **Ku Klux Klan**

Secret organization in the South after the Civil War that used violence and intimidation to restore southern whites to power.

i. **Redeemers**

Southern Democrats who brought the Democratic Party back to power, suppressing Black Reconstruction.

j. **Compromise of 1877**

Compromise used to end the disputed presidential election of 1876. Republicans gained the presidency under Rutherford Hayes. In turn, Hayes agreed to remove northern troops from southern states, ending Reconstruction.

16. Radical Republicans

Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North's waning resolve. (5.3-IIC)

- a. ✓ Radical Republicans
Group of Republicans who opposed moderation or conciliation toward the South. Radical Republicans opposed slavery and supported civil rights for freed slaves. After the Civil War they tried to limit presidential power and increase congressional power.
- b. Charles Sumner
Radical Republican leader in the U.S. Senate.
- c. Thaddeus Stevens
Radical Republican leader in the U.S. House of Representatives.
- d. Impeachment of President Andrew Johnson, 1868
After obstructing Radical Republican attempts to create Reconstruction policy, President Johnson was impeached on the grounds that he had removed a cabinet member without congressional approval. The U.S. Senate failed by one vote to convict him and remove him from office.

17. African Americans during the Reconstruction Era

Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics. (5.3-III A)

18. Women's Rights during the Reconstruction Era

The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution. (5.3-III B)

- a. Susan B. Anthony
Advocate for women's right to vote. In 1872, Anthony was arrested for voting in a presidential election.
- b. Victoria Woodhull
Advocate of women's rights who, in 1872, became the first woman to run for president of the United States.

19. Long Term Results of the Civil War Amendments

The Civil War Amendments (13th, 14th, and 15th) established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights. (5.3-III C)

Additional Information

Examples:

1. Lecompton Constitution, 1857: Proslavery state constitution written for Kansas that was rejected by the voters of Kansas.
2. King Cotton: Southerners hoped that England's need for southern cotton would lead to English support of the Confederacy. Cotton surpluses in Egypt and India accompanied by the British need for northern wheat meant that England did not put its full support behind the Confederacy.

Topic Number

#10– Attempts to Solve the Issue of Slavery in the Territories

#13– The Civil War, 1861-1865

Period 6: 1865–1898

In a Nutshell

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Key Concepts

Part 1

- A. The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity. (6.1)
- B. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. (6.1-I) (WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)
- C. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. (6.1-II) (WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)
- D. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. (6.1-III) (ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)

Part 2

- E. The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women. (6.2)
- F. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities. (6.2-I) (ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)
- G. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity. (6.2-II) (PEO-4) (ENV-5) (POL-6)

Part 3

- H. The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies. (6.3)
- I. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform. (6.3-I) (POL-6)
- J. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. (6.3-II) (ID-2) (CUL-3) (CUL-5) (CUL-6)

Significant Topics

1. The Industrial Revolution

Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force. (6.1-IA)

2. International Economic Expansion

Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America. (6.1-IB)

3. Formation of Trusts and Monopolies

Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism. (6.1-IC)

a. laissez faire

The principle that government should not interfere in the workings of a free market economy.

b. ✓ Social Darwinism

Philosophy that competition leads to the betterment of society through the survival of the fittest. Social Darwinists are opposed to regulating competition or assisting the poor.

c. J.P. Morgan

Powerful financier and banker who controlled American finance. His dedication to modernization transformed American business.

d. John D. Rockefeller

Industrialist who amassed a great fortune through the Standard Oil Trust.

e. Andrew Carnegie

Scottish-born industrialist who made a fortune in steel.

f. horizontal integration

Merging one or more companies of the same business activity. Standard Oil used horizontal integration to limit competition and increase profits.

g. vertical integration

A single company brings together several activities used in the process of creating a product, such as the acquisition of raw materials, the manufacturing of the product, and the marketing, selling, and distribution of the product. Carnegie Steel used vertical integration to increase profits.

- h. robber baron
Derogatory term that refers to the industrialists and bankers of the late 1800s who placed profits over the public interest.
- i. Sherman Anti-Trust Act, 1890
Law that authorized the federal government to break up any business combination that was “in restraint of trade.” Intended to break up monopolies, the law was instead used primarily against labor unions.

4. The Distribution of Wealth

As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty. (6.1-ID)

- a. ✓ conspicuous consumption
Term coined by the economist Thorstein Veblen that refers to how people spend money in excess of what is necessary to fulfill their needs. People openly consume products they don’t need in order to gain social status.
- b. ✓ Gilded Age
Term coined by Mark Twain that refers to the celebration of wealth and conspicuous consumption that became part of American culture in the late 1800s.
- c. Panic of 1893
Deep economic depression caused by high protective tariffs and a return to the gold standard.

5. The American Labor Movement

The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor. (6.1-IIA) Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power. (6.1-IIB)

- a. Knights of Labor, 1869
Nationwide labor union that was open to all workers. The union reached its peak in 1886 before beginning a decline in membership.
- b. Great Railroad Strike of 1877
Strike triggered by wage cuts for railroad workers that spread nationwide. President Rutherford Hayes ordered U.S. troops to end the strike.
- c. Haymarket Square 1886
After police fired into a crowd of 100,000 protesting workers in Chicago, the workers met and rallied in Haymarket Square to protest police brutality. A bomb exploded, killing or injuring many of the police, promoting promoted anti-union and anti-immigrant feelings.

d. Homestead Strike, 1892

Strike at a Carnegie's steel plant 1892. Company officials called 300 armed Pinkerton detectives in July to stop strikers who were angry over pay cuts. Armed strikers forced them to surrender in a battle that killed 10 people and left 60 wounded.

e. Pullman Strike, 1894

Due to poor wages for Pullman workers and a shut down of western railroads, workers for the Pullman Palace Car Company in Chicago went on strike.

f. Eugene Debs

Head of the American Railway Union and leader of the Pullman strike, which led to his imprisonment for ignoring a federal court injunction to stop striking. While in prison, he became a socialist and ran for president five times as the Socialist Party's candidate for president.

g. American Federation of Labor (AFL), 1886

Nationwide labor union that by the 1890s was open only to skilled, white workers. The AFL was known as a "bread and butter" union because it sought only to achieve higher wages, minimize hours, and improve working conditions rather than transform American society.

h. Samuel Gompers

Cigar maker who founded the American Federation of Labor.

i. Mother Jones

Nickname for Mary Harris Jones, an Irish-American woman who became a prominent labor organizer. She led several significant strikes and cofounded the radical Industrial Workers of the World in 1905.

6. **The Southern Economy**

Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a "New South," agrarian sharecropping, and tenant farming systems continued to dominate the region. (6.1-IIC)

a. ✓The New South

Term that was used by southerners who wanted to promote economic changes in the South. The changes included industrialization, diversification of crops, and integration with the national economy.

b. crop-lien system (sharecropping, tenant farming)

A system of credit used by cotton farmers in the South. Sharecroppers who did not own the land they worked obtained supplies and food on credit from local merchants. They held a lien on the cotton crop and the merchants and landowners were the first ones paid from its sale. What was left over went to the farmer.

7. **The Struggle for Control of Land and Resources**

Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water. (6.1-IIIA) Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures. (6.1-IIID)

- a. U.S. Fish Commission, 1871
Government agency created to investigate the causes for the decrease of commercial fish and aquatic animals in U.S. coastal and inland waters.
- b. Sierra Club, 1892
Grassroots environmental organization founded in San Francisco by the conservationist John Muir.
- c. Department of the Interior
Executive department of the U.S. government that dealt with land and natural resource management, American Indian affairs, wildlife conservation, and territorial affairs.

8. Farmers' Organizations

Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets. (6.1-III B)

- a. Grange, 1867
Organization that brought farmers together to promote their economic and political interests.
- b. Granger Laws
Laws passed by midwestern states in the late 1860s and early 1870s to help farmers, primarily by regulating railroads.
- c. Farmers' Alliance
Farmer's organization in the 1870s and 1880s that supported government regulation of the railroad, establishment of an income tax, and cheap money (inflation) to help farmers.
- d. Colored Farmers' Alliance, 1886
Organization of African American farmers in Texas who had been barred from joining the Southern Farmers' Alliance. Fought against rising farm costs and high interest rates.
- e. Las Gorras Blancas (The "White Caps"), 1889
Secret organization of Spanish-speaking New Mexicans that fought against Anglo-Americans who had taken land away from Hispanic families.

9. The Populist Movement

The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People's (Populist) Party, which called for political reform and a stronger governmental role in the American economic system. (6.1-III C)

- a. ✓ People's (Populist) Party, 1891
Political party created by farmers (primarily in the South and Midwest) who had been hurt by debt, low prices for their crops, and railroad monopolies.

b. Omaha Platform, 1892

The political platform of the Populist Party in the election of 1892. The platform called for the free coinage of silver, the abolition of national banks, a graduated income tax, direct election of Senators, civil service reform, a working day of eight hours and government control of all railroads, telegraphs, and telephones.

c. gold standard

Monetary system in which currency is based upon a fixed quantity of gold. Debtors are often hurt by the higher interest rates and the deflationary pressure associated with the gold standard.

d. free silver

A central cause of the Populist movement. Populists favored the "free coinage of silver" to inflate the American economy and allow farmers to more easily pay debts.

e. William Jennings Bryan, 1896

U.S. representative from Kansas who became the nominee of both the Democratic and Populist Parties in 1896 after his famous "Cross of Gold" speech. Bryan campaigned against the gold standard, calling for the free coinage of silver.

10. **Immigration and Migration**

Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation's cities and the rural and boomtown areas of the West. (6.2-1A)

a. Old Immigrants

Immigrants from northern and western Europe who made up most of the immigration to the United States before the 1890s.

b. New Immigrants

Immigrants who came primarily from southern and eastern Europe and began to arrive in the United States during the 1890s. New Immigrants generally did not assimilate as well as Old Immigrants.

c. Ellis Island

Island in New York Harbor that served as the inspection station for millions of immigrants coming to the United States from 1892 to 1954.

d. assimilation

Process by which immigrant and minority groups were absorbed into the dominant culture of a society.

11. **Social and Cultural Diversity**

Immigrants sought both to "Americanize" and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices. (6.2-1C)

12. The Urbanization of America

Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated. (6.2-IB)

13. Urban Politics, Society, and Culture

In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women's clubs and self-help groups targeted intellectual development and social and political reform. (6.2-ID)

- a. National American Woman Suffrage Association (NAWSA), 1869
Organization led by Elizabeth Cady Stanton and Susan B. Anthony that fought for women's suffrage, equal rights for women, and the right for women to join labor unions. Accepted only women as members.
- b. American Women Suffrage Association (AWSA), 1869
Organization led by Lucy Stone and Julia Ward Howard that fought only for women's suffrage. Accepted men as members.
- c. Women's Christian Temperance Union (WCTU), 1874
Women's organization that opposed alcoholic beverages and supported reforms such as women's suffrage.
- d. Jane Addams
Founded a settlement house (Hull House) in Chicago in 1889 that offered practical help and material aid to immigrants. Widely regarded as the greatest American woman of the early 1900s. She was awarded the Nobel Peace Prize in 1931.
- e. Lillian Wald
Founder of a settlement house in New York City in 1893. Began the movement to improve medical care for all citizens and to improve the way that medical professionals acted case by case. Advocate for child labor legislation and woman's suffrage.

14. Migration to the American West

Post-Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers. (6.2-IIA)

- a. railroad subsidies
Government grants of land or money to railroad companies to build railroads in the West.
- b. Morrill Land-Grant Acts, 1862 and 1890
Laws passed that granted federal land to states for the purpose of building colleges.
- c. Frederick Jackson Turner
Historian who argued that cheap, abundant land and the settlement of the American West were the dominant factors in creating American democracy and shaping the national character.

15. The Conquest of the West

The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict. (6.2-IIB) The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation. (6.2-IIC)

a. Crazy Horse

Lakota leader who resisted white movement into the Black Hills and fought at the Battle of Little Big Horn. Killed by U.S. soldiers in 1877

b. Sitting Bull

Lakota holy man who led a resistance against U.S. government policies toward Indians. His visions led to the battle of Little Big Horn. Killed in the massacre at Wounded Knee in 1890.

c. Great Sioux War, 1876-1881

War between the U.S. army and the tribes (Lakota, Cheyenne, and Arapaho) that took part in the Battle of the Little Big Horn. The war ended in 1881 with the surrender of Sitting Bull.

d. Little Big Horn, 1876

River in Montana where George Custer and the U.S. cavalry attacked an Indian encampment. Most of Custer's force died in the battle.

e. Chief Joseph

Nez Perce chief in the Northwest who led his tribe in an attempt to escape to Canada in 1877. U.S. troops forced him to surrender. He and his people were exiled to a reservation.

f. Dawes Severalty Act, 1887

Law that intended to break up Indian reservations into individual farms and turn American Indians into homesteaders. Designed to end common ownership of the land. Surplus lands were sold to raise money for Indian education.

g. Ghost Dance

Indian belief that centered on a ritual dance that would bring about an Indian messiah who would banish the whites, bring back the buffalo, and restore land to the Indians.

h. Massacre at Wounded Knee, 1890

Last major encounter between Indians and the U.S. army. The Lakota Indians were overpowered by U.S. troops and roughly 300 Lakota died.

16. Government Corruption and Reform

Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system. (6.3-IA)

- a. patronage (spoils system)
The practice of granting government appointments to friends, political supporters, and party loyalists.
- b. Crédit Mobilier
Company created to build the Union Pacific Railroad. In 1872 it was discovered that Crédit Mobilier bribed congressmen to gain federal subsidies for the construction of the railroad.
- c. Tweed Ring (Tammany Hall)
Corrupt political organization that controlled New York.
- d. Whiskey Ring
Distillers and revenue officials in St. Louis who defrauded the government of millions of dollars.
- e. Mugwumps
Reformers (mostly Republicans) who wanted civil service reform and an end to political corruption.
- f. Pendleton Act, 1883
Law that created the Civil Service Commission and instituted the merit system for federal hiring and jobs.
- g. Interstate Commerce Act, 1887
The first federal regulatory agency. Established to regulate railroads.
- h. Australian (secret) ballot
Election ballot printed by the government rather than political parties that was marked privately by voters. Most states had moved to the secret ballot by the 1880s with Kentucky the last state to adopt a secret ballot in 1891.
- i. initiative and referendum
A state-level method of direct legislation that gave voters a chance to introduce, approve or disapprove proposed legislation or proposed constitutional amendments.
- j. socialism
System of government that provides for more government regulation of business and government ownership of some businesses.

17. Discrimination and Segregation

Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as *Plessy v. Ferguson*, were used to justify violence, as well as local and national policies of discrimination and segregation. (6.3-IB)

- a. Chinese Exclusion Act, 1882
Law that prohibited Chinese laborers from entering the United States.
- b. American Protective Association, 1887
Organization created by American nativists that campaigned for laws to restrict immigration.
- c. Jim Crow Laws
State and local laws designed to enforce segregation of blacks from whites.
- d. grandfather clause
Method of denying African Americans the right to vote by not letting anyone vote whose grandfather had not voted.
- e. ✓ *Plessy v. Ferguson*, 1896
Supreme Court decision that upheld a Louisiana law requiring the racial segregation of railroad facilities on the grounds that “separate but equal facilities were constitutional under the Fourteenth Amendment.

18. American Social and Economic Theory

Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate. (6.3-IIA) A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel. (6.3-IIB)

- a. Henry George
Economic reformer whose book, *Progress and Poverty* (1879), advocated solving problems of economic inequality by a single tax on the value of unused land.
- b. Edward Bellamy
Author of *Looking Backward* (1888), a utopian novel that described the world of the future. According to Bellamy, the world in 2000 would be based on a new social order in which poverty and corrupt politics were unknown and cooperation had replaced competition.
- c. Gospel of Wealth
Andrew Carnegie’s idea that the people who possess great wealth had an obligation to use their wealth for the public good.
- d. ✓ Social Gospel
Religious doctrine preached by those who believed that Christian churches should directly address economic and social problems.

19. Activists for Equal Rights

Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality. (6.3-IIC)

a. Booker T. Washington

Former slave who became an educator and founded Tuskegee Institute to provide training in agriculture and crafts for African American students.

b. Atlanta Compromise, 1895

Speech made by Booker T. Washington in which he urged African Americans to accept disenfranchisement and segregation for the time being, working for economic advancement instead.

c. Ida Wells-Barnett

African American civil rights activist who championed anti-lynching legislation.

Additional Information

Examples:

1. Frederick Taylor: Engineer who created the principles of scientific management to make factory production faster and more efficient.
2. Helen Hunt Jackson: Author of *A Century of Dishonor* (1881), a book that advocated improved treatment of American Indians.

Topic Number

#1 – The Industrial Revolution

#15 – The American West

Period 7: 1890–1945

In a Nutshell

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Key Concepts

Part 1

- A. Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. (7.1)
- B. The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe. (7.1-I) (WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)
- C. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. (7.1-II) (WXT-6) (WXT-7) (WXT-8) (POL-3) (ENV-5) (CUL-5)
- D. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state. (7.1-III) (WXT-8) (POL-2) (POL-4) (ID-3) (CUL-5)

Part 2

- E. A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress. (7.2)
- F. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts. (7.2-I) (ID-6) (ID-8) (WXT-3) (WXT-5) (CUL-3) (CUL-6) (CUL-7)
- G. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. (7.2-II) (ID-6) (WOR-4) (PEO-2) (PEO-6) (PEO-7) (POL-7) (WXT-6)
- H. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere. (7.2-III) (ID-6) (ID-8) (PEO-3) (WOR-4)

Part 3

- I. Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position. (7.3)
- J. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. (7.3-I) (WOR-6) (WOR-7) (ENV-5) (POL-6)
- K. World War I and its aftermath intensified debates about the nation’s role in the world and how best to achieve national security and pursue American interests. (7.3-II) (WOR-4) (WOR-7) (ID-3) (POL-6)

- L. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world. (7.3-III) (WOR-4) (WOR-7) (ID-3) (ID-6) (POL-5)

Significant Topics

1. Economic Changes in the Late 1800s and Early 1900s

Large corporations came to dominate the U.S. economy during the late 1800s and early 1900s as businesses increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques. (7.1-IA)

2. America as a Land of Opportunity

In its transition from a rural, agricultural society to an urban, industrial society, the U.S. offered new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States. (7.1-IB)

3. Changes in U.S. Foreign Policy in the Late 1800s

Arguments that Americans were destined to expand their culture and norms to other nations, especially the nonwhite nations of the globe were furthered in the 1890s by the perception that the western frontier was “closed,” economic motives, competition with other European imperialist ventures of the time, and theories about racial differences. (7.3-IA)

a. Closing of the Frontier, 1890

The U.S. Census showed that so many pockets of settled area in the United States and its territories that a frontier line could no longer be said to exist. The closing of the frontier was one of the reasons some Americans felt they should expand their culture and norms to other nations.

b. Alfred Thayer Mahan

Naval officer who believed a strong navy was necessary for asserting global power and protecting overseas interests and. His ideas had an enormous impact on shaping U.S. military and foreign policy in the 1890s.

c. Queen Liliuokalani

Last Queen of Hawaii, she surrendered “to the superior force of the United States” in 1893. After she was overthrown as Queen, Hawaii become a U.S. protectorate.

4. Spanish-American War, 1898

The U.S. went to war with Spain in 1898 ostensibly to help Cuba gain its independence. The American victory in the war led to the U.S. acquisition of island territories (the Philippines, Guam, and Puerto Rico), an expanded economic and military insurrection in the Philippines, and increased involvement in Asia. Cuba became a U.S. protectorate after the war. (7.3-IB)

a. yellow journalism

Newspaper practice of sensationalizing the news to sell more papers. Associated with the newspapers of Joseph Pulitzer and William Randolph Hearst, newspapers that helped push the United States into war with Spain.

b. U.S.S. Maine

U.S. Navy ship that sank in Havana Harbor in 1898. The American newspapers blamed the sinking of the *Maine* on the Spanish, leading to war with Spain.

5. The United States as a World Power

Questions about America's role in the world during the late 1800s and early 1900s generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists. (7.3-1C)

a. Filipino Rebellion, 1899-1902

Unsuccessful rebellion for the independence of the Philippines from U.S. control. The rebellion was led by Emilio Aguinaldo.

b. Insular Cases, 1901

The Supreme Court ruled that people in island territories under U.S. control did not automatically receive the constitutional rights of U.S. citizens.

c. Hay-Bunau-Varilla Treaty, 1903

Treaty with Panama that made Panama a U.S. protectorate and granted U.S. sovereignty over a 10-mile wide Canal Zone.

d. Roosevelt Corollary, 1904

President Theodore Roosevelt's extension of the Monroe Doctrine of 1823. Roosevelt proclaimed the right of the U.S. to be the "policeman" of the western hemisphere. Led to U.S. "gunboat" diplomacy.

e. Dollar Diplomacy

President Taft's policy of using economic power to promote U.S. interest in Latin American and East Asia.

f. Pancho Villa's raid, 1916

Mexican bandits and revolutionaries led by Pancho Villa raided Columbus, NM, prompting the U.S. government to send troops into Mexico in an attempt to capture Villa. (In 1914 the U.S. had occupied the Mexican city of Veracruz for six months.)

6. Progressive Reform

In the late 1890s and the early 1900s, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels. (7.1-1IA) Progressive reformers promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy. (7.1-1IB)

a. ✓ Progressive Era, 1901-1917

An era of government reform in which the U.S. established a system of "regulated capitalism." The Progressive era began when Theodore Roosevelt became president after the assassination of William McKinley. The era ended after the U.S. entered World War I.

b. Social Gospel

Reform movement of the late-1800s and early-1900s in which Protestant clergy brought attention to urban problems and advocated social justice for the poor. The social gospel movement influenced the Progressive reforms of the early 1900s.

- c. **muckrakers**
Progressive Era journalists who wrote articles exposing corruption in government and industry. Significant muckrakers included Jacob Riis (slum conditions), Ida Tarbell (standard oil), Lincoln Steffens (city government), and Upton Sinclair (meat packing).
- d. **Florence Kelly**
Social and political reformer who campaigned for the minimum wage, eight-hour day, and children's rights. In 1909 she helped create the National Association for the Advancement of Colored People (NAACP).
- e. **Square Deal**
President Theodore Roosevelt's progressive program to be fair to all interests: business, labor, and consumers.
- f. **Northern Securities Company, 1904**
Railroad monopoly dissolved by President Theodore Roosevelt, who used the the previously ineffective Sherman Antitrust Act of 1890 to empower the government to break up monopolies.
- g. **Pure Food and Drug Act, 1906**
Law that made it illegal to sell impure or improperly labeled food and drugs.
- h. **Meat Inspection Act, 1906**
Law that required federal inspection of meatpacking.
- i. **Underwood Tariff, 1913**
Law that substantially reduced tariffs and made up for lost revenue by providing for a graduated income tax.
- j. **Federal Reserve Act, 1913**
Law that established a system of 12 federal banks and a Federal Reserve Board that would set interests rates and regulate the money supply.
- k. **Clayton Antitrust Act, 1914**
Law that made business monopolies illegal. Labor unions and farmers' organizations were exempt from the law.
- l. **Federal Trade Commission, 1914**
Commission appointed by the president to investigate illegal business practices.
- m. **Progressive Amendments**
Constitutional amendments ratified between 1913 and 1920 providing for a federal income tax (16th), the direct election of U.S. senators (17th), prohibition of alcohol (18th), and women's suffrage (19th).

7. **World War I and the Abandonment of American Neutrality**

After declaring neutrality at the beginning of World War I, the United States entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs. Woodrow Wilson justified the abandonment of neutrality with a call for the defense of humanitarian and democratic principles. (7.3-IIA)

- a. ✓ US. enters World War I, 1917

After war broke out in Europe in 1914, the U.S. proclaimed neutrality. With neutrality becoming increasingly difficult, especially after Germany began sinking U.S. ships, the U.S. declared war on Germany in April 1917. The war ended in November 1918.

- b. ✓ American Expeditionary Force (AEF)

United States Armed Forces sent to Europe during World War I. Led by General John J. Pershing.

8. **Woodrow Wilson and the Formation of a Postwar World**

Although the American Expeditionary Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations, resulting in substantial debate within the United States. (7.3-IIB)

- a. Fourteen Points, 1918

In a program for maintaining peace after World War I, President Wilson introduced his Fourteen Points to Congress calling for arms reduction, national self-determination, and a League of Nations (a world organization that would promote peace and international cooperation).

- b. Treaty of Versailles, 1919

Although the Treaty of Versailles, signed after World War I, imposed harsh treatment on Germany, it also included President Wilson's idea for a League of Nations. The U.S. Senate twice rejected the Treaty of Versailles and U.S. entry into the League of Nations.

9. **World War I and the Great Migration of African Americans**

Although most African Americans remained in the South despite legalized segregation and racial violence, some began a "Great Migration" out of the South to pursue new economic opportunities offered by World War I. (7.2-IIIA)

10. **Civil Liberties during World War I**

World War I created a repressive atmosphere for civil liberties in the United States, resulting in official restrictions on freedom of speech. (7.2-IIIA)

- a. Espionage Act of 1917 and Sedition Act of 1918

Made it illegal to encourage disloyalty to the U.S. or to criticize the government in writing.

- b. *Schenck v. United States*, 1919

Supreme Court case that declared First Amendment rights could be suspended under the Espionage Act of 1917, as long as there was a "clear and present danger" to the United States.

11. **Postwar Red Scare**

As labor strikes and racial strife disrupted society, the immediate period after World War I witnessed the first American "Red Scare," which legitimized attacks on radicals and immigrants. (7.2-IIB)

- a. Palmer Raids, 1919-1920
In raids led by Attorney General A. Mitchell Palmer, the U.S. government searched for political radicals and deported foreign born political activists.
- b. Sacco and Vanzetti, 1927
Two Italian anarchists convicted in 1921 of a murder and theft in Braintree, Massachusetts. In spite of public protests about their innocence, Sacco and Vanzetti were executed in 1927.

12. U.S. Immigration Policy during the 1920s

Several acts of Congress during the 1920s established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor. (7.2-IIC)

- a. National Origins Act, 1924
Law establishing quotas based on nationality for immigration to the U.S. The law limited immigration from southern and eastern Europe, permitting larger numbers of immigrants from northern and western Europe.

13. Developments in Technology

New technologies of the late 1800s and early 1900s contributed to improved standards of living, greater personal mobility, and better communications systems. (7.2-IA)

- a. Wright Brothers, 1903
Inventors who built and flew the first successful airplane.
- b. Model T Ford introduced, 1908
The Model T was a popular and inexpensive automobile sold by Henry Ford from 1908 to 1927. Ford's mass production of the Model T brought dramatic changes to the American culture and economy.
- c. KDKA in Pittsburgh, 1920
The world's first commercial radio station. In November 1920, KDKA broadcast the returns of the U.S. presidential election, beginning a decade in which radio became pervasive in U.S. culture. By 1933, two-thirds of American homes had a radio, twice as many as those with telephones.
- d. Charles Lindbergh, 1927
American aviator whose solo flight across the Atlantic in 1927 showed the possibilities of the airplane and made him an international hero.
- e. *The Jazz Singer*, 1927
The first motion picture with sound.

14. Political and Cultural Conflict in the Early 1900s

Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment. (7.2-IB)

- a. **Election of 1912**
Three-way presidential race between Taft (Republican), Roosevelt (Progressive Bull Moose), and Wilson (Democrat). Due to a split in the Republican Party (Taft vs. Roosevelt), Wilson won the election. The Socialist Party candidate, Eugene Debs, won over a million votes.
- b. **New Nationalism**
Teddy Roosevelt's 1912 campaign proposal to empower big government to regulate big business.
- c. **New Freedom**
Woodrow Wilson's 1912 campaign proposal to break up monopolies and restore competition as a way of regulating business.
- d. **Ku Klan Klan March on Washington, 1925**
The KKK, claiming 5 million members, led a march of over 50,000 people in Washington, D.C., demanding laws against immigration. (The Klan also opposed Catholics, blacks, and Jews.)
- e. ✓ **Fundamentalism vs Modernism**
Fundamentalists emphasized the literal truth of the Bible and opposed the modernists who tried to reconcile the Bible with scientific knowledge. The division reached its peak in 1925 when a high school biology teacher, John Scopes, was put on trial for teaching evolution.
- f. **Prohibition**
Nationwide ban on the sale, production, and importation of alcohol that remained in place from 1920 to 1933. Prohibition caused deep division in the United States between those who supported the ban (drys) and those who opposed the ban (wets).

15. **Urbanization and Industrialization**

The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media. (7.2-IC)

- a. ✓ **Harlem Renaissance**
Literary and artistic movement in the 1920s in which black writers and artists described African American life.
- b. **W.E.B. DuBois**
African American historian and civil rights activist. One of the cofounders of the National Association for the Advancement of Colored People (NAACP) in 1909. At the height of the Harlem Renaissance Du Bois was a familiar presence in New York.
- c. **jazz**
Uniquely American style of music developed in the early 1900s. As a product of primarily African American communities, jazz was characterized by improvisation and syncopation.

- d. Jelly Roll Morton
Jazz piano player who began his career in New Orleans. Sometimes called the “father of jazz.”
- e. Louis Armstrong
Jazz trumpet player and singer from New Orleans who played a pivotal role in popularizing jazz.
- f. Ashcan School
New York artists of the early 1900s who focused on urban life. Included such artists as Robert Henry and John Sloan.
- g. Edward Hopper
Painter whose depiction of urban scenes showed life in modern America.
- h. Yiddish Theater
Political and artistic plays performed Yiddish in New York during the 1920s.

16. The Great Depression, 1929-1941

Even as economic growth continued during the early 1900s, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system. (7.1-1C)

- a. ✓ Great Depression
Period of high unemployment and widespread business failure. The Depression was caused by an economic system that was out of balance with too much supply and not enough demand.
- b. Stock Market Crash, 1929
A plummeting of stock prices on Wall Street that signaled the beginning of a ten-year depression affecting all industrial societies in the western world.
- c. Smoot-Hawley Tariff, 1930
The highest U.S. tariff rates in 100 years. The high rates led to a tariff war with other nations that worsened the international depression and cut American exports and imports by more than half.
- d. Reconstruction Finance Corporation, 1932
President Herbert Hoover’s plan for economic recovery through emergency financing for banks, life insurance companies, and railroads.

- e. Bonus March, 1932

Unemployed veterans from World War I marched to Washington, DC, demanding the payment of bonuses promised to them at a later date (1945). Congress didn't pass the Bonus Bill, and President Hoover ordered the U.S. army to break up their encampment. Tanks and tear gas were used to destroy the veterans' camps.

17. Franklin Roosevelt and the New Deal

The liberalism of Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy. (7.1-III A)

- a. ✓ Roosevelt's New Deal, 1933

Franklin Roosevelt's plan for getting out of the Depression, involving increased federal action to provide economic relief, recovery, and reform.

- b. New Deal Programs to Stimulate Economic Activity

AAA, CCC, NIRA, REA, SEC, TVA, PWA, WPA, NRA, Federal Writer's Project

- c. Glass-Steagall Act, 1933

Law that forbade commercial banks from engaging in excessive speculation. Established the Federal Deposit Insurance Corporation (FDIC).

- d. Federal Deposit Insurance Corporation (FDIC), 1933

Government agency created by President Roosevelt that regulates banks and insures bank deposits.

- e. Securities and Exchange Commission (SEC), 1934

Agency of the federal government that regulates financial markets and investment companies.

- f. Wagner Act, 1935

Also known as the National Labor Relations Act, this law protected workers' rights to organize into labor unions and engage in collective bargaining. The law also created the National Labor Relations Board (NLRB), providing for government investigation of unfair labor practices.

- g. Social Security Act, 1935

Provided federal financial assistance to the problems of old age and unemployment. Social Security also provided benefits to widows and fatherless children.

- h. Court-Packing Plan, 1937

After the Supreme Court declared New Deal programs unconstitutional in such cases as *Schechter v. United States* (1935) and *Butler v. United States* (1936), President Roosevelt unsuccessfully attempted to add new members to the Supreme Court.

- i. Roosevelt Recession, 1938

A period in which the American economy stalled after several years of recovery. The recession was most likely caused by cuts in government spending introduced by Roosevelt in 1937.

- j. Congress of Industrial Organizations, 1938
Labor organization led by John L. Lewis that was created from a group of powerful unions that left the American Federation of Labor in an attempt to unionize unskilled industrial.

18. Political Reaction to the New Deal

Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal's scope. (7.1-III B)

- a. Huey Long
Louisiana governor and U.S. senator who supported a redistribution of wealth from the rich to the poor. Long, whom FDR feared politically, was assassinated in 1935.
- b. Charles Coughlin
Roman Catholic priest who used his radio program to attack FDR. Known for his antisemitism and support of fascism.

19. Significance of the New Deal

Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party. (7.1-IIIC)

- a. New Deal Democratic Coalition
The alignment of interest groups and voting blocs that supported the New Deal and voted for Democratic presidential candidates from 1932 until approximately 1968, making the Democratic Party the majority party during that period.

20. American Migration during the Great Depression

Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor. (7.2-IIIB)

21. Immigration from Mexico

Many Mexicans, drawn to the U.S. by economic opportunities, faced ambivalent government policies in the 1930s and 1940s. (7.2-IIIC)

- a. Mexican Repatriation, 1929-1939
At a time when more Americans emigrated from the U.S. than to it, the U.S. government sponsored a Mexican Repatriation program encouraging Mexicans to voluntarily move to Mexico. Thousands were deported against their will.
- b. Bracero Program, 1942
Agreement between the U.S. and Mexico allowing importation of temporary contract workers from Mexico to the United States.
- c. Luisa Moreno
Social activist who unionized workers, led strikes, and created the first national Latino civil rights assembly in 1939. In 1950 she was deported to Guatemala, the nation of her birth.

22. Postwar Isolationism during the 1920s and 1930s

In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism, which continued to the late 1930s. (7.3-IIIC)

- a. Washington Naval Conference, 1921-1922
International conference held in Washington, D.C., that produced agreements limiting naval armaments for the nations of the world.
- b. Stimson Doctrine, 1932
Policy of the U.S. government toward Japan that stated the U.S. government would not recognize territorial changes made through force. (Japan had seized Manchuria from China.)
- c. Good Neighbor Policy
Foreign policy of the Franklin Roosevelt administration stating that the U.S. would not intervene in Latin American nor interfere in the domestic affairs of Latin American nations. This policy intended to end Theodore Roosevelt's dollar diplomacy and William H. Taft's dollar diplomacy.
- d. Neutrality Acts, 1935-1939
A series of laws making it illegal for Americans to get involved with nations at war. The laws, making no distinction aggressors and victims, were repealed after Germany invaded Poland in 1939, beginning World War II.
- e. Lend-Lease Act, 1940
Law passed by Congress in 1941 providing that any country whose security was vital to U.S. interests could receive arms and equipment from the United States.
- f. Atlantic Charter, 1941
Joint statement issued by Roosevelt and Churchill stating American and British postwar aims of international economic and political cooperation.
- g. ✓ Pearl Harbor, 1941
U.S. naval base in Hawaii that was attacked by the Japanese bringing the U.S. into World War II.

23. Allied Victory in World War II

The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals. (7.3-IIIC)

- a. Manhattan Project, 1942
Top-secret program of the U.S. government to develop an atomic bomb.

- b. Invasion of Normandy (D-Day), 1944
Allied invasion of Europe led by General Dwight D. Eisenhower. Over a million troops (the largest invasion force in history) stormed the beaches at Normandy and began the process of re-taking France. The turning point of World War II.
- c. Yalta Conference, 1945
Meeting between Franklin Roosevelt, Winston Churchill, and Joseph Stalin to discuss the final defeat of the Axis powers and the problems of postwar occupation. Stalin agreed to free elections in Eastern Europe after the war. Stalin also agreed to assist the U.S. in its war against Japan.
- d. Hiroshima and Nagasaki, 1945
Japanese cities hit with atomic bombs dropped by the U.S., ending World War II.

24. **Women and Minorities during World War II**

The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions. (7.3-IIIA) Despite U.S. contributions to the victory over fascism and new opportunities for women and minorities during the war, other wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values. (7.3-IIIB)

- a. Rosie the Riveter
An iconic image of a woman dressed in overalls who became the symbol for the publicity campaign that was launched by the government to draw women into traditional male jobs.
- b. A. Philip Randolph
African American leader who organized a march on Washington in 1941 to pressure FDR to issue an executive order banning discrimination in defense industries. (FDR set up the Fair Employment Practices Commission to halt discrimination in war production and government.)
- c. Congress of Racial Equality, 1942
Civil Rights Organization created in World War II that committed itself to using nonviolent techniques to end racial segregation.
- d. ✓ Japanese-American Internment, 1942
Under Executive Order #9066, FDR authorized the removal of “enemy aliens” from military areas. Over 110,00 Japanese Americans living in the western U.S. were moved to internment camps, although those living in Hawaii were not put into camps.
- e. Zoot Suit Riots, 1943
Several thousand off-duty Mexican American soldiers and sailors, joined by hundreds of local white civilians, rampaged through downtown Los Angeles streets, assaulting Hispanics, blacks, and Filipinos

25. **World War II and American Power**

The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth. (7.3-IIID)

Additional Information

Topic Number

Examples:

- | | |
|--|---------------------------------------|
| 1. Development of Sonar: The development of Sound Navigation and Ranging (Sonar) played a critical role in anti-submarine warfare against the Germans | #23 – Allied Victory in WW II |
| 2. Mary McLeod Bethune: African American educator who was an advocate of equality opportunity for African Americans. | #25 – WWI and the Character of the US |

Period 8: 1945–1980

In a Nutshell

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

Key Concepts

Part 1

- A. The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences. (8.1)
- B. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system. (8.1-I) (WOR-4) (WOR-7) (WOR-8)
- C. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes. (8.1-II) (ENV-5) (WOR-3) (WOR-7) (WOR-8)
- D. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order. (8.1-III) (ID-3) (POL-7) (WOR-4) (CUL-5)

Part 2

- E. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses. (8.2)
- F. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting. (8.2-I) (ID-8) (POL-3) (POL-4) (POL-7)
- G. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity. (8.2-II) (POL-3) (ID-8)
- H. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements. (8.2-III) (POL-2) (POL-5) (POL-7)

Part 3

- I. Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment. (8.3)
- J. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values. (8.3-I) (WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)
- K. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. (8.3-II) (ID-6) (PEO-2) (PEO-3) (PEO-7) (ENV-5) (WXT-8)

- L. New demographic and social issues led to significant political and moral debates that sharply divided the nation. (8.3-III) (ID-7) (POL-5) (CUL-6) (CUL-7)

Significant Topics

1. Post-World War II Foreign Policy

The United States developed a foreign policy after World War II that was based on collective security and a multilateral economic framework that bolstered non-Communist nations. (8.1-IA)

a. United Nations, 1945

An international organization created after World War II to promote international cooperation, stop wars between countries, and provide a platform for dialogue and diplomacy.

2. The Cold War

The Cold War between the United States and the Soviet Union fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence. (8.1-IC)

a. ✓ Cold War, 1945-1991

A war of words and threats between the United States and the Soviet Union that was marked primarily by a political and economic, rather than military, struggle between the two nations.

b. Iron Curtain

Term introduced by Winston Churchill to describe the Soviet domination of Eastern Europe after World War II.

c. ✓ containment

The U.S. policy of containing the spread of communism. Containment was the foundation of U.S. foreign policy from the late 1940s until the fall of the Soviet Union in the 1990s. The policy was conceived by George Kennan, a State Department employee and expert on the Soviet Union.

d. Truman Doctrine, 1947

President Harry Truman's policy of providing economic and military aid to any country threatened by communism.

e. Marshall Plan, 1948

Program designed to promote the economic recovery of Western Europe with massive amounts of U.S. financial aid.

f. Berlin airlift, 1948

Response of the U.S. and Great Britain to the Soviet Union's blockade of West Berlin. Supplies were sent to West Berlin with continuous flights of thousands of American and British airplanes.

g. North Atlantic Treaty Organization (NATO), 1949

Mutual defense alliance among the nations of Western Europe and North America. Designed to contain the spread of communism.

- h. **development of the hydrogen bomb, 1952**
The first hydrogen bomb, which was one-thousand times more powerful than the atomic bombs dropped on Hiroshima and Nagasaki, was test by the U.S. in the South Pacific in 1952. The Soviet Union, after testing their first a-bomb in 1949, tested their first h-bomb in 1953.
- i. **New Look, 1955**
President Eisenhower’s policy of reducing the size of the U.S. army, developing tactile nuclear weapons, and building strategic air power to employ nuclear weapons. Came to be known as a “bigger bang for the buck.”
- j. **massive retaliation**
Term used by Secretary of State John Foster Dulles that implied the U.S. was willing to use nuclear force in response to Communist aggression.
- k. **brinkmanship**
Practice under Eisenhower of trying to win international disputes through a willingness to push dangerous situations to the brink of war.
- l. **Sputnik I, 1957**
The first artificial satellite launched into space. Its launch by the Soviet Union marked the beginning of the space race.
- m. **space race**
Cold War competition between the United States and the Soviet Union for supremacy in technology and spaceflight.
- n. **Nikita Khrushchev**
Soviet leader who denounced Joseph Stalin in 1956 and improved the Soviet Union’s image abroad. (Lost his power in 1964 after failing to improve the Soviet Union’s economy.)
- o. **peaceful coexistence**
Soviet theory under Khrushchev that the Soviet Union could coexist peacefully with the United States. Ended in 1960 when the U.S. was caught sending U-2 spy planes over the Soviet Union.
- p. **flexible response**
President Kennedy’s strategy of considering a variety of military and nonmilitary options when facing foreign policy decisions.
- q. **Cuban Missile Crisis, 1962**
Military crisis between the U.S. and the Soviet Union over a secret Soviet attempt to deploy nuclear missiles in Cuba.
- r. **Limited Test Ban Treaty, 1963**
Treaty signed by the United States, the Soviet Union, and 100 other nations that banned nuclear weapons tests in the atmosphere, in outer space, and underwater.

- s. **Nixon Doctrine**
President Nixon's policy of requiring countries threatened by communism to assume most of the military burden, with the United States offering political and economic support.
- t. **detente**
Policy of relaxing tensions between the U.S. and the Soviet Union. Introduced by Nixon in the early 1970s.
- u. **Strategic Arms Limitation Treaty I (SALT I), 1972**
Treaty between the U.S. and the Soviet Union to limit offensive nuclear weapons and defensive antiballistic missile systems.
- v. **Strategic Arms Limitation Treaty II (SALT II), 1979**
Treated between the U.S. and the Soviet Union to limit the number of strategic nuclear missiles in each country. The U.S. Congress did not approve the treaty due to the Soviet invasion of Afghanistan.
- w. **Soviet Invasion of Afghanistan, 1979**
After the Soviet Union invaded Afghanistan in December 1979, President Carter placed an embargo on wheat shipments to Russia, increased spending on defense, and boycotted the 1980 Olympics in Moscow.

3. **The Red Scare**

Americans debated policies and methods designed to root out Communists within the United States, even as both parties tended to support the broader Cold War strategy of containing communism. (8.1-III A)

- a. **fellow-traveler**
Someone who sympathized with or supported the beliefs of the Communist Part without being a member. Many American fellow travelers were investigated and blacklisted during the late 1940s and 1950s.
- b. **House Un-American Activities Committee (HUAC)**
Congressional committee, created in 1938, that began investigating suspected Communists and fellow-travelers in the late 1940s and 1950s.
- c. **Alger Hiss**
State Department official accused of being a Communist spy who was convicted of perjury and sent to prison.
- d. **McCarran Internal Security Act, 1950**
Law that required Communists to register with the U.S. government and made it a crime to conspire to establish a totalitarian government in the United States. The law also allowed for the detention of dangerous, disloyal, or subversive persons.
- e. **McCarran-Walter Act, 1952**
Immigration law that permitted deportation and denial of entry into the United States for ideological reasons.

- f. **Julius and Ethel Rosenberg**
Husband and wife who were executed in 1953 for passing information about the atomic bomb to the Soviets.
- g. **Joseph McCarthy**
Republican Senator from Wisconsin who in 1950 began a Communist witch-hunt that lasted until he was censured by the Senate in 1954.
- h. **McCarthyism**
Term used to describe the tactic of making accusations of corruption or disloyalty without evidence and no regard for civil liberties.
- i. **Army-McCarthy Hearings, 1954**
Televised investigations by Senator McCarthy. The hearings ended McCarthy's popularity and led to his censure by the U.S. Senate.

4. **The American National Security State**

Americans debated the merits of a large nuclear arsenal, the "military-industrial complex," and the appropriate power of the executive branch in conducting foreign and military policy. (8.1-III C)

- a. **National Security Council, 1947**
Executive agency composed of the president, vice president, and four cabinet members. Established to coordinate the strategic policies and defense of the United States.
- b. **Central Intelligence Agency (CIA), 1947**
Government agency created to gather and evaluate military, political, social, and economic information on foreign nations.

5. **Decolonization and the Spread of Nationalism**

Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned. (8.1-II A)

- a. **Chinese Civil War**
War between Chinese government forces led by Chiang Kai-shek and Communist forces led by Mao Zedong. In 1949 Chiang and his supporters fled to Taiwan, where they set up a separate Nationalist government.
- b. **Mohammed Mossadegh**
Nationalist leader of Iran who was overthrown with the help of the American CIA. Replaced by Shah Mohammed Reza Pahlavi in 1953
- c. **Gamal Abdel Nasser**
Leader of Egypt who successfully opposed the French and British imperial powers during the 1956 Suez crisis.

- d. Ho Chi Minh
Nationalist leader of Vietnam who opposed the United States during the Vietnam War.

6. Wars in Korea and Vietnam

The United States sought to “contain” Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam. (8.1-1B)

- a. Korean War, 1950-53
War started by North Korean forces crossing the 38th parallel and invading South Korea. United Nations forces, strengthened primarily by the United States, launched a police action against North Korea to stop aggression.
- b. Vietnam, 1954-1961 (Eisenhower Administration)
After French colonists were forced out of Vietnam in 1954, Vietnam was divided into two nations – North and South. When elections to unify the divided nation were canceled in 1956, the U.S. sent aid and advisors to South Vietnam.
- c. domino theory
Belief that if a nation fell under communist control, nearby nations would also fall under communist control. The domino theory led to the U.S. sending military forces to aid South Vietnam.
- d. Vietnam, 1961-1963 (Kennedy Administration)
In an effort to help South Vietnam, the U.S. increased the number of advisors in South Vietnam and sent in special forces to fight for South Vietnam.
- e. Tonkin Gulf Resolution, 1964
After President Johnson claimed North Vietnamese forces attacked U.S. boats in international waters in the Gulf of Tonkin, the U.S. Congress voted to give the president a “blank check” to do whatever was necessary to stop communism in South Vietnam.
- f. Vietnam, 1965-1969 (Johnson Administration)
After increasingly escalating the number of U.S. forces in South Vietnam, President Johnson slowly realized he was fighting a war against Vietnamese nationalism that he could not win. In 1968, President Johnson withdraw from the presidential election and called for peace talks to end the Vietnam War.
- g. Vietcong
Vietnamese Communist rebels in South Vietnam.
- h. Tet Offensive, 1968
Vietcong and North Vietnamese attack throughout South Vietnam that caused public opinion in the United States to turn against the war.
- i. Eugene McCarthy
Senator who opposed the Vietnam War and made an unsuccessful attempt to win the Democratic nomination for president in 1968.

- j. **Robert Kennedy**
Senator who opposed the Vietnam War and was assassinated while campaigning for the Democratic nomination for president in 1968.
- k. **My Lai, 1968**
Village in South Vietnam where U.S. troops massacred 350-500 innocent women and children. Increased public opposition to the war when it became public in 1969.
- l. **Vietnam War, 1969-1973 (Nixon Administration)**
Although President Nixon increased the bombing of Vietnam and launched invasions of Laos and Cambodia, he also decided to withdraw U.S. troops from Vietnam.
- m. **Vietnamization, 1969-1973**
President Nixon's policy of gradually removing U.S. troops from Vietnam.
- n. **U.S. withdrawal from South Vietnam, 1973**
The United States withdrew combat troops from South Vietnam.
- o. **War Powers Act, 1973**
Law that prevents the president from involving the United States in war without congressional authorization.
- p. **Fall of South Vietnam, 1975**
South Vietnam fell to communist control.

7. **Vietnam – The War at Home**

Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes violent antiwar protests that became more numerous as the war escalated. (8.1-IIIB)

- a. **Students for a Democratic Society, 1960**
Left-wing student organization founded to attack American materialism and work for social justice and civil rights. Associated with the anti-war movement of the late 1960s.
- b. **Kent State, 1970**
University in Ohio where students were shot and killed by National Guard Troops during a protest against the Vietnam War.

c. Pentagon Papers, 1971

Classified government documents on the Vietnam War leaked to the press by Daniel Ellsberg and leaked to the *New York Times*. Efforts to block publication was rejected by the U.S. Supreme Court.

8. **The U.S. and Latin America**

Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes with varying levels of commitment to democracy. (8.1-IIB)

a. Organization of American States, 1948

Organization composed of most of the nations of the North America, South America, and the Caribbean. Designed to to fight communism in the western hemisphere and deal with mutual concerns.

b. Alliance for Progress, 1961

President Kennedy's program through which the United States provided aid for social and economic programs in Latin America.

c. Bay of Pigs, 1961

Invasion of Communist-controlled Cuba by Cuban exiles who were supported by the CIA. The failure of the invasion was an embarrassment for President Kennedy and the U.S. government.

d. Mann Doctrine, 1964

U.S. foreign policy under Lyndon Johnson that called for stability in Latin America rather than political and economic reform. Outlined by Thomas Mann, and American diplomat and State Department employee.

e. U.S. Occupation of the Dominican Republic, 1965

To stop what President Johnson said would be a "communist dictatorship" in the Dominican Republic, the U.S. sent to the Dominican Republic. The U.S. invasion provoked protests in Latin America and criticism within the United States.

f. Salvador Allende

Chilean president who was considered the first democratically elected Marxist. He was killed in an U.S.-supported overthrow of his government in 1973.

g. Panama Canal Treaty, 1977

Treaty between the United States and Panama that said the U.S. would abandon its rights to the Panama Canal in 1999.

h. Sandinista Liberation Front

Leftist guerrilla movement that established a revolutionary government in Nicaragua in 1979 under Daniel Ortega.

9. The U.S. and the Middle East

Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy. (8.1-IIC)

a. Palestine, 1948

Region of the Middle East that was partitioned by the United Nations to allow for the creation of a Jewish state (Israel) and a Palestinian state, which was never established.

b. Suez Crisis, 1956

Confrontation between Egypt on one side and Britain, France, and Israel on the other after Egypt tried to nationalize the Suez canal. The U.S., Soviet Union, and United Nations played a role in forcing Britain, France, and Israel to withdraw.

c. Eisenhower Doctrine

Policy formulated by President Eisenhower of providing military and economic aid to Arab nations in the Middle East to help defeat Communist-nationalistic rebellions.

d. Yom Kippur War, 1973

After Egypt and Syria attacked Israel, the Israeli military defeated the Arab armies. U.S. support of Israel led to an Arab boycott of oil to the United States.

e. Organization of Petroleum Exporting Countries (OPEC)

Economic alliance of oil-producing countries, mostly Arab, that became powerful enough in the 1970s to control oil prices by controlling oil supplies. In 1973, OPEC placed an embargo on the sale of all countries allied with Israel.

f. Camp David Accords, 1979

Treaty between Israel and Egypt that was negotiated by President Carter of the United States. Under the terms of the treaty Israel would return occupied Egyptian territory and Egypt would recognize Israel as a nation.

g. mujahedeen

Afghan resistance group fighting against the Soviet Union, which had invaded Afghanistan in 1979. The United States supported the mujahedeen with weapons to fight the Soviets.

h. Carter Doctrine, 1979

President Carter's policy that the United States would use force to repel any nation that attempted to take control of the Persian Gulf. The Doctrine was issued in response to the Soviet invasion of Afghanistan.

10. The Civil Rights Movement

Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination. (8.2-IA) Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965. (8.2-IC)

a. Southern Manifesto, 1954

Statement issued by 100 southern congressmen — after the *Brown v. Board of Education* decision — in which they pledged to oppose racial desegregation.

- b. **Rosa Parks**
African American seamstress who refused to give up her seat to a white man on a bus in Montgomery, Alabama, triggering a boycott of the bus system that sparked the Civil Rights Movement.
- c. **Martin Luther King, Jr.**
Baptist minister and civil rights leader who was committed to nonviolence. Beginning with the Montgomery bus boycott in 1955, he led many significant protests in the late 1950s and 1960s.
- d. **Southern Christian Leadership Conference (SCLC), 1957**
Organization formed by Martin Luther King, Jr., and others after the Montgomery bus boycott. The SCLC became the backbone of the movement to achieve civil rights through nonviolence.
- e. **Student Nonviolent Coordinating Committee (SNCC), 1960**
Organization formed to give young blacks a great voice in the civil rights movement. Organized black voter registration drives, sit-ins, and freedom rides.
- f. **sit-in**
The act of occupying the seats or an area of a segregated establishment to protest racial segregation. Popularized in Greensboro, North Carolina, in 1960.
- g. **freedom rides, 1961**
Effort to achieve integration of bus terminals by riding integrated bus throughout the South.
- h. **public order laws**
Laws passed by many southern communities to stop civil rights protests by allowing the police to arrest anyone suspected of intending to disrupt public order.
- i. **James Meredith**
African American student admitted to the University of Mississippi under federal court order in 1962.
- j. **March on Washington, 1963**
Gathering of civil rights supporters in Washington, D.C., to pressure the U.S. Congress to pass civil rights legislation. Martin Luther King, Jr., delivered his “I Have a Dream” speech at the march.
- k. **Freedom Summer, 1964**
Effort by civil rights groups in Mississippi to register black voters during the summer of 1964.
- l. **March from Selma to Montgomery, 1965**
Civil rights march in Alabama to bring attention to the need for a voting rights act.

- m. **Watts, 1965**
Neighborhood of Los Angeles, California, where a race riot broke out, resulting in millions of dollars of damage and the deaths of 28 African Americans.
- n. **Black Power**
Movement that rejected the nonviolence and coalition-building approach of traditional civil rights groups. Advocated self-determination for African Americans (black control of black organizations).
- o. **Nation of Islam (Black Muslims)**
Religious group founded by Elijah Muhammad, which professed Islamic religious beliefs and emphasized black separatism.
- p. **Malcolm X**
Member of the Nation of Islam and activist for black separatism. After leaving the Nation of Islam in 1964, he was assassinated in 1965.
- q. **Black Panthers**
Revolutionary organization founded in 1966 that endorsed violence as a means of social change.
- r. **race riots, 1968**
Nationwide reaction in more than 100 cities to the assassination of Martin Luther King, Jr.
- s. **George Wallace**
Alabama governor who represented a “white backlash” to the Civil Rights movement. He opposed racial desegregation and ran for president in 1968 as an independent candidate.

11. **Enforcing the Fourteenth Amendment**

Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial justice. (8.2-IB)

- a. ✓ **Desegregation of the Armed Services, 1948**
Through an Executive Order, President Truman ended racial discrimination and segregation in the U.S. Armed Forces.
- b. ✓ ***Brown v. Board of Education*, 1954**
Supreme Court case stating that separate educational facilities for different races were inherently unequal and therefore unconstitutional.

- c. Civil Rights Act of 1957
First significant civil rights legislation since Reconstruction ended in 1877. Created the U.S. Commission on Civil Rights and the Civil Rights Commission of the Justice Department.
- d. ✓ Civil Rights Act of 1964
Law that barred segregation in public facilities and forbade employers to discriminate on the basis of race, religion, sex, or national origin.
- e. Voting Rights Act of 1965
Law that outlawed unjust restrictions on voting and authorized federal supervision of elections in areas where black voting had been restricted.

12. The Rights Revolution

Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians. (8.2-IIA) Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices. (8.2-IIB)

- a. American GI Forum, 1948
Organization formed in Texas by Mexican American veterans to overcome discrimination and provide support for veterans and all Hispanics. Led the fight to end thesegregation of Hispanic children in schools throughout the West and Southwest.
- b. *The Feminine Mystique*, 1963
Best-selling book Betty Friedan that challenged women to move beyond the drudgery of being a suburban housewife.
- c. Equal Pay Act, 1963
Law that forbids gender-based pay discrimination of people performing substantially equal work for same employer.
- d. Title VII, 1964
Provision of the Civil Rights Act of 1964 that guarantees women legal protection against discrimination.
- e. National Organization for Women (NOW), 1966
Women's rights organization founded to fight discrimination against women.
- f. Stonewall Riot, 1969
Riot at a gay bar in New York City that was periodically raided by police. The riot helped trigger the gay rights movement.
- g. Equal Rights Amendment, 1972
Amendment to the U.S. Constitution giving women equal rights under the law. Although the amendment was approved by Congress, it failed to achieve ratification by the required 38 states.

h. Chicano Movement

Mexican American equivalent of the Civil rights movement for Mexican Americans. The movement included student demonstrations to press for bilingual education, the hiring of more Chicano teachers, and the creation of Chicano studies programs.

i. César Chávez

One of the leading Mexican American civil rights and social justice activists of the 1960s.

j. American Indian Movement (AIM), 1968

Militant Indian movement that was willing to use confrontation to obtain social justice and Indian treaty rights.

k. Russell Means

Prominent member of the American Indian Movement who helped organized the seizure of Alcatraz in 1969 and Wounded Knee in 1973.

l. Alcatraz, 1969

Island in San Francisco Bay that was occupied by Native American activists who demanded that the island be made available to them as a cultural center.

m. Wounded Knee, 1973

Site of the 1890 massacre of Sioux by federal troops that was occupied by members of the American Indian Movement (AIM) in 1973. AIM insisted that the government honor treaty obligations of the past.

n. Indian Self-Determination and Education Assistance Act, 1974

Law that gave Indian tribes control over federal programs carried out on their reservations and increasing their authority in reservation schools.

13. **The War on Poverty**

Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue. (8.2-II C) Liberalism reached its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad. (8.2-III A)

a. ✓ Lyndon Johnson's Great Society, 1964

Social program introduced by President Johnson for a war on poverty, protection of civil rights, and funding for education.

b. War on Poverty, 1964

President Johnson's program to help Americans escape poverty through education, job training, and community development.

- c. Medicaid, 1965
Health insurance program for the poor, providing states with money to buy health care for people on welfare.
- d. Medicare, 1965
Health insurance program for the elderly and disabled, providing government payment for health care supplied by private doctors and hospitals.

14. The Warren Court, 1954-1969

Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority. (8.2-IIIB)

- a. *Baker v. Carr*, 1962
Supreme Court decision that established the principle of "one man, one vote," requiring election districts to provide equal representation.
- b. *Engel v. Vitale*, 1962
Supreme Court decision stating that state laws requiring prayers and Bible readings in the public schools violated the first amendment's provision of separation of church and state.
- c. *Gideon v. Wainwright*, 1963
Supreme Court decision that required state courts to provide counsel for poor defendants.
- d. *Griswold v. Connecticut*, 1965
Supreme Court decision that recognized a citizen's right to privacy, stating that a state could not prohibit the use of contraceptives by adults.
- e. *Miranda v. Arizona*, 1966
Supreme Court decision that required law enforcement officers to inform defendants of their rights.

15. 1960s Radicalism

Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad. (8.2-IIIC)

- a. Students for a Democratic Society
Nationwide student organization that was pro-civil rights and anti-war, wanting to transform the U.S. into a participatory democracy.
- b. Berkeley Free Speech Movement, 1964-1965
Coalition of student groups that insisted on their right to political activity on campus.

16. Post-War Economic Prosperity

A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force. (8.3-IA)

- a. GI Bill of Rights, 1954
Law that provided veterans pensions, government loans, and money to attend college. Sent million of veterans to college and helped promote economic prosperity in the postwar years.
- b. National Defense Student Loans, 1958
Loans established by the U.S. government to encourage the teaching and study of science and modern foreign languages. Passed in response to the launch of Sputnik by Soviet Union.
- c. ✓ Sun Belt
Region stretching from Florida in a westward arc across the South and Southwest that saw substantial population growth and industrialization.

17. Immigration

Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965. (8.3-IIA)

- a. Immigration and Nationality Act of 1965
Law that abolished the national origins quota system that had been in place since 1924. Gave preference to skilled workers, setting limits on immigrants from the Western Hemisphere. Provided for the admission of close relatives of US citizens.

18. The Environmental Movement

Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution. (8.3-IIB)

- a. Silent Spring, 1962
Book written by Rachel Carson, a Marine biologist who warned of the misuse of pesticides and their negative affects on the environment. The book is credited with starting the modern environmental movement.
- b. Earth Day, 1970
International day of celebration and awareness of global environmental issues launched by environmentalists on April 22, 1970.
- c. Environmental Protection Agency, 1970
Federal agency created to control pollution and protect the environment.
- d. Clean Air Act, 1970
Federal law designed to control air pollution.

- e. Three Mile Island, 1979

Site of a nuclear power accident in Pennsylvania that led to radioactive gases and almost led to a nuclear meltdown.

19. **Post-World War II American Culture**

Economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture in the 1950s, as well as challenges to conformity by artists, intellectuals, and rebellious youth. (8.3-IB)

20. **Changes in American Society**

Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed. (8.3-IIIA)

21. **Baby Boomers and the Transformation of American Society**

Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, initiated a sexual revolution, and introduced greater informality into U.S. culture. (8.3-IIIB)

- a. baby boom

Sudden increase in the birth rate that occurred in the United States after World War II and lasted roughly until 1964.

- b. Beats

American writers, poets, and artists in the 1950s who rejected traditional middle-class values and championed nonconformity and sexual experimentation.

- c. rock and roll

Type of popular music that emerged in the mid-1950s from an early type of music known as rhythm and blues.

- d. counterculture (hippies)

Youth "movement" of the 1960s that rejected the competitiveness and materialism of American society, searching instead for peace, love, and freedom.

- e. Woodstock, 1969

Free rock concert in New York that attracted 400,000, becoming an expression of the counterculture.

22. **Political Polarization in the 1960s, 1970s, and 1980s**

Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights. (8.3-IIIC) Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology. (8.3-IC)

- a. **New Right**
Conservative movement with the Republican Party that opposed the liberal political and social reforms of the 1960s. The New Right demanded less government intervention in the economy and a return to traditional values.
- b. **southern strategy**
Richard Nixon's plan to bring southerners into the Republican Party by appointing white southerners to the Supreme Court and resisting the policy of busing to achieve integration.
- c. **Watergate, 1972**
Scandal in the Nixon administration that began with break-in at the Democratic National Committee headquarters at the Watergate Office Building in Washington, D.C. President Nixon's role in the cover-up of justice led to his resignation in 1974.
- d. **Roe v. Wade, 1973**
Supreme Court ruling that women have an unrestricted right to choose an abortion during the first three months of pregnancy. The ruling caused a conservative reaction against what was perceived as "activist" judges.
- e. **Right-to-Life Movement**
Anti-abortion movement that favored a constitutional amendment to prohibit abortion.
- f. **Proposition 13, 1978**
Referendum in California that slashed local property taxes. Marked the beginning of a conservative movement to cut taxes throughout the nation.
- g. **Bakke v. University of California, 1978**
Supreme Court decision that said medical school students could not be admitted by racial quotas, although race could be considered for admission. The decision represented a partial victory for what conservatives thought was reverse discrimination against whites.
- h. **Phyllis Schlafly**
A New Right activist who protested against the women's rights movement, saying it undermined tradition and the natural gender division of labor. Schlafly was representative of the conservative backlash against the changes of the 1960s.

Additional Information

Topic Number

Examples:

1. Central Treaty Organization (CENTO), 1955: Alliance formed under President Eisenhower to prevent Soviet expansion into the Middle East and Central Asia; consisted of Britain, Iraq, Iran, Pakistan, Turkey, and the U.S. #2 – The Cold War
2. Southeast Asia Treaty Organization (SEATO), 1955: Alliance formed under President Eisenhower to prevent Soviet invasion of Southeast Asia and the Pacific; consisted of Australia, Britain, France, New Zealand, Pakistan, the Philippines, Thailand, and the U.S. #2 – The Cold War

Period 9: 1980 to the Present

In a Nutshell

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Key Concepts

Part 1

- A. A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government. (9.1)
- B. Reduced public faith in the government's ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. (9.1-I) (POL-3)
- C. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades. (9.1-II) (WXT-8) (POL-4)

Part 2

- D. The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role. (9.2)
- E. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations. (9.2-I) (WOR-7) (WOR-8)
- F. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights. (9.2-II) (POL-7) (WOR-7) (WOR-8)

Part 3

- G. Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes. (9.3)
- H. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. (9.3-I) (WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)
- I. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences. (9.3-II) (ID-6) (ID-7) (PEO-2) (PEO-3) (PEO-7)

Significant Topics

1. The Malaise of the Late 1970s

Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay. (9.1-IA)

a. energy crisis

The decreasing oil supplies, wasteful energy consumption, and embargoes by OPEC that threatened the American economy and challenged the U.S. standing as a superpower.

b. stagflation

Combination of a stagnant economy (high unemployment) with high inflation in the 1970s that created a dilemma for economic policy. Actions designed to lower inflation can exacerbate unemployment, and vice versa.

c. Carter's "Malaise" speech, 1979

National address by President Jimmy Carter in which he criticized American materialism and urged a communal spirit in the face of economic hardships. Although Carter intended the speech to improve both public morale and his standings as a leader, it had the opposite effect and was widely perceived as a political disaster.

d. Iranian hostage crisis, 1979

After the Shah of Iran was allowed into the US for cancer treatment the U.S. embassy was seized by Iranian militants and college students who claimed to be disciples of the Ayatollah Khomeini, the leader of religious nationalists who had led rebellion against the Shah.

2. **The Rise of the Religious Right**

The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends. (9.1-1B)

a. Moral Majority

Conservative religious organization led by televangelist Jerry Falwell that fought against abortion and the Equal Rights Amendment.

b. Focus on the Family

Religious organization that promotes socially conservative views on public policy.

3. **The Conservative "Revolution"**

Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition. (9.1-1IA)

a. supply-side economics (Reaganomics)

Economic idea that reducing taxes on the wealthy and increasing the money available for investment would stimulate the economy, create jobs, and benefit all Americans. Reaganomics also held that deregulation of business would benefit the American economy.

b. Economic Recovery Tax Act, 1981

Law passed under President Reagan that cut income taxes over three years by 25%. Lowered the rate for the highest income bracket from 70% to 28%.

c. sagebrush rebellion

Political movement in the western states that opposed federal regulations governing land use and natural resources, favoring state jurisdiction instead.

- d. **Contract with America, 1994**
Pledge taken by Republican candidates for Congress who promised to reduce the size and scope of the federal government and to balance the federal budget. Led to a Republican takeover of both houses of Congress in the 1994 elections.
- e. ***Planned Parenthood v. Casey*, 1992**
Supreme Court decision that upheld the right to an abortion, overturning Pennsylvania restrictions on abortion.

4. **The Growth of Government**

Although Republicans continued to denounce “big government,” the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate. (9.1-IIB)

- a. **increase in the budget deficit and national debt**
Tax cuts and increases in defense spending let to an explosion of the federal deficit and national debt during the 1980s and early 1990s.
- b. **Medicare Modernization Act, 2003**
Law passed under George W. Bush that overhauled the Medicare system, providing benefits for prescription drugs.

5. **The United States and the Soviet Union**

President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by the United States and the Soviet Union. (9.2-IA)

- a. **Strategic Defense Initiative (SDI)**
President Reagan’s program to create an effective laser-based defense against nuclear missile attack. SDI is popularly known as “Star Wars.”
- b. **Mikhail Gorbachev**
Leader of the Soviet Union who assumed power in 1985. Gorbachev introduced political and economic reforms in the Soviet Union, relaxed tensions with the United States, and presided over the break up of the Soviet Union.
- c. **Iran-Contra Scandal, 1987**
In an effort to back Contra forces wanting to overthrow Nicaragua’s leftist and pro-Soviet government, the Reagan administration sold weapons to the anti-American government in Iran to help secure the release of American hostages, transferring profits from the Iranians illegally to the Contras.
- d. **Strategic Arms Reduction Talks (START)**
Reagan-era plan to draft treaties with the Soviet Union to reduce the number of nuclear weapons and their delivery systems.
- e. **Intermediate Nuclear Force Treaty, 1987**
Treaty that provided for the destruction of U.S. and Soviet medium-range missiles in Europe.

- f. **Fall of the Berlin Wall, 1989**
Barrier between West Berlin and Communist East Berlin that was torn down in 1989, marking the end of the Cold War and the beginning of the disintegration of the Soviet Union.
- g. **Fall of the Soviet Union, 1991**
Due to the Soviet government's inability to stop the rise of nationalism and the independence of Soviet republics, the Soviet Union formally ceased to exist on December 26, 1991.

6. U.S. Foreign Policy after the Cold War

The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as debates over the nature and extent of American power in the world. (9.2-IB)

- a. **Persian Gulf War, 1991**
War in the Persian Gulf region triggered by Iraq's invasion of Kuwait. An international coalition led by the U.S. defeated Iraqi forces and liberated Kuwait from Iraqi control.
- b. **Dayton Agreement, 1995**
Agreement signed in Dayton, Ohio, by three rival ethnic groups in Bosnia pledged to end a four-year-old civil war.
- c. **Bombing of Yugoslavia, 1999**
NATO bombings of Yugoslavia led to the withdrawal of Yugoslav forces from Kosovo and put an end to the Yugoslav Wars of the 1990s.

7. The War on Terrorism

In the wake of attacks on the World Trade Center and the Pentagon, U.S. decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq. (9.2-IIA) The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights. (9.2-IIB)

- a. **Al Qaeda**
Terrorist network established by Saudi Osama bin Laden in 1989 that organizes militant Islamic groups that seek to remove foreigners from Islamic holy land and to unite all Islamic lands.
- b. **Taliban**
Organization of Muslim fundamentalists that gained control over Afghanistan in 1996 after the Soviet Union withdrew, established a strict Islamic government.
- c. **Attacks of September 11, 2001**
Attacks on the World Trade Center in New York City and the Pentagon in Washington, D.C., that killed 3000 people and started the U.S. War on Terrorism.

- d. Patriot Act, 2001
Law that reduced constraints on the Justice Department and other law-enforcement agencies in dealing with individuals who were suspected of being linked to terrorists.
- e. Department of Homeland Security, 2001
Cabinet-level department created after the attacks of September 11 to protect the United States and its territories from to terrorist attacks, man-made accidents, and natural disasters.
- f. War in Afghanistan, 2001
After the terrorist attacks of September 11, 2001, NATO forces led by the United States entered Afghanistan to dismantle al-Qaeda and eliminate its safe haven by removing the Taliban from power.
- g. Iraq War, 2003-2011
Invasion of Iraq led by the United States, followed by a longer phase of fighting, in which an insurgency emerged to oppose the occupying forces and a newly formed Iraqi government.

8. Changes in the American Economy

Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class. (9.3- IA) Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system. (9.3- IB)

- a. Rust Belt
Description for the Northeastern states that have experienced economic decline, population loss, and urban decay due to the loss of industry.
- b. North American Free Trade Agreement, 1993
Agreement between the U.S., Canada, and Mexico that eliminated most tariffs and other trade barriers.
- c. The Third Way
A centrist approach to governance advocated by Bill Clinton that sought to achieve liberal objectives (equal opportunity and making work pay) through conservative means (minimal government regulation and government support of business).
- d. Affordable Care Act, 2010
Although a law reforming the health care system was rejected under President Clinton, a law establishing near universal health care coverage was passed under President Obama.

9. The Revolution in Technology

The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks. (9.3- ID)

- a. information technology
The management and processing of information with computers and other forms of telecommunications. Created an economic boom in the 1990s, providing the United States with the longest period of economic expansion in its history.

10. Energy and the Environment

Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment. (9.3- IC)

a. Kyoto Agreement, 1997

United Nations agreement to reduce emission rates of carbon dioxide and other industrial-produced gases linked to climate change.

b. global warming

The gradual warming of the surface of the Earth that could cause major ecological changes.

11. Immigration and Migration

After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin American and Asia. (9.3- IIA) The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates. (9.3- IIB)

a. Immigration Reform and Control Act of 1986

Law that prohibited the hiring of undocumented foreigners. Offered amnesty and legal resident to immigrants who could prove they had entered the United States before 1982.

b. Immigration Act of 1990

Law that reformed the Immigration Act of 1965, increasing the number of immigrants allowed annually into the United States. The law gave preference to skilled workers and those with families already living in the United States.

12. The Transformation of American Society

Demographic changes intensified debates about gender roles, family structures, and racial and national identity. (9.3- IIC)

a. cultural pluralism

The coexistence of many cultures in the United States without any one culture dominating a locality or region. The idea of cultural pluralism seeks to reduce racism, sexism, and other forms of discrimination.

b. glass ceiling

Term used to describe the barrier within in company that prevents women or minorities from rising to upper-level positions.

c. Don't Ask, Don't Tell, 1994

Policy prohibiting military personnel from discriminating against or harassing closeted homosexual or bisexual service members or applicants, while barring openly gay, lesbian, or bisexual persons from military service.

d. Defense of Marriage Act, 1996

Federal law that defined marriage as a legal contract between a man and a woman.

- e. Nancy Pelosi
First woman to become Speaker of the House of Representatives (2007)

- f. Barack Obama
First African American to become president of the United States. (2009)

- g. *United States v. Windsor*, 2013
The Supreme Court ruled it unconstitutional for the federal government to deny federal benefits of marriage to married same-sex couples, if it is recognized or performed in a state that allows same-sex marriage

Additional Information

Examples:

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| <p>1. weapons of mass destruction: Nuclear, chemical, and biological weapons that have the potential to kill large numbers of people. The U.S. invaded Iraq in 2003 saying that Iraqis had weapons of mass destruction. The weapons were never found.</p> | <p>#7 – War on Terrorism</p> |
| <p>2. boomburbs: Rapidly growing city that remains essentially suburban in character even as it reaches populations more typical of a large city.</p> | <p>#13 – The Transformation of American Society</p> |