



# **Daily Lecture and Discussion Notes**

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## To The Teacher

The *Daily Lecture and Discussion Notes* booklet for *The American Vision* provides detailed outlines for each section of the student textbook, page number references, and discussion questions to encourage student participation in classroom activities. Each section begins with a short, high-interest “Did You Know?” anecdote.

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## Daily Lecture and Discussion Notes

### Chapter 1, Section 1



#### Did You Know?

The spear points of the first immigrants to the Americas have been found next to the bones of many animals—giant bison, mastodons, and tapirs—now extinct in America.

### I. The Asian Migration to America (pages 12–13)

- A. Scientists are unsure when the first people came to America, but scientific speculation points to between 15,000 and 30,000 years ago. Scientists study the skulls, bones, teeth, and DNA of ancient peoples to learn their origins. DNA and other evidence indicate that the earliest Americans probably came from Asia.
- B. Scientists use **radiocarbon dating** to determine how old objects are. This method measures the radioactivity left in carbon 14. Scientists use the rate at which carbon 14 loses its radioactivity to calculate the age of the objects.
- C. About 100,000 years ago the earth began to cool, gradually causing much of the earth's water to freeze into huge ice sheets called **glaciers**. This period is called the **Ice Age**. Ocean levels dropped, exposing an area of dry land between Asia and Alaska called **Beringia**. Scientists believe that people from Asia crossed this land bridge as they hunted large animals about 15,000 years ago. These people were probably **nomads**, people who continually moved from place to place.

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#### Discussion Question

How do scientists know who the first Americans were and when and how they came to America? (*Scientists study the skulls, bones, teeth, and DNA of early people to determine their origins. They use radiocarbon dating to determine the age of objects. They study the earth to learn how the first Americans came to America.*)

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### II. Early Civilizations of Mesoamerica (pages 13–15)

- A. During the **agricultural revolution** between 9,000 and 10,000 years ago, Native Americans in Mesoamerica learned how to plant and raise crops. The most important crop was **maize**, a large-seeded grass known today as corn. Agriculture allowed people to stay in permanent villages to raise crops and store the harvest. Civilizations emerged. A **civilization** is a highly organized society that is characterized by trade, government, the arts, science, and often, a written language.
- B. Anthropologists believe the Olmec culture was the first civilization in America. The culture began between 1500 and 1200 B.C., near present-day Veracruz, Mexico. The Olmec had large villages, temples, and pyramids, and they built large sculpted monuments. The Olmec influenced another people to build Teotihuacán, the first



## Daily Lecture and Discussion Notes



### Chapter 1, Section 1

large city in America. They set up a trade network in which they traded **obsidian**, a volcanic glass, found in large deposits near their city.

- C.** The Mayan civilization developed in the Yucatán Peninsula, Central America, and southern Mexico. The Maya developed complex calendars based on the position of the stars. They built elaborate temple pyramids. The Mayan people were not unified and often went to war.
- D.** The Toltec people were master architects. They built large pyramids and huge palaces. They were invaded by the Chichimec in about A.D. 1200.
- E.** The **Aztec** built the city of Tenochtitlán in 1325 where Mexico City is today. They built a great empire by conquering other cities. Their military controlled trade in the region and demanded tribute from the cities they conquered.

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#### Discussion Question

How did the agricultural revolution change the societies of early Americans?

*(Agriculture allowed people to stay in permanent villages to raise crops and to store the harvest. This led to the emergence of civilizations.)*

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### III. North American Cultures (pages 15–17)

- A.** Anthropologists believe that the agricultural technology of Mesoamerica spread into the American Southwest and up the Mississippi River.
- B.** The Hohokam built a civilization in what is now south-central Arizona from about A.D. 300 to the 1300s. They created an elaborate system of irrigation canals. They grew many crops and made pottery, pendants, and etchings.
- C.** The Anasazi built a civilization between A.D. 700 and 900 in the area where the present-day states of Utah, Colorado, Arizona, and New Mexico meet. They built networks of basins and ditches to catch rainwater for their crops. Between A.D. 850 and 1100, the Anasazi living in **Chaco Canyon** in northwest New Mexico began to build large multi-storied buildings of adobe and cut stone. These buildings, called **pueblos**—the Spanish word for villages—had connecting passageways and circular ceremonial rooms called **kivas**. The Anasazi built cliff dwellings at Mesa Verde in what is today southwestern Colorado.
- D.** The most important early mound-building culture was the Adena culture, which lasted from 1000 B.C. to about A.D. 200. This culture began in the Ohio River valley and spread east to New York and New England. Between 200 and 100 B.C., the Hopewell culture rose. These people built huge geometric earthworks.





## Daily Lecture and Discussion Notes



### Chapter 1, Section 1

- E.** Agricultural technology and improved strains of maize and beans spread north from Mexico to the American Southwest and up the Mississippi River. Between A.D. 700 and 900, the **Mississippian** culture arose in the Mississippi River valley. The rich soil of the flood plains was good for growing maize and beans. The Mississippians were great builders. One of their largest cities was **Cahokia**, built in Illinois near present-day St. Louis, Missouri. It had over 100 flat-topped pyramids. The Mississippian culture spread along the Missouri, Ohio, Red, and Arkansas Rivers.

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#### Discussion Question

How did the agricultural technology of Mesoamerica spread to the North American cultures? (*The agricultural technology spread north into the American Southwest and up the Mississippi River.*)

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## Daily Lecture and Discussion Notes

### Chapter 1, Section 2



#### Did You Know?

Society among groups of Pacific Coast Native Americans in the Northwest was organized into lineages. Each lineage claimed to be descended from a mythical ancestor. A lineage group lived together in a large house. They owned the right to use or display special designs, songs, and ceremonies. Each lineage had the rights to its own fishing area and berry-picking grounds. The lineage's wealth was shown off and given away as gifts at gatherings called potlatches.

#### I. The West (pages 20–22)

- A.** The culture of most Native Americans developed in response to their environment. The West had many small groups that adapted to the variations in the region's climate and geography.
- B.** The Native American groups of the Southwest farmed like their ancestors. To survive, they depended on several species of corn that could withstand the dry soil. Boys joined the kachina cult. A **kachina** was a good spirit who visited Pueblo towns with messages from the gods.
- C.** Native American groups who lived along the Pacific Coast fished. They used lumber from the forests to build homes and to make canoes, works of art, and totem poles. Farther inland, Native Americans fished, hunted, and gathered roots and berries. Between the Sierra Nevada and the Rocky Mountains, where the weather was much drier, the Native Americans were nomads. In what is today California, the abundant wildlife and mild climate allowed Native American groups to gather acorns, fish, and hunt.
- D.** Before 1500, Native Americans of the Great Plains were farmers. Around 1500 those Native Americans in the western plains became nomads, possibly because of drought or war. They followed migrating buffalo herds and lived in tepees. Those in the east continued to farm and hunt. When the Spanish brought horses to North America, Native Americans of the Great Plains began to use the horses for hunting or for wars.



## Daily Lecture and Discussion Notes

### Chapter 1, Section 2



#### Discussion Question

How did Native American groups adapt to the environments of the West? (*The Native American groups of the Southwest farmed. They depended on several species of corn that could withstand the dry soil. Native American groups along the Pacific Coast fished. They used lumber from the forests to build homes and to make canoes, works of art, and totem poles. Farther inland, Native Americans fished, hunted, and gathered roots and berries. Between the Sierra Nevada and the Rocky Mountains, the Native Americans were nomads. In what is today California, the abundant wildlife and mild climate allowed Native American groups to gather acorns, fish, and hunt. Before 1500, Native Americans of the Great Plains were farmers. Around 1500 those Native Americans in the western plains became nomads, possibly because of drought or war. They followed migrating buffalo herds and lived in tepees. Those in the east continued to farm and hunt.*)

#### II. The Far North (page 22)

- A. The Native American groups of the Far North included the Inuit, whose territory stretched across the Arctic from Alaska to Greenland, and the Aleut of Alaska's Aleutian islands.
- B. The groups of the Far North hunted for food and invented devices, such as the harpoon and the dogsled, to cope with the harsh environment. They used whale oil and blubber for fuel.

#### Discussion Question

How were the Native Americans of the Far North able to live in their harsh environment? (*They hunted and invented devices, such as the harpoon and the dogsled. They also used whale oil and blubber for fuel.*)

#### III. The Eastern Woodlands (pages 23–24)

- A. The Native Americans in the Eastern Woodlands had an environment that supported an abundant range of plant and animal life. These Native American groups hunted, fished, and farmed. Deer provided food and clothing.
- B. Most peoples of the Northeast spoke one of two languages: **Algonquian** or **Iroquoian**. The Algonquian-speaking peoples lived in areas that later became known as New England, Delaware, the Ohio River valley, and Virginia. The Iroquoian-speaking peoples lived in what is today New York and southern Ontario and north to Georgian Bay. Native Americans of the Northeast practiced **slash-and-burn agriculture**. They cut down forests and burned the cleared land, using the rich ashes to make the soil more fertile.



## Daily Lecture and Discussion Notes

### Chapter 1, Section 2



- C.** The peoples of the Northeast lived in large rectangular **longhouses**, with barrel-shaped roofs covered in bark. They also lived in conical or dome-shaped **wigwams** that were made using bent poles covered with hides or bark. The peoples of the Northeast made belts called wampum that were used to record important events and agreements.
- D.** The Iroquois lived in large **kinship groups**, or extended families, headed by the elder women of each clan. The Iroquois often fought one another. Five Iroquoian groups formed an alliance called the **Iroquois League** or Iroquois Confederacy to maintain peace. A shaman or tribal leader, **Dekanawidah**, as well as **Hiawatha**, a Mohawk chief, are believed to have founded the Iroquois Confederacy.
- E.** Most Native Americans of the Southeast lived in towns built around a central plaza. They farmed and hunted. The houses were made of poles covered with grass, mud, or thatch.

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#### Discussion Question

How did the Native Americans of the Eastern Woodlands meet their need for food, shelter, and clothing? *(These Native Americans hunted, fished, and farmed. They used materials in the environment to make longhouses, wigwams, and other houses. Deer hide was used for food and clothing.)*

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## Daily Lecture and Discussion Notes

### Chapter 1, Section 3



#### Did You Know?

A trade exchange known as “the silent trade” was used by merchants in Ghana. Since many of the traders had no common language, they would place their goods on the ground and then leave. Then the people of Ghana would leave gold beside the goods and then leave. The owners of the goods would return, and if they were satisfied with the amount of gold that was left, they would take it. If not, they would go away again and the people of Ghana would return and add more gold. This process continued until the trade ended.

#### I. West Africa (pages 26–27)

- A. Between the 400s and 1500s, the West African empires of Ghana, Mali, and Songhai grew and prospered by trading in gold and salt.
- B. West Africa is bordered by the Mediterranean Sea to the north and the Atlantic Ocean to the west and south. The vast **Sahara**, an Arabic word for desert, takes up much of the interior of West Africa. The edges of the Sahara have areas of scrub forest and a kind of rolling grassland called **savannah**. A tropical rain forest is along the southwestern and southern edge of West Africa.
- C. The Niger River that flows through the rain forest and savannah region served as a major east-west pathway for migration and trade. People living on the edge of the Sahara exchanged food for salt. Camels, introduced to the area by Arabs, opened up long-distance trade routes through the Sahara. Camels could go for a week without water and withstood the desert’s hot days and cold nights.
- D. The religious ideas of **Islam** traveled along the African trade routes. By A.D. 711, Islam, whose followers are known as **Muslims**, had spread all the way across northern Africa to the Atlantic Ocean. By the A.D. 900s, it had spread to West Africa.
- E. West Africa prospered mostly because of the gold trade. The demand for gold grew as the Muslim states of North Africa and the countries of Europe used gold coins.

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#### Discussion Question

Why were camels important to the growth of trade across the Sahara? (*Camels could go for a week without water and withstood the desert’s hot days and cold nights.*)

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## Daily Lecture and Discussion Notes

### Chapter 1, Section 3



#### II. The Empires of West Africa (pages 27–29)

- A.** The African peoples on the southern edge of the Sahara had access both to the gold from the south and the salt and other goods from the north. Control of this trade made them wealthy and powerful.
- B.** The **Soninke** people of the first West African empire, Ghana, controlled the region's trade. After the Muslim's conquered North Africa and the Sahara in the 600s and 700s, Ghana merchants grew wealthy from the gold and salt trade. The Ghana ruler allowed Muslims to build their own **mosques**—Muslim places of worship. Ghana's empire ended in the early 1200s because new gold mines opened in Bure. Trade routes to these mines bypassed Ghana.
- C.** The **Malinke** people of the upper Niger Valley controlled the gold trade from Bure. They conquered the Soninke people of Ghana and built the Mali empire. By the mid-1300s, the empire of Mali had spread east down the Niger River and west to the Atlantic Ocean. It reached its peak in the 1300s under the leadership of **Mansa Musa**. New gold mines opened in the Akan region, so the trade routes shifted further east. This led to the rise of Timbuktu as a center of trade and Muslim learning.
- D.** The **Sorko** people of the Niger River east of Mali built the Songhai empire by the 800s. They used their canoes to control the trade along the river. The Songhai ruler **Sonni Ali** and his army seized control of Timbuktu in 1468. He conquered land to the north and south along the Niger River. The Songhai ruler **Askiya Muhammad** made Timbuktu a great center of learning and encouraged more trade across the Sahara. The Songhai empire began to decline in 1591.

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#### Discussion Question

Why were the Ghana, Mali, and Songhai empires wealthy and powerful? (*These empires had access both to the gold from the south and the salt and other goods from the north. Control of this trade made them wealthy and powerful.*)

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#### III. The Forest Kingdoms of Guinea (pages 29–30)

- A.** Guinea, located in West Africa's southern coast, had small states and kingdoms because the area was made up of very dense forests.
- B.** The **Yoruba** people of Ife and the **Edo** people of Benin were hunters, farmers, and traders. The rich farmlands and tropical climate enabled the people to produce a surplus of food. Surplus food supported rulers, government officials, artisans and artists. The food was also traded for copper and salt from the Sahara.



## Daily Lecture and Discussion Notes

### Chapter 1, Section 3



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#### Discussion Question

Why were the Yoruba and the Edo able to produce a surplus of food? (*The rich farmlands and tropical climate helped the people to produce a surplus of food.*)

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#### IV. Central and Southern Africa (page 30)

- A. The dense vegetation of Central Africa made the movement of people and goods difficult. Central African villages were located along rivers. The people fished, grew wheat, and raised livestock. Some people were nomads.
- B. Many Central African societies were **matrilineal**, in which lineage or descent was traced through mothers.
- C. The kingdom of Kongo began in 1400 along the Zaire River. Farmers produced food surpluses because of the fertile soil and abundant rainfall. The Mbundu-speaking people, south of the Kongo, also built a large kingdom.

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#### Discussion Question

What was the basis of many Central African societies? (*They were matrilineal. People traced their lineage or descent through their mothers.*)

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#### V. Slavery (pages 30–31)

- A. Slavery existed in African society. Most enslaved people had been captured in war. They were either sold back to their people or absorbed into their new African society. African slavery changed when Arabs began to trade for enslaved Africans.
- B. In the early 1400s, the Akan people acquired enslaved Africans from Mali traders to clear the land and mine gold. The Portuguese purchased enslaved Africans to work on sugar plantations.
- C. Europeans set up sugar plantations on Mediterranean islands. Sugarcane cultivation requires heavy manual labor and a large labor force, so Europeans used enslaved workers. In the 1400s, Spain and Portugal set up plantations off the west coast of Africa and used enslaved Africans to work the fields. After the colonization of the Americas, traders shipped enslaved Africans to the Americas. They were taken from their own cultures and had to learn a completely new way of life in terrible conditions.

## Daily Lecture and Discussion Notes

### Chapter 1, Section 3



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#### Discussion Question

How were enslaved Africans treated? (*In African society they were either sold back to their people or absorbed into their new African society. The Portuguese had enslaved Africans to clear the land and mine gold. They worked the fields of sugar plantations. In the American colonies, they had to learn a completely new way of life in terrible conditions.*)

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## Daily Lecture and Discussion Notes

### Chapter 1, Section 4



#### Did You Know?

One of the greatest Renaissance artists was Leonardo da Vinci of Florence, Italy. He painted the *Mona Lisa* and *The Last Supper*. Da Vinci was also a scientist. His drawings of inventions were far ahead of his time. He drew designs for parachutes, flying machines, and mechanical diggers.

#### I. European Society (pages 32–34)

- A. The **Crusades**, called for by Pope Urban II in 1095, were almost two centuries of armed struggle to regain the Holy Land. For centuries the **Roman Empire** had controlled much of Europe with stable social and political order. By A.D. 500, however, the empire collapsed. Western Europe became isolated, trade declined, and law and order ended. This period, from about A.D. 500 to 1400, is called the **Middle Ages**.
- B. **Feudalism** developed in western Europe. Under this political system, the king gave estates to nobles in exchange for their loyalty and military support. The lack of a strong central government led to frequent warfare.
- C. The economic ties between nobles and peasants is called **manorialism**. In exchange for protection, peasants provided various services for the feudal lord on his manor, or estate. Most peasants were **serfs** who could not leave the manor without permission.
- D. Around A.D. 1000, western Europe's economy began to improve. Many villages were able to produce a surplus of food because of new agricultural inventions, such as a better plow and the horse collar. This revived trade in Europe and encouraged the growth of towns.
- E. After the fall of Rome, the Roman Catholic Church provided stability and order in Europe. People who disobeyed church laws faced excommunication.

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#### Discussion Question

What was feudalism? (*Feudalism was a political system in which the king gave estates to nobles in exchange for their loyalty and military support.*)

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#### II. Expanding Horizons (pages 34–35)

- A. The Crusades helped change western European society by bringing western Europeans into contact with Muslim and Byzantine civilizations of eastern Europe and the Middle East. Trade increased in the eastern Mediterranean area and especially benefited Italian cities.



## Daily Lecture and Discussion Notes

### Chapter 1, Section 4



- B.** During the 1200s, an increasing demand for gold from Africa to make gold coins was a direct result of Europe's expanding trade with Asia.
- C.** The rise of the Mongol empire in the 1200s broke down trade barriers, opened borders, and made roads safer against bandits. This encouraged even more trade between Asia and Europe.
- D.** By the 1300s, Europe was importing large amounts of spices and other goods from Asia. The Mongol empire, however, ended in the 1300s, causing Asia to become many independent kingdoms and empires. As the flow of goods from Asia declined, European merchants began to look for a sea route to Asia to avoid Muslim kingdoms.

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#### Discussion Question

How did the Crusades help change western European society? (*The Crusades brought western Europeans into contact with Muslim and Byzantine civilizations of eastern Europe and the Middle East. Trade increased in the eastern Mediterranean area.*)

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### III. New States, New Technology (pages 35–37)

- A.** Beginning in the 1300s, a number of changes took place in Europe enabling Europeans to begin sending ships into the Atlantic Ocean to look for a water route to China.
- B.** The Crusades and trade with Asia weakened feudalism. New towns and merchants gave monarchs a new source of wealth to tax. Armed forces opened and protected trade routes. Merchants loaned money to monarchs to search for a water route to China. Monarchs relied less on support from nobility and began to unify their kingdoms with strong central governments. By the mid-1400s, Portugal, Spain, England, and France emerged as strong states in western Europe.
- C.** An intellectual revolution known as the **Renaissance** began in western Europe around A.D. 1350 and lasted until about 1600. It produced great works of art and started a scientific revolution.
- D.** By the early 1400s, Europeans had acquired new technologies to make long-distance travel across the ocean possible. They learned about the **astrolabe**, a device that uses the position of the sun to determine direction, latitude, and local time. From Arab traders, Europeans acquired the compass and **lateen sails**, which made it possible for ships to sail against the wind. In the 1400s the Portuguese invented the **caravel**, a ship that was easier to steer and that made travel much faster.



## Daily Lecture and Discussion Notes

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#### Discussion Question

What political developments and new technologies made it possible for Europeans to search for a water route to China? (*The Crusades and trade with Asia weakened feudalism. New towns and merchants gave monarchs a new source of wealth to tax. Armed forces opened and protected trade routes. Merchants loaned money to monarchs to search for a water route to China. Monarchs relied less on support from nobility and began to unify their kingdoms with strong central governments. The Renaissance led to a scientific revolution. New technologies included the astrolabe, compass, lateen sails, and the caravel.*)

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#### IV. Portuguese Exploration (page 37)

- A. Henry the Navigator** set up a center for astronomical and geographical studies in Portugal in 1419. In 1488 a Portuguese ship commanded by **Bartolomeu Dias** reached the southern tip of Africa.
- B.** In 1497 four Portuguese ships commanded by **Vasco da Gama** found a water route to Asia. It went from Portugal, around Africa, and across the Indian Ocean to India.

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#### Discussion Question

How did Henry the Navigator help Portuguese exploration? (*He set up a center for astronomical and geographical studies in Portugal.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

The thriving citrus industry in Florida can thank Columbus for its beginnings. On his second voyage to the Americas in 1493, Columbus brought citrus seeds to the West Indies. The citrus seeds eventually made their way to Florida.

#### I. The Vikings Arrive in America (pages 38–39)

- A. Evidence shows that the first Europeans to arrive in the Americas were the Norse, or **Vikings**, a people who came from Scandinavia. In A.D. 1001, **Leif Ericsson** and 35 other Vikings explored the coast of Labrador and stayed the winter in Newfoundland.
- B. Viking attempts to settle permanently in the Americas failed, mainly because Native Americans opposed them.

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#### Discussion Question

Who were the first Europeans to explore the Americas? (*The Vikings*)

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#### II. Spain Sends Columbus West (pages 39–41)

- A. In the mid-1400s, **Christopher Columbus**, an Italian navigator, became interested in sailing across the Atlantic.
- B. In the A.D. 200s, the Greek-educated Egyptian geographer and astronomer **Claudius Ptolemy** drew maps of a round world. In 1406 Ptolemy's *Geography* was rediscovered, and it was printed in 1475. His maps used the basic system of lines of latitude and longitude that are still used today.
- C. Ptolemy's *Geography* made the earth seem much smaller than it actually was. As a result, Christopher Columbus miscalculated the distance from Spain to India. Columbus tried, but failed, to get financial backing from the rulers of England and France for an expedition. In 1492 Spain's King Ferdinand and Queen Isabella finally agreed to finance Columbus's expedition.
- D. Columbus and his three ships left Spain in August 1492. After a long, frightening trip across the Atlantic Ocean, they landed in the Bahamas, probably on what is today **Watling Island**. He called the Taino people he met *Indians* because he thought he had reached the Indies. Columbus also found the islands of Cuba and Hispaniola. In April 1493 he returned to Spain with gold, parrots, spices, and Native Americans. Columbus impressed Ferdinand and Isabella and convinced them to finance another trip by promising them as much gold as they wanted.



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- E.** Columbus soon left for his second voyage with 17 ships and 1,200 colonists. In November 1493 he landed in Hispaniola. Many of the colonists felt that Columbus had misled them with promises of gold, so they returned to Spain. Columbus stayed and explored Hispaniola where he found some gold. In 1496 he went back to Spain.
- F.** His brother Bartholomew stayed and founded **Santo Domingo** in Hispaniola. This was the first capital of Spain's American empire. Columbus made two more voyages to America. He studied the Orinoco River in South America and mapped the American coastline from Guatemala to Panama.

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#### Discussion Question

What did Columbus discover on his voyages to the Americas? *(He landed in the Bahamas, probably on what is today Watling Island. He discovered the Taino people. Columbus found the islands of Cuba and Hispaniola. He returned to Spain with gold, parrots, spices, and Native Americans. Columbus studied the Orinoco River in South America and mapped the American coastline from Guatemala to Panama.)*

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### III. Spain Claims America (pages 41–43)

- A.** By the early 1500s, the Spanish had explored the major Caribbean islands, established colonies on Hispaniola, Cuba, Jamaica, and Puerto Rico, and begun to explore the American mainland.
- B.** In 1493 the Catholic Church's **Pope Alexander VI** established a **line of demarcation**. This imaginary north-to-south line running down the middle of the Atlantic granted Spain control of everything west of the line and Portugal control of everything east of the line. In 1494 Spain and Portugal signed the **Treaty of Tordesillas**. This gave Portugal the right to control the route around Africa to India. Spain claimed the new lands of the Americas, except for what is now Brazil.
- C.** The Americas were named after **Amerigo Vespucci**, an Italian who repeated Columbus's voyages in 1499 and 1501, and discovered that this large landmass could not be part of Asia.
- D.** **Juan Ponce de Leon**, the Spanish governor of Puerto Rico, discovered Florida in 1513. Also in 1513, **Vasco de Balboa** became the first European to reach the Pacific coast of America. In 1520 **Ferdinand Magellan**, a Portuguese mariner working for Spain, discovered the strait at the southernmost tip of South America. His crew became the first known people to **circumnavigate**, or sail around, the globe.



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#### Discussion Question

How was Spain able to officially claim the Americas? (*The Treaty of Tordesillas gave Spain the right to claim the new lands of the Americas, except for Brazil.*)

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#### IV. The Columbian Exchange (*pages 43–44*)

- A.** The **Columbian Exchange** was a series of interchanges that permanently changed the world's ecosystems and changed nearly every culture around the world.
- B.** Native Americans taught the Europeans local farming methods and introduced them to new crops and foods, such as corn, tobacco, and the potato. Europeans also adapted many devices invented by the Indians, such as the canoe.
- C.** The Europeans introduced the Native Americans to many crops, such as wheat, oats, and barley and to domestic livestock. The Europeans introduced the Native Americans to technologies, such as metalworking. Europeans also brought diseases that killed millions of Native Americans because they lacked immunity to the diseases.

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#### Discussion Question

What kinds of interchanges were part of the Columbian Exchange? (*Native Americans taught the Europeans local farming methods and introduced them to new crops and foods. Europeans also adapted many devices invented by the Indians. The Europeans introduced the Native Americans to many crops and to domestic livestock. The Europeans introduced the Native Americans to technologies. Europeans brought diseases that killed millions of Native Americans because they lacked immunity to the diseases.*)

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## Daily Lecture and Discussion Notes



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#### Did You Know?

The Aztec started Tenochtitlán on an island in what was then Lake Texcoco. The site of Tenochtitlán was a marshy, snake-infested land. However, the Aztec were able to make the land flourish. They used irrigation to grow crops. They also grew crops on “floating gardens,” which they made by filling shallow areas of the lake and securing the soil with trees. Tenochtitlán included palaces, plazas, and pyramids. It also included ball courts and a zoo. By 1520 the city was one of the largest cities in the world in population.

#### I. The Conquest of Mexico (pages 50–52)

- A. In 1519 the Spanish government asked **Hernán Cortés** to lead an expedition to the Yucatán Peninsula to find new people who could be forced to work on the farms and mines of Cuba. Cortés also wanted to investigate reports of a wealthy civilization there.
- B. Equipped with swords, crossbows, guns, and cannons, the Spanish had a technological advantage over the people they encountered in the Yucatán Peninsula.
- C. After learning that the Aztec were at war with many groups in the region, Cortés recruited the help of the Tlaxcalan people against the Aztec. Montezuma, the Aztec leader, failed to stop the Spanish advance, and Cortés marched into Tenochtitlán, the capital of the Aztec empire.
- D. In 1520 the Aztec priests organized a rebellion against the Spanish and drove them out of the capital. However, in 1521 Cortés launched another attack and this time defeated the Aztec.

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#### Discussion Question

Why were the Spanish successful in defeating the Aztec? (*The Spanish had the technological advantage of sophisticated weaponry and the use of horses, which the Aztec had never seen before. In addition, a smallpox epidemic had devastated the Aztec population and weakened the Aztec defenses against the Spanish.*)

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#### II. New Spain Expands (pages 52–54)

- A. After destroying Tenochtitlán, Cortés ordered a new city, named Mexico, to be built in its place. It became the capital of the Spanish colony of **New Spain**. Cortés sent other expeditions into what is present-day Mexico and Central America. The people who led



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the expeditions became known as **conquistadors**, or “conquerors.” One conquistador, **Francisco Pizarro**, explored Peru and conquered the Inca empire.

- B.** Other Spanish conquistadors explored other parts of America, searching for rumored wealthy cities. Pánfilo de Narváez search for a fabled city of gold in what is today northern Florida. **Francisco Vásquez de Coronado** led an expedition in search of the rumored Seven Golden Cities of Cibola. His explorations led him throughout the southwestern area of what is today the United States. **Hernando de Soto** led a large expedition and explored the area north of Florida.
- C.** The Spanish gave the name **New Mexico** to the territory north of New Spain. They built **presidios**, or forts, throughout the region as trading posts and protection for the settlers. Spanish priests also built missions throughout the region to spread the Christian faith among the Native American people there.

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#### Discussion Question

Why did many Spanish conquistadors set out on expeditions to America? (*Many of the conquistadors were searching for fabled wealthy cities, which they did not find. However, their search resulted in the exploration of various regions of America.*)

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### III. Spanish American Society (pages 54–55)

- A.** Most conquistadors were low-ranking nobles, called *hidalgos*, or working-class tradespeople. Their main motive for coming to America was to acquire wealth and prestige. After Cortés defeated the Aztec empire, he rewarded his men by granting them control over some part of the empire. This was called the *encomienda* system.
- B.** The people in the Spanish colonies in the Americas formed a highly-structured society. A person’s position in society was determined by birth, income, and education. The highest level of society consisted of the *peninsulares*—those born in Spain. Below this level were the *criollos*—those born in the colonies of Spanish parents. Next were the *mestizos*—those born of Spanish and Native American parentage. The lowest level of society included Native Americans, Africans, and people of mixed Spanish and African or African and Native American ancestry.
- C.** The Spanish king divided the empire in America into regions called viceroyalties. A viceroy ruled each region as a representative of the king.
- D.** Although the Spanish did not find vast deposits of gold in the Americas, they did discover huge deposits of silver. Mining camps emerged all across northern Mexico. To feed the miners, the Spaniards created large ranches for their herds of cattle and sheep.





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These ranches were called **haciendas**. The men who worked the ranches were called **vaqueros**. Cowhands in the United States later adopted many of the ways of the vaqueros.

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#### Discussion Question

How were social classes determined in the Spanish colonies in the Americas? (*They were determined by an individual's birth, income, and education.*)

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#### IV. The French Empire in America (pages 55–56)

- A.** In 1524 the French king sent **Giovanni da Verrazano** to map the North American coastline. The king was interested in finding the **Northwest Passage**—the northern route through North America to the Pacific Ocean. Although Verrazano found no such passage, he did map a large area of North America's east coast. **Jacques Cartier**, another explorer, discovered and mapped the St. Lawrence River.
- B.** By 1600 fur, particularly beaver fur, had become very fashionable in Europe. As the demand for fur increased, French merchants became interested in expanding the fur trade. In 1602 the French king authorized a group of merchants to establish colonies in North America.
- C.** The merchants hired geographer **Samuel de Champlain** to help them colonize North America. Champlain established a French colony in what is present-day Nova Scotia, and he founded Quebec, which became the capital of the new colony of **New France**.
- D.** New France was founded for the fur trade. Settlers were not needed to clear land or start farms. Consequently, the population grew slowly. Most of the fur traders, known as **coureurs de bois**, did not live in the colony but among the Native Americans with whom they traded.

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#### Discussion Question

What was the main purpose for establishing the colony of New France? (*to establish a fur trade*)

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#### V. New France Expands (pages 56–57)

- A.** In 1663 New France became a royal colony. The French government then introduced a series of projects designed to increase the colony's population. The government also began exploring North America. **Louis Joliet** and **Jacques Marquette** explored the Mississippi River. **René-Robert Cavalier de La Salle** then followed the river to the Gulf of Mexico and claimed the region, which he named Louisiana, for France.



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- B.** Settlements were established in Louisiana over the next few decades. The French soon realized that crops suitable for the region required hard manual labor, which few settlers were willing to do. By 1721 the French in Louisiana had imported enslaved Africans and forced them to work the plantations.
- C.** The Spanish had established the town of St. Augustine, Florida, in 1565 to protect their claim to the region after the French tried to settle the Carolinas. The town became the first permanent settlement established by Europeans in present-day United States. After the French arrived at the mouth of the Mississippi River, the Spanish established a mission in eastern Texas to attempt to block French expansion into the region.

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#### Discussion Question

Why did the French begin importing enslaved Africans to Louisiana in the early 1700s? *(The crops that were suitable for the region required difficult manual labor, which European settlers were unwilling to do. As a result, they imported enslaved Africans to compel them to work the plantations.)*

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#### Did You Know ?

The food supply of the Jamestown colonists appears to be limited. Archaeologists have excavated animal bones from food supplies that dated prior to 1610. The excavation has revealed that the 104 settlers who landed at Jamestown depended mainly on fish and turtles for food. Reports from John Smith indicate that the sturgeon was plentiful in the James River. The colonists also ate rays, herons, oyster, and raccoons.

#### I. England Takes Interest in America (pages 58–61)

- A.** In 1497 the king of England sent **John Cabot** to find a western route to Asia. He landed in what is today Nova Scotia and explored the region southward. However, at that point England did not attempt to colonize North America.
- B.** Several changes in England in the 1500s led to renewed interest in colonization. One change was the **Protestant Reformation**. **Martin Luther**, a German monk, published an attack on the practices of the Catholic Church. The Reformation spread across western Europe. In England the Reformation involved a disagreement between King Henry VIII and the pope, who refused to annul the king's marriage. The king then broke with the Church and declared himself the head of the **Anglican Church**.
- C.** Some English people wanted to keep the organization of the Catholic Church in the Anglican Church. Others, however, wanted to "purify" the Anglican Church of all Catholic elements. These people became known as **Puritans**. King James I refused to implement the changes to the Anglican Church that the Puritans wanted. This forced many Puritans to leave England for America.
- D.** Economic changes in England also led to colonization. In the early 1500s, much of England's land was divided into large estates. The landowners rented the land to tenant farmers. Then the demand for wool increased dramatically, leading English landowners to convert their estates into sheep farms by enclosing the land. This **enclosure movement** resulted in the eviction of tenants, who were left unemployed and poor. Leaving England for America was a possible economic opportunity.
- E.** The English merchants needed new markets for their surplus wool. Many organized **joint-stock companies**, pooling the money of many investors for large projects, such as establishing colonies.

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#### Discussion Question

What religious and economic changes led to England's interest in establishing colonies in America? (*The Reformation in England led Puritans to want to leave England for America; the change from tenant farming to sheep raising left many poor and unemployed people looking toward America for economic opportunities.*)

### II. England Returns to America (pages 61–62)

- A. After England emerged as the leading Protestant power and Spain the leading Catholic power, the two countries became enemies. When the Spanish tried to check the spread of Protestantism in the Netherlands, which was part of the Spanish empire, the Dutch rebelled. England came to the aid of the Dutch. Queen Elizabeth allowed **privateers** to attack Spanish ships. Privateers are privately owned ships licensed by the government to attack ships of other countries.
- B. To more easily attack Spanish ships in the Caribbean, England needed to establish colonies nearby in order to establish bases. **Walter Raleigh** obtained a charter from the queen to explore the American coastline. His ships landed on **Roanoke**, an island near present-day North Carolina, and he named the land Virginia.

#### Discussion Question

Why did England come to the aid of the Dutch in the mid-1500s? (*The Dutch were Protestant and part of the Spanish empire, which was Catholic. Spain was trying to check the spread of Protestantism in the Netherlands. The Dutch rebelled, and Protestant England came to their aid against the Spanish.*)

### III. Jamestown Is Founded (pages 62–64)

- A. In 1606 the king of England granted the **Virginia Company** a charter to establish colonies in Virginia. The 144 men sent to Virginia founded the settlement of **Jamestown**.
- B. Jamestown faced many problems. The leadership of Captain **John Smith** and assistance from the **Powhatan Confederacy**, the local Native Americans, helped the colony survive.
- C. The Jamestown Company offered free land to people who worked for the colony for seven years. New settlers arrived in 1609, but there was not enough food for them. The settlers stole food from the Native Americans, who retaliated by attacking them. By 1610 only 60 settlers survived.



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- D. John Rolfe**, a Jamestown colonist, developed a strain of tobacco that was marketable in England. The Jamestown settlers soon began growing large quantities of tobacco for profit.
- E.** To attract more settlers to Jamestown, the Virginia Company gave the colony the right to elect its own general assembly. The elected representatives were called **burgesses**, and the legislative body was called the House of Burgesses.
- F.** The Virginia Company also introduced the system of **headrights**. Under this system, new settlers who bought a share in the company or paid for their passage were granted 50 acres. They received more land for each family member or servant they brought to Virginia.
- G.** The Native Americans near Jamestown grew alarmed at the increasing population. They attacked the settlement, killing nearly 350 settlers. King James revoked the colony's charter and declared it a royal colony.

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#### Discussion Question

Why was the settlement of Jamestown in trouble from its beginning? (*Most of the Jamestown settlers were townspeople who knew nothing about living in the woods or farming. Many refused to do the necessary manual labor. Sicknesses and food shortages occurred, and many settlers died.*)

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#### IV. Maryland Is Founded (page 64)

- A.** Catholics were persecuted in England for their beliefs. **Lord Baltimore**, a Catholic member of Parliament, decided to found a colony in America where Catholics could practice their religion without persecution.
- B.** The king granted Baltimore an area of land northeast of Virginia, which Baltimore named Maryland. Baltimore owned Maryland, making it the first **proprietary colony**. Although Maryland was founded as a Catholic refuge, most of the colony's settlers were Protestant.

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#### Discussion Question

Why did Lord Baltimore establish the colony of Maryland? (*He wanted to establish a refuge for Catholics, who were being persecuted in England.*)

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## Daily Lecture and Discussion Notes

### Chapter 2, Section 3



#### Did You Know?

The Pilgrims survived in large part because of the assistance of Squanto, a Pawtuxet. Squanto had earlier been captured by an English explorer and taken to Europe. As a result, he spoke English and was instrumental in helping the Pilgrims form an alliance with the local Wampanoags.

#### I. The Pilgrims Land at Plymouth (pages 66–67)

- A. Some Puritans, called **Separatists**, broke away from the Anglican Church to start their own congregations. The king viewed the act as a challenge to his authority and imprisoned them. In 1608 one group of Separatists, who became known as **Pilgrims**, fled to Holland. Unhappy there, they decided to immigrate to America.
- B. The Pilgrims set sail for America on the *Mayflower* in 1620 and settled in Plymouth, near Massachusetts Bay.
- C. Under the leadership of **William Bradford**, the Pilgrims began constructing homes immediately after their arrival. A plague swept through the colony, killing many settlers. The remaining settlers survived in large part because of the assistance of a Native American named **Squanto**, who taught them how to use the environment to meet their needs.

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#### Discussion Question

Why did the Pilgrims immigrate to America? (*They wanted to escape persecution by the English king for their religious beliefs.*)

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#### II. The Puritans Found Massachusetts (pages 67–69)

- A. Many Puritans stayed within the Anglican Church and worked for reform. Like the Separatists, these Puritans were also persecuted, and many were willing to leave England.
- B. A depression in England's wool industry caused high unemployment, particularly among Puritans. **John Winthrop** and other wealthy Puritans held stock in the **Massachusetts Bay Company**, which had received a charter from King Charles to establish a colony in New England.
- C. Winthrop used the charter to start a colony as a refuge for Puritans. In 1630 several hundred Puritans set sail for American and established the Massachusetts Bay Colony.



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- D. As conditions in England worsened, increasing numbers of people left England in what was later called the **Great Migration**. By 1643 Massachusetts included about 20,000 settlers.
- E. In Massachusetts, a **General Court** made the laws and elected the colony's governor. The General Court was made up of "freemen"—the people who owned stock in the Massachusetts Bay Company. Eventually the General Court became a representative assembly.
- F. The government of Massachusetts required all colonists to attend church, collected taxes to support it, and regulated people's moral behavior. The government was intolerant towards differences in religious beliefs. **Heretics**, those whose religious beliefs differed from the majority's, were considered a threat to the community.

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#### Discussion Question

Why were many Puritans in the early 1600s willing to leave England for America? (*They wanted to escape religious persecution and economic hardships.*)

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### III. Rhode Island and Religious Dissent (pages 69–70)

- A. **Roger Williams**, a strict Separatist, challenged Puritan authority in Massachusetts. In 1635 the General Court banned him from the colony. Williams headed south, where he founded the town of Providence. The government there had no authority in religious matters, and religious differences were tolerated.
- B. **Anne Hutchinson** was declared a heretic and banished from Massachusetts for her challenge of Puritan practices. She and her followers also headed south and founded the town of Portsmouth.
- C. Other Puritans were also banished from Massachusetts. They founded the towns of Newport and Warwick. These two towns joined with Providence and Portsmouth to become the colony of Rhode Island and Providence Plantations. The colony's charter included a total separation of church and state and religious freedom.

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#### Discussion Question

Why did the General Court in Massachusetts banish several of its colonists? (*The court banished people who challenged the beliefs and practices of the Puritans.*)

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## Daily Lecture and Discussion Notes

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#### IV. The River Towns of Connecticut (pages 70–71)

- A. Reverend **Thomas Hooker** opposed the Massachusetts government’s policy of allowing only church members to vote. He and his followers left Massachusetts and founded the town of Hartford, in the Connecticut River valley. Hartford and two other towns in the region joined together to create their own General Court. They adopted a constitution known as the **Fundamental Orders of Connecticut**—the first written constitution of the American colonies.
- B. Two Massachusetts traders were killed by the Pequot, a Native American group in the Connecticut River valley. A war between the colonists and Pequot developed. Hundreds of Pequot were killed, and many were sold into slavery.

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#### Discussion Question

What disagreement did Thomas Hooker have with the Massachusetts government? (*He believed that everyone, not just church members, should be allowed to vote.*)

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#### V. New Hampshire and Maine (page 71)

- A. Some Puritans moved north of Massachusetts. Much of this territory had been granted to two men. One claimed the southern part, named New Hampshire, and the other claimed the northern part, named Maine.
- B. New Hampshire eventually became a royal colony, while Massachusetts bought back Maine, which remained part of Massachusetts until 1820.

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#### Discussion Question

What colonies did Puritans start north of Massachusetts? (*New Hampshire and Maine*)

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#### VI. King Philip’s War (page 71)

- A. The colonial governments’ demand that Native American follow English law angered the Native Americans, who believed that the English were trying to destroy their culture.
- B. In 1675 the Plymouth Colony tried and executed three Wampanoag for a murder, which led to attacks by the Native Americans against the colonists. The attacks marked the beginning of **King Philip’s War**. The Wampanoag’s defeat by the colonists in 1678 was a turning point. After the war, few Native Americans were left in New England.





## Daily Lecture and Discussion Notes

### Chapter 2, Section 3



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#### Discussion Question

What event led to King Philip's War? (*the trial and execution of three Wampanaog, which led to attacks by the Native Americans against the colonists*)

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## Daily Lecture and Discussion Notes

### Chapter 2, Section 4



#### Did You Know?

Quakers were members of the religious group known as the Society of Friends. The group grew into an important force in England in large part through the preachings of George Fox. The term *Quaker* was originally meant as an insult to Fox, who had told a judge to “tremble at the name of the Lord.” In response, the judge called Fox a *quaker*.

### I. The English Civil War and the Colonies (pages 72–73)

- A. Conflicts between Charles I and the English Parliament intensified when the king sent troops into Parliament to arrest several Puritan leaders. Parliament, with mostly Puritan members, then organized its own army, and the **English Civil War** began. The Parliament’s army defeated and captured the king in 1646. **Oliver Cromwell**, the head of Parliament’s army, disbanded Parliament and seized power for himself.
- B. Maryland’s governor and proprietor supported the king against Parliament, which led to a Protestant rebellion in that colony. To appease the Protestants, Lord Baltimore appointed a Protestant governor and enacted the **Maryland Toleration Act**. The act, which was intended to protect the Catholic minority from the Protestants, granted religious toleration to all Christians.
- C. After 20 years of conflict, England’s leaders wanted stability. In 1660 Parliament asked King Charles’s son, Charles II, to take the throne—a move that became known as the **Restoration**. At this point, England resumed colonization, viewing colonies as a vital source of raw materials and new markets.

#### Discussion Question

Why did Maryland’s leaders support the king instead of Parliament? (*Maryland’s proprietor was Catholic, and the Parliament was made up mostly of Protestants.*)

### II. New Netherland Becomes New York (pages 73–74)

- A. In 1609 Dutch merchants hired an English navigator named **Henry Hudson** to find a route through North America to the Pacific. Hudson explored the Hudson River valley, and the merchants claimed the region for the Dutch, calling it New Netherland. The Dutch established New Amsterdam, their major settlement, on Manhattan Island.



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- B.** Because fur trade was the major activity in New Netherland, the colony grew slowly. To increase the colony's population, the Dutch opened settlement in the colony to anyone who wanted to buy land there. By 1664 the colony consisted of more than 10,000 people from many parts of Europe. Enslaved Africans arrived in New Netherland in the 1620s.
- C.** England wanted New Netherland as a link between Virginia and Maryland and the New England colonies. King Charles granted the land to his brother James, who seized New Netherland from the Dutch. James renamed the land New York and granted a large portion of it to two of the king's closest advisers. The new colony was named New Jersey. In an attempt to increase the colony's population, the proprietors offered generous land grants, religious freedom, and the right to elect a legislative assembly.

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#### Discussion Question

Why did people from many parts of Europe settle in New Netherland? (*The Dutch, to increase the population in their colony, allowed anyone to buy land there.*)

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### III. Pennsylvania and Delaware (pages 74–76)

- A.** In 1680 **William Penn**, a friend of King Charles II and a Quaker, received a land grant between New York and Maryland. Penn intended this land as a refuge for Quakers, who were persecuted for their beliefs by the government and others.
- B.** Quakers believed that religion was a personal experience that did not need churches or ministers. They objected to all political and religious authority and advocated **pacifism**—opposition to war or violence as a means of resolving conflict.
- C.** William Penn founded the colony of Pennsylvania. The colony granted religious and political freedom to everyone. Penn regarded the treatment of Native Americans in other colonies as unjust. A treaty signed with the Native Americans living near Pennsylvania created peace between the colonists and Native Americans for more than 70 years.
- D.** Philadelphia, the “city of brotherly love,” became the capital of Pennsylvania. Penn established a charter that created a legislative assembly elected directly by the voters. All colonists who owned 50 acres of land and were Christian had the right to vote. The charter granted all Pennsylvanians the right to practice their religion without interference.
- E.** Penn purchased additional land south of Pennsylvania, which later became the colony of Delaware.



## Daily Lecture and Discussion Notes

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#### Discussion Question

Why did William Penn establish the colony of Pennsylvania? (*He wanted to establish a place where Quakers could practice their beliefs without persecution and where political and religious freedom would be granted to everyone in the colony.*)

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#### IV. New Southern Colonies (pages 76–77)

- A. King Charles II granted land south of Virginia to his friends and political allies. The land, known as Carolina, developed as two separate regions—North Carolina and South Carolina.
- B. North Carolina grew slowly. Farmers eventually grew tobacco and began to export naval supplies, such as tar, pitch, and turpentine.
- C. The proprietors believed that South Carolina would be suitable for growing sugarcane. The first settlers in South Carolina named their settlement Charles Town, which became present-day Charleston.
- D. Sugarcane did not grow well in South Carolina. The first major product for export was deerskin. The colony also began to capture Native Americans and ship them to the Caribbean as enslaved workers.
- E. **James Oglethorpe** started the colony of Georgia. He established the colony as a place for English debtors to start over rather than to be imprisoned for their debts. The colony attracted settlers from all over Europe. Georgia became a royal colony in the mid-1700s, when control of the colony reverted back to the king.

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#### Discussion Question

Why did North Carolina develop slowly as a colony? (*North Carolina had a small population; most of the settlers were farmers who moved into the colony from Virginia. Also, North Carolina did not have a good harbor or coastline, making it difficult for ships to reach its shores.*)

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 1



#### Did You Know?

Most plantations in the 1600s were relatively small estates. In a few instances, plantations were enormous and resembled the great estates of England. Charles Carroll of Maryland owned one such plantation. Carroll was reputedly the wealthiest man in the colonies. His plantation covered around 40,000 acres and had 285 enslaved people.

#### I. The Southern Economy (pages 84–86)

- A.** Tobacco became the South's first successful **cash crop**, or crop grown primarily for market. It was the main cash crop of Virginia and Maryland. Rice and indigo were the main cash crops of South Carolina. These crops needed the right climate and techniques to be cultivated. These needs led to the growth of **plantations**, or large commercial estates.
- B.** To be profitable, farmers had to grow large quantities of tobacco. Growing tobacco required intensive manual labor. As a result, farmers needed a large workforce to cultivate the crop.
- C.** The geography of the Chesapeake Bay region was well-suited for growing tobacco. Farmers used the many rivers connected to the bay to ship their crop.
- D.** Many poor, unemployed tenant farmers in England were willing to sell their labor for a chance to acquire their own land. They arrived in America as **indentured servants**. American colonists paid the cost of transportation and promised to provide food, shelter, and clothing for the servants until their labor contracts expired. In exchange, the servants agreed to work for the landowners for the time specified in the contract, generally about four years.
- E.** By the 1690s, planters in South Carolina imported enslaved Africans to cultivate rice, which rapidly became a major cash crop. In the early 1740s, **Eliza Lucas** discovered that indigo grew well on land unsuitable for rice. Indigo soon became another important cash crop.

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#### Discussion Question

Why did Southern tobacco planters use indentured servants to work their fields? (*To be profitable, planters had to grow large quantities of tobacco; cultivating tobacco was very labor intensive and required many workers.*)

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 1



#### II. Southern Society (pages 86–87)

- A. The plantation system created a society with distinct social classes. The wealthy landowners were referred to as the Southern **gentry** or planter elite. They were influential in both the politics and economy of the region.
- B. Plantations of the wealthy landowners functioned as self-sufficient communities. In the early 1700s, as planters switched from indentured to slave labor, the size of the plantations increased. Most of these plantations were located along the rivers.
- C. Most landowners in the South were small farmers who lived in the “backcountry” farther inland from the rivers. Backcountry or **yeoman** farmers worked small plots of land and practiced **subsistence farming**, or farming only enough crops to feed their own families.
- D. By the late 1600s, the South was a sharply divided society. At the top were the wealthy elite. At the bottom were the backcountry farmers, landless tenant farmers, and servants and enslaved Africans.

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#### Discussion Question

What was the difference between the planter elite and backcountry farmers? (*The planter elite owned large plantations and used indentured and enslaved labor to work the vast areas of land. Backcountry farmers worked small plots of land and practiced subsistence farming.*)

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#### III. Bacon’s Rebellion (pages 87–89)

- A. **Sir William Berkeley**, the governor of Virginia, dominated Virginia’s society in the mid-1600s. He manipulated the House of Burgesses to restrict the vote to people who owned property, in effect cutting the number of voters in Virginia in half. The action angered backcountry and tenant farmers.
- B. Backcountry farmers wanted to expand their landholdings. However, most of the remaining land was located in territory that Native Americans claimed. The wealthy planters had little interest in the concerns of backcountry farmers and were unwilling to risk conflict with the Native Americans, so they opposed expanding the colony.
- C. In 1675 war erupted between backcountry settlers and the Native Americans of the region. Governor Berkeley’s refusal to sanction military action against the Native Americans angered the backcountry farmers.
- D. In 1676 backcountry farmers, under the leadership of a wealthy planter named Nathaniel Bacon, organized their own militia and attacked the Native Americans. Realizing the popularity of Bacon’s action, Governor Berkeley called on the House of Burgesses to address the situation. The assembly authorized Bacon to raise troops to attack the Native Americans, and it also restored the vote to all free men.



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### Chapter 3, Section 1



- E. Bacon was not satisfied with the reforms, and in 1676 he and several hundred armed followers returned to Jamestown, charged Berkeley with corruption, and seized power. Berkeley fled Jamestown and raised his own army. In September 1676, the two armies fought for control of Jamestown. Bacon's Rebellion ended when Bacon became sick and died.
- F. Bacon's Rebellion illustrated to Virginia's wealthy planters that in order to keep Virginia society stable, backcountry farmers needed to have land available to them. It also increased the trend of purchasing enslaved Africans instead of indentured servants for working the plantations. At the same time, the English government adopted policies that encouraged slavery. In 1672 it granted a charter to the **Royal African Company** to engage in the slave trade.

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#### Discussion Question

What situation led to Bacon's Rebellion? *(The refusal of Governor Berkeley to use military action against the Native Americans led to the conflict. Backcountry farmers wanted government support against the Native Americans, whose land they wanted. Bacon and a group of backcountry settlers organized their own militia to fight the Native Americans. Later, he seized power from the governor and battled for control of Jamestown.)*

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#### IV. Slavery in the Colonies (pages 89–90)

- A. By 1870 between 10 and 12 million Africans were forcibly taken from West Africa and transported across the Atlantic to America on a journey that Europeans called the **Middle Passage**.
- B. The first Africans to arrive in Virginia in 1619 were treated as indentured servants. Their status began to change as the number of Africans increased. In 1638 Maryland became the first colony to recognize slavery. In 1705 Virginia enacted a **slave code**—a set of laws that regulated slavery and defined the relationship between enslaved Africans and free people. Other colonies followed with their own slave codes. By the early 1700s slavery became a recognized and accepted institution, particularly in the Southern colonies where the work of enslaved Africans was essential to the plantation economy.

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#### Discussion Question

Why was slavery particularly entrenched in the Southern Colonies? *(There the work of enslaved Africans was essential to the plantation economy.)*

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 2



#### Did You Know?

Although colonial cities faced the basic problems of urban areas—overcrowding, pollution, crime—they played a significant role in the colonies’ political future. Urban dwellers had access to regular newspapers, books, and other publications from abroad, which introduced new intellectual influences. People gathered in taverns and coffeehouses to debate the issues of the day. It was in colonial cities that ideas about revolution and independence emerged.

#### I. New England’s Economy (pages 91–93)

- A. New England’s geography was unsuitable for large plantations and the raising of cash crops. As a result, New England farmers practiced subsistence farming. The main crop grown in the New England Colonies was corn.
- B. New England was located near the **Grand Banks**, a shallow region in the Atlantic Ocean where the mixing of the warm Gulf Stream and the cold North Atlantic produced a favorable environment for plankton—an important food supply for many types of fish and whales. The Grand Banks was abundant with a variety of fish, which contributed to making fishing the main industry in New England. Whaling was also an important industry.
- C. New England’s dense forests contributed to making lumbering an important industry. The **fall line**—the area where rivers descend from a high elevation to a lower one, causing waterfalls—was near the region’s coast. The waterfalls provided power for the sawmills. The rivers transported the lumber to the coast for shipment to other colonies and to England. The lumber was used for manufacturing goods such as furniture and barrels and for shipbuilding, which became an important industry.

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#### Discussion Question

How did the geography of New England affect its economy? (*New England was not suitable for growing cash crops. Its location near the ocean helped to make fishing and whaling important industries. Its dense forests and the fall line contributed to making lumbering and shipbuilding important industries.*)

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#### II. Life in New England’s Towns (pages 93–95)

- A. The town was at the heart of New England society. It was instrumental in determining how the people were governed and how land was settled. Local issues and problems were discussed in **town meetings**. Men at these meetings began to pass legislation for the town and to elect officials.





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### Chapter 3, Section 2



- B. Voting was limited to men who owned property. They elected **selectmen** to manage the town's affairs. New England settlers were allowed to participate directly in their own local government, which developed in them the idea that they had the right to govern themselves.
- C. New England Puritans were expected to attend Sunday worship at their **meetinghouse** and to obey strict rules that governed most activities. Puritans felt responsible for the moral welfare of their neighbors, and watching over a neighbors' behavior was considered a religious duty.

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#### Discussion Question

What was the importance of New England town meetings? (*Town meetings were at the heart of New England society. They allowed for people's direct involvement in their local government and set the stage for the emergence of democratic government.*)

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### III. Trade and the Rise of Cities (page 95)

- A. New England produced few goods that England wanted. However, England produced many goods that the colonists wanted. In order for New England merchants to obtain these products, they had to sell New England's products elsewhere in exchange for goods that England wanted.
- B. The Caribbean was a market for New England's fish and lumber. In exchange for these products, New England merchants received raw sugar or **bills of exchange**. The bills were basically credit slips English merchants had given the planters in exchange for their sugar. New England merchants would take the bills back to New England and trade them to English merchants in exchange for English manufactured goods. This three-way trade was an example of **triangular trade**.
- C. The increase in trade in the colonies led to the development of colonial America's first cities. A new society with distinct social classes developed in these cities. Wealthy merchants who controlled a city's trade made up the top social class. These merchants made up a small part of a city's population.
- D. **Artisans**—or skilled workers who knew how to manufacture goods—made up nearly half of the urban population of colonial America. They included carpenters, masons, silversmiths, and shoemakers. Innkeepers and retailers made up the same social class as artisans.
- E. People without skills or property made up the next-to-lowest level of urban society. At the bottom were indentured servants and enslaved Africans.



## Daily Lecture and Discussion Notes

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#### Discussion Question

What social classes made up urban society in colonial America? (*Wealthy merchants made up the top; below them were the artisans, innkeepers, and retailers; then came people without skills or property; below them were indentured servants and enslaved Africans.*)

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#### IV. Society in the Middle Colonies (pages 96–97)

- A. The Middle Colonies contained some of North America's most fertile farmland. Most farmers produced surplus crops that they could sell for profit. Wheat became the region's most important cash crop.
- B. The rivers in the Middle Colonies allowed farmers to transport their products to ships on the Atlantic coast. Smaller ships sailed along the rivers, exchanging European goods for farm products. The towns that arose where rivers emptied into the ocean developed into major cities, such as New York and Philadelphia.
- C. During the early 1700s, Europe experienced a population explosion. The explosion created a huge demand for wheat to feed the booming population. The demand caused wheat prices to soar, making the Middle Colonies prosperous.
- D. Europe's population explosion resulted in the arrival of many immigrants to the Middle Colonies. Some farmers became wealthy by hiring these immigrants to work the fields for wages and raising large quantities of wheat for sale. Other colonists became wealthy as **entrepreneurs** who risked their money by buying land, equipment, and supplies and selling them to the new immigrants for profit. The wheat boom created a new group of **capitalists** who had money to invest in new businesses.
- E. Distinct social classes developed in the Middle Colonies. Wealthy entrepreneurs were at the top. In the middle were farmers who owned small farms. At the bottom were landless workers who rented land or who worked for wages.

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#### Discussion Question

How did geography affect the economy of the Middle Colonies? (*The soil of the Middle Colonies was some of the most fertile in North America. The rich soil enabled farmers to grow many crops, including wheat, which became the region's main cash crop. The rivers in the region allowed farm products to be transported to the coast for ships to transport to other colonies and to England. The towns that started in the places where rivers emptied into the ocean developed into large cities.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

Europeans believed in the theory of mercantilism, the belief that a nation's power depended on its wealth. Wealth was measured by the amount of gold and silver a nation owned. This desire for gold and silver motivated English, Dutch, and French pirates in the sixteenth century to raid Spanish ships. These ships were often loaded with gold and silver that the Spanish plundered from Central and South America.

#### I. Mercantilism (pages 98–100)

- A. Mercantilism** is a set of ideas about the world economy and how it works. Mercantilists believed that a country's wealth was measured by the amount of gold and silver it possessed. They believed that having a greater number of exports than imports would result in more gold and silver flowing into the country.
- B.** Mercantilists also believed that a country should establish colonies in order to be self-sufficient in raw materials. The home country would then sell its manufactured goods to the colonies.
- C.** When King **Charles II** assumed the throne, he was determined to generate wealth by regulating trade in the American colonies. In 1660 Parliament passed a navigation act that required all goods imported or exported from the colonies to be transported on English ships. The act also listed specific raw materials that the colonies could sell only to England. The list included most of the products that were profitable for the colonies.
- D.** Parliament passed another navigation act in 1663. This law required all goods imported by the colonies to come through England. Merchants who were bringing goods to the colonies had to stop in England, pay taxes, and then ship the goods out on English ships. The practice generated money for England, but increased the prices of goods in the colonies.
- E.** The Navigation Acts angered colonial merchants, who in most cases broke the new laws. English officials discovered that merchants in Massachusetts ignored the Navigation Acts and smuggled their goods to Europe, the Caribbean, and Africa. King Charles II responded to Massachusetts's refusal to observe the laws by withdrawing the colony's charter and making it a royal colony.
- F.** King **James II**, who succeeded Charles to the throne, revoked the charters of Connecticut and Rhode Island and merged them with Massachusetts and Plymouth to create a royal province called the **Dominion of New England**. New York and New Jersey also became part of the Dominion. The king abolished the colonial assemblies and appointed the province's governor and councilors. **Sir Edmond Andros** was appointed the first governor. His harsh rule angered nearly everyone in New England.



## Daily Lecture and Discussion Notes

### Chapter 3, Section 3



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#### Discussion Question

Why did James II create the Dominion of New England? (*He merged several colonies into one province as a punishment to the New England Colonies for refusing to abide by the Navigation Acts.*)

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## II. The Glorious Revolution of 1688 (pages 100–102)

- A. Many people in England opposed King James II. The king often refused the advice of Parliament and openly practiced Catholicism. Parliament leaders feared another civil war.
- B. James's Protestant daughter Mary and her husband, William, were to succeed James on the throne. However, James's second wife gave birth to a son, and he became the heir and would be raised Catholic.
- C. Parliament was unwilling to have a Catholic dynasty, so it asked William and Mary to assume the throne. When William arrived, James fled, and William became king. This bloodless change of power became known as the **Glorious Revolution**.
- D. Parliament established the **English Bill of Rights**, which limited the powers of the king and listed the rights that Parliament and English citizens were guaranteed. The English Bill of Rights would become incorporated into the American Bill of Rights.
- E. After King James II was dethroned, an uprising occurred in Boston, and Governor Andros was ousted. The new monarchs reinstated Rhode Island's and Connecticut's previous form of government. Massachusetts received a new charter, which combined the Massachusetts Bay Colony, Plymouth Colony, and Maine into the royal colony of Massachusetts. The colonists elected an assembly, but the king appointed the colony's governor. Those who owned property could vote, but they did not have to be members of a Puritan congregation.
- F. John Locke, a political philosopher, wrote a book entitled *Two Treatises on Government*. In the book, Locke asserted that all people were born with **natural rights**, including the right to life, liberty, and property. Locke believed that people created governments to protect their rights. In return, the people agreed to obey the government's laws. Locke also asserted that if a government violated people's rights, the people were justified in changing the government. Locke's ideas greatly influenced the American colonists.

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#### Discussion Question

What did the English Bill of Rights provide? (*The English Bill of Rights limited the powers of the king and it specified the rights guaranteed to Parliament and English citizens.*)

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 4



#### Did You Know?

Religion was the principal force behind the creation of most institutions of higher learning in the colonies. Of the six colleges in operation by 1763, four were founded by religious groups primarily for the training of ministers. These included Harvard University, William and Mary College, and Yale University. The Great Awakening led to the founding of the College of New Jersey in 1746. It later became known as Princeton, after the town in which it is located. One of its first presidents was Jonathan Edwards, the famous preacher of the Great Awakening.

#### I. Family Life in Colonial America (pages 104–105)

- A. The colonial population in the 1700s increased rapidly due to the large families that people were having and to the large numbers of immigrants arriving in the colonies.
- B. Women in the American colonies, particularly married women, had no legal status. A married woman could not own anything, and property she owned before marriage became her husband's. Women could not enter into legal contracts or be parties to a lawsuit. Single women had more rights, and were able to own property, file lawsuits, and run businesses.
- C. Colonists often suffered from a variety of diseases. **Cotton Mather** conducted a successful experimental treatment to prevent smallpox by inoculating people against the disease.

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#### Discussion Question

Why did the colonial population increase dramatically in the 1700s? (*People in the colonies were having large families, and increasing numbers of immigrants arrived in the colonies.*)

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#### II. Immigrants in Colonial America (pages 105–106)

- A. A large group of German immigrants arrived in Pennsylvania looking for religious freedom. These immigrants became known as the **Pennsylvania Dutch**, and many became prosperous farmers.
- B. The Scotch-Irish were descendants of the Scots who had helped England claim control of Northern Ireland. They immigrated to the colonies to escape rising taxes, poor harvests and religious discrimination. Many migrated west to the frontier or settled in the backcountry.



## Daily Lecture and Discussion Notes



### Chapter 3, Section 4

- C. Jews arrived in the colonies, seeking an opportunity to practice their religion without persecution. Most settled in colonial cities.

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#### Discussion Question

What reasons did immigrants have for coming to the American colonies? (*Many came to escape religious persecution and to find economic opportunities.*)

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### III. Africans in Colonial America (pages 106–107)

- A. Africans who arrived in the colonies attempted to maintain their specific languages and traditions.
- B. Africans in South Carolina who cultivated rice worked in larger groups than in other Southern Colonies. Their isolation from white planters resulted in a more independent African culture, with its own language called Gullah. The language combined English and African words. Using a common language helped Africans from diverse backgrounds develop a new culture in America.
- C. Whites used brutal means and persuasion to maintain authority over the enslaved Africans. The Africans developed several ways to fight against slavery. Some employed passive resistance, such as work slowdowns; some managed to escape. Sometimes groups of enslaved Africans banded together to resist the slaveholders. In the **Stono Rebellion** in South Carolina, Africans attacked white slaveholders. The local militia ended the rebellion, killing between 30 and 40 of the Africans.

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#### Discussion Question

How did enslaved Africans fight back against slavery? (*Some used passive resistance, some escaped, and some occasionally used violence against white slaveholders.*)

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### IV. The Enlightenment and the Great Awakening (pages 108–109)

- A. The **Enlightenment** was a European cultural movement. It challenged the authority of the church in science and philosophy and elevated the power of human reason. The emphasis on logic and reasoning was known as **rationalism**.
- B. **John Locke** was an influential Enlightenment writer. He argued that all people had rights, and that society can be improved. French thinker **Jean Jacques Rousseau** argued that a government and its laws should be created by consent of the people. **Baron Montesquieu**, another influential Enlightenment writer, argued that to protect people's liberties, a government should be separated into different branches to provide checks and balances against one another.



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- C.** Many American colonists in the 1700s turned to a religious movement called **pietism**, which stressed an individual's devoutness and emotional union with God. Ministers spread pietism through **revivals**, large public meetings for preaching and prayer. This revival of religious feelings became known as the **Great Awakening**. **Jonathan Edwards** and **George Whitefield** were two important preachers of the Great Awakening.
- D.** The Great Awakening led to the development of new churches in New England. It had a great impact on the Southern Colonies, and was especially appealing to backcountry and tenant farmers and to enslaved Africans.

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#### Discussion Question

What was the difference between the Enlightenment and the Great Awakening? (*The Enlightenment was a movement that challenged religious authority and stressed the power of reason, whereas the Great Awakening was a religious movement that was a response to a declining religious fervor among people.*)

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## Daily Lecture and Discussion Notes

### Chapter 4, Section 1



#### Did You Know?

On the day the Stamp Act went into effect, some colonists wore mourning clothes—clothes worn to funerals—as a sign of protest. Also that day, church bells were rung from Portsmouth, New Hampshire, to Savannah, Georgia, to protest the act.

### I. The French and Indian War (pages 116–119)

- A. The conflict between the French and English over dominance in Europe in the late 1600s and 1700s finally spilled over into America.
- B. In 1740 a common interest in the Ohio River valley led to tensions between the French and the British. Both sides began building forts to claim the territory.
- C. George Washington was asked to intervene for the British and expel the French. The American troops started toward the Ohio River in the spring of 1754. After a brief battle, Washington and his troops retreated.
- D. The British government suggested that the American colonies form an alliance with the Iroquois. During a meeting called the Albany Conference between the colonists and the Iroquois, the Iroquois agreed to remain neutral and the colonists agreed that Britain should name one supreme commander of all the British troops in the colonies. The conference issued the **Albany Plan of Union**—the first suggestion that the colonies unite to form a federal government.
- E. British commander in chief, General Edward Braddock, appointed George Washington to serve as his aide. In 1755 French and Native American forces ambushed the British troops near Fort Duquesne in western Pennsylvania. Washington's leadership saved the British from disaster. For the next two years, the **French and Indian War** was fought on the frontier.
- F. In 1756 fighting between Britain and France spread to Europe and became known as the Seven Years' War. Britain's allies fought the French in Europe. Britain's prime minister sent most of Britain's forces to North America and India to fight the French.
- G. The turning point of the war in North America occurred with a British victory at Quebec. The **Treaty of Paris** finally ended the war in 1763, and for the most part eliminated French power in North America.





## Daily Lecture and Discussion Notes

### Chapter 4, Section 1



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#### Discussion Question

Why did the British want its colonies to form an alliance with the Iroquois? (*The Iroquois controlled western New York, which was the territory the French would need to pass through to reach the Ohio River.*)

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## II. The Colonies Grow Discontented (pages 119–120)

- A. The British victory caused an enormous British debt. Britain looked to its colonies to help pay for the war.
- B. In the spring of 1763, **Pontiac**, chief of the Ottawa people, united several Native American groups, including the Ottawa, Delaware, Shawnee, and Seneca peoples, to go to war against the British. They attacked forts and towns along the frontier.
- C. The British government did not want to pay for another war, so it issued the **Royal Proclamation of 1763** that limited western settlement. Colonists were not allowed to settle in certain areas without the government's permission. The proclamation angered many farmers and land speculators.
- D. In an effort to reduce Britain's debt and pay for the British troops in North America, **George Grenville**, the British prime minister and first lord of the Treasury, implemented new tax policies in the colonies.
- E. Merchants smuggled goods in and out of America to avoid **customs duties**, or taxes paid on imports and exports. Grenville convinced Parliament to pass a law that sent smugglers to a new vice-admiralty court in Nova Scotia run by naval officers who were unsympathetic to smugglers.
- F. Grenville also introduced the **Sugar Act** in the colonies. This act changed tax rates for raw sugar and molasses imported from foreign colonies. It placed new taxes on silk, wine, coffee, pimento, and indigo. Merchants felt the Sugar Act hurt trade and argued that it violated traditional English rights. Colonists argued that they were being taxed without representation in Parliament.
- G. To slow **inflation**—a general rise in the prices of most goods and services because money has lost its value—Parliament passed the **Currency Act of 1764**. This banned the use of paper money in the colonies, angering colonial farmers and artisans who used paper money to pay back loans.

## Daily Lecture and Discussion Notes

### Chapter 4, Section 1



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#### Discussion Question

What policies did the British government adopt to help pay its debts from the French and Indian War? (*George Grenville, the British prime minister and first lord of the Treasury, implemented new tax policies in the colonies to pay for the French and Indian War. One law sent smugglers to a new vice-admiralty court run by naval officers who were unsympathetic to smugglers. The Sugar Act in the colonies changed tax rates for raw sugar and molasses imported from foreign colonies. It placed new taxes on silk, wine, coffee, pimento, and indigo. To slow inflation, Parliament passed the Currency Act of 1764. This banned the use of paper money in the colonies, angering colonial farmers and artisans who used paper money to pay back loans.*)

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### III. The Stamp Act Crisis (pages 120–122)

- A.** To raise more money to pay for the war, Parliament passed the **Stamp Act** in 1765. Stamps were required on most printed materials. The stamp tax was the first direct tax Britain had ever placed on the colonists.
- B.** The **Quartering Act**, passed by Parliament in 1765, forced the colonists to pay more for their own defense by providing places to stay for British troops in the colonies.
- C.** By the summer of 1765, mass meetings and demonstrations against the stamp tax took place in the colonies. When the Stamp Act took effect, the colonists ignored it. A movement began to boycott British goods. Colonial merchants signed a **nonimportation agreement**, agreeing not to buy any British goods until the Stamp Act was repealed. The protests led to the Stamp Act being repealed in 1766.
- D.** Parliament, in an effort to assert its control over the colonies, passed the **Declaratory Act**, which gave them the power to make laws for the colonies.

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#### Discussion Question

What acts did Parliament pass to raise money to pay for the government's expenses in America? (*To raise more money to pay for the war, Parliament passed the Stamp Act in 1765. Stamps were required on most printed materials. The Quartering Act, passed by Parliament in 1765, forced the colonists to pay more for their own defense by providing places to stay for British troops in the colonies.*)

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## Daily Lecture and Discussion Notes

### Chapter 4, Section 1



#### IV. The Townshend Acts (pages 122–123)

- A.** In 1767 British finance minister **Charles Townshend** introduced a new set of regulations and taxes known as the **Townshend Acts**. One of these acts, the **Revenue Act of 1767**, placed new customs duties on glass, lead, paper, paint, and tea imported into the colonies. The Revenue Act legalized the use of general search warrants called **writs of assistance**. The Townshend Acts gave British officials the right to seize property without following due process.
- B.** John Dickinson published a series of essays called *Letters from a Pennsylvania Farmer*, which stressed that only assemblies elected by colonists had the right to tax them. Dickinson called on colonists to resist the Townshend Acts.
- C.** Virginia's House of Burgesses passed the **Virginia Resolves**, stating that only the House had the right to tax Virginians. Britain ordered that the House of Burgesses be dissolved. Leaders of the House of Burgesses called a convention and passed a non-importation law blocking the sale of British goods in Virginia.
- D.** The **Sons of Liberty** encouraged colonists to support the boycott of British goods. In 1769 colonial imports from Britain declined sharply from what they had been the year before.
- E.** On March 5, 1770, British troops fired into a crowd of colonists in Boston. A man of African and Native American descent was the first colonist to die in what became known as the **Boston Massacre**. The British were viewed as tyrants who were killing people standing up for their rights. In response, Britain repealed the Townshend Acts, leaving only one tax—on tea—to uphold its right to tax the colonies.

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#### Discussion Question

How did colonists react to the Townshend Acts? (*The Townshend Acts angered colonists. John Dickinson published a series of essays called Letters from a Pennsylvania Farmer, which stressed that only assemblies elected by colonists had the right to tax them. Dickinson called on colonists to resist the Townshend Acts. The Massachusetts assembly began organizing resistance against Britain. Merchants signed nonimportation agreements promising not to import any goods from Britain. Virginia's House of Burgesses passed the Virginia Resolves, stating that only the House had the right to tax Virginians. Leaders of the House of Burgesses called a convention and passed a nonimportation law blocking the sale of British goods in Virginia. Americans stopped drinking British tea. The Daughters of Liberty began spinning their own cloth instead of buying from Britain. The Sons of Liberty encouraged colonists to support the boycott of British goods.*)

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## Daily Lecture and Discussion Notes

### Chapter 4, Section 2



#### Did You Know?

Paul Revere made an engraving of the Boston Massacre. The engraving clearly shows that one of the dead colonists in the square is African American (Crispus Attucks). The engraving was shown throughout the colonies to get support for the war for independence. However, when the engraving was shown in the Southern colonies, all the dead men shown in the engraving appear to be white.

#### I. Massachusetts Defies Britain (pages 126–129)

- A. In the spring of 1772, the British government introduced several new policies that angered American colonists.
- B. Britain sent customs ships to patrol North American waters in order to intercept smugglers. In 1772 the British customs ship, the *Gaspee*, ran aground and was seized by colonists and burned. The British took suspects to England for trial. Colonists felt this was a violation of their right to a trial by a jury of their peers.
- C. Thomas Jefferson thought each colony should create a **committee of correspondence** to communicate with other colonies about British activities. This helped unify the colonies and coordinate plans for British resistance.
- D. England's new prime minister, Lord North, helped the **British East India Company**, which was almost bankrupt. To assist the company with tea sales, Parliament passed the **Tea Act** of 1773, which made East India's tea cheaper than smuggled Dutch tea. American merchants feared it was the first step by the British to force them out of business. In December 1773, tea ships from the East India Company arrived in Boston Harbor. Colonists boarded the ship and dumped the tea into the harbor. This became known as the **Boston Tea Party**.
- E. The Boston Tea Party led to the British passing four new laws called the **Coercive Acts**. These acts were an attempt to stop colonial challenges of British authority. The Coercive Acts violated several English rights, including the right to trial by a jury of one's peers and the right not to have troops quartered in one's home.
- F. The **Quebec Act** gave more territory to Quebec and stated that a governor and council appointed by the king would run Quebec. This further angered the colonists because if they moved west, they would be living in territory with no elected assembly. The Coercive Acts and the Quebec Act became known as the **Intolerable Acts**.
- G. The **First Continental Congress** met in Philadelphia in 1774. The congress wrote the **Declaration of Rights and Grievances**, which expressed loyalty to the king but condemned the Coercive Acts and announced that the colonies were forming a



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nonimportation association. The delegates also approved the Continental Association, a plan for every county and town to form committees to enforce a boycott of British goods.

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#### Discussion Question

What were the Intolerable Acts? (*The Coercive Acts and the Quebec Act became known as the Intolerable Acts. The colonists saw these two acts as the British trying to gain control of the colonial governments.*)

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## II. The Revolution Begins (pages 129–131)

- A.** In the summer and fall of 1774, the British officials lost control of the colonies as the colonists created provincial congresses and militias raided military depots for ammunition and gunpowder. The town of Concord created a special unit of **minutemen**, trained and ready to fight the British at a minute's warning.
- B.** The American Revolution was not just a war between Americans and British but a war between Loyalists and Patriots. Americans called **Loyalists**, or Tories, remained loyal to the king and felt British laws should be upheld. The group included government officials, prominent merchants, landowners, and a few farmers. The **Patriots**, or Whigs, thought the British were tyrants. Patriots included artisans, farmers, merchants, planters, lawyers, and urban workers. There was a group of Americans in the middle who did not support either side and who would support whomever won.
- C.** On April 18, 1775, British General Gage and his troops set out to seize the militia's supply depot at Concord. To get there, they had to pass through Lexington. Patriots **Paul Revere** and **William Dawes** were sent to Lexington to warn the people that the British were coming. **Dr. Samuel Prescott** went on to warn the people of Concord. When the British arrived in Lexington, about 70 minutemen were waiting for them. The British fired at the minutemen, killing 8 and wounding 10.
- D.** The British moved on to Concord where they found 400 minutemen waiting for them. The minutemen forced the British to retreat.
- E.** After the battles at Lexington and Concord, the Second Continental Congress met in Philadelphia to address the issue of defense. The Congress voted to adopt the militia army around Boston and named it the Continental Army. On June 15, 1775, Congress appointed George Washington to head the Continental Army.
- F.** The **Battle at Bunker Hill** resulted in turning back two British advances. The colonial militia only retreated due to a lack of ammunition. It was a huge boost to American confidence that the untrained colonials could stand up to the feared British army. The situation reached a stalemate with the British trapped in Boston surrounded by militia.



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#### Discussion Question

Why was the American Revolution also a civil war? (*Americans called Loyalists, or Tories, remained loyal to the king and felt British laws should be upheld. The Patriots, or Whigs, thought the British were tyrants.*)

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### III. The Decision for Independence (pages 131–133)

- A. In 1776, frustrated by British refusal to compromise, Patriot leaders began to call for independence.
- B. In July 1775, the Continental Congress sent a document known as the **Olive Branch Petition** to the king. It stated that the colonies were still loyal to King George III and asked the king to call off the army while a compromise could be made. At the same time, radicals in Congress had ordered an attack on the British troops in Quebec. This convinced the British that there was no hope of reconciliation. King George refused to look at the Olive Branch Petition.
- C. Two Loyalist armies were organized to assist the British troops in Virginia. One was composed of all white loyalists, the other of enslaved Africans. The Africans were promised freedom if they fought for the Loyalist cause. Southern planters, fearing they would lose their lands and labor force, wanted the colonies to declare independence.
- D. Patriot troops defeated the British in Norfolk, Virginia; Charles Town, South Carolina; and Boston, Massachusetts.
- E. In December 1775, the king shut down trade with the colonies and ordered the British navy to blockade the coast. The British began recruiting mercenaries from Germany.
- F. In January 1776, the persuasive pamphlet called *Common Sense*, by Thomas Paine, caused many colonists to call for independence from Britain. On July 4, 1776, a committee of Patriot leaders approved a document written by Thomas Jefferson that became known as the **Declaration of Independence**. The American Revolution had begun.

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#### Discussion Question

In what ways did the Continental Congress act like a government? (*The Continental Congress sent people to negotiate with the Native Americans, and it established a postal system, a Continental Navy, and Marine Corps.*)

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#### Did You Know?

When the British surrendered after the Battle of Yorktown, a band played “Yankee Doodle”—a melody that may have begun in southern Europe in the Middle Ages. The words of “Yankee Doodle” were written by an English army surgeon. The words were meant to make fun of the inexperienced and poorly trained American troops during the French and Indian War. The American troops, however, liked the song so much that it was sung by American troops during the Revolutionary War.

#### I. The Opposing Sides (pages 138–139)

- A. General **William Howe** was the commander of a disciplined, well trained, and well equipped British army. The Continental Army was inexperienced, poorly equipped, and had difficulty keeping soldiers.
- B. The Continental Congress lacked the power to tax, so it had a difficult time paying for the war. A wealthy Pennsylvania merchant, **Robert Morris**, pledged large sums of money to the war effort.
- C. The British forces had to fight the Continental Army and local militias. These militias often used **guerrilla warfare**, in which they hid among trees and behind walls and then ambushed the British troops.
- D. The British needed to win the war quickly or opinion in Parliament might shift to oppose the war. The United States did not have to defeat Britain but only survive until the British became tired of paying for the war.

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#### Discussion Question

What disadvantages did the British troops and the Continental Army face in the War for Independence? (*The British forces had to fight the Continental Army and local militias. These militias often used guerrilla warfare, which was difficult to defeat. The British were not united at home and needed to win the war quickly and cheaply, or opinion in Parliament might shift to oppose the war. Also, other European countries were eager to use Britain’s problems to benefit themselves, so Britain had to station military in many places in the world to protect its empire. The Continental Army was inexperienced, poorly equipped, and had difficulty enlisting and keeping soldiers. The Continental Congress lacked the power to tax, so it had a difficult time paying for the war.*)

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#### II. The Northern Campaign (pages 139–142)

- A.** In order to win, the British had to convince Americans that the war was a hopeless cause and to make it safe for them to surrender. General Howe's strategy had two parts—to build up a massive military to intimidate the Americans and to invite delegates from the Continental Congress to a peace conference. The Americans realized that Howe was only interested in negotiating a surrender, so they quit the talks.
- B.** George Washington's troops showed their inexperience by fleeing when British troops landed on Long Island in 1776. The British moved slowly, allowing the surviving American troops time to escape to Manhattan Island. The British captured New York City, which became their headquarters for the rest of the war.
- C.** Disguised as a Dutch schoolteacher, American Captain **Nathan Hale** was sent to spy on the British. He was caught and hanged by the British. His last words were "I only regret that I have but one life to lose for my country."
- D.** The British troops forced Washington and his troops to retreat at the Battle of White Plains in October 1776.
- E.** Thomas Paine wrote the pamphlet *American Crisis* to help boost American morale.
- F.** George Washington planned unexpected winter attacks against the British troops at Trenton and Princeton, New Jersey. Washington and his troops won the attacks and then headed into the hills of northern New Jersey for the remainder of winter.
- G.** In 1777 King George III approved a plan developed by General John Burgoyne to isolate New England from the other American states. The British, however, did not coordinate their efforts, and the three-pronged attack on New York was a failure.
- H.** On September 11, 1777, British General Howe's troops defeated Washington at the Battle of Brandywine Creek and captured Philadelphia. The Continental Congress, which he had hoped to capture, had escaped. Howe had failed to destroy the Continental Army, which camped at **Valley Forge** for the winter.
- I.** Brutal conditions at Valley Forge did not stop Washington from training his army. European military officers, **Marquis de Lafayette** from France and Baron Friedrich von Steuban from Prussia, helped Washington increase morale and improve discipline among the American troops.
- J.** General Burgoyne surrendered at **Saratoga**, and over 5,000 British troops were taken prisoner. The American victory was a turning point because it improved American morale and convinced France to send troops to the American cause.
- K.** In February 1778, Americans signed two treaties with France. As a result of the treaties, France became the first country to recognize the United States as an independent nation, and the United States and France formed an alliance.





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#### Discussion Question

Why was the British surrender at Saratoga a turning point in the war for the Americans? *(The American victory was a turning point because it improved American morale and convinced France to send troops to the American cause.)*

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### III. The War in the West (page 142)

- A. By February 1779, the British in the West surrendered to Patriot **George Rogers Clark**, giving the United States control of the region.
- B. Chief Joseph Brant convinced four Iroquois nations to help the British. In July 1778, British and Iroquois forces attacked western Pennsylvania, destroying villages and killing militia troops.
- C. In July 1779, American troops defeated the British and Iroquois forces in western New York, destroying the power of the Iroquois people.
- D. The Cherokee attacked settlers in Virginia and North Carolina. By 1780 American militias had burned hundreds of Cherokee towns.

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#### Discussion Question

Why were the powers of the Iroquois and the Cherokee people destroyed? *(Chief Joseph Brant convinced four Iroquois nations to join the British in attacks against Americans in western Pennsylvania. American troops retaliated against the Iroquois in western New York. These battles destroyed the power of the Iroquois. The Cherokee attacked settlers in Virginia and North Carolina. By 1780 American militias had burned hundreds of Cherokee towns.)*

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### IV. The War at Sea (pages 142–143)

- A. American warships attacked British merchant ships to disrupt trade. Congress began issuing **letters of marque**, or licenses, to private ship owners authorizing them to attack British merchant ships. The cargo seized by privateers seriously hurt Britain's trade and economy.
- B. An American naval officer, **John Paul Jones**, was involved in the most famous naval battle of the war. Jones's ship almost sank when it was heavily damaged by the British. Instead of surrendering, Jones attached his ship to Britain's ship, boarded, and after a three-hour battle the British surrendered.



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#### Discussion Question

How did Americans attack the British at sea? (*Instead of attacking the British fleet directly, American warships attacked British merchant ships to destroy their trade and economy.*)

#### V. The Southern Campaign (pages 143–144)

- A. After being defeated at Saratoga, the British focused their attention on the South where they felt they had the strongest Loyalist support.
- B. In December 1778, British troops captured Savannah, Georgia, and returned Georgia to British power.
- C. British General Henry Clinton was sent to capture Charles Town, South Carolina. It became the greatest American defeat as British troops surrounded the town, trapping the American forces. General **Charles Cornwallis** took over for Clinton.
- D. Loyalist troops commanded by two British cavalry officers were known for brutal attacks. The Loyalists troops went too far when they tried subduing people in the Appalachian Mountains. Americans in this region formed a militia force. The militia intercepted the Loyalist forces at the **Battle of Kings Mountain**. The militia destroyed the Loyalist army. This battle was a turning point in the South. Southern farmers began organizing their own militia forces.
- E. American commander General Nathaniel Greene organized the militia in the South into small units to carry out hit-and-run raids against British camps and supply wagons. “Swamp Fox” **Francis Marion** led the most famous of these units.

#### Discussion Question

Why did the British focus their attention on the South? (*The British believed they had the strongest Loyalist support within the South.*)

#### VI. The War Is Won (pages 144–145)

- A. In the spring of 1781, the British invaded Virginia, hoping to keep control of the South. British General Cornwallis and his forces linked up with British commander Benedict Arnold (formerly an American commander) to conquer Virginia. In June 1781, American General **Anthony Wayne** and his troops forced Cornwallis to retreat to Yorktown.
- B. On September 28, 1781, American and French troops surrounded Yorktown. On October 14, Alexander Hamilton led an attack to capture key British defenses. On October 19, 1781, British troops surrendered.



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- C.** In March 1792, Parliament voted to begin peace negotiations. The **Treaty of Paris** was signed on September 3, 1783. In the treaty, the British recognized the United States as a new nation with the Mississippi River as its western border. Britain gave Florida back to Spain. The French received colonies in Africa and the Caribbean.

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#### Discussion Question

Why did the British fear their time was running out to win and end the war? (*The British knew that more French troops were on the way to assist the Americans.*)

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#### Did You Know?

After the Revolutionary War, Noah Webster, a Connecticut schoolmaster and lawyer, called for a simplified and Americanized system of spelling. For example, the spelling of *honour* was changed to *honor*. Webster wrote a speller and a dictionary that established a national standard of American words and usages.

#### I. New Political Ideas (pages 147–149)

- A. By declaring its independence, America had established a **republic**, a form of government in which power resides with a body of citizens with the right to vote. In an ideal republic, all citizens are equal under the law and the government gets its authority from the people.
- B. John Adams felt that democracy hurt a republican government. He argued that government needed checks and balances to stop any group from getting too strong and taking away minority rights. Adams wanted a mixed government with a separation of powers among separate executive, legislative, and judicial branches. Adams said that the legislature should have two houses. His ideas influenced many state constitutions.
- C. Many states attached a list of rights to their constitutions.
- D. The Revolution led to an expansion of voting rights. After fighting side by side, people's belief in equality increased. Many states allowed any white male who paid taxes to vote, regardless of owning property.
- E. In 1786 Virginia Governor Thomas Jefferson asked Congress to pass the **Virginia Statute for Religious Freedom**. It declared that Virginia no longer had an official church and the state could no longer collect taxes for the church.

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#### Discussion Question

What ideas did John Adams promote for the country's new republican government? (*Adams argued that government needed checks and balances to stop any group from getting too strong and taking away minority rights. Adams wanted a mixed government with a separation of powers among executive, legislative, and judicial branches. Adams said that the legislature should have two houses.*)

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#### II. The War and American Society (pages 149–151)

- A. Although African Americans and women had helped with the Revolutionary War effort, greater equality and liberty after the war applied mostly to white men.



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- B.** Women played an important role in the Revolutionary War at home and in battle. Some women ran the family farm during the war. Others traveled with the army to cook, wash, and nurse the wounded. A few even joined the battlefield. **Molly Pitcher** became well known for carrying water to Patriot gunners during the Battle of Monmouth. After the Revolution, women made some advances. They could more easily obtain a divorce. They also gained greater access to education.
- C.** Thousands of enslaved African Americans obtained their freedom during and after the war. **Emancipation** became a major issue. Many American leaders felt that enslaving people conflicted with the new views on liberty and equality. Although free, these African Americans faced discrimination, segregation, and voting restrictions.
- D.** In 1816 African American church leaders formed the first independent African American denomination, the African Methodist Episcopal (AME) Church.
- E.** Southern leaders were uninterested in ending slavery because they felt slaves were needed to sustain their agricultural economy.
- F.** Virginia was the only southern state to take steps to end slavery. In 1782 the state passed a law encouraging **manumission**, or the voluntary freeing of enslaved persons, especially those who had fought in the Revolution.
- G.** After the war, Loyalists were often shunned by their friends and occasionally had their property seized by state governments. Many fled to England, the British West Indies, or British North America.

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#### Discussion Question

What advances did women make after the war ended? (*Woman could more easily obtain a divorce and had better access to education. More schools for girls opened, and the number of women readers increased.*)

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### III. An American Culture Emerges (pages 151–152)

- A.** The Revolution created nationalist feelings because all Americans were fighting a common enemy. This feeling gave rise to many patriotic symbols and American folklore.
- B.** American painters **John Trumbull** and **Charles Willson Peale** depicted heroic deeds and American leaders of the Revolution in their works. They helped build an American culture.
- C.** American leaders thought that an educated public was critical to the success of the new republic. Many state constitutions provided government-funding for universities. In 1795 the University of North Carolina became the first state university in the nation.



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#### Discussion Question

How did elementary education in America change after the war? (*Elementary education focused on an American-centered style of teaching. Schools disregarded British textbooks, taught republican ideas, and told the history of the war for independence.*)

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**Did You Know?** Without money or real power over the states, the Confederation Congress got very little respect. Its members often did not bother to attend sessions.

#### I. The Achievements of the Confederation Congress (pages 158–159)

- A. In November 1777, the Continental Congress adopted the **Articles of Confederation and Perpetual Union**. This was a plan for a loose union of the states under Congress.
- B. The Articles of Confederation set up a weak central government. The Confederation Congress met just once a year. It had the power to declare war, raise armies, and sign treaties. It, however, did not have the power to impose taxes or regulate trade.
- C. The only way the Confederation Congress had to raise money to pay its debts were to sell its land west of the Appalachian Mountains. Congress arranged this land into townships to make it easier to divide, sell, and govern the land.
- D. The Congress also set up the **Northwest Ordinance** as a basis for governing much of this territory. The ordinance created a new territory north of the Ohio River and east of the Mississippi River, which could become three to five states. When the population of a territory reached 60,000, it could apply to become a state. The ordinance guaranteed certain rights to the people living there, and it banned slavery.
- E. The Confederation Congress negotiated trade treaties with European countries. By 1790 the trade of the United States was greater than the trade of the American colonies before the Revolution.

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#### Discussion Question

Why was the Northwest Ordinance set up? (*It was set up to govern the territory north of the Ohio River and east of the Mississippi River.*)

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#### II. The Congress Falters (pages 159–162)

- A. After the Revolutionary War, British merchants flooded American markets with inexpensive British goods. This drove many American artisans out of business. American states imposed **duties**, or taxes, on imported goods. The states did not all impose the same duties, however, so the British would land their goods at states with the lowest taxes or restrictions.
- B. Because the Confederation Congress could not regulate commerce, the states set up customs posts on their borders and levied taxes on other states' goods to raise money. This weakness of the Confederation threatened the union of the states.



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- C.** The Confederation Congress had other problems with foreign policy. The federal government had no powers over the states, so it could not force the states to pay their debts to Britain or to return property to Loyalists, which was part of the Treaty of Paris. Also, the Congress had no way to raise money to pay these debts.
- D.** The British retaliated by refusing to evacuate American soil as promised in the treaty. Since the Congress could not regulate trade, it could not force the British into settlement. Also, the limited powers of the Confederation Congress prevented it from working out a diplomatic solution with Spain when Spain stopped Americans from depositing their goods on Spanish territory at the mouth of the Mississippi River.
- E.** The end of the Revolutionary War and the slowdown of economic activity with Britain caused a severe **recession** in the United States. To pay for the war, many states had issued bonds as a way to borrow money from wealthy citizens. To pay back the bondholders, many people urged the state governments to issue paper money. States did not have the gold and silver to back paper money, but many of them issued it anyway. The paper money greatly declined in value.
- F.** **Shays's Rebellion** broke out in Massachusetts in 1786. It started when the government of Massachusetts decided to raise taxes to pay off its debt instead of issuing paper money. The taxes were worst for farmers, especially those in the western part of the state. Those who could not pay their taxes and other debts lost their farms. Farmers rebelled by shutting county courthouses. The rebellion, led by Daniel Shays, included about 1,200 farmers. They went to a state arsenal to get weapons. A government militia defended the arsenal against the rebels, killing four farmers.
- G.** Many Americans began to see the risk of having a weak central government. They called for a change in government.

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#### Discussion Question

What weaknesses of the Confederation Congress led to a call for change in the United States government? (*The Confederation Congress could not regulate commerce, so the states set up customs posts on their borders and levied taxes on other states' goods to raise money. The federal government had no powers over the states, so it could not force the states to pay their debts to Britain or to return property to Loyalists, which was part of the Treaty of Paris. Congress had no way to raise money to pay these debts. The limited powers of the Confederation Congress prevented it from working out diplomatic solutions with Great Britain and Spain.*)

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#### Did You Know?

In 1744 the Iroquois Chief Canassatego first suggested a federal model of government to unify the colonies. The members of the Constitutional Convention, held 43 years later, incorporated elements of the League of the Iroquois—which had six united Native American nations—and its constitution, the Great Law of Peace.

### I. The Constitutional Convention (pages 164–166)

- A.** People who supported a stronger central government were called nationalists. George Washington, Benjamin Franklin, **James Madison**, and **Alexander Hamilton** were among the prominent nationalists. Hamilton suggested that a convention of states be set up to revise the Articles of Confederation. All states, except Rhode Island, sent delegates to the Constitutional Convention held in Philadelphia in 1787.
- B.** Most of the 55 delegates to the Constitutional Convention had experience in government. George Washington was presiding officer. James Madison kept records of the debates. The meetings were closed to the public.
- C.** **Edmund Randolph** introduced the **Virginia Plan**. This plan proposed throwing out the Articles of Confederation and creating a new national government with the power to make laws binding upon the states and to raise its own money through taxes. It also called for a national government made up of three branches of government— legislative, executive, and judicial.
- D.** The Virginia Plan proposed that the legislature be divided into two houses. Voters in each state would elect members of the first house. Members of the second house would be elected by the first house. The Virginia Plan benefited states with large populations because in both houses, the number of representatives for each state would reflect the population of that state.
- E.** The **New Jersey Plan** was proposed by **William Paterson**. This plan revised the Articles of Confederation to make the central government stronger. Congress would have a single house in which each state would be equally represented. Congress would have the power to raise taxes and regulate trade.
- F.** Congress voted to proceed with the Virginia Plan with the purpose of working on a new constitution for the United States.

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#### Discussion Question

In what ways did the Virginia Plan and the New Jersey Plan differ? (*The Virginia Plan wanted to throw out the Articles of Confederation, while the New Jersey Plan wanted to revise the Articles of Confederation. The Virginia Plan called for two houses of Congress with representation based on a state's population. The New Jersey Plan called for one house of Congress with equal representation. The Virginia Plan called for three branches of government, whereas the New Jersey Plan did not.*)

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#### II. A Union Built on Compromise (pages 167–168)

- A. The delegates of the Constitutional Convention were divided geographically. The small states wanted changes that would protect them against the big states. Northern and Southern states were divided over the issue of slavery in the new constitution.
- B. The convention appointed a special committee to resolve differences between the large and small states. The committee worked out the **Great Compromise**. It proposed that in the House of Representatives, the states would be represented according to the size of their populations. The Senate would have equal representation. The voters in each state would elect the House of Representatives. The state legislators would choose the senators.
- C. The **Three-Fifths Compromise** came up with a plan for counting enslaved people in a state. Every five enslaved people in a state would count as three free persons for determining both representation and taxes.
- D. Southern delegates insisted that the new constitution forbid interference with the slave trade and limit Congress's power to regulate trade. Northern delegates wanted a government with control over foreign imports into the United States. A compromise over these issues said that the new Congress could not tax exports. It also could not ban the slave trade until 1808 or impose high taxes on the import of enslaved persons.
- E. The Constitution was approved by the Congress. Before it could take effect, however, at least nine of the thirteen states needed to ratify the Constitution.

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#### Discussion Question

How did the Great Compromise satisfy both large and small states? (*It proposed that in the House of Representatives, the states would be represented according to the size of their populations. The Senate would have equal representation.*)

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#### III. A Framework for Limited Government (pages 168-169)

- A.** The Constitution was based on the principle of **popular sovereignty**, or rule by the people. The Constitution created a system of government called **federalism**. This divided the government between the federal, or national, government and the state governments.
- B.** The Constitution provided for a **separation of powers** among the three branches of government. The **legislative branch** makes the laws. It is made up of the two houses of Congress. The **executive branch** enforces the laws. It is headed by a president. The **judicial branch** interprets federal laws. It is made up of a system of federal courts.
- C.** The Constitution provides for a system of **checks and balances** to prevent any one of the three branches of government from becoming too powerful. The powers of the President include proposing legislation, appointing judges, putting down rebellions, and the ability to **veto**, or reject, legislation.
- D.** The powers of the legislative branch include the ability to override the veto with a two-thirds vote in both houses. The Senate approves or rejects presidential appointments. Congress can **impeach**, or formally accuse of misconduct, and then remove the president or any high official in the executive or judicial branch.
- E.** The judicial branch of government would hear all cases arising under federal laws and the Constitution.
- F.** The Constitution has a system for making **amendments**, or changes to the Constitution. There is a two-step process for amending the Constitution—proposal and ratification. New amendments can be proposed by a vote of two-thirds of the members of both houses of Congress, or two-thirds of the states can call a constitutional convention to propose new amendments. A proposed amendment must be ratified by three-fourths of the state legislatures or by conventions in three-fourths of the states.

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#### Discussion Question

How does the Constitution provide for a separation of powers? *(It provides for three branches of government. The legislative branch makes the laws. It is made up of the two houses of Congress. The executive branch enforces the laws. It is headed by a president. The judicial branch interprets federal laws. It is made up of a system of federal courts.)*

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**Did You Know?** The Federalists and the Antifederalists developed into the first political parties in the United States.

#### I. A Great Debate (pages 172–174)

- A. People who supported the Constitution were called **Federalists**. Supporters of the Federalists and the new Constitution included large landowners, merchants and artisans from large coastal cities, and many farmers who lived near the coast or along rivers that led to the coast.
- B. Opponents to the Constitution were called **Antifederalists**. Many opponents believed the new Constitution should include a bill of rights. Many opposed the Constitution because they thought it endangered the independence of the states. Antifederalists included some prominent American leaders and western farmers living far from the coast.
- C. Factors that worked against the Antifederalists included a negative campaign, they had nothing to offer in place of the Constitution, the Federalists were better organized and had the support of most newspapers. A collection of 85 essays written by James Madison, Alexander Hamilton, and John Jay in *The Federalist* summarized the Federalists' arguments for ratification.

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#### Discussion Question

What factors worked against the Antifederalists? (*The Antifederalists included a negative campaign, they had nothing to offer in place of the Constitution, the Federalists were better organized and had the support of most newspapers. A collection of 85 essays in The Federalist summarized the Federalists' arguments for ratification.*)

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#### II. The Fight for Ratification (pages 174–175)

- A. The first state conventions took place in December 1787 and January 1788. Delaware, Pennsylvania, New Jersey, Georgia, and Connecticut quickly ratified the Constitution.
- B. In order to get the Constitution ratified in Massachusetts, Federalists promised to add a bill of rights to the Constitution once it was ratified and to support an amendment that would reserve for the states all powers not specifically granted to the federal government.
- C. Many feared that without the support of Virginia and New York, the new federal government would not succeed. Virginia ratified the Constitution when the Federalists agreed to add a bill of rights. New York agreed to ratify the Constitution after it



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learned that Virginia and New Hampshire had ratified it. New York did not want to operate independently of all of the surrounding states.

- D.** By June 1788, all states except Rhode Island and North Carolina had ratified the Constitution—enough to establish the new government. By 1790 both North Carolina and Rhode Island had also ratified the Constitution.

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#### Discussion Question

What finally convinced Virginia and New York to ratify the Constitution? (*Virginia ratified the Constitution when the Federalists agreed to add a bill of rights. New York agreed to ratify the Constitution after it learned that Virginia and New Hampshire had ratified it. New York did not want to operate independently of all of the surrounding states.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

Political parties are important to democratic governments. Political parties nominate candidates for public office and select issues for public debate. There are no strict requirements for membership in political parties in the United States. A person is considered a member of the political party in which they want to belong.

#### I. Creating a New Government (pages 210–211)

- A. In 1789 Congress created the Department of State, the Department of the Treasury, the Department of War, and the Office of the Attorney General.
- B. President George Washington chose Thomas Jefferson as secretary of state. Alexander Hamilton became head of the Treasury Department. General Henry Knox served as secretary of war, and Edmund Randolph became the first attorney general. This group of department heads who advised the president became known as the **cabinet**.
- C. The judicial branch as well as the first federal judges were established. John Jay became the first chief justice of the United States.
- D. In 1791, 10 amendments to the Constitution went into effect. These amendments are known as the Bill of Rights. The first eight amendments offered safeguards for individual rights against actions of the federal government. The Ninth Amendment states that people have rights other than the ones listed. The Tenth Amendment states that any powers not specifically listed to the federal government would be reserved for the states.

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#### Discussion Question

What were some of the first tasks the new government faced? (*The new government had to organize itself. Departments were set up to handle different responsibilities. Individuals had to be chosen to head these departments. Congress had to introduce and pass the Bill of Rights.*)

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#### II. Financing the Government (pages 211–213)

- A. By the end of 1789, the government needed additional monies to continue to operate. James Madison and Alexander Hamilton came up with two very different plans to help the government with its finances.
- B. James Madison felt the government should raise money by taxing imports from other countries. The **Tariff of 1789** made all importers pay five percent of the value



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of their cargo when they landed in the United States. Shippers were also required to pay a tax depending on how much their ships carried. This angered many Southern planters. They began feeling the government did not have their best interests in mind.

- C. Alexander Hamilton supported the tariff, but he felt the government also needed the ability to borrow money.
- D. To finance the Revolutionary War, the Confederation Congress had issued **bonds**, or paper notes promising to repay money within a certain amount of time with interest. Hamilton wanted to accept these debts at full value, believing the bond owners would then have a stake in the success of the government and be willing to lend money in the future.
- E. The opposition, led by Madison, felt that Hamilton's plan was unfair to farmers and war veterans who had sold their bonds to **speculators**—people willing to take a risk with the hope of future financial gain.
- F. Southerners were upset because Northerners owned the bonds while most of the tax money used to pay off the debt would come from the South. In 1790 Southerners were convinced to vote for Hamilton's plan in return for the relocation of the United States capital to a southern location called the District of Columbia.
- G. Hamilton asked Congress to create a national bank so that the government could manage its debts and interest payments. The bank would also give loans to the government and individuals and issue paper money. The paper money would in turn encourage trade and investments and stimulate economic growth.
- H. Objections to the bank came from Southerners, who felt only the Northerners could afford the bank's stock. Madison felt Congress could not establish a bank because it was not within the federal government's **enumerated powers**, or powers specifically mentioned in the Constitution.
- I. The Bank of the United States was passed after Hamilton argued that the "necessary and proper" clause in Article I, Section 8, of the Constitution created **implied powers**, or powers not specifically listed in the Constitution but necessary for the government to do its job.
- J. In 1791 Hamilton's proposed tax on the manufacture of American whiskey passed in Congress. Western farmers were outraged by the tax, and in 1794 the **Whiskey Rebellion** began. Washington sent in 13,000 troops to stop the rebellion.

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#### Discussion Question

Why was it important to Southerners that the capital be moved to a southern location? (*Southerners felt that if the capital was in the South, the strength of the Northern states would not be as great.*)

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### III. The Rise of Political Parties (pages 213–214)

- A. The split in Congress over Hamilton’s financial plan resulted in the formation of two political parties.
- B. The **Federalists**, led by Hamilton, wanted a strong national government in the hands of the wealthy. They believed in manufacturing and trade as the basis of wealth and power. Artisans, merchants, manufacturers, and bankers supported the Federalist Party. Supporters included urban workers and Eastern farmers.
- C. Madison and Jefferson led the Democratic-Republicans. Their party was referred to as the **Republicans** and later became the Democrats. Jefferson and the Republicans believed the strength of the United States came from its independent farmers. His ideas were referred to as **agrarianism**, or the belief that owning land enabled people to become independent. The group supported agriculture over trade and commerce. They favored the rights of states against the power of the federal government. The rural South and West tended to support Republicans.

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#### Discussion Question

What caused the split in Congress that led to the formation of political parties? (*The debate over Hamilton’s financial program led to the split. There were many differences in their views. The Federalists wanted a strong national government in the hands of the wealthy. They believed in manufacturing and trade as the basis of wealth and power. The Democratic-Republicans, or Republicans, believed in agrarianism, or the belief that owning land enabled people to become independent. The party supported agriculture over trade and commerce. Republicans favored the rights of states against the power of the federal government.*)

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#### Did You Know?

Before the Revolutionary War, John Adams vehemently opposed British policies in the American colonies. Adams wrote resolutions against the Stamp Act that were adopted by many Massachusetts towns. Adams, however, was enraged by the treatment of the British soldiers who had taken part in the Boston Massacre. A lawyer, Adams defended them against the charge of manslaughter. His defense stated that the soldiers had only obeyed the orders they were given. Adams feared that his actions in defending the British soldiers would cause his popularity to fall. Instead, his popularity increased. He was chosen by the people of Boston as one of the representatives in the colonial legislature.

#### I. Washington's Foreign Policy (pages 215–217)

- A. The civil war in France, known as the French Revolution, began shortly after George Washington was inaugurated in 1789. Americans were divided over the French Revolution. Federalists opposed it because of the violence. Republicans supported it because of the fight for liberty.
- B. In 1793 France declared war on Britain. The war between Britain and France forced Washington to issue a proclamation stating that the United States would remain friendly and impartial between the two countries.
- C. The British navy intercepted neutral ships, including American ships, carrying goods to French ports.
- D. Wanting to avoid war, Washington sent John Jay to Britain to find a solution. **Jay's Treaty** gave Britain the right to seize American cargo headed for French ports. In exchange, Britain agreed to give the United States **most-favored nation** status. This meant that American merchants would not be discriminated against when they traded with Britain. The treaty prevented war with Great Britain and protected the American economy.
- E. Jay's Treaty raised concerns in Spain that the British and Americans might join forces to take over Spain's North American holdings. Thomas Pinckney negotiated with Spain, resulting in **Pinckney's Treaty**, signed by the Spanish in 1795. The treaty gave the United States the right to navigate the Mississippi and to deposit goods at the port of New Orleans. Western farmers supported the treaty.



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#### Discussion Question

Why did Western farmers support Pinckney's Treaty? (*Western farmers supported the treaty because it meant they could continue to use the Mississippi to get crops to market.*)

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### II. Westward Expansion (page 217)

- A.** Americans moved in large numbers to the area between the Appalachian Mountains and the Mississippi River because of abundant land, fertile soil, wide rivers, and a variety of fish and game. The increase of white settlers led to tension with Native Americans.
- B.** **Little Turtle**, a chief of the Miami people of the Northwest Territory, formed a confederacy of several Native American groups against the white settlers. After two battles in which American troops were defeated, Native American resistance was put down by American troops under General Anthony Wayne.
- C.** In 1795, 12 Native American nations signed the Treaty of Greenville. The Native Americans gave up parts of what later became Ohio and Indiana in exchange for a yearly payment of \$10,000 from the federal government. As a result of the treaty, even more settlers moved into the region.

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#### Discussion Question

What did the Native Americans give up and what did they gain by signing the Treaty of Greenville? (*The Native Americans receive \$10,000 a year in exchange for parts of Ohio and Indiana.*)

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### III. Washington Leaves Office (pages 217–218)

- A.** George Washington retired from office after being irritated by party politics and attacks on his character.
- B.** **Washington's Farewell Address** included advice to the American people to avoid sectionalism, or the dividing of the country into North against South or East against West. He also warned against political parties and becoming too attached to any foreign nation.
- C.** In 1796 the country's first openly contested election was held. The Federalists promoted John Adams, while the Republicans supported Thomas Jefferson. John Adams won the election 71 to 68.



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#### Discussion Question

Why did George Washington decide to retire from the presidency? (*Washington retired from office after he grew tired of party politics and attacks on his character.*)

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#### IV. The Quasi-War With France (page 218)

- A. The French, angry over Jay's Treaty, stopped American ships and seized goods while en route to Britain. Federalists called for war against France. Instead Adams sent negotiators to France. Tension increased as France demanded bribes from the Americans before they would negotiate, in what became known as the XYZ Affair.
- B. In 1798 Congress suspended trade with France and ordered the navy to capture French ships. The undeclared war at sea was called the **Quasi-War**.
- C. New negotiations with France led to an agreement in 1800. The Convention of 1800 gave up all United States claims against France for damages to American shipping. In return, France released United States from the treaty of 1778. The Quasi-War ended.

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#### Discussion Question

What was the XYZ Affair? (*The XYZ Affair occurred when the French demanded bribes before any negotiations could begin with Americans.*)

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#### V. The War Between the Parties (pages 219–220)

- A. The Federalists pushed four laws through Congress known as the **Alien and Sedition Acts**. The first three laws were aimed at **aliens**—people living in the country who are not citizens. The laws stated that immigrants could not become citizens for 14 years. This weakened Republican support since most immigrants from France and Ireland tended to vote Republican. The laws also gave the president the power to deport without trial any alien that seemed dangerous to the United States.
- B. The fourth law prevented **sedition**, or incitement to rebellion. It made it unlawful to say or print anything false or scandalous against the government or its officers.
- C. In 1798 and 1799, the Republican legislatures of Kentucky and Virginia passed resolutions criticizing the Alien and Sedition Acts. Written secretly by Jefferson and Madison, the resolutions stated that because states created the Constitution, they had the power to judge whether a federal law was unconstitutional.
- D. The Virginia Resolutions introduced **interposition**, arguing that if the federal government did something unconstitutional, the state could interpose between the federal government and the people and stop the illegal action.



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- E.** The Kentucky Resolutions advanced the theory of **nullification**. This theory states that if the federal government passed an unconstitutional law, the states had the right to nullify the law or declare it invalid.
- F.** The election of 1800 was closely contested and revealed a flaw in the system for selecting a president. Each state chooses electors who cast two votes, one for president and one for vice president. In the election of 1800, two candidates, Thomas Jefferson and Aaron Burr, each had the same number of electoral votes. According to the Constitution, the House of Representatives votes for president when there is a tie.
- G.** Hamilton urged his followers in the Federalist Party to vote for Jefferson, leading to another tie in the House. Finally, in February 1801, Jefferson promised to not dismantle Hamilton's financial system. Jefferson won the presidency by one vote.
- H.** The election of 1800 proved that despite disagreements between political parties, power in the United States could be peacefully transferred.

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#### Discussion Question

Why was the election of 1800 an important turning point in American history? (*The election of 1800 proved that despite disagreements between political parties, power in the United States could be peacefully transferred.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

Zebulon Pike, the famous explorer of the Great Plains and the Rocky Mountains, left school at the age of 15 in order to join his father's army unit. By the age of 20, Pike had become a lieutenant. In July 1806, he was ordered to explore the Spanish territories southwest of St. Louis to the Arkansas River. On his way to the Spanish territory, Pike tried but failed to climb Pike's Peak, now named after him.

#### I. Thomas Jefferson Takes Office (page 221–222)

- A. Thomas Jefferson had a less formal style of presidency. Instead of overturning all of the Federalist's policies, he tried to integrate Republican ideas into policies that the Federalists had already put in place.
- B. He began paying off the federal debt, cut government spending, and did away with the whiskey tax. He planned to use local militia instead of a standing army.

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#### Discussion Question

Why did the selection of Albert Gallatin as Secretary of the Treasury reassure the Federalists? (*The Federalists had expected Jefferson to dismantle the bank. Gallatin was a financier and also a supporter of Hamilton's system.*)

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#### II. The Rise of the Supreme Court (pages 222–223)

- A. The Judiciary Act of 1801, passed by the Federalist majority, created 16 new federal judges. Before leaving office, Adams appointed Federalists to these positions.
- B. Jefferson and the Republicans were unhappy that Federalists controlled the courts. After Jefferson took office, Congress repealed the Judiciary Act of 1801, doing away with the "midnight judges" and their offices.
- C. The impeachment of Justice Samuel Chase established clear guidelines that judges could not be removed from office simply because Congress disagreed with their decisions.
- D. John Adams had chosen **John Marshall** as Chief Justice. He served for 34 years and was responsible for making the Supreme Court a powerful independent branch of the federal government.



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- E.** The Supreme Court was a very minor body until the 1803 case of *Marbury v. Madison*. The ruling strengthened the Supreme Court because it asserted the Court's right of **judicial review**—the power to decide whether laws passed by Congress were constitutional and to strike down laws that were not.

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#### Discussion Question

How did *Marbury v. Madison* increase the strength of the Supreme Court? (*The ruling in Marbury v. Madison strengthened the Supreme Court because it asserted the Court's right of judicial review—the power to decide whether laws passed by Congress were constitutional and to strike down laws that were not.*)

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### III. The United States Expands West (pages 223–224)

- A.** Jefferson supported the idea of expanding the country farther west, believing that a republic could survive only if most people owned their own land.
- B.** In 1800 French leader Napoleon Bonaparte convinced Spain to give Louisiana back to France in exchange for helping Spain take control of part of Italy. Jefferson ordered **Robert Livingston**, his ambassador to France, to block the deal or at least gain concessions for the United States.
- C.** By 1803 Napoleon began plans to conquer Europe. Short on funds, Napoleon agreed to sell the Louisiana Territory as well as New Orleans to the United States. On April 30, 1803, the United States purchased Louisiana from France for \$15 million. The **Louisiana Purchase** doubled the size of the United States.
- D.** Jefferson had secretly funded an expedition into the Louisiana Territory led by **Meriwether Lewis** and **William Clark**. **Sacagawea**, a Shoshone woman, joined them and became their guide and interpreter. The trip increased American knowledge of the Louisiana Territory and gave the United States a claim to the Oregon territory along the coast.
- E.** In 1805 **Zebulon Pike** explored much of the upper Mississippi, the Arkansas River, and Colorado. The trip provided Americans with their first detailed description of the Great Plains and the Rocky Mountains.
- F.** While the South and West gained political strength through the new states, many New England Federalists felt their region was losing influence. A small group of Federalists, known as the **Essex Junto**, wrote a plan to take New England out of the Union.
- G.** Wanting to add New York to the movement, the Essex Junto asked Aaron Burr to run for governor of New York. Alexander Hamilton criticized Burr in a published document. Enraged, Burr challenged Hamilton to a duel. Hamilton agreed but refused to fire. Burr shot and killed Hamilton.



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#### Discussion Question

What did Zebulon Pike's trip add to the American knowledge of the Great Plains and Rocky Mountains? (*Pike's trip gave Americans their very first detailed description of these areas.*)

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#### IV. Rising International Tensions (page 224–225)

- A. During his second term in office, Jefferson focused on keeping the United States out of the war between Britain and France.
- B. At first, the war benefited Americans as merchants began trading with French colonies in the Caribbean. The British left the American ships alone because the United States had proclaimed neutrality.
- C. Americans were caught in the middle, however, when Britain declared that ships going to Europe needed British licenses and when Napoleon declared merchants who obeyed this would have their goods confiscated when they reached Europe.
- D. **Impressment**, a legalized form of kidnapping, was the solution Britain came up with to stop sailors from deserting and going on American ships.
- E. In 1807 tensions mounted when the British warship *Leopard* stopped the American warship *Chesapeake* to search for British deserters. The *Chesapeake* refused, and three Americans were killed.
- F. The attack angered the American public. Anti-British mobs rioted. To avoid war, Jefferson asked Congress to pass an **embargo**, or a government ban on trade with other countries. This ended up hurting the United States more than France or Britain. The embargo was repealed in 1809.

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#### Discussion Question

What were the Orders in Council? (*In 1806 Britain issued regulations that declared all ships going to Europe needed British licenses and would be searched for contraband.*)

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## Daily Lecture and Discussion Notes

### Chapter 6, Section 4



#### Did You Know?

The American flag that inspired Francis Scott Key to write the country's national anthem, "The Star-Spangled Banner," hangs in the Smithsonian Institution's National Museum of American History in Washington, D.C. The flag is 50 feet long and covers an entire wall.

#### I. The Decision for War (pages 228–230)

- A. In 1808 James Madison easily defeated Charles Pinckney to become the next president. He took office in the midst of an international crisis that threatened the United States.
- B. Madison hoped to avoid war. To get the British to stop seizing American ships, Madison asked Congress to pass the **Non-Intercourse Act**, which banned trade with France and England while authorizing the president to reopen trade with whichever country removed its restrictions first. This plan to play France against England failed.
- C. The plan known as Macon's Bill Number Two reopened trade with both Britain and France, but if either country dropped restrictions on trade, the United States would stop importing goods from the other nation.
- D. Napoleon announced that France would no longer restrict American trade, but it would still seize American ships. Madison hoped this would force the British into dropping their trade restrictions. Britain refused, forcing Congress to pass a non-importation act against Britain. In 1812 Britain finally ended all restrictions on American trade. Two days later, however, the United States Congress declared war on Great Britain.
- E. Most members of Congress that voted for war were from the South and West. They were nicknamed the **War Hawks** by their opponents. The Americans in the South and West favored war because British trade restrictions had hurt Southern planters and Western farmers. They also felt the British were to blame for the clashes with Native Americans.
- F. The increasing demands of speculators and settlers sparked Native American resistance. **Tecumseh**, a Shawnee leader, wanted the Native Americans to unite to protect their lands.
- G. **William Henry Harrison**, governor of the Indiana territory, prepared to stop Tecumseh's movement. The Battle of Tippecanoe had no clear winner, but it shattered Native American confidence in their leadership. Tecumseh and others fled to British-held Canada. This added to the belief that the British were supporting and arming the Native Americans.





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**H.** In June 1812, Madison gave in to pressure and asked Congress to declare war. The vote split with the South and West generally voting for war, while the Northeast was against the war.

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#### Discussion Question

Why did Americans in the South and West want war? (*Americans in the South and West felt British trade restrictions hurt Southern planters and Western farmers. They also blamed the British for clashes with Native Americans.*)

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### II. The Invasion of Canada (pages 230–231)

- A.** The Republican-led Congress declared war, but the country was not ready to fight. Insufficient troops and equipment, a division over the war itself, and financial concerns all added to the problems. Madison ordered the military to invade Canada anyway.
- B.** All three American attacks against Canada failed.
- C.** The next year, Commodore **Oliver Perry** secretly arranged for the construction of a fleet on the coast of Lake Erie. On September 10, 1813, the fleet attacked the British fleet on Lake Erie. Britain surrendered. Later, the Canadian militia stopped an American attack from the east at the Battle of Stony Creek. By the end of 1813, the United States had not conquered any territory in Canada.

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#### Discussion Question

Why was paying for the war a problem? (*The year prior to the war, the Republicans had closed the Bank of the United States. This made it difficult for the government to borrow money since most private bankers were located in the Northeast, and they were opposed to the war.*)

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### III. The War Ends (pages 231–232)

- A.** With the collapse of Napoleon's empire in 1814 and the end of the war against France, the British sent troops to deal with the United States. The British had a strategy they hoped would force the United States into peace.
- B.** In 1814 a British fleet landed troops near Washington, D.C. The capital was seized, and Madison and other officials fled. The White House and the Capitol were both set on fire. The next British attack was on Baltimore. Baltimore was ready, and the British abandoned their attack.
- C.** That same month, British soldiers moved into New York. American naval forces defeated the British fleet. The British retreated to Montreal.



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- D.** New England's opposition to the war increased. The **Hartford Convention** called for several constitutional amendments that would increase New England's political power.
- E.** In 1815 a British fleet landed near New Orleans. The American commander, General Andrew Jackson, had troops use cotton bales to absorb British bullets. The result was an American victory. The **Battle of New Orleans** made Andrew Jackson a hero and destroyed the Federalist Party. **Nationalism**, the feeling of strong patriotism, was strong in the United States.
- F.** On December 24, 1814, in the European city of Ghent, negotiators signed the **Treaty of Ghent**, ending the war of 1812. The treaty restored prewar boundaries but did not mention neutral rights, and no territory changed hands.
- G.** The War of 1812 increased American prestige overseas and created a new feeling of patriotism and national unity.

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#### Discussion Question

What were the effects of the War of 1812? *(The war increased American prestige overseas and created a new feeling of patriotism and national unity.)*

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#### Did You Know?

John Adams was the only president elected from the Federalist party. This political party had disappeared by 1820. The Federalist ideas—especially a strong central government—are the foundation of today's Democratic party.

#### I. The Era of Good Feelings (pages 240–241)

- A. After the War of 1812, Americans had a sense of national pride. Americans felt more loyalty toward the United States than toward their state or region. The Monroe presidency is described as the **Era of Good Feelings**.
- B. Only one major political party—the Republicans—had any power.

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#### Discussion Question

How did the War of 1812 affect Americans and their leaders? (*Americans had a sense of national pride. Their loyalty to the United States was stronger than loyalty toward a state or region. Republican leaders realized that a stronger federal government had advantages.*)

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#### II. Economic Nationalism (pages 241–242)

- A. American leaders worked to bind the nation together. Their program included creating a new national bank, protecting American manufacturers from foreign competition, and improving transportation in order to link the country together.
- B. Since the United States did not have a national bank during the War of 1812, it had to pay high interest rates on the money it borrowed to pay for the war. In 1816 **John C. Calhoun** introduced a bill to create the Second Bank of the United States. Congress passed the bill.
- C. Congress passed the Tariff of 1816 to protect manufacturers from foreign competition. Earlier, **revenue tariffs** provided income for the federal government. The Tariff of 1816 was a **protective tariff** that helped American manufacturers by taxing imports to drive up their prices.
- D. In 1816 John C. Calhoun proposed a plan to improve the nation's transportation system. It was vetoed by President Madison. Instead, private businesses and state and local governments paid for road and canal construction.

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#### Discussion Question

Why did American leaders want to create the Second Bank of the United States, impose a protective tariff, and improve the nation's transportation system? (*They wanted to unify the nation.*)

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### III. Judicial Nationalism (pages 242–243)

- A. Between 1816 and 1824, Chief Justice of the United States, **John Marshall**, ruled in three cases that established the power of the federal government over the states.
- B. In 1816 the decision in *Martin v. Hunter's Lessee* helped establish the Supreme Court as the nation's court of final appeal.
- C. In 1819 in *McCulloch v. Maryland*, Marshall said that the Second Bank was constitutional because the "necessary and proper" clause meant that the federal government could use any method for carrying out its powers, as long as the method was not expressly forbidden in the Constitution. He also ruled that state governments could not interfere with an agency of the federal government exercising its specific constitutional powers within a state.
- D. In the 1824 court case, *Gibbons v. Ogden*, the Supreme Court ruled that the Constitution granted the federal government control over interstate commerce. The court interpreted that to include all trade along the coast or on waterways dividing states.

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#### Discussion Question

How did the Supreme Court decisions in cases between 1816 and 1824 establish the power of the federal government over state governments? (*Martin v. Hunter's Lessee helped establish the Supreme Court as the court of final appeal. McCulloch v. Maryland said that the federal government could use the "necessary and proper" clause for carrying out its powers. The decision in this case also said that state governments could not interfere with an agency of the federal government exercising its specific constitutional powers within a state. Gibbons v. Ogden ruled that the Constitution granted the federal government control over interstate commerce, including all trade along the coast or waterways dividing states.*)

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#### IV. Nationalist Diplomacy (pages 243–244)

- A.** Nationalism in the United States influenced the nation to expand its borders and assert itself in world affairs.
- B.** In the early 1800s, Spanish-held Florida angered many Southerners because runaway slaves fled there and because the **Seminoles**, led by **Kinache**, used Florida as a base to stage raids against American settlements in Georgia. Americans could not cross the border into Spanish territory. In 1818 General **Andrew Jackson** seized Spanish settlements in Florida and removed the governor of Florida from power.
- C.** In the **Adams-Onís Treaty** of 1819, Spain ceded all of Florida to the United States and finalized the western border of the Louisiana Purchase.
- D.** By 1824 all of Spain’s colonies on the American mainland had declared independence. Meanwhile Great Britain, Austria, Prussia, and Russia (and later France), formed the **Quadruple Alliance**. Their goal was to stop movements against monarchies in Europe.
- E.** Members of the alliance, except Great Britain, proposed helping Spain regain control of its overseas colonies. In response, President Monroe issued the **Monroe Doctrine**. This policy declared that the United States would prevent other countries from interfering in Latin American political affairs.

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#### Discussion Question

What were the effects of the Adams-Onís Treaty and the Monroe Doctrine? (*These two acts strengthened the government of the United States in foreign affairs.*)

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#### Did You Know?

The National Road was funded by the sale of western lands. When finished, the road was more than 500 miles long and went from Cumberland, Maryland, to Vandalia, Illinois. The National Road went over the Ohio River on the longest suspension bridge in the world at that time. The bridge was 1,010 feet long and hung from towers that were 153 feet above the river.

#### I. A Revolution in Transportation (pages 245–247)

- A. In the early 1800s, a transportation revolution, including the construction of the **Erie Canal**, occurred in the Northern states. This led to great social and economic changes.
- B. In 1806 Congress funded the building of the **National Road**, a major east-west highway that started in Cumberland, Maryland, and ended in Wheeling, Virginia (now West Virginia). This was the largest federally funded transportation project of its time. Most highway improvements were funded by state and local governments and by private businesses.
- C. In 1807 the steamboat called the *Clermont*, designed by **Robert Fulton**, traveled upstream on the Hudson River. Steamboats made river travel more reliable and upstream travel easier. This caused a growth in river travel and canal building.
- D. Railroads were built in America in the early 1800s and helped settle the West and expand trade among the nation's regions. They also created national markets by making transportation cheaper and increased the demand for iron and coal.

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#### Discussion Question

Why were railroads the most influential method of transportation in America in the 1800s? (*Trains traveled faster than stagecoaches or wagons and they could go anywhere that track was laid.*)

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#### II. A New System of Production (pages 247–249)

- A. The **Industrial Revolution** began in Britain in the 1700s. The revolution consisted of several developments in business and industry.
- B. Industry developed quickly in the United States in the early 1800s. Important factors included free enterprise and the passage of general incorporation laws. Industrialization began in the Northeast, where swift-flowing streams powered the factories. In addition, entrepreneurs and merchants in that region had money to invest in industry.



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- C.** In 1789 Samuel Slater built a textile machine in Rhode Island. In 1814 **Francis C. Lowell** opened several textile mills in northeastern Massachusetts. He started mass production of cotton cloth in the United States.
- D.** Many inventions and technological innovations increased the industrial growth in the United States. **Eli Whitney** developed the idea of **interchangeable parts** in the gun-making industry. Machines were able to produce large amounts of identical pieces that workers assembled into finished goods.
- E.** **Samuel F.B. Morse** perfected the telegraph in 1832. He developed the Morse code for sending messages. Spurred by journalists, more than 50,000 miles of telegraph wire crossed the country by 1860.

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#### Discussion Question

What was the Industrial Revolution? (*The revolution consisted of several developments in business and industry. Manufacturing went from hand tools to large, complex machines. Workers went from skilled artisans to workers given specific jobs. The workers were often unskilled. Home-based workshops were replaced by factories. Manufactured goods were sold nationwide and overseas instead of just locally.*)

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### III. The Rise of Large Cities (page 249)

- A.** Industrialization in the United States in the early to mid-1800s caused many people to move from farms and villages to cities in search of factory jobs and higher wages. Many city populations doubled or tripled.
- B.** The growing cities provided many different occupations. One fast-growing industry was the publishing industry, which grew to satisfy the growing demand for reading materials.

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#### Discussion Question

Why did many city populations double or triple in the United States during the early to mid-1800s? (*Industrialization caused many people to move from farms and villages to cities in search of factory jobs and higher wages.*)

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#### IV. Workers Begin to Organize (pages 249–250)

- A. During the late 1820s and early 1830s, some factory workers joined **labor unions** to improve working conditions. The unions, however, had little power or money to support **strikes**, or work stoppages. Thus, the early labor unions had little success.
- B. In 1840 the workday for federal employees was lowered to 10 hours. In 1842 the Supreme Court ruled that labor strikes were legal.

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#### Discussion Question

Why did early labor unions have little success? (*Most employers refused to recognize or bargain with them. Unions had little power or money to support strikes to achieve their goals. The courts often ruled against early unions.*)

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#### V. The Family Farm (page 250)

- A. During the early 1800s, agriculture was the country's leading economic activity. Most people were employed in farming until the late 1800s.
- B. Farming was more important in the South than in the North. As the North began to focus on manufacturing, the South's economy continued to depend on agriculture and slavery.

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#### Discussion Question

Why was farming the main economic activity in the United States during most of the 1800s? (*Farming employed more people and produced more wealth than any other kind of work. Farming was especially important in the South because there was little manufacturing there.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

Young enslaved children were expected to work on plantations. They did such tasks as carrying buckets of water. By the age of 10, they were considered ready for fieldwork. When enslaved people reached the age of 60 or older, they were sometimes given lighter tasks, such as weaving or caring for children.

### I. The Southern Economy (pages 251–253)

- A. The South's economy was based on several major cash crops. These included tobacco, rice, and sugarcane. Cotton was the major cash crop.
- B. In 1793 Eli Whitney invented the **cotton gin**, which combed the seeds out of cotton bolls. This invention greatly increased the production of cotton in the South. At the same time the cotton gin was invented, textile mills in Europe wanted more and more cotton. The cotton gin made southern planters rich, but it created a huge demand for slave labor. Between 1820 and 1860, the number of enslaved people in the South almost tripled.
- C. The South did not industrialize as quickly as the North. Some Southern industry included coal, iron, salt, copper mines, ironworks, and textile mills. The region relied mostly on imported goods, however.

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#### Discussion Question

Why did cotton become the major cash crop of the South during the 1800s? (*The cotton gin greatly increased the production of cotton. At the same time, textile mills in Europe wanted more and more cotton. Cotton made plantation owners rich. The number of cotton plantations increased across the South.*)

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### II. Society in the South (page 253)

- A. A class structure developed in the South. The top class was the **planters**, or plantation owners. This group dominated the region's economy and political and legal systems.
- B. **Yeoman farmers**, or ordinary farmers who usually worked the land themselves, made up most of the white population of the South.



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- C. Near the bottom of the social ladder were the rural poor, who mostly hunted, fished, gardened, and raised a few hogs and chickens. African Americans, most of whom were enslaved, made up the bottom of Southern society.
- D. A small urban class of professionals also were included in Southern society.

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#### Discussion Question

What was the makeup of the class structure that developed in the South? (*The class structure was made up of wealthy planters, yeoman farmers, rural poor, and African Americans. Urban professionals also could be found, but even these city dwellers often owned farms.*)

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### III. Slavery (pages 253–255)

- A. Some enslaved African Americans worked as factory workers, as skilled workers, or as house servants. Most enslaved African Americans, however, worked in the fields.
- B. There were two basic labor systems. The **task system** was used on farms and small plantations. Under this system, workers were given specific jobs to finish every day. They worked until their tasks were done, and then they were allowed to do other things. Some enslaved people earned money as artisans, or they gardened or hunted for extra food.
- C. Large plantations used the **gang system**. Under this system, enslaved persons were put in work gangs that labored in the fields from sunup to sundown. The director of the work gang was called the **driver**.
- D. **Frederick Douglass** was a former slave who became a leader of the antislavery movement.
- E. State **slave codes** forbade enslaved persons from owning property or from leaving their owner's land without permission. They could not own firearms or testify in court against a white person. They could not learn to read and write.
- F. Free African Americans lived in both the South and the North. A few of them were descendants of Africans brought to the United States as indentured servants in the 1700s. Some earned their freedom from fighting in the American Revolution. Others were half-white children of slaveholders, who had given them freedom. Others had bought their freedom or had been freed by their slaveholders. Free African Americans also lived in the North, where slavery had been outlawed.



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#### Discussion Question

Why were some African Americans in the United States free? (*A few African Americans were descendants of Africans brought to the United States as indentured servants in the 1700s. Some earned their freedom from fighting in the American Revolution. Others were half-white children of slaveholders, who had given them freedom. Others had bought their freedom or had been freed by their slaveholders. Free African Americans lived in the North, where slavery had been outlawed.*)

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#### IV. Coping With Enslavement (pages 255–256)

- A. African Americans developed a culture that provided them with a sense of unity, pride, and support.
- B. Songs helped field workers pass the long workday and enjoy their leisure time. Songs were important to African American religion. Many African Americans believed in Christianity, which sometimes included some African religious traditions.
- C. Many enslaved persons rebelled against their forced lifestyle. They held work slowdowns, broke tools, set fires, or ran away. Some killed their slaveholders.
- D. In 1821 **Denmark Vesey**, a free African American who had a woodworking shop in Charleston, South Carolina, was accused of planning a revolt to free the region's slaves. Before the revolt, however, Vesey was arrested and hung.
- E. In 1831 **Nat Turner**, an enslaved minister who believed that God chose him to free his people, led a group of African Americans in an uprising. Turner and his followers killed more than 50 white people before he was arrested and hung.

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#### Discussion Question

How did enslaved African Americans cope with their enslavement? (*African Americans developed a culture that provided them with a sense of unity, pride, and support. Songs helped them pass the long workday and enjoy their leisure time. Many African Americans believed in Christianity, which sometimes included some African religious traditions. Many enslaved persons rebelled against their forced lifestyle. They held work slowdowns, broke tools, set fires, or ran away. Some killed their slaveholders.*)

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## Daily Lecture and Discussion Notes

### Chapter 7, Section 4



#### Did You Know?

Until the presidential election of 2000, John Quincy Adams (the 6th president) and John Adams (the 2nd president) had been the only father-son presidents. In 2000 George W. Bush was elected the 43rd president of the United States. His father, George Bush, had been the country's 41st president.

#### I. The Missouri Compromise (pages 257–258)

- A. In 1819 Missouri applied for statehood as a slave state. This set off the divisive issue as to whether slavery should expand westward. The Union had 11 free states and 11 slave states. Admitting any new state, either slave or free, would upset the balance of political power in the Senate.
- B. The **Missouri Compromise** called for admitting Maine as a free state and Missouri as a slave state. An amendment was added to the compromise that prohibited slavery in the Louisiana Purchase territory north of Missouri's southern border. **Henry Clay** of Kentucky managed the vote. The House of Representatives accepted the compromise.
- C. The Missouri constitutional convention added a clause to the proposed state constitution prohibiting free African Americans from entering the state. This threatened the final approval of Missouri's admission to the Union. Henry Clay solved the problem by getting the state legislature to agree that they would not honor the spirit of the clause's wording.

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#### Discussion Question

Why did many leaders believe that the Missouri Compromise was only a temporary solution? (*They knew that as soon as other territories applied for admission to the Union, the issue of the balance of political power between the free states and the slave states would reemerge.*)

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#### II. The Election of 1824 (pages 258–259)

- A. Four candidates ran for president in 1824. They were all from the Republican Party and all were "**favorite sons**," or men who had the support of leaders from their own state and region. Henry Clay of Kentucky and Andrew Jackson of Tennessee represented the West. John Quincy Adams of Massachusetts was the favorite son of New England. **William Crawford** of Georgia had the support of the South.



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- B.** Crawford ran on the principle of states' rights and strict interpretation of the Constitution. Clay favored the **American System**—the national bank, the protective tariff, and nationwide internal improvements. Adams favored internal improvements, but not a tariff. Jackson did not declare what he favored. Instead he ran on his heroism at the Battle of New Orleans.
- C.** Jackson won the popular vote, but no candidate won a majority in the Electoral College. The election then went to the House of Representatives to select the president from the three candidates with the highest number of electoral votes. Clay was eliminated, so he threw his support to John Quincy Adams. Adams won the House vote.
- D.** Jackson's nephew accused Clay of winning votes for Adams in return for the cabinet post of secretary of state. Jackson's supporters accused Adams and Clay of a "**corrupt bargain.**" They took the name **Democratic-Republicans** to point out their differences with Adams's party, the **National Republicans**. The Democratic-Republicans later shortened their name to Democrats.

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#### Discussion Question

What was the "corrupt bargain"? (*Jackson's nephew accused Clay of winning votes for Adams in return for the cabinet post of secretary of state. Jackson's supporters accused Adams and Clay of a "corrupt bargain."*)

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### III. The Presidency of John Quincy Adams (*pages 259–260*)

- A.** John Quincy Adams was the son of the second president. Very intelligent and hard-working, he wanted to leave his mark on the presidency.
- B.** President Adams proposed a program of nationalist legislation that included internal improvements, a national university, astronomical observatories, and funding for scientific research. Instead, he only was granted money to improve rivers and harbors and for extending the National Road.

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#### Discussion Question

Why did Congress grant funding for only a small part of President Adams's proposed program of nationalist legislation? (*His opponents thought it would be extravagant to spend the taxpayers' money on such projects.*)

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## Daily Lecture and Discussion Notes

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#### IV. The Election of 1828 (page 260)

- A. The presidential candidates for the election of 1828 were John Quincy Adams and Andrew Jackson. The campaign turned into **mudslinging**. The candidates criticized each other's personalities and morals. Adams claimed that Jackson was incompetent. Jackson portrayed himself as the candidate of the common man and said that Adams was an out-of-touch aristocrat.
- B. Jackson won the election of 1828. Many voters who supported him were from the West and South, rural and small-town men who thought Jackson would represent their interests.

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#### Discussion Question

Who were Andrew Jackson's supporters in the election of 1828, and why did they elect him? (*Many voters who supported him were from the West and South, rural and small-town men who thought Jackson would represent their interests.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

The Cherokee of Georgia experienced great economic success. The nation owned 22,000 head of cattle, 2,000 spinning wheels, 700 looms, 31 gristmills, 10 sawmills, and 18 schools. Sequoyia, a Cherokee, invented an alphabet based on the nation's spoken language, and many Cherokee learned to read. In addition, the Cherokee were the first Native Americans to publish a newspaper.

#### I. A New Era in Politics (pages 266–268)

- A. In the early 1800s, many states eliminated property ownership as a qualification for voting. As a result, many more men gained the right to vote. At the same time, the number of urban workers who did not own property increased. As taxpayers, they demanded voting rights. In the 1828 election, many of these voters elected Andrew Jackson as president.
- B. President Jackson believed in the participation of the average citizen in government. He supported the **spoils system**, the practice of appointing people to government jobs on the basis of party loyalty and support. He believed that this practice extended democracy and opened up the government to average citizens.
- C. To make the political system more democratic, President Jackson supported a new way in which presidential candidates were chosen. At that time, they were chosen through the **caucus system**, in which congressional party members would choose the nominee. Jackson's supporters replaced this system with the **national nominating convention**. Under this system, delegates from the states met at conventions to choose the party's presidential nominee.

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#### Discussion Question

From which group of people did President Andrew Jackson gather most of his support?  
(from average citizens, particularly in the West and South)

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#### II. The Nullification Crisis (pages 268–269)

- A. In the early 1800s, South Carolina's economy was weakening, and many people blamed the nation's tariffs. South Carolina purchased most of its manufactured goods from England, and the high tariffs made these goods expensive. When Congress levied a new tariff in 1828—called the **Tariff of Abominations** by critics—South Carolina threatened to **secede**, or withdraw, from the Union.



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- B. John C. Calhoun**, the nation's vice president, was torn between supporting the nation's policies and supporting fellow South Carolinians. Instead of supporting secession, he proposed the idea of **nullification**. The idea argued that because states had created the Union, they had the right to declare a federal law null, or not valid.
- C.** The issue of nullification erupted again in 1830 in a debate between Senator **Robert Hayne** of South Carolina and Senator **Daniel Webster** of Massachusetts on the Senate floor. Hayne defended states' rights, while Webster defended the Union.
- D.** President Jackson defended the Union. After Congress passed another tariff law in 1832, South Carolina called a special convention, which declared the tariffs of 1828 and 1832 unconstitutional. Jackson considered the declaration an act of treason, and he sent a warship to Charleston. Congress passed the **Force Bill**, authorizing the president to use the military to enforce acts of Congress.
- E.** After Senator Henry Clay pushed through a bill that would lower tariffs within two years, South Carolina repealed its nullification of the tariff law.

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#### Discussion Question

Why did South Carolina threaten to secede in the early 1800s? (*The economy of the state was weakening and it blamed the high tariffs the federal government was imposing, which made the imported manufactured goods expensive. When a new tariff was imposed in 1828, South Carolina threatened secession.*)

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### III. Policies Toward Native Americans (pages 269–270)

- A.** President Jackson supported the idea of moving all Native Americans to the Great Plains. In 1830 he supported the passage of the **Indian Removal Act**, which allocated funds to relocate Native Americans.
- B.** Although most Native Americans resettled in the West, the Cherokee of Georgia refused. They sued the state, and the case reached the Supreme Court. In *Worcester v. Georgia*, Chief Justice John Marshall ruled for the Cherokee and ordered the state to honor their property rights. President Jackson refused to support the decision.
- C.** President Martin Van Buren sent in an army to force the remaining people to move west to what is now Oklahoma. Thousands of Cherokee died on the journey that became known as the **Trail of Tears**. Although most Americans supported the removal policy, some National Republicans and a few religious denominations condemned it.





## Daily Lecture and Discussion Notes

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#### Discussion Question

What actions did the Cherokee of Georgia take when they were ordered to resettle in the West? (*They refused to relocate and sued the state of Georgia. The case went to the Supreme Court, who sided with the Cherokee and ordered Georgia to honor the Cherokee's property rights.*)

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#### IV. Jackson Battles the National Bank (pages 270–271)

- A. President Andrew Jackson opposed the Second Bank of the United States, regarding it as a benefit only to the wealthy. At the time, the Bank was instrumental in keeping the nation's money supply stable. The Bank prevented state banks from loaning too much money by asking the state banks to redeem bank notes for gold and silver. This helped keep inflation in check.
- B. Many western settlers who needed easy credit opposed the Bank's policies. President Jackson believed the Bank was unconstitutional, even though the Supreme Court ruled otherwise.
- C. President Jackson vetoed a bill that would extend the charter of the Bank for another 20 years. During the 1832 presidential election, President Jackson opposed the Bank. Most Americans supported Jackson. Jackson viewed their support as a directive to destroy the Bank. He removed the government's deposits from the Bank, forcing it to call in its loans and stop lending.

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#### Discussion Question

Who opposed the policies of the Second Bank of the United States? (*Westerners who wanted easy credit and President Jackson who believed that it benefited only the wealthy.*)

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#### V. A New Party Emerges (271–272)

- A. By the mid-1830s, a new political party called the Whigs formed to oppose President Jackson. Many members were former National Republicans, whose party had fallen apart. Unlike Jackson's Democrats, Whigs advocated expanding the federal government and encouraging commercial development.
- B. The Whigs could not settle on one presidential candidate in the 1836 election. As a result, they ran three candidates. Jackson's popularity and the nation's continued economic prosperity helped Democrat Martin Van Buren win.
- C. Shortly after Van Buren took office, the country experienced an economic crisis, known as the **Panic of 1837**. Thousands of farmers were forced to foreclose, and unemployment soared.



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- D.** The Whigs saw the economic crisis as an opportunity to defeat the Democrats. In the 1840 election they nominated General William Henry Harrison for president and John Tyler, a former Democrat, for vice president. The Whig candidate defeated Van Buren. Harrison died 32 days after his inauguration, however, and Tyler then succeeded to the presidency.
- E.** Tyler actually opposed many Whig policies and sided with the Democrats who opposed issues such as the Third Bank and a higher tariff. President Tyler also faced issues with foreign countries, particularly Great Britain. The **Webster-Ashburton Treaty** established a firm boundary between the United States and Canada from Maine to Minnesota.

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#### Discussion Question

What issue helped the Whig candidate win the presidency in 1840? (*the economic crisis of 1837*)

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## Daily Lecture and Discussion Notes

### Chapter 8, Section 2



#### Did You Know?

Before the early 1800s, American painters looked to Europe for their inspiration and models. In the early 1800s, American artists developed their own style and explored American themes. American painters began choosing subjects that were distinctly American. The Hudson River School was a group of painters who painted landscapes of the Hudson River valley in New York. George Catlin painted portraits of Native American life in the West. George Caleb Bingham painted scenes of frontier life.

#### I. The New Wave of Immigrants (pages 273–275)

- A. The United States experienced a massive influx of immigrants between 1815 and 1860. They arrived for political and religious reasons.
- B. The largest groups of immigrants, almost 2 million, came from Ireland. They were driven out because of widespread famine in 1845, when a fungus destroyed the potato crop. The Irish generally settled in the Northeast and worked as unskilled laborers. The second largest group of immigrants was the Germans, who settled in the Midwest, where they started farms and businesses.
- C. The presence of people from different cultures, languages, and religions brought about feelings of **nativism**, or hostility toward foreigners, among many Americans. Anti-Catholic sentiments towards the many Catholic immigrants led to the rise of nativist groups. The groups pushed for laws banning immigrants and Catholics from holding public office.
- D. Delegates from the various groups formed the American Party. Membership in the party was secret. When questioned, members were obliged to answer, “I know nothing.” As a result, the party was nicknamed the **Know-Nothings**.

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#### Discussion Question

How did many Americans react to the influx of immigrants to the United States in the mid-1800s? (*Many were hostile toward the immigrants. Some formed nativist organizations, such as the Know-Nothing Party.*)

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#### II. A Religious Revival (pages 275–276)

- A. Religious leaders organized to revive the nation’s commitment to religion in a movement known as the **Second Great Awakening**. This movement promoted the belief that all people could attain grace by readmitting God and Christ into their lives.



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An important advocate of this movement was **Charles Grandison Finney**, who helped found modern revivalism.

- B.** A number of new religious denominations emerged from the new religious revival. These included the Unitarians and the Universalists. **Joseph Smith**, a New Englander, founded the Church of Jesus Christ of Latter-day Saints, whose followers are known as Mormons. After being harassed in New England, the Mormons moved west and settled in Illinois.
- C.** Brigham Young became the leader of the church after Smith was murdered. The Mormons then moved to the Utah territory.

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#### Discussion Question

What religious denominations emerged during the time of the Second Great Awakening? (*Unitarians, Universalists, and the Mormons*)

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### III. A Literary Renaissance (pages 276–277)

- A.** Many writers and thinkers of the day adopted the tenets of a movement known as **romanticism**. This movement advocated feeling over reason and individuals above society. **Transcendentalism** was an expression of romanticism. The philosophy urged people to transcend the limits of their mind and let their souls embrace the beauty of the universe.
- B.** Some influential transcendentalist writers included **Ralph Waldo Emerson** and **Henry David Thoreau**. Thoreau believed that individuals should fight the pressure to conform. Other writers created works that were uniquely American. They included **Washington Irving, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, and Emily Dickinson**.
- C.** The early 1800s saw the rise of mass newspapers. Before the 1800s, most newspapers catered to well-educated readers. As more Americans learned to read and write, and more men gained the right to vote, publishers began producing inexpensive newspapers that included the news that people wanted to know. General interest magazines, such as *Harper's Weekly*, also emerged.



## Daily Lecture and Discussion Notes

### Chapter 8, Section 2



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#### Discussion Question

Why did the early 1800s see the emergence of mass newspapers? *(More and more Americans had learned to read and write, and more men received the right to vote. These Americans wanted to know certain kinds of news, and these newspapers catered to their wishes. These newspapers were also inexpensive to publish.)*

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#### IV. Utopian Communities (page 277)

- A. Optimism about human nature and the rise of religious and artistic movements led some people to form new communities. The people who formed these communities believed that the way to a better life and freedom from corruption was to separate themselves from society to form their own **utopia**, or ideal society. The communities were characterized by cooperative living and the absence of private property.
- B. Utopian communities included **Brook Farm** in Massachusetts and small communities established throughout the country by a religious group called the **Shakers**.

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#### Discussion Question

Why did some people in the mid-1800s form utopian communities? *(They believed that society corrupted human nature and, in order to escape the corruption, they had to separate themselves from society in their own communities.)*

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## Daily Lecture and Discussion Notes

### Chapter 8, Section 3



#### Did You Know?

In the early 1800s, a group of reformers focused their attention on a problem affecting the world—the abolition of war. In 1828 William Ladd, who abandoned successful careers to devote his entire energy to the cause of peace, became one of the principal founders of the American Peace Society. Its objective was to promote international understanding. Ladd also pushed for a Congress of Nations with a court to settle international disputes.

#### I. The Reform Spirit (pages 278–281)

- A.** In the mid-1800s, many Americans worked to reform various aspects of society. **Dorothea Dix** worked for improved treatment of the mentally ill. **Lyman Beecher** was instrumental in establishing associations known as **benevolent societies**. Although first started to spread God’s teaching, these societies also sought to combat social problems.
- B.** Many reformers argued that the excessive use of alcohol was one of the major causes of crime and poverty. These reformers advocated **temperance**, or moderation in the consumption of alcohol. Several temperance groups joined together in 1833 to form the **American Temperance Union**. Temperance groups also pushed for laws to prohibit the sale of liquor.
- C.** Some reformers focused on improving prison conditions in the nation. Many states began building new prisons, which they called **penitentiaries**, that tried to rehabilitate prisoners.
- D.** **Horace Mann** focused on education reform. Mann pushed for more public education and backed the creation of a state board of education in Massachusetts. In 1852 Massachusetts passed the first mandatory school attendance law. At the same time, many reformers pushed for the establishment of tax-supported public elementary schools.
- E.** Education reformers generally had men, not women, in mind. During the 1850s, however, some women worked to create more educational opportunities for women. **Emma Willard** founded a girls’ boarding school that taught academic subjects, which were rarely taught to women then. **Mary Lyon** founded the first institution of higher education for women only.

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#### Discussion Question

Why did some reformers advocate temperance? *(These people believed that the excessive use of alcohol was the cause of various social problems, such as crime and poverty.)*

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## Daily Lecture and Discussion Notes

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#### II. The Early Women's Movement (pages 281–282)

- A.** In the 1800s, people began dividing their life between the home and the workplace. Men generally went to work, while women took care of the house and children. Most people at that time believed that home was the proper place for women. Many women saw themselves as partners with their husbands, and as such believed that they should be treated equally.
- B.** Many women began to believe that they had an important role to improve society. Some began to argue that they needed greater rights to promote their roles. Other women also argued that equal rights for men and women would end many social injustices.
- C.** In 1848 **Lucretia Mott** and **Elizabeth Cady Stanton** organized the **Seneca Falls Convention**, a meeting to focus on equal rights for women and one that marked the beginning of the women's movement. Throughout the 1850s, women organized more conventions to promote greater rights for women.

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#### Discussion Question

What was the significance of the Seneca Falls Convention? (*It called for equal rights for men and women and it was the start of the women's movement.*)

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## Daily Lecture and Discussion Notes

### Chapter 8, Section 4



#### Did You Know?

In 1840 a group of abolitionists who believed political action was necessary to abolish slavery met in New York to organize the Liberty Party. They nominated James G. Birney, a former slaveholder, for president. Although Birney received only 7,000 votes in the 1840 election, the number reached 62,000 in the 1844 presidential election, when he was nominated again. Members of the Liberty Party did not actually believe they would win the election, but they hoped to bring the antislavery issue into focus by pressuring legislators to take a firmer antislavery stand.

#### I. Early Opposition to Slavery (pages 284–285)

- A. The movement to end slavery polarized the nation and contributed to the Civil War. Many Americans opposed slavery, but they differed on ways to end it. Some antislavery societies supported an approach known as **gradualism**. They called for a gradual end to slavery.
- B. Some antislavery societies believed that ending slavery would not end racism. They believed that the best solution was to send African Americans back to Africa. The **American Colonization Society (ACS)** was formed to move African Americans to Africa. The ACS acquired land in West Africa, chartered ships, and moved some free African Americans to a colony that eventually became the nation of Liberia.
- C. Colonization was not a realistic solution. The cost of transporting was high. Also, most African Americans regarded the United States as their home and had no desire to migrate to another continent.

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#### Discussion Question

Why was colonization not a realistic solution to slavery? (*The cost of transporting African Americans was high. Most African Americans regarded the United States as their home and had no desire to move to Africa.*)

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#### II. The New Abolitionists (pages 285–287)

- A. In the 1830s, the idea of **abolition** began to take hold. Abolitionists argued that enslaved Africans should be freed immediately. The development of a large national abolitionist movement was largely due to the work of **William Lloyd Garrison**. He founded the *Liberator*, an antislavery newspaper that advocated **emancipation**, or the freeing of all enslaved people. With an increasing following, he founded the **American Antislavery Society** in 1833.





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- B.** Free African Americans also played a prominent role in the abolitionist movement. The most prominent was **Frederick Douglass**, who published his own antislavery newspaper, the *North Star*. **Sojourner Truth** was another important African American abolitionist.

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#### Discussion Question

Why did abolitionism begin to gain support in the 1830s? (*The Second Great Awakening, which focused on sin and repentance, stressed the idea that slavery was an evil of which the country needed to repent.*)

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### III. The Response to Abolitionism (pages 287–288)

- A.** Many Northerners, even those who disapproved of slavery, opposed extreme abolitionism, viewing it as a threat to the existing social system. Many warned that it would produce conflict between the North and South. Others feared a possible huge influx of African Americans to the North. Still others feared that abolition would destroy the Southern economy, and thereby affect their own economy.
- B.** Most Southerners viewed slavery as essential to their economy, and therefore opposed abolition. Some defended slavery by claiming that most enslaved people had no desire for freedom because they benefited from their relationship with slaveholders.
- C.** In 1831 **Nat Turner** led a revolt by enslaved people that killed more than 50 Virginians. Southerners suppressed the circulation of the *Liberator*, and other abolitionist publications. Southern postal workers refused to deliver such publications, and the House of Representatives, under pressure from the South, shelved all abolitionist petitions.

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#### Discussion Question

What was the Northern reaction to the abolitionist movement? (*Many Northerners opposed extreme abolitionism, fearing that it would disrupt the social system. Some feared that it would result in an influx of African Americans. Others feared that abolition would destroy the Southern economy.*)

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## Daily Lecture and Discussion Notes

### Chapter 9, Section 1



#### Did You Know?

The Mormon Church and its founder, Joseph Smith, were forced to move several times to escape religious persecution. Many people disliked the new religion, partly because of its teachings that a man could have more than one wife. The Mormons moved first to Ohio, then to Missouri, then to Illinois. They built a prosperous community at Nauvoo, Illinois. In 1844 Joseph Smith was jailed for ordering his followers to destroy a printing press. The people who owned the press had disagreed with Smith. An angry mob killed Smith and his brother.

#### I. Americans Head West (pages 294–295)

- A. In 1800 less than 400,000 settlers lived west of the Appalachian Mountains. By the time the Civil War began, more Americans lived west of the Appalachians than lived along the Atlantic coast.
- B. Americans moved west for religious reasons and to own their own farms. A magazine editor named **John Louis O’Sullivan** declared that the movement west was **Manifest Destiny**—the idea that God had given the continent to Americans and wanted them to settle western lands.
- C. The first settlers west of the Appalachians were **squatters**, because they settled on lands they did not own.
- D. Farming in the Midwest was made easier by new farming technology. In 1819 **Jethro Wood** patented a plow with an iron blade. In 1837 **John Deere** designed a plow with sharp-edged steel blades that cut cleanly through the tough Midwestern sod. In 1834 **Cyrus McCormick** patented the mechanical reaper.

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#### Discussion Question

How did Congress protect squatters? (*Congress passed the Preemption Act of 1830 that guaranteed squatters the right to claim land before it was surveyed and the right to buy up to 160 acres for the government’s minimum price of \$1.25 per acre.*)

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#### II. Settling the Pacific Coast (pages 295–297)

- A. The push to settle Oregon and California happened partly because emigrants thought the Great Plains had poor farming land.
- B. Native Americans and other nations had already claimed parts of Oregon and California. The U.S. and Great Britain both wanted to own Oregon. As a result of



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### Chapter 9, Section 1



the encouragement of American missionaries, many Easterners settled in southern Oregon.

- C.** Mexico controlled California, but its distance from Mexico City made it difficult to govern. In 1839 the governor of California wanted to attract more settlers, so he granted 50,000 acres in Sacramento Valley to a German immigrant, **John Sutter**. Sutter built a trading post and cattle ranch on his land.
- D.** Pioneers who headed to the Pacific from the east had to cross difficult terrain. Mountain men, such as **Kit Carson** and **Jim Bridger**, made their living by trapping beaver and selling the furs to traders. They also gained knowledge of the territory and the Native Americans who lived there. By the 1840s, the mountain men had carved out several east-west passages, such as the **Oregon Trail**. These trails were very important to the settlement of the West.
- E.** At first, wagon trains hired mountain men to guide them. After the trails became worn, most **overlanders**—those who traveled west in wagon trains—used guidebooks written by earlier emigrants. In 1846 the **Donner Party**—a group of 87 overlanders named after the brothers who led them—were trapped by winter snows in the Sierra Nevada. Almost half the party died of starvation.
- F.** Between 1840 and 1860, attacks by Native Americans were rare. As overland traffic increased, however, Native Americans on the Great Plains were concerned and angry over the threat that immigration might change their way of life. The federal government and eight Native American groups negotiated the **Treaty of Fort Laramie** in 1851.

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#### Discussion Question

Why did Native Americans begin to fear American settlers who migrated west? (*Native Americans feared the threat that immigration posed to their way of life. They relied on buffalo for their food, shelter, clothing, tools, and other necessities. They worried that the increasing flow of American settlers across their hunting grounds in the Great Plains would disrupt the wanderings of the buffalo herds.*)

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### III. The Mormon Migration (page 297)

- A.** In 1844 a mob murdered the Mormon leader Joseph Smith. **Brigham Young**, the new leader of the Mormons, decided to take his people west in search of religious freedom.
- B.** Several thousand Mormons emigrated on the **Mormon Trail**. In 1847 the Mormons stopped at the Great Salt Lake to build their new settlement.



## Daily Lecture and Discussion Notes

### Chapter 9, Section 1



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#### Discussion Question

Why was the Mormon Trail important to western settlement? (*It became a valuable route into the western United States.*)

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## Daily Lecture and Discussion Notes

### Chapter 9, Section 2



#### Did You Know?

Women contributed to the Texas war of independence. Many women farmed and ranched as their husbands fought in the war. Some women donated money to the Texas cause. Other women donated oxen for the Texas army. One woman served as a courier for the army.

#### I. Opening Texas to Americans (pages 300–301)

- A. Texas was under Mexican control after Mexico achieved independence from Spain in 1821. *Tejanos*—the Spanish-speaking people of the area—had established settlements in the southern part of the region. Because *Tejanos* refused to move to the northern part of the region where Native American groups lived, Mexico invited Americans and others to settle there.
- B. Most American emigrants to Texas came at the encouragement of *empresarios*—a Spanish word for “agents.” Under the **National Colonization Act**, Mexico gave 26 *empresarios* large areas of Texas land. In return, the *empresarios* promised to get a certain number of settlers for the land. Stephen Austin, the first and most successful *empresario*, founded the town of **Washington-on-the-Brazos**.
- C. At first, the Americans agreed to Mexican citizenship, as required for settlement. The Americans did not adopt Mexican customs, however, nor did they think of Mexico as their country.
- D. In 1826 *empresario* Haden Edwards and his brother declared that the American settlements in Texas were the independent nation of **Fredonia**. Stephen Austin and some troops, however, helped Mexico stop Edwards’s revolt.
- E. The Mexican government feared that Edwards’s revolt might be an American plot to take over Texas. In 1830 Mexico closed its borders to immigration by Americans. The government also banned the import of enslaved labor and discouraged trade with the United States. These new laws angered settlers.

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#### Discussion Question

Why did the Mexican government close its borders to American immigration?  
(Americans did not adopt Mexican customs, nor did they think of Mexico as their country. A revolt led by an American caused the Mexican government to fear that the Americans wanted to take over Texas. The government closed the borders to American immigration.)

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## Daily Lecture and Discussion Notes

### Chapter 9, Section 2



#### II. Texas Goes to War (pages 301–304)

- A.** American settlers in Texas held a convention in 1832 and asked Mexico to reopen Texas to American immigrants and to decrease the taxes on imports. A convention held in 1833 was more aggressive. At that time, Texas was part of the Mexican state of Coahuila. The convention members asked Mexico to separate Texas from Coahuila and create a new Mexican state. The convention wrote a constitution for the new state and sent Austin to Mexico City to negotiate with the Mexican government.
- B.** Negotiations failed. Austin wrote a letter suggesting that Texas should organize its own state government. Stephen Austin persuaded Mexican President **Antonio López de Santa Anna** to agree to lift the immigration ban and other demands.
- C.** In the meantime, Mexican officials intercepted Austin's letter. In January 1834, Austin was arrested by Mexican officials and jailed for treason. In April 1834, Santa Anna denounced the Mexican Constitution and made himself dictator. When Austin was released from prison in 1835, he urged Texans to organize an army, since he foresaw war with Mexico.
- D.** The Texas army's first victory against Mexico was at the military post of **Gonzales**. Eventually, **Sam Houston**, a former governor of Tennessee and an experienced military leader, took command of the Texas army.
- E.** When Santa Anna and his forces came to San Antonio in February 1836, over 180 Texan rebels were at the **Alamo**, an abandoned mission inside the town. The small force, commanded by **William B. Travis** and joined by 32 settlers, held off Santa Anna's army for 13 days. During this time, the new Texas government declared independence from Mexico. On March 6, 1836, Santa Anna's army defeated the Texans at the Alamo.
- F.** Two weeks after the Alamo fell, the Mexican army forced the Texas troops to surrender at Goliad, a town southeast of San Antonio. More than 300 Texans were executed by the order of Santa Anna.
- G.** At the Battle of San Jacinto, Sam Houston and his Texas troops launched a surprise attack on the Mexican army. The Texan forces easily beat the Mexican army. They captured Santa Anna, who was forced to sign a treaty recognizing independence for the Republic of Texas.
- H.** In September 1836, Sam Houston was elected president of the Republic of Texas. The citizens of Texas also voted for **annexation**—to become part of the United States. Many northern members of Congress were against admitting Texas as a slave state.

## Daily Lecture and Discussion Notes

### Chapter 9, Section 2



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#### Discussion Question

Why did Texans declare their independence from Mexico? *(The Mexican government would not lift the ban on immigration to Texas and it would not make Texas a separate state from Coahuila. After President Antonio López de Santa Anna made himself dictator of Mexico, Austin urged Texans to organize an army. During the Battle of the Alamo, the new Texas government declared its independence from Mexico.)*

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## Daily Lecture and Discussion Notes

### Chapter 9, Section 3



#### Did You Know?

Mexicans living in the area ceded to the U.S. in the Treaty of Guadalupe Hidalgo were guaranteed all rights of U.S. citizenship, including political rights and the right to keep their lands. They were given one year to decide if they wanted to accept American citizenship.

#### I. The Lingering Question of Texas (pages 306–307)

- A. Territorial disputes between the United States and Mexico began in 1803, when the U.S. claimed Texas as part of the Louisiana Purchase.
- B. The idea of Manifest Destiny and of gaining Mexican territory had strong popular support.
- C. President **John Tyler** wanted to bring Texas into the Union. Texas, however, was certain to be a slave state. Antislavery leaders in Congress opposed the annexation of Texas. Moreover, Mexico still did not recognize Texas's independence.

#### Discussion Question

Why was war with Mexico inevitable? (*Territorial disputes between the United States and Mexico dated back to 1803, when the U.S. claimed Texas as part of the Louisiana Purchase. The idea of Manifest Destiny and acquiring Mexican territory had strong popular support in the United States. Also, Mexico did not recognize the independence of Texas.*)

#### II. Texas and Oregon Enter the Union (pages 307–308)

- A. In early 1844, Congress voted against annexation of Texas. Many Northerners thought that annexation was a pro-slavery plot.
- B. **James K. Polk**, a former Congressman and governor of Tennessee, was the Democratic candidate in the 1844 election. He promised to annex Texas and the Oregon territory and buy California from Mexico. He won the election.
- C. In public, President Polk said that the United States had a right to Oregon. Those who supported this stand on Oregon used the slogan "**Fifty-four Forty or Fight.**" In private, Polk agreed to split the territory with Great Britain. In June 1846, the two countries agreed that the United States would acquire most of Oregon south of 49° north latitude.
- D. Before Polk took office, President Tyler had pushed a resolution through Congress that annexed Texas. Mexico broke diplomatic relations with the United States government. Mexico and the U.S. government disputed the location of Texas's southwestern border.
- E. In November 1845, **John Slidell** was sent to Mexico City as a special **envoy**, or representative, to purchase California. Mexico's president refused to meet with Slidell.





## Daily Lecture and Discussion Notes

### Chapter 9, Section 3



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#### Discussion Question

How did Texas and Oregon enter the Union? (*Texas was annexed after President Tyler sent a resolution to Congress to annex Texas. The resolution passed with a simple majority of Congress. President Polk agreed to split the Oregon territory with Great Britain, so the U.S. acquired Oregon south of 49° north latitude.*)

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### III. The War With Mexico (pages 309–311)

- A.** After Mexico refused to discuss the U.S. purchase of California, President Polk ordered troops led by General **Zachary Taylor** to cross the Nueces River. Mexicans saw this as an invasion of their country. A Mexican force attacked Taylor's men. Polk declared war with Mexico.
- B.** Even before Polk signed the declaration of war, Taylor's troops defeated Mexican general Santa Anna and his troops in two fights. Taylor and his troops continued south and defeated the Mexican army on two more occasions.
- C.** In northern California, settlers led by General **John C. Frémont** had little trouble overcoming the Mexican presence there. On June 14, 1846, the settlers declared California independent from Mexico. They called the region the **Bear Flag Republic**. A few weeks later, U.S. naval forces took possession of California for the United States.
- D.** Despite many defeats, Mexico refused to surrender. President Polk replaced Taylor with General **Winfield Scott** and sent him and his troops to capture Mexico City. The city was captured on September 14, 1847.
- E.** On February 2, 1848, the leaders signed the **Treaty of Guadalupe Hidalgo**. In this treaty, Mexico **ceded**, or gave up, more than 500,000 square miles of land to the U.S. The land is now the states of California, Utah, and Nevada, as well as most of New Mexico and Arizona, and parts of Colorado and Wyoming. Mexico agreed to the Rio Grande as the southern border of Texas. The U.S. agreed to pay Mexico \$15 million and take over \$3.5 million in debt that the Mexican government owed American citizens.

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#### Discussion Question

What were the provisions of the Treaty of Guadalupe Hidalgo? (*Mexico ceded land to the U.S. that included what are now the states of California, Utah, and Nevada, as well as most of New Mexico and Arizona, and parts of Colorado and Wyoming. Mexico agreed to the Rio Grande as the southern border of Texas. The U.S. agreed to pay Mexico \$15 million and take over \$3.5 million in debt that the Mexican government owed American citizens.*)

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## Daily Lecture and Discussion Notes

### Chapter 10, Section 1



#### Did You Know?

In his annual message to Congress in December of 1848, President Polk talked about the rich gold discovery in California. Within a year, tens of thousands of gold seekers had arrived in California. The three main routes to get there were across the Isthmus of Panama, around Cape Horn, or overland. Many of the gold seekers crossed the plains and the mountains on the California Trail. Hundreds of inexperienced travelers died on this trail.

#### I. The Impact of the War With Mexico (pages 320–322)

- A. The Mexican War opened vast new lands to American settlers. This increase in land once again led to increased debate over whether slavery should be allowed to spread westward. As part of this debate, Southerners also wanted new laws to help them capture escaped African Americans.
- B. At first, President Polk did not think slavery would be an issue in the newly acquired territory. He thought the dry climate there would not support the kind of farming that made slavery profitable.
- C. In August 1846, Representative David Wilmot, a northern Democrat, proposed the **Wilmot Proviso**. This said that in any territory the United States gained from Mexico, slavery would not exist. Southerners were outraged by the Wilmot Proviso. It passed in the House of Representatives, but the Senate refused to vote on it.
- D. Senator **Lewis Cass** of Michigan proposed a solution to the issue of slavery in the territories. He suggested the idea of **popular sovereignty**. This meant that the citizens of each new territory would decide whether or not slavery was permitted.
- E. Popular sovereignty appealed to many members of Congress. It removed the slavery issue from national politics. It also seemed democratic. Abolitionists, however, argued that it still denied African Americans their right not to be enslaved. Midwesterners liked popular sovereignty because they believed that mostly Northern settlers would move to the new territory, so the states would be free.
- F. The Whig Party chose Zachary Taylor as their presidential candidate. The Whig Party in the North was split. Northern Whigs who opposed slavery were known as **Conscience Whigs**. This group also opposed Taylor because they thought he wanted to expand slavery westward. Northern Whigs who were linked to Northern cloth manufacturers and depended on Southern cotton for their factories were known as **Cotton Whigs**. This group, along with the Southern Whigs, nominated Taylor.



## Daily Lecture and Discussion Notes

### Chapter 10, Section 1



- G.** Conscience Whigs quit the Whig party because they did not want Taylor nominated. They joined with antislavery Democrats from New York and the abolitionist Liberty Party to form the **Free-Soil Party**. This party opposed the spread of slavery into the western territories.
- H.** There were three candidates in the election of 1848. Democrat Lewis Cass supported popular sovereignty. Free-Soil candidate, Martin Van Buren, backed the Wilmot Proviso and took a strong stand against slavery in the territories. Whig candidate, Zachary Taylor, avoided the issue of slavery. Taylor won the election.

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#### Discussion Question

What controversy was reignited by the war with Mexico? (*The Mexican War opened vast new lands to American settlers. This increase in land once again led to increased debate over whether slavery should be allowed to spread westward.*)

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## II. The Search for Compromise (pages 322–324)

- A.** The discovery of gold in California brought thousands of new settlers to the territory. By the end of 1849, nearly 80,000 “**Forty-Niners**” had arrived in the territory in search of gold. California needed a strong government to maintain order. Californians applied for statehood as a free state. This forced the nation to debate the issue of slavery once again.
- B.** If California became a free state, the slaveholding states would become a minority in the Senate. Southerners feared that losing power in national politics would lead to limits on slavery. Some Southern politicians talked about **secession**—taking their states out of the Union.
- C.** Senator Henry Clay of Kentucky tried to find a compromise to the issue of slavery in the territories so that California could join the Union. He came up with eight plans to solve the crisis and save the Union.
- D.** The **Compromise of 1850** included concessions by both the North and the South. California was admitted to the Union as a free state. The rest of the Mexican Cession would have no restrictions on slavery. The Texas/New Mexico border question was solved in favor of New Mexico, but the federal government took on Texas’s debts. The slave trade was abolished in the District of Columbia, but not slavery. Congress could not interfere with the domestic slave trade. The federal government passed a new fugitive slave law.



## Daily Lecture and Discussion Notes

### Chapter 10, Section 1



- E.** The Compromise of 1850 caused a great debate. Two of the main debaters included Senator Calhoun, who defended the South's rights, and Senator **Daniel Webster** of Massachusetts, who responded to Calhoun with a plea for compromise to save the Union.
- F.** Senator Stephen A. Douglas of Illinois divided the large compromise into several smaller bills. This gave members of Congress from different sections the ability to vote for the parts they liked or vote against the parts they disliked. The Compromise of 1850 was passed, but did not contain a permanent solution to the slavery issue.

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#### Discussion Question

What were the provisions of the Compromise of 1850? (*California was admitted to the Union as a free state. The rest of the Mexican Cession had no restrictions on slavery. The Texas/New Mexico border question was solved in favor of New Mexico, but the federal government took on Texas's debts. The slave trade was abolished in the District of Columbia, but not slavery. Congress could not interfere with the domestic slave trade. The federal government passed a new fugitive slave law.*)

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## Daily Lecture and Discussion Notes

### Chapter 10, Section 2



#### Did You Know?

Harriet Tubman helped more than 300 slaves escape to freedom on the Underground Railroad, including her own parents. Slave owners offered \$40,000 for her capture. No one ever collected the money, because Tubman was never captured. During the Civil War, Tubman worked for the Union forces as a nurse, guide, and spy.

#### I. **Uncle Tom's Cabin** (pages 326–327)

- A. *Uncle Tom's Cabin*, written by Harriet Beecher Stowe, ran as a serial in an antislavery newspaper and then came out in book form in 1852. Stowe's writings about an enslaved African American and his overseer changed Northern outlooks on African Americans and slavery.
- B. Southerners tried to have the novel banned. They accused Stowe of writing falsehoods in her portrayal of slavery. The book sold millions of copies and had a great effect on public opinion. Many historians say it was one of the causes of the Civil War.

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#### Discussion Question

Why did Southerners try to have *Uncle Tom's Cabin* banned? (It changed Northern outlooks on African Americans and slavery. Southerners said the portrayals of slavery were false.)

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#### II. **The Fugitive Slave Act** (pages 327–328)

- A. The **Fugitive Slave Act** hurt the Southern cause because it created hostility toward slavery among Northerners who had previously been indifferent toward it. Under this act, an African American accused of being a runaway was arrested and brought to a federal commissioner. A sworn statement saying the captive was an escaped slave, or testimony by a white witness, was all a court needed to send the person south.
- B. African Americans accused of being fugitives had no rights to a trial and were not allowed to testify in court. A person who refused to help capture a fugitive slave could be jailed.
- C. Newspaper accounts of the seizure of African Americans and of the law's injustices made Northerners increasingly angry.
- D. Frederick Douglass spoke out against the Fugitive Slave Act. He emphasized the law's requirement that ordinary citizens help capture runaways. Antislavery activists encouraged civil disobedience in disobeying the Fugitive Slave Law on moral grounds. Resistance to the act by Northerners became frequent, public, and sometimes violent.



## Daily Lecture and Discussion Notes

### Chapter 10, Section 2



- E.** Whites and free African Americans helped runaway slaves through the **Underground Railroad**. Members called “conductors” secretly transported runaways to freedom in the Northern states or Canada. They gave the runaways food and shelter along the way. A famous conductor was **Harriet Tubman**. She was a runaway slave who continually risked going into the slave states to help free enslaved persons.

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#### Discussion Question

Why did many Northerners disobey the Fugitive Slave Act? (*Newspaper accounts of the seizure of African Americans and of the law’s injustices made Northerners increasingly angry. Frederick Douglass spoke out against the Fugitive Slave Act. He emphasized the law’s requirement that ordinary citizens help capture runaways. Antislavery activists encouraged civil disobedience in disobeying the Fugitive Slave Law on moral grounds.*)

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### III. The Transcontinental Railroad (pages 328–329)

- A.** Sectional disagreements moved with settlers into the new territories. Settlers remained Northerners or Southerners.
- B.** The opening of Oregon and the admission of California to the Union convinced many Americans that a **transcontinental railroad** was needed to connect the West Coast to the rest of the country. A transcontinental railroad would make travel to the West Coast quicker and it would increase the growth of territories on its route.
- C.** Southerners wanted a southern route for the railroad, but the route would have to go through northern Mexico. James Gadsden was sent by the U.S. government to buy the land from Mexico. In 1853 Mexico agreed to accept \$10 million for the territory known as the **Gadsden Purchase**. This strip of land is today the southern part of Arizona and New Mexico.
- D.** Democratic Senator Stephen A. Douglas of Illinois wanted a northern route that began in Chicago for the transcontinental railroad. To create a northern route, Congress would need to organize the territory west of Missouri and Iowa. In 1853 Douglas prepared a bill to organize the territory to be called Nebraska.
- E.** Southern Senators refused to pass the bill to organize Nebraska unless the Missouri Compromise was repealed and slavery allowed in the new territory.

## Daily Lecture and Discussion Notes

### Chapter 10, Section 2



#### Discussion Question

What problems faced a northern route for the transcontinental railroad? (*To create a northern route, Congress would need to organize the territory west of Missouri and Iowa. Southern Senators refused to pass the bill to organize this territory unless the Missouri Compromise was repealed and slavery allowed in the new territory.*)

#### IV. The Kansas-Nebraska Act (pages 329–331)

- A.** Stephen Douglas wanted to open the northern Great Plains to settlement. To gain Southern support for his bill, he said that any states organized in the new Nebraska territory would exercise popular sovereignty to decide the issue of slavery. Southern leaders wanted the Missouri Compromise repealed, however. So in Douglas's next version of the bill, he proposed to undo the Missouri Compromise and allow slavery in the region.
- B.** This **Kansas-Nebraska Act** divided the region into two territories—Kansas on the south and Nebraska on the north. Northerners were outraged by the bill that broke the Missouri Compromise promise to limit the spread of slavery. The act was passed by Congress anyway in May 1854.
- C.** In 1855 thousands of armed Missourians came to Kansas and voted illegally to help elect a pro-slavery legislature. Angry antislavery settlers held their own convention in Topeka, Kansas, and wrote their own constitution, excluding slavery.
- D.** In 1856 Kansas became the scene of a territorial civil war between pro-slavery and antislavery settlers. It became known as “Bleeding Kansas” because of all the violence.
- E.** In May 1856, abolitionist Senator **Charles Sumner** of Massachusetts delivered a speech accusing pro-slavery senators of forcing Kansas to become a slave state. He singled out Senator **Andrew P. Butler** of South Carolina. In retaliation, Senator Butler's cousin, Representative Preston Brooks, accused Sumner of libeling Butler. Then Brooks caned Sumner, leaving him severely injured. Some Southerners made Brooks a hero. Northerners became more determined to resist slavery.

#### Discussion Question

Why did the Kansas-Nebraska Act severely divide the country? (*The Kansas-Nebraska Act repealed the Missouri Compromise, which greatly angered Northerners who wanted to limit slavery. Northerners quickly moved to the territory to create an antislavery majority. The New England Emigrant Aid Society helped recruit and outfit antislavery settlers going to Kansas. Pro-slavery senator David Atchison of Missouri asked men from his state to go to Kansas. They voted illegally to elect a pro-slavery legislature. In response, antislavery settlers held a convention and wrote a constitution that excluded slavery. Thus, Kansas had two governments. Border ruffians attacked Lawrence, a stronghold of antislavery settlers.*)

end

## Daily Lecture and Discussion Notes

### Chapter 10, Section 3



#### Did You Know?

Abraham Lincoln volunteered for service in the Illinois militia during the Black Hawk War. Lincoln served with men from the New Salem, Illinois, area. The men elected Lincoln captain because of his friendliness, honesty, skill at storytelling, and his sportsmanship in contests. After the war, Lincoln ran for the state legislature, but he lost. Then he and a partner, William F. Berry, bought a New Salem store on credit. The store failed shortly thereafter, and left both men in debt. When Berry died two years later, all the debt fell on Lincoln. He eventually paid off the debt, helping him earn the nickname, "Honest Abe."

#### I. Birth of the Republican Party (pages 332–334)

- A. The Kansas-Nebraska Act destroyed the Whig Party. Every Northern Whig in Congress had voted against the act. Most Southern Whigs had voted for the act. Former Whigs, Free-Soil Party members, and some antislavery Democrats formed new political parties with many names. The most popular name was the **Republican Party**. This party was officially organized at a convention in Michigan in July 1854. Members did agree that slavery should be kept out of the territories.
- B. At the same time, anger against the Northern Democrats helped the American Party, better known as the **Know-Nothings**, to make great gains. This party was anti-Catholic and nativist, and it opposed immigration into the United States. This party split over the Kansas-Nebraska Act. The Northern Know-Nothings joined the Republican Party.

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#### Discussion Question

Why was the Republican Party founded? (*Anger over the Kansas-Nebraska Act caused a split in the Whig Party and in the Know-Nothing Party. The Northern Whigs, as well as members of the Free Soil Party and antislavery Democrats, joined together to found the Republican Party. Northern Know-Nothings eventually joined the Republican Party as well.*)

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#### II. The Election of 1856 (page 334)

- A. The Republican candidate in the 1856 election was **John C. Frémont**. He had helped California become a free state and was in favor of Kansas becoming a free state.
- B. The Democratic candidate was **James Buchanan**. He had not taken a stand on the Kansas-Nebraska Act. His record in Congress showed he would make concessions to the South to save the Union.





## Daily Lecture and Discussion Notes

### Chapter 10, Section 3



- C. The northern delegates to the American Party convention walked out when the party refused to call for the repeal of the Kansas-Nebraska Act. Millard Fillmore was the American Party candidate.
- D. The Democrats campaigned on the idea that only Buchanan could save the Union and that the election of Frémont would cause the South to secede. Buchanan won the election of 1856.

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#### Discussion Question

Why did James Buchanan win the election of 1856? (*He had not been in the United States during the debate over the Kansas-Nebraska Act, so he had not taken a stand on the issue. He was from Pennsylvania, which had the second highest electoral votes. Buchanan was a Northerner, but he appealed to Southerners because his record in Congress showed that he would make concessions to the South to save the Union. Democrats campaigned that electing Buchanan would save the Union, and electing Frémont would cause the South to secede.*)

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### III. Sectional Divisions Grow (pages 334–336)

- A. **Dred Scott** was an enslaved man whose Missouri slaveholder had taken him to live in free territory before returning to Missouri. Abolitionists helped Scott sue to end his slavery. Scott argued that the time he spent in free territory meant he was free.
- B. The case *Dred Scott v. Sandford* went to the Supreme Court. The Supreme Court ruled against Dred Scott because, in the opinion of the court, the founders of the nation had not intended African Americans to be citizens. The court went on to say that the Missouri Compromise's ban on slavery was unconstitutional. Democrats liked the decision. Republicans said the decision was not binding. The Dred Scott ruling intensified sectional differences.
- C. In order to apply for statehood, Kansas needed a constitution. The pro-slavery legislature of Kansas held an election for delegates to a constitutional convention. Antislavery Kansans boycotted the election, saying it was rigged. The convention wrote the **Lecompton constitution** in which slavery was legalized. Each side held its own **referendum**, or popular vote, on the constitution. Antislavery forces voted against it; pro-slavery forces voted for it.
- D. President Buchanan asked Congress to admit Kansas as a slave state. The Senate accepted the Lecompton constitution, but the House of Representatives did not. In 1858 the settlers in Kansas held another referendum and voted to reject the Lecompton constitution. Kansas did not become a state until 1861.



## Daily Lecture and Discussion Notes

### Chapter 10, Section 3



#### Discussion Question

How did the *Dred Scott* decision and Kansas's Lecompton constitution increase sectional divisions? (*The Supreme Court ruled against Dred Scott because, in the opinion of the court, the founders of the nation had not intended African Americans to be citizens. The court went on to say that the Missouri Compromise's ban on slavery was unconstitutional. Democrats liked the decision. Republicans said the decision was not binding. Southerners called on Northerners to obey the decision in order to keep the South in the Union. The Lecompton constitution was voted down by antislavery forces and approved by pro-slavery forces in a referendum held in Kansas. Buchanan accepted the pro-slavery vote and asked Congress to admit Kansas as a slave state. The Senate accepted the constitution, but the House of Representatives blocked it. Kansas held another referendum in which Kansans voted to reject the constitution.*)

#### IV. Lincoln and Douglas (pages 336–337)

- A. In 1858 Abraham Lincoln was chosen by the Illinois Republicans to run for the Senate against the Democratic incumbent, Stephen A. Douglas. Lincoln and Douglas held a series of debates. Lincoln opposed the spread of slavery to the western territories. Douglas favored popular sovereignty.
- B. In a debate in Freeport, Illinois, Douglas formulated the **Freeport Doctrine**. In this statement, Douglas accepted the *Dred Scott* ruling. He also said that people could still keep slavery out of a territory by refusing to pass laws needed to regulate and enforce it. The Freeport Doctrine pleased Illinois voters, but angered Southern voters.
- C. Douglas was elected Senator. Lincoln used the debates to clarify the principles of the Republican Party. Lincoln also established a national reputation as a clear, insightful thinker and an eloquent debater.

#### Discussion Question

What were the outcomes of the Lincoln-Douglas debates? (*Douglas was elected Senator, but his Freeport Doctrine angered Southerners. Lincoln clarified the principles of the Republican Party and established a national reputation as a clear, insightful thinker and an eloquent debater.*)

#### V. John Brown's Raid (pages 337–338)

- A. John Brown, a fervent abolitionist, planned to seize the federal arsenal at Harpers Ferry, Virginia (today West Virginia). He would then free and arm the enslaved people in the area and begin an **insurrection**, or rebellion, against slaveholders.
- B. Brown and his followers seized the arsenal on October 16, 1859, but within 36 hours were captured by the U.S. Marines. Brown was tried, convicted, and sentenced to death.



## Daily Lecture and Discussion Notes

### Chapter 10, Section 3



- C. Many Northerners viewed Brown as a martyr for the slaves' cause. Southerners viewed Brown's raid as proof that Northerners were plotting the murder of slaveholders.

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#### Discussion Question

How did John Brown's raid deepen sectional divisions? (*Many Northerners viewed Brown as a martyr for the slaves' cause. The raid strengthened abolitionist feelings in the North. Southerners viewed Brown's raid as proof that Northerners were plotting the murder of slaveholders.*)

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## Daily Lecture and Discussion Notes

### Chapter 10, Section 4



#### Did You Know?

After Stephen A. Douglas lost the 1860 presidential election to Abraham Lincoln, he worked hard to save the Union. Douglas gave all his support to Abraham Lincoln in this endeavor. He went on an extensive speaking tour of the border and western states. He became exhausted by the travel and contracted a case of typhoid fever. He died in Chicago on June 3, 1861.

#### I. The Election of 1860 (pages 340–342)

- A. John Brown's raid on Harpers Ferry was a turning point for the South. Southerners feared an African American uprising and were angered that Northerners would arm them and encourage them to rebel. Republicans renounced John Brown's raid, but many Southerners blamed the Republicans since they opposed slavery.
- B. In 1869 the Democratic Party was torn apart by the debate over slavery in the western territories. Southern Democrats upheld the *Dred Scott* decision and supported slaveholders' rights in the territories. They wanted a federal slave code for the territories. Northern Democrats supported popular sovereignty.
- C. The Democratic Party could not agree on a candidate for the 1860 election. Northern Democrats chose Stephen A. Douglas, who supported popular sovereignty. Southern Democrats chose **John C. Breckenridge** of Kentucky. He was the vice president at the time. He supported the *Dred Scott* decision and a federal slave code for the western territories.
- D. The Constitutional Union Party was formed by people who wanted to uphold the Constitution and the Union. Their candidate was former Tennessee senator **John Bell**.
- E. The Republican candidate was Abraham Lincoln. The Republicans campaigned against slavery in the western territories, against John Brown's raid, and for the right of the Southern states to preserve slavery within their borders. The Republicans also wanted higher tariffs, a new homestead law for western settlers, and a transcontinental railroad.
- F. Lincoln won the election. The South saw his election as a victory for the abolitionists. South Carolina was the first state to secede. By February 1861, six more states in the Lower South voted to secede.



## Daily Lecture and Discussion Notes

### Chapter 10, Section 4



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#### Discussion Question

Why did Lincoln's election as president of the United States lead to the secession of the Southern states? (*The South saw his election as a victory for the abolitionists.*)

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#### II. Compromise Fails (pages 342–343)

- A. Seceding Southern states seized federal property in their states. Only a few places remained in the Union's hands, including Fort Sumter in Charleston Harbor.
- B. **Crittenden's Compromise**, by Senator John J. Crittenden of Kentucky, suggested several amendments to the Constitution. The amendments would guarantee slavery where it already existed. It would reinstate the Missouri Compromise line, extending it to California. Slavery would be banned north of the line, and protected south of the line. The compromise did not pass.
- C. A peace conference was held in Washington, D.C., but members failed to agree on a plan to save the Union. No secessionist states attended the conference.
- D. Seceding states met, and on February 8, 1861, declared themselves to be the Confederate States of America, or the **Confederacy**.
- E. The Confederate Constitution was similar to the U.S. Constitution except it stated that each state was independent and it guaranteed the existence of slavery in the Confederacy. It also banned protective tariffs and limited the term of the presidency. **Jefferson Davis** of Mississippi was chosen president of the Confederacy.

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#### Discussion Question

In what ways did the Constitution of the Confederacy differ from the U.S. Constitution? (*The Confederate Constitution was similar to the U.S. Constitution, except it stated that each state was independent and it guaranteed the existence of slavery in the Confederacy. It also banned protective tariffs and limited the term of the presidency.*)

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#### III. The Civil War Begins (pages 343–345)

- A. In his inaugural speech, Lincoln told seceding states that he would not interfere with slavery where it existed, but he said, "the Union of these States is perpetual." He also said that the Union would hold on to the federal property in the seceding states.
- B. Lincoln announced plans to resupply Fort Sumter in Charleston Harbor. President Jefferson Davis of the Confederacy ordered an attack on the fort. After hours of fighting, the Union commander surrendered. This was the beginning of the Civil War.



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- C.** President Lincoln asked for 75,000 volunteers to serve in the Union army. The Upper South seceded, beginning with Virginia. The capital of the Confederacy immediately was changed to Richmond, Virginia. North Carolina, Tennessee, and Arkansas also seceded.
- D.** Lincoln did not want the border states to secede, especially Maryland. Since Virginia had seceded, he did not want Washington, D.C., to be surrounded by Confederate territory. **Martial law** was imposed in Baltimore to prevent Maryland's secession. Under martial law, the military takes control of an area and suspends certain civil rights.
- E.** Kentucky was important to the Union because it controlled the Ohio River's south bank. Kentucky remained neutral until Confederate forces invaded it. Then Kentucky's legislature voted to stay in the Union. Missouri voted to stay with the Union, but it needed the support of federal forces.

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#### Discussion Question

How did Lincoln keep the border states of Maryland, Kentucky, and Missouri in the Union? (*Martial law was imposed in Baltimore to prevent Maryland's secession. Lincoln left Kentucky alone. Kentucky remained neutral until Confederate forces invaded. Then Kentucky's legislature voted to stay in the Union. Missouri voted to stay with the Union, but it needed the support of federal forces.*)

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## Daily Lecture and Discussion Notes

### Chapter 11, Section 1



#### Did You Know?

In July 1863, a violent four-day uprising occurred in New York City in response to the Civil War draft. The uprising began with a march by about 4,000 men, mostly Irish laborers. They were protesting the militia law's provisions that exempted some wealthy people from being drafted into the Union army. The demonstrators used the slogan, "Rich man's war, poor man's fight." About 100 people died in the uprising.

#### I. Choosing Sides (pages 350–351)

- A.** General Winfield Scott asked **Robert E. Lee** to command the Union's troops. Lee was one of the best senior officers in the United States Army. Lee, however, was from Virginia, so when his state voted to secede, Lee chose to support the Confederacy. One-third of the Union's military officers chose to support the Confederacy.
- B.** The South had a strong military tradition. Seven of the eight military colleges were in the South, so the South had a large number of trained army officers.
- C.** The North had a strong naval tradition. Three-fourths of the U.S. Navy's officers were from the North. The North had a large pool of trained sailors from merchant ships. Most of the navy's warships and all but one shipyard were under Union control.

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#### Discussion Question

What military advantages did the North and the South have at the start of the Civil War? (*One-third of the Union's military officers resigned and joined the Confederacy. The South had a strong military tradition. Seven of the eight military colleges were in the South, so the South had a large number of trained army officers. The North had a strong naval tradition. Three-fourths of the U.S. Navy's officers were from the North. The North had a large pool of trained sailors from merchant ships. Most of the navy's warships and all but one shipyard were under Union control.*)

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#### II. Advantages and Disadvantages (pages 351–352)

- A.** The North's population was more than twice as large as the South's population. This gave the North an advantage in raising an army and in supporting the war. One-third of the South's population was enslaved. Therefore, the South had fewer people to join the army and to support the war.
- B.** The North's industries gave it an economic advantage over the South. The North had 80 percent of the country's factories. It produced 90 percent of the nation's



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### Chapter 11, Section 1



pig iron, which is used to make weapons and equipment. Almost all of the country's firearms and gunpowder were produced in the North.

- C. After the war began, the South quickly set up armories and foundries to produce weapons, gunpowder, and ammunition.
- D. The South was able to produce large amounts of food. The South had only one rail-road line for moving food and troops, however. Northern troops easily disrupted the South's rail system.
- E. The North had several financial advantages over the South. The North controlled the national treasury and was able to continue collecting money from tariffs. Northern banks loaned the federal government money by buying government bonds. Congress passed the **Legal Tender Act** in February 1862. This created a national currency and allowed the government to issue green-colored paper money known as **greenbacks**.
- F. The Confederacy's financial situation was not good to start, and it continued to worsen. Southern planters and banks could not buy bonds. The Union Navy blockaded Southern ports, so money raised by taxing trade was greatly reduced. To raise money, the South taxed its own people. Many Southerners refused to pay the taxes. The South was forced to print its own paper money, which caused rapid inflation in the South.

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#### Discussion Question

What financial advantages did the North have over the South? *(The North controlled the national treasury and was able to continue collecting money from tariffs. Northern banks loaned the federal government money by buying government bonds. The Legal Tender Act passed by Congress created a national currency and allowed the government to issue paper money. Southern planters and banks could not buy bonds. The Union Navy blockaded Southern ports, so money raised by taxing trade was greatly reduced. To raise money, the South taxed its own people. Many Southerners refused to pay the taxes. The South was forced to print its own paper money, which caused rapid inflation in the South.)*

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### III. Party Politics in the North (pages 352–353)

- A. As the Civil War began, there were many Republicans and Northern Democrats who challenged Lincoln's policies. Lincoln's goal was to preserve the Union, even if that meant allowing slavery to continue.
- B. The **War Democrats** supported the Civil War and restoring the Union. They opposed ending slavery.
- C. The Peace Democrats, referred to by Republicans as **Copperheads**, opposed the war. They wanted to reunite the states by using negotiation.





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- D. In 1862 Congress introduced a militia law that required states to use **conscription**—the drafting of people for military service—to fill their regiments. Many Democrats opposed the law, and riots erupted in many cities.
- E. To enforce the militia law, Lincoln suspended writs of **habeas corpus**—a person’s right not to be imprisoned unless charged with a crime and given a trial.

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#### Discussion Question

For whom did President Lincoln suspend writs of habeas corpus? (*He suspended the writ for anyone who openly supported the rebels or encouraged others to resist the militia draft.*)

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#### IV. Weak Southern Government (page 353)

- A. The Confederate constitution’s commitment to states’ rights limited President Jefferson Davis’s ability to conduct the war.
- B. Many Southern leaders opposed President Jefferson Davis’s policies. They objected to the Confederacy forcing people to join the army. They opposed suspending writs of habeas corpus and disliked the new taxes.

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#### Discussion Question

Why was President Jefferson Davis’s ability to conduct the war limited? (*The Confederate constitution emphasized states’ rights, which limited the central government’s power and interfered with Davis’s ability to conduct the war.*)

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#### V. The Diplomatic Challenge (pages 353–354)

- A. The United States did not want Europeans to recognize the Confederate States of America as an independent country. The U.S. wanted Europeans to respect the Union navy’s blockade of Southern ports.
- B. The South wanted Europeans to recognize the Confederacy and declare the Union navy’s blockade illegal. The South wanted the British navy to help the South in the war. To pressure France and Britain, Southern planters stopped selling cotton to these countries.
- C. In 1861 the Confederacy sent **James Mason** of Virginia and **John Slidell** of Louisiana to Europe to be permanent ministers to Britain and France. In the **Trent Affair**, a Union warship intercepted the *Trent*, the British ship that the two men were on, and arrested



## Daily Lecture and Discussion Notes

### Chapter 11, Section 1



them. Britain demanded the release of the two men and threatened war against the United States. President Lincoln freed Mason and Slidell, but the Confederacy failed to gain the support of Europeans.

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#### Discussion Question

At the outbreak of the Civil War, what did Confederates want from Europeans? (*Confederates wanted Europeans to recognize the Confederacy and declare the Union navy's blockade illegal. They wanted Europeans to help the South in the war.*)

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#### VI. The First “Modern” War (pages 354–356)

- A.** The Civil War was the first “modern” war, with new military technology and tactics. The war involved huge armies made up of mostly civilian volunteers who required vast amounts of supplies and equipment.
- B.** New cone-shaped bullets used in the Civil War were more accurate and could be loaded and fired faster than previous bullets. Instead of standing in a line, troops defending positions in the Civil War began to use trenches and barricades to protect themselves. Attacking forces suffered high casualties.
- C.** **Attrition**—the wearing down of one side by the other through exhaustion of soldiers and resources—meant that the armies had to keep replacing their soldiers. Jefferson Davis wanted to wage a **defensive war of attrition** against the Union. This defensive warfare outraged many Southerners. Southern troops instead often went on the offensive, charging enemy lines and suffering large numbers of casualties.
- D.** The Union implemented the **Anaconda Plan**. This strategy, proposed by **Winfield Scott**, included a blockade of Confederate ports and sending gunboats down the Mississippi to divide the Confederacy.

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#### Discussion Question

Why was the Confederate’s defensive war of attrition unsuccessful? (*This defensive warfare outraged many Southerners. So Southern troops instead often went on the defensive, charging enemy lines and suffering large numbers of casualties.*)

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## Daily Lecture and Discussion Notes

### Chapter 11, Section 2



#### Did You Know?

The Civil War was the first war to be documented by photographs. Photographers like Matthew Brady lugged their bulky cameras to encampments and battlefields to take photographs of the soldiers and the war.

#### I. Mobilizing the Troops (pages 357–358)

- A. Confederate reinforcements at the First Battle of Bull Run were led by Thomas J. Jackson—“**Stonewall**” Jackson. He became one of the most effective commanders in the Confederate army. Union commander General **Irwin McDowell** had his troops retreat when he saw the Confederate reinforcements. The retreat turned into a panic by the Union troops.
- B. At first, many Northern and Southern men enlisted in the armies. As the war dragged on, fewer young men enlisted. The South introduced conscription in April 1862. The North tried to get volunteers to enlist by offering a **bounty**—an amount of money given as a bonus—to men who enlisted for three years of military service.
- C. Congress passed the **Militia Act** in July 1862, giving Lincoln the power to call state militias into federal service. In 1863 Congress introduced a national draft.

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#### Discussion Question

How did the Confederacy and the Union raise troops for their armies? (*At first, many Northern and Southern men enlisted in the armies. The South introduced conscription in April 1862. The North tried to get volunteers to enlist by offering a bounty to men who enlisted for three years of military service. Congress passed the Militia Act in July 1862, giving Lincoln the power to call state militias into federal service. In 1863 Congress introduced a national draft.*)

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#### II. The Naval War (pages 358–360)

- A. By the spring of 1862, the Union navy had blockaded all Confederate ports, except for Charleston, South Carolina, and Wilmington, North Carolina. Lincoln wanted to cut the South’s trade with the world.
- B. The Union blockade became increasingly effective as the war went on. The Union navy, however, could not stop all of the **blockade runners**, small, fast vessels, used by the South to smuggle goods past the blockade.
- C. Confederate ships that worked out of foreign ports attacked Northern merchant ships at sea. The Confederacy had two of these ships built in Britain. This strained the relations between the United States and Great Britain.



## Daily Lecture and Discussion Notes

### Chapter 11, Section 2



- D.** A fleet of Union ships, led by **David G. Farragut**, captured New Orleans and gained control of the lower Mississippi River in April 1862.

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#### Discussion Question

Why did the Union want to capture New Orleans? (*New Orleans was the South's largest city and its center of the cotton trade. Capturing New Orleans gave the Union control of the lower Mississippi River. This helped put pressure on the South's economy by cutting its trade.*)

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### III. The War in the West (pages 360–361)

- A.** In February 1862, Union General **Ulysses S. Grant** began a campaign to control the Cumberland River and the Tennessee River. Control of the rivers cut Tennessee in two and gave the Union a river route deep into Confederate territory.
- B.** Grant had victories at Forts Henry and Donelson. He and his troops advanced down the Tennessee River until the Confederates launched a surprise attack at Shiloh. The Union army won the Battle of Shiloh, but twenty thousand troops were killed or wounded.
- C.** Confederate troops led by General **Braxton Bragg** invaded Kentucky. They were stopped by Union troops led by General **Don Carlos Buell** at the Battle of Perryville. Buell was ordered by Lincoln to seize Chattanooga and cut the rail lines that passed there to deprive the Confederacy of supplies they needed.
- D.** Buell moved too slowly, so Lincoln replaced him with General **William S. Rosecrans**. Bragg's forces attacked Rosecrans's forces near Murfreesboro. Union reinforcements convinced Bragg to retreat to Chattanooga.

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#### Discussion Question

Why did the Union want to control the Cumberland and Tennessee Rivers? (*Control of the rivers cut Tennessee in two and gave the Union a river route deep into Confederate territory.*)

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### IV. The War in the East (pages 361–363)

- A.** General **George B. McClellan** took over the Union army in the east after General McDowell's loss at the First Battle of Bull Run. The Union wanted to capture Richmond.
- B.** McClellan proved to be too cautious and took too long to capture Yorktown. This gave the Confederates time to move their troops into position in Richmond. McClellan also allowed his forces to become divided by a river. Confederate commander **Joseph E. Johnston** attacked McClellan's troops, which then suffered great casualties.



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- C.** Robert E. Lee took over Johnston's forces and began a series of attacks against McClellan known as the **Seven Days' Battle**. Lee inflicted heavy casualties on the Union army and forced McClellan to retreat to the James River. Lincoln ordered McClellan and his troops to return to Washington.
- D.** As McClellan withdrew, Lee attacked the Union forces defending Washington. This became the Second Battle of Bull Run. The South forced the North to retreat. Confederate troops were just 20 miles from Washington.
- E.** Robert E. Lee and Jefferson Davis believed that an invasion of the North was the only way to convince the Union to accept the South's independence, gain help from Great Britain, and help the Peace Democrats win control of Congress in upcoming elections. Lee and his troops invaded Maryland. McClellan and his troops took position along Antietam Creek, east of Lee.
- F.** The Battle of Antietam was the bloodiest one-day battle of the war. McClellan inflicted so many casualties on the Confederate army that Lee decided to retreat to Virginia. This was an important victory for the Union. The South lost its best chance to gain international recognition and support. The defeat convinced Lincoln that it was time to end slavery in the South.

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#### Discussion Question

Why was the Battle of Antietam a turning point in the Civil War? (*The South lost its best chance to gain international recognition and support.*)

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#### V. The Emancipation Proclamation (page 363)

- A.** Democrats opposed the end of slavery. Republicans were divided on the issue. Many were abolitionists. Others, like Lincoln, did not want to lose the loyalty of the slave-holding border states. As Union casualties rose, however, Northerners began to agree that slavery should end.
- B.** In September of 1862, Abraham Lincoln, encouraged by the Union victory at Antietam, announced that he would issue the **Emancipation Proclamation**. This decree would free all enslaved persons in states still in rebellion after January 1, 1863.
- C.** The Emancipation Proclamation changed the Civil War from a conflict over preserving the Union to a war to free the slaves.

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#### Discussion Question

What was the Emancipation Proclamation? (*It was a decree that would free all enslaved persons in states still in rebellion after January 1, 1863.*)

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## Daily Lecture and Discussion Notes

### Chapter 11, Section 3



#### Did You Know?

Clara Barton was called the “Angel of the Battlefield.” She risked her life by passing through front lines to deliver supplies and to nurse wounded Union soldiers. She helped identify thousands of Union soldiers who had died in the South’s Andersonville prison camp. In 1877 Barton founded the American Red Cross, which is still an important relief organization today.

#### I. The Wartime Economies (pages 364–366)

- A. As a result of the collapse of the South’s transportation system and the presence of Union troops in many agricultural regions, the South suffered severe food shortages by the winter of 1862. The food shortages hurt Southern morale and led to riots.
- B. The North had an economic boom because of the war. The increased use of mechanical reapers and mowers made farming possible with fewer workers. Women entered the workforce to fill labor shortages. The North produced an abundance of clothes for its soldiers. The clothing industry profited from government contracts.

#### Discussion Question

How did the war affect the economies of the North and the South? (*The South suffered from wartime inflation and critical shortages, especially food shortages. The North had an economic boom because of the war. The increased use of mechanical reapers and mowers made farming possible with fewer workers. Women entered the workforce to fill labor shortages. The North produced an abundance of clothes for its soldiers. The clothing industry profited from government contracts.*)

#### II. African Americans in the Military (page 366)

- A. African Americans were officially allowed to enlist in the Union army and navy as a result of the Emancipation Proclamation. Thousands of African Americans joined the military. Many believed that serving in the military would help end discrimination.
- B. The 54th Massachusetts was the first African American regiment officially organized in the North.

#### Discussion Question

Why did thousands of African Americans volunteer to join the Union army and navy in 1863? (*The Emancipation Proclamation officially permitted African Americans to enlist. Some African Americans believed that serving in the military would help them overcome discrimination.*)



## Daily Lecture and Discussion Notes

### Chapter 11, Section 3



#### III. Military Life (pages 366–368)

- A. Both Union and Confederate soldiers suffered hardships during the war. Food was tasteless and often scarce. Union soldiers ate **hardtack**, a hard biscuit made of wheat flour.
- B. The Civil War produced huge numbers of casualties. During this time, doctors did not understand infectious germs, so infection spread quickly in field hospitals. Diseases such as smallpox and pneumonia were threats facing Civil War soldiers. Doctors often amputated arms and legs to prevent gangrene and other infections from spreading.
- C. Besides managing family farms and businesses, women contributed to the Civil War by serving as nurses to the wounded at the battlefield.
- D. In 1861 **Elizabeth Blackwell**, the first female physician in the United States, started the nation's first training program for nurses. As a result of her work, the **United States Sanitary Commission** was created. This organization provided medical assistance and supplies to army camps and hospitals.
- E. **Clara Barton** and many other women in both the North and the South nursed soldiers on the battlefield.
- F. The Civil War was a turning point for the nursing profession in the United States.
- G. At first, the Union and the Confederacy agreed to formal prisoner exchanges. After the Emancipation Proclamation, the South refused to recognize freed African Americans as soldiers and would not exchange them for Southern white prisoners. Instead, the South would either re-enslave or execute African American prisoners. In response, Lincoln stopped all prisoner exchanges.
- H. **Andersonville**, a prison in southwest Georgia, had no shade or shelter for its huge population. Conditions in the prison included exposure, overcrowding, lack of food, and disease. Thousands of prisoners died in the camp. **Henry Wirz**, the commandant at Andersonville, was the only person executed for war crimes during the Civil War.

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#### Discussion Question

What role did women play in the Civil War? (*Women managed family farms and businesses and served as nurses on the battlefields.*)

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## Daily Lecture and Discussion Notes

### Chapter 11, Section 4



#### Did You Know?

For six months, General Grant's Union troops around Vicksburg dug ditches in the waist-deep mud, slept in soaked fields, and were plagued with malaria, measles, mumps, and smallpox.

#### I. Vicksburg Falls (pages 369–370)

- A. Union forces wanted to capture Vicksburg, Mississippi, in order to gain control of the Mississippi River and cut the South in two.
- B. To distract the Confederate forces defending Vicksburg, General Grant ordered **Benjamin Grierson** to take a troop on a cavalry raid through Mississippi. This enabled Grant to land his troops south of Vicksburg.
- C. As the Union troops marched toward Vicksburg, General Grant ordered his troops to live off the country by **foraging**—searching and raiding for food. Grant's troops captured the town of Jackson and proceeded west. The march ended by driving Confederate troops back into their defenses at Vicksburg.
- D. Grant and his Union forces put Vicksburg under **siege**—cut off its food and supplies and bombarded the city—until the Confederate troops surrendered on July 4, 1863. The Union victory cut the Confederacy in two.

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#### Discussion Question

Why was the capture of Vicksburg an important part of the Union's strategy? (*By capturing Vicksburg, the Union forces gained control of the Mississippi River and it cut the South in two.*)

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#### II. The Road to Gettysburg (pages 370–372)

- A. President Lincoln fired General McClellan because he did not destroy Robert E. Lee's army at Antietam. Lincoln gave command of the Union army to General **Ambrose Burnside**.
- B. Burnside ordered his troops to attack Lee's troops entrenched on the hills south of Fredericksburg, Virginia. The Union troops suffered enormous casualties. Lincoln replaced Burnside with General **Joseph Hooker**.
- C. General Hooker divided his troops and left a large force at Fredericksburg to keep Lee's troops from moving. Hooker took the rest of his army west behind Lee's troops to attack them from the rear. Lee, however, knew what Hooker was doing, so Lee also divided his troops. Lee's troops attacked Hooker's troops near Chancellorsville. After Lee's army defeated the Union forces, Hooker decided to retreat.





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- D.** In June 1863, Lee and his troops invaded Pennsylvania. When Hooker failed to stop Lee, Lincoln removed Hooker and replaced him with General **George Meade**.
- E.** General Meade and his troops headed north to stop Lee. Some of Lee's troops went to Gettysburg. There they met Union cavalry. On July 1, 1863, the Confederates pushed the Union troops out of Gettysburg and into the hills to the south. The main troops of both armies went to the scene of the fighting.
- F.** On July 2 Lee attacked. The Union forces held their ground. On July 3, Lee ordered 15,000 men under the command of General George E. Pickett and General A.P. Hill to attack the Union troops. Pickett's forces led the attack. This became known as **Pickett's Charge**. The Confederate troops marched across open farmland toward the ridge where Union forces stood. In less than half an hour of fighting, the Union forces used cannons and guns to inflict 7,000 casualties on the Confederate force.
- G.** The Union forces had 23,000 casualties at Gettysburg. The Confederates had 28,000 casualties—a third of Lee's army. The Battle of Gettysburg was the turning point of the war.
- H.** President Lincoln came to Gettysburg in November 1863, to dedicate part of the battlefield as a military cemetery. Lincoln's Gettysburg Address became one of the best-known speeches in American history.

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#### Discussion Question

Why was the Battle of Gettysburg the turning point of the Civil War? (*The Battle of Gettysburg cost General Lee a third of his Confederate forces. For the rest of the war, Lee's forces remained on the defensive, slowly giving ground to the advancing Union army. The Union's victory strengthened the Republicans politically and ensured that the British would not recognize the Confederacy.*)

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### III. Grant Secures Tennessee (pages 372–373)

- A.** The Union wanted to capture Chattanooga in order to control a major railroad running south to Atlanta, Georgia.
- B.** In September 1863, Union General Rosecrans forced the Confederates to evacuate Chattanooga. When Rosecrans's forces advanced into Georgia, Confederate General Bragg and his forces attacked them at Chickamauga Creek. The Union forces retreated back to Chattanooga.
- C.** Lincoln sent General Meade and his forces to Chattanooga to help Rosecrans.



## Daily Lecture and Discussion Notes

### Chapter 11, Section 4



- D.** Lincoln reorganized the military in the west and made General Grant the overall commander. Grant took charge at the Battle of Chattanooga. The Union forces attacked and defeated the Confederates on Lookout Mountain. Grant ordered General **William Tecumseh Sherman** to attack Confederates north of Missionary Ridge. This attack failed, so Grant ordered forces under General George Thomas to launch a limited attack on Missionary Ridge. The quick, surprise charge on Missionary Ridge caused the Confederates to retreat. The Union army gained Chattanooga.
- E.** Lincoln appointed General Grant general in chief of the Union forces for his important victories at Vicksburg and at Chattanooga.

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#### Discussion Question

Why was General Grant appointed general in chief of the Union forces? (*He had captured Vicksburg, which gave the Union control of the Mississippi River, and he had captured Chattanooga, which secured eastern Tennessee and cleared the way for an invasion of Georgia. These were two crucial objectives for the Union.*)

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## Daily Lecture and Discussion Notes

### Chapter 11, Section 5



**Did You Know?** About 620,000 soldiers died in the Civil War—360,000 Union soldiers and 260,000 Confederate soldiers. The total sum of soldiers killed in the Civil War is almost as many as the combined American dead in all other American wars from the American Revolution to the Vietnam War.

#### I. Grant Versus Lee (pages 376–377)

- A. General Grant started a campaign against General Robert E. Lee's forces in which warfare would continue without pause. The first battle was fought in the Wilderness near Fredericksburg, Virginia. Next, Grant and his forces battled the Confederates near Spotsylvania. Grant was unable to break the Confederate lines there, so he headed toward Cold Harbor, an important crossroads northeast of Richmond. Grant launched an all-out assault on Lee's forces. Lee stopped Grant, whose army had suffered heavy casualties.
- B. General Grant ordered General **Philip Sheridan** and his cavalry to raid north and west of Richmond. Grant then headed south past Richmond to cross the James River. Grant ordered his troops to put Petersburg under siege.

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#### Discussion Question

How did the Union strategy change under the command of General Grant? (*He decided to relentlessly attack Lee's forces until the South surrendered.*)

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#### II. Union Victories in the South (pages 378–379)

- A. On August 5, 1864, the Union navy led by David Farragut closed the port of Mobile, Alabama. It was the last major Confederate port on the Gulf of Mexico east of the Mississippi River.
- B. Union General Sherman marched his troops from Chattanooga toward Atlanta. In late August 1864, Sherman's troops cut the roads and railroads leading to Atlanta. His troops heated the rails and twisted them into snarls of steel nicknamed "**Sherman neckties.**" Confederate General John B. Hood evacuated Atlanta on September 1.
- C. Sherman and his troops occupied Atlanta. Sherman ordered all civilians to leave Atlanta. His troops burned everything in the city of military value. The fires quickly spread and burned down more than a third of Atlanta.
- D. On November 15, 1864, Sherman began his **March to the Sea**. His troops cut a path of destruction through Georgia in which they ransacked homes, burned crops, and killed cattle. They reached the coast and seized Savannah on December 21, 1864.



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### Chapter 11, Section 5



- E.** After reaching the sea, Sherman and his troops turned north toward South Carolina. The Union troops **pillaged**, or looted, almost everything in their path. They burned at least 12 cities, including South Carolina's capital—Columbia.

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#### Discussion Question

What was Sherman's March to the Sea? (*His troops cut a path of destruction through Georgia in which they ransacked homes, burned crops, and killed cattle.*)

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### III. The South Surrenders (pages 379–380)

- A.** The Democrats nominated General George McClellan as their presidential candidate in the 1864 election. He promised to stop the war and negotiate with the South to restore the Union peacefully.
- B.** The capture of Atlanta came in time for Lincoln's re-election. He won with 55 percent of the popular vote. Lincoln considered his re-election a **mandate**, or a clear sign from the voters, to end slavery by amending the Constitution.
- C.** The **Thirteenth Amendment** to the Constitution, banning slavery in the United States, passed the House of Representatives on January 31, 1865.
- D.** General Robert E. Lee surrendered to General Grant at **Appomattox Courthouse** on April 9, 1865.
- E.** The terms of surrender guaranteed that the United States would not prosecute Confederate soldiers for treason.
- F.** Lincoln gave a speech in which he explained his plan for restoring the Southern states in the Union.
- G.** On April 14, 1865, **John Wilkes Booth** shot and killed Abraham Lincoln at Ford's Theater. Lincoln's death shocked the nation.
- H.** The Civil War saved the Union and strengthened the power of the federal government over the states. It changed American society by ending the enslavement of African Americans. The South's society and economy were devastated.

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#### Discussion Question

What were the effects of the Civil War? (*The Civil War saved the Union and strengthened the power of the federal government over the states. It changed American society by ending the enslavement of African Americans. The South's society and economy were devastated.*)

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## Daily Lecture and Discussion Notes

### Chapter 12, Section 1



#### Did You Know?

Howard University in Washington, D.C., was founded in 1867 by the Freedmen's Bureau in order to educate newly freed slaves and their descendants. Today it is the largest predominantly African American university in the United States. The school offers degrees in professions such as law, medicine, dentistry, religion, engineering, architecture, and social work. The school has a large collection of materials on African American life and history in the United States.

#### I. The Reconstruction Battle Begins (pages 386–389)

- A. Union troops and cannons had devastated most Southern cities and the South's economy.
- B. The president and Congress had to deal with **Reconstruction**, or rebuilding the South after the Civil War. They also had to decide under what terms and conditions the former Confederate states would rejoin the Union.
- C. President Lincoln's Proclamation of Amnesty and Reconstruction called for a general **amnesty**, or pardon, to all Southerners who took an oath of loyalty to the United States and accepted the Union's proclamations concerning slavery. After ten percent of the state's voters in the 1860 presidential election had taken the oath, the state could organize a new state government.
- D. The **Radical Republicans** in Congress, led by Representative **Thaddeus Stevens** of Pennsylvania and Senator Charles Sumner of Massachusetts, did not want to reconcile with the South.
- E. The Radical Republicans had three main goals. They wanted to prevent the Confederate leaders from returning to power after the war. They wanted the Republican Party to become powerful in the South. They wanted the federal government to help African Americans achieve political equality by guaranteeing them the right to vote in the South.
- F. Moderate Republicans thought Lincoln's plan was too lenient on the South and the Radical Republicans' plan was too harsh. By the summer of 1864, the moderates and the radicals came up with a plan that they both could support. The **Wade-Davis Bill** was introduced and passed in Congress. Lincoln thought the plan was too harsh, so he blocked the bill with a **pocket veto**. He did this by letting the session of Congress expire without signing the bill.



## Daily Lecture and Discussion Notes

### Chapter 12, Section 1



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#### Discussion Question

What were the differences between Lincoln's Proclamation of Amnesty and Reconstruction and the Wade-Davis Bill? (*President Lincoln's Proclamation of Amnesty and Reconstruction called for a general pardon to all Southerners who took an oath of loyalty to the United States and accepted the Union's proclamations concerning slavery. After ten percent of the state's voters in the 1860 presidential election had taken the oath, the state could organize a new state government. The Wade-Davis Bill required the majority of adult white men in a former Confederate state to take an oath of allegiance to the Union. The state could then hold a constitutional convention to create a new state government. Each state's convention would then have to abolish slavery, repudiate all debts the state had acquired as part of the Confederacy, and deprive any former Confederate government officials and military officers the right to vote or hold office.*)

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#### II. The Freedmen's Bureau (page 389)

- A.** Thousands of freed African Americans, known as **freedmen**, had followed General Sherman and his troops as they marched through Georgia and South Carolina. To help the freed people get food, Sherman set them up on plantation land along the South Carolina coast.
- B.** As a result of the refugee crisis, Congress established the **Freedmen's Bureau**. The Bureau was to feed and clothe war refugees in the South using army surplus supplies. It also helped freedmen find work and negotiated pay and hours worked on plantations.
- C.** The Freedmen's Bureau made a lasting contribution in education. The Bureau provided schools, paid teachers, and helped establish colleges for training African American teachers.
- D.** Many freed African Americans served in the U.S. Cavalry after 1866; most were stationed in the southwestern United States and were called "buffalo soldiers."

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#### Discussion Question

Why did Congress establish the Freedmen's Bureau? (*The Freedmen's Bureau was to feed and clothe war refugees in the South using army surplus supplies. It also helped freedmen find work and negotiated pay and hours worked on plantations. The Bureau provided schools, paid teachers, and helped establish colleges for training African American teachers.*)

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## Daily Lecture and Discussion Notes

### Chapter 12, Section 2



#### Did You Know?

In 1866 the House of Representatives brought 11 articles of impeachment against President Andrew Johnson. Tickets of admission to the president's Senate trial were sold. In 1974 President Richard M. Nixon was charged with 3 articles of impeachment. Nixon resigned from office before there was a trial in the Senate. In 1998 the House of Representatives brought 2 articles of impeachment against President Bill Clinton. Like Andrew Johnson, Bill Clinton was not convicted.

#### I. Johnson Takes Office (pages 391–393)

- A. Vice President Andrew Johnson became president after Abraham Lincoln's assassination. Johnson agreed with Lincoln that a moderate policy was needed to bring the South back to the Union.
- B. In May 1865, Andrew Johnson issued a new Proclamation of Amnesty. This plan offered to pardon all former citizens of the Confederacy who took an oath of loyalty to the Union and to return their property. Excluded from the plan were all former Confederate officers and officials and all former Confederates who owned property worth more than \$20,000. These people could individually ask the president for a pardon.
- C. Johnson's plan to restore the South to the Union included having each former Confederate state call a constitutional convention to repeal its order to secede and to ratify the Thirteenth Amendment abolishing slavery. They also had to reject all debts acquired during the Civil War. The Southern states, for the most part, met Johnson's conditions.
- D. Johnson granted pardons to thousands of Southerners. Many members of Congress were angry that several former Confederate officers and political leaders were elected to Congress. Radical and moderate Republicans voted to reject these new members of Congress.
- E. The new Southern state legislatures passed laws, known as **black codes**, that severely limited African Americans' rights in the South. The codes varied from state to state, but in general, they were written with the intention of keeping African Americans in conditions similar to slavery. The black codes enraged Northerners.



## Daily Lecture and Discussion Notes

### Chapter 12, Section 2



#### Discussion Question

What was President Andrew Johnson's plan for restoring the South to the Union?  
*(Johnson's plan to restore the South to the Union included having each former Confederate state call a constitutional convention to repeal its order to secede and to ratify the Thirteenth Amendment abolishing slavery. They also had to reject all debts acquired during the Civil War.)*

## II. Radical Republicans Take Control (pages 393–395)

- A.** In late 1865, House and Senate Republicans created a Joint Committee on Reconstruction to develop their own program for rebuilding the Union.
- B.** In March 1866, Congress passed the **Civil Rights Act** of 1866. The act gave citizenship to all persons born in the United States, except Native Americans. It allowed African Americans to own property and be treated equally in court. It granted the U.S. government the right to sue people who violated these rights.
- C.** The **Fourteenth Amendment** granted citizenship to all persons born or naturalized in the United States. It said that no state could deprive any person of life, liberty, or property "without due process of law." No state could deny any person "equal protection of the laws." Congress passed the amendment in June 1866. It was sent to the states for ratification.
- D.** The Fourteenth Amendment became the major issue in the congressional election of 1866. President Andrew Johnson was against the amendment. He wanted Northern voters to elect a new majority in Congress that would support his plan for Reconstruction. Increased violence against African Americans and their supporters erupted in the South. The Republicans won a three-to-one majority in Congress.
- E.** In March 1867, Congress passed the **Military Reconstruction Act**. This act did away with Johnson's reconstruction programs. The act divided the former Confederate states, except Tennessee because it had ratified the Fourteenth Amendment, into five military districts. Each former Confederate state had to hold another constitutional convention to write a constitution Congress would accept. The constitution had to give the right to vote to all adult male citizens. After the state ratified its new constitution, it had to ratify the Fourteenth Amendment. Then the state could elect people to Congress.
- F.** The Republicans feared that President Johnson would refuse to enforce the Military Reconstruction Act. Congress passed the Command of the Army Act, which required all orders from the president to go through the headquarters of the general of the army. Congress also passed the **Tenure of Office Act**, which required the Senate to approve the removal of any government official whose appointment had required the Senate's approval.





## Daily Lecture and Discussion Notes

### Chapter 12, Section 2



- G.** Secretary of War Edwin M. Stanton agreed with the Radical Republican Reconstruction plan. On February 21, 1868, President Johnson challenged the Tenure of Office Act by firing Stanton.
- H.** After Johnson fired Stanton, the House of Representatives voted to **impeach** Johnson. They charged Johnson with breaking the law by refusing to uphold the Tenure of Office Act and with trying to undermine the Reconstruction program. After more than two months of debate, the Senate vote was one vote short for conviction.
- I.** The impeachment took away what little power President Johnson had left. He did not run for election in 1868. General Ulysses S. Grant was the Republican candidate. The presence of Union soldiers in the South helped African Americans vote in large numbers. Grant easily won the election. Republicans kept majorities in both houses of Congress.
- J.** The Republican-led Congress passed the **Fifteenth Amendment** to the Constitution. This amendment said that the right to vote could not be denied on account of race, color, or previous servitude. The amendment became part of the Constitution in 1870.

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#### Discussion Question

How did Radical Reconstruction affect the South? (*It changed Southern politics by bringing hundreds of thousands of African Americans into the political process for the first time. It began to change Southern society.*)

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## Daily Lecture and Discussion Notes

### Chapter 12, Section 3



#### Did You Know?

In the 1870s, Reconstruction governments started public school systems for both Southern whites and African Americans. Within a few years, about 50 percent of white children and about 40 percent of African American children attended public school. For the most part, white and African American students attended separate schools. Only three states—Louisiana, South Carolina, and Florida—required that the schools be integrated, but the laws were not enforced.

#### I. Republican Rule in the South (pages 398–400)

- A. By 1870 all former Confederate states had rejoined the Union.
- B. During Reconstruction, many Northerners moved to the South. Many were elected or appointed to positions in the state governments. Southerners referred to these Northerners as **carpetbaggers** because some brought suitcases made of carpet fabric. Many Southerners viewed the Northerners as intruders who wanted to profit from the South's postwar troubles.
- C. Southerners disliked **scalawags**—white Southerners who worked with the Republicans and supported Reconstruction.
- D. Thousands of formerly enslaved people took part in governing the South. They were delegates to state conventions, local officials, and state and federal legislators. **Joseph Rainey** became the first African American elected to the House of Representatives. **Hiram Revels** became the first African American in the United States Senate.
- E. The Republican Party became powerful in the South and started many major reforms. The reforms included repealing the black codes, making many more state offices elective, and establishing a system of public schools.
- F. To pay for Republican reforms, many Southern state governments borrowed money and imposed high property taxes.
- G. Some Republicans in the South were corrupt. **Graft**, or getting money illegally through politics, was common in both the South and the North.

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#### Discussion Question

What kinds of reforms did the Republican Party institute in the South? (*The reforms included repealing the black codes; making many more state offices elective; establishing state hospitals and institutions; rebuilding roads, railways, and bridges; providing funds for the construction of new railroads and industries in the South; and establishing a system of public schools.*)



## Daily Lecture and Discussion Notes

### Chapter 12, Section 3



#### II. African American Communities (pages 400–401)

- A. Many formerly enslaved African Americans attended schools in the South during Reconstruction. An important network of African American colleges and universities began to grow in the South.
- B. African Americans in the South established churches, which served as the center of many African American communities. African Americans established thousands of other organizations to help and support each other.

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#### Discussion Question

How did African Americans work to improve their lives during Reconstruction? (*They worked to gain an education, and they established their own churches and social organizations to help and support each other.*)

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#### III. Southern Resistance (pages 401–402)

- A. Many Southern whites resented African Americans and the “Black Republican” governments. Some Southerners organized secret societies such as the Ku Klux Klan. The Klan’s goal was to drive out the Union troops and carpetbaggers and regain control of the South for the Democratic Party.
- B. Klan members terrorized supporters of the Republican governments. Republicans and African Americans formed their own militia groups to fight back.
- C. In 1870 and 1871, Congress passed three Enforcement Acts to end the violence in the South. The first act made it a federal crime to interfere with a citizen’s right to vote. The second act put federal elections under the supervision of federal marshals. The third act—the **Ku Klux Klan Act**—made the activities of the Ku Klux Klan illegal.

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#### Discussion Question

What were the provisions of the Enforcement Acts? (*The first act made it a federal crime to interfere with a citizen’s right to vote. The second act put federal elections under the supervision of federal marshals. The third act, the Ku Klux Klan Act, made the activities of the Ku Klux Klan illegal.*)

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## Daily Lecture and Discussion Notes

### Chapter 12, Section 4



#### Did You Know?

As a result of Reconstruction, most Southern whites became firm supporters of the Democratic Party. For more than 40 years after Reconstruction, no Republican presidential candidate received a majority of votes in any state in the “Solid South.”

#### I. The Grant Administration (pages 403–405)

- A.** As commander of the Union forces, Ulysses S. Grant had led the North to victory in the Civil War. He had little political experience, however. He believed his only role as president was to carry out the laws. He let Congress develop policy. This left the president weak and ineffective. It also helped divide the Republican Party and undermined public support for Reconstruction.
- B.** During Grant’s first term in office, the Republican-controlled Congress continued to enforce Reconstruction. At the same time, it worked to expand programs to promote commerce and industry. It kept tariffs high, tightened banking regulations, and increased federal spending on railroads, port facilities, and the postal system. It also kept in place the **sin taxes**—taxes on alcohol and tobacco.
- C.** Democrats attacked the Republican economic policies, saying that the policies benefited wealthy Americans at the expense of the poor. Liberal Republicans agreed with the Democrats and left the Republican Party in 1872. The Liberal Republicans and the Democratic Party nominated the influential newspaper publisher, **Horace Greeley**, for president.
- D.** Despite the split in his own party, Ulysses S. Grant, the Republican candidate, won the election of 1872.
- E.** Grant’s second term of office was badly hurt by a series of scandals. Grant’s secretary of war accepted bribes from merchants operating at army posts. In 1875 the “**Whiskey Ring**” scandal involved a group of government officials, including Grant’s private secretary, and distillers in St. Louis who cheated the government by filing false tax reports.
- F.** A series of bad railroad investments forced the powerful banking firm of Jay Cooke and Company to declare bankruptcy. A wave of fear known as the **Panic of 1873** caused many small banks to close and the stock market to fall. Thousands of businesses closed, and tens of thousands of Americans became unemployed.
- G.** In 1874 Democrats won control of the House of Representatives and gained seats in the Senate.

## Daily Lecture and Discussion Notes

### Chapter 12, Section 4



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#### Discussion Question

What two factors hurt the Republican Party during Grant's administration? (*The scandals in the Grant administration and the deepening economic depression hurt the Republican Party.*)

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#### II. Reconstruction Ends (pages 405–406)

- A.** During the 1870s, Democrats worked to “redeem” the South and regain control of state and local governments from the Republicans. They formed militia groups that intimidated African Americans and white Republican voters. Some Democrats were involved in election fraud. Southern Democrats appealed to white racism and defined the elections as a struggle between whites and African Americans. By 1876 the Democrats had control of most Southern state legislatures.
- B.** The Republican candidate in the election of 1876 was **Rutherford B. Hayes**. Hayes wanted to end Radical Reconstruction. The Democratic candidate was **Samuel Tilden**, the former governor of New York. Neither candidate won a majority of electoral votes. There was so much election fraud that it was hard to tell who had won. Congress appointed a commission to decide the outcome of the election. The commission said that Hayes won the election.
- C.** Congress approved the commissions finding and Hayes became president. The outcome of the election is known as the **Compromise of 1877**. It is believed that to get Southern Democrats in Congress to agree to Hayes as president, the compromise included the promise by the Republicans to pull federal troops out of the South.
- D.** Hayes pulled federal troops out of the South. This ended Republican governments and Reconstruction in the South.

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#### Discussion Question

How did Democrats “redeem” the South? (*Democrats worked to “redeem” the South and regain control of state and local governments from the Republicans. They formed militia groups that intimidated African Americans and white Republican voters. Some Democrats were involved in election fraud. Southern Democrats appealed to white racism and defined the elections as a struggle between whites and African Americans. It is believed that to get Southern Democrats in Congress to agree to Hayes as president, the Compromise of 1877 included the promise by the Republicans to pull federal troops out of the South. Hayes pulled federal troops out of the South. This ended Republican governments and Reconstruction in the South.*)

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## Daily Lecture and Discussion Notes

### Chapter 12, Section 4



#### III. A “New South” Arises (pages 406–407)

- A. During his inaugural speech in March 1877, President Hayes expressed his desire to move the country beyond Reconstruction. He also wanted to put an end to the nation’s regional differences.
- B. Many Southern leaders realized the South could never return to the pre-Civil War agricultural economy dominated by the planter elite. Instead, these Southerners wanted a “New South” with a strong industrial economy.
- C. An alliance between powerful white Southerners and Northerner financiers brought great economic changes to parts of the South. Capital from Northerners built railroads. By 1890 almost 40,000 miles of railroad track crisscrossed the South, nearly four times the amount that existed in 1860.
- D. Southern industry also grew. Iron and steel industries, tobacco processing, and cotton mills developed in parts of the South.
- E. Many parts of the South still based their economies on agriculture, however. Most African Americans had little political power and worked under difficult and unfair conditions. For them, the end of Reconstruction meant a return to the “Old South.” Their hopes of being granted their own land collapsed.
- F. After Reconstruction ended, African Americans returned to plantations owned by whites, where they worked for wages or became **tenant farmers**, paying rent for the land they farmed.
- G. Most tenant farmers ended up becoming **sharecroppers**. They paid a share of their crops to cover their rent and farming costs. Sharecroppers obtained other farm supplies from country stores and **furnishing merchants**. Sharecroppers bought the supplies on credit at high interest rates. To get the money from the sharecroppers, the law allowed merchants to put **crop liens** on the crops. This meant that the merchants could take some of the crops to pay the debts.
- H. The crop lien system led to **debt peonage**. Sharecroppers became trapped on the land because they could not make enough money to pay off their debts and leave. Declaring bankruptcy was not an option, because failure to pay off debts could lead to imprisonment or forced labor.

## Daily Lecture and Discussion Notes

### Chapter 12, Section 4



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#### Discussion Question

Why did many Southerners want a “New South?” (*They realized that the South could never return to the pre-Civil War agricultural economy. Instead they were convinced that the region had to develop a strong industrial economy.*)

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## Daily Lecture and Discussion Notes

### Chapter 13, Section 1



#### Did You Know?

Some cattle ranches in the West were enormous, covering more land than Massachusetts and Vermont put together.

#### I. Growth of the Mining Industry (pages 414–416)

- A. The growing industries in the East needed the West's rich deposits of gold, silver, and copper. These deposits brought settlers to the West's mountain states.
- B. Prospectors used simple equipment like picks, shovels, and pans to mine the shallow deposits of ore by hand. This process is known as **placer mining**. Corporations dug deep beneath the surface to mine the deposits of ore in a process known as **quartz mining**.
- C. In 1859 prospector **Henry Comstock** staked a claim for a silver mine in Six-Mile Canyon, Nevada. This caused Virginia City, Nevada, to go from an outpost to a boomtown almost overnight. Several years later, the mines ran out of silver and the boomtown became a ghost town. The cycle of boom and bust was repeated throughout the mountainous West.
- D. During boom times, crime was a serious problem. **Vigilance committees** formed to track down and punish wrongdoers.
- E. Mining helped the growth of Colorado, the Dakota Territory, and Montana. Mining in Colorado spurred the building of railroads through the Rocky Mountains. Denver became the supply point for the mining areas and the second largest city in the West after San Francisco.

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#### Discussion Question

How did the mining industry affect towns and cities in the West? (*Mining caused a cycle of boom and bust—from boomtown to ghost town. During booms, crime was a serious problem. Vigilance committees formed to track down and punish wrongdoers. The mining industry in Colorado led to the building of railroads through the Rocky Mountains. Denver became the supply point for the mining areas and the second largest city in the West.*)

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#### II. Ranching and Cattle Drives (pages 416–419)

- A. After the Civil War, many Americans began building large cattle ranches on the Great Plains. The Texas longhorn was a breed of cattle that could survive the harsh climate of the plains.





## Daily Lecture and Discussion Notes

### Chapter 13, Section 1



- B.** The cattle ranching industry grew in part because of the **open range**—vast areas of grasslands owned by the federal government. Cattle raisers could graze their herds free of charge and without boundaries.
- C.** During the Civil War, large numbers of eastern cattle were slaughtered to feed the Union and Confederate armies. After the war, beef prices soared. This made it worthwhile to round up the longhorns.
- D.** The first **long drive** in 1866 across the Great Plains to the railroad in Sedalia, Missouri, proved that cattle could be driven north to the rail lines and sold for 10 times the price they could get in Texas.
- E.** The major route for moving cattle was the **Chisholm Trail** that went from Texas to Abilene, Kansas.
- F.** A long drive began with the spring roundup to collect cattle from the open range. The cattle were divided and branded. Then cowboys moved the herds of cattle along the trails to the rail lines. Most cowboys were former Confederate army soldiers, a few were Hispanic, and many were African American.
- G.** The long cattle drives ended, in part, when the open range was largely fenced off with **barbed wire**. Investors from the East and from Britain put money into the cattle business, causing an oversupply of animals on the market. Prices for cattle greatly dropped. Many ranchers went bankrupt. Also, the harsh winters of 1886–1887 killed many cattle.

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#### Discussion Question

How did the invention and use of barbed wire affect the cattle industry? (*The long cattle drives and open grazing ended when the open range was largely fenced off with barbed wire.*)

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## Daily Lecture and Discussion Notes

### Chapter 13, Section 2



**Did You Know?** Almost every map published between 1820 and 1860 labeled the Great Plains as “the Great American Desert.” Settlement of the region became possible in part because of new drilling machines that could drill wells deep in the earth for water.

#### I. Geography of the Plains (pages 420–421)

- A. The **Great Plains** region extends westward to the Rocky Mountains from around the 100th meridian—an imaginary line running north and south from the central Dakotas through western Texas.
- B. Rainfall on the Great Plains averages less than 20 inches per year. Trees only grow naturally along rivers and streams and on hilltops.
- C. Huge herds of buffalo once grazed on the prairie grasses of the Great Plains.
- D. Major **Stephen Long** explored the Great Plains with an army expedition in 1819. He called it the “Great American Desert” and said it was almost entirely unfit for farming.

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#### Discussion Question

What is the geography of the Great Plains? (*The Great Plains region extends westward to the Rocky Mountains from around the 100th meridian—an imaginary line running north and south from the central Dakotas through western Texas. Rainfall averages less than 20 inches per year. Trees only grow naturally along rivers and streams and on hilltops.*)

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#### II. The Beginnings of Settlement (page 421)

- A. Railroads provided easy access to the Great Plains. Railroad companies sold land along the rail lines at low prices and provided credit.
- B. The federal government helped settle the Great Plains by passing the **Homestead Act** in 1862. For \$10, a settler could file for a **homestead**, or a tract of public land available for settlement. The homesteader could get up to 160 acres of public land and could receive title of it after living there five years.
- C. Settlers on the Plains found life very difficult. The environment was harsh, with summer temperatures soaring over 100°F and winter bringing blizzards and extreme cold. Prairie fires and swarms of grasshoppers were a danger and a threat.



## Daily Lecture and Discussion Notes

### Chapter 13, Section 2



#### Discussion Question

How did the railroads and the federal government help settle the Great Plains?  
*(Railroads provided easy access to the Great Plains. Railroad companies sold land along the rail lines at low prices and provided credit. The federal government passed the Homestead Act in 1862. For \$10, a settler could file for a homestead. The homesteader could get up to 160 acres of public land and could receive title of it after living there five years.)*

### III. The Wheat Belt (pages 422–423)

- A. Many inventions and new farming methods made farming on the Great Plains very profitable.
- B. Farmers on the Great Plains used the **dry farming** method—planting seeds deep in the ground where there was enough moisture for them to grow.
- C. By the 1860s, farmers on the Great Plains were using newly designed steel plows, seed drills, reapers, and threshing machines. These machines made dry farming possible. Farmers could work large tracts of land with the machines.
- D. Farmers who plowed the soil on the Great Plains were called **sodbusters**. Many of them lost their homesteads because of drought, wind erosion, and overuse of the land.
- E. During the 1860s and 1870s, new technology, such as the mechanical reapers and binders and threshing machines, made farming more profitable. The innovations were also well suited for harvesting wheat.
- F. Wheat withstood drought better than other crops, so it became the most important crop on the Great Plains. Wheat farmers from Minnesota and other Midwestern states moved to the Great Plains in large numbers to take advantage of the inexpensive land and the new farming technology. The **Wheat Belt** began at the eastern edge of the Great Plains and included much of the Dakotas and the western parts of Nebraska and Kansas.
- G. Some wheat farms, called **bonanza farms**, were much larger than single-family farms and covered up to 50,000 acres. These farms often brought the owners large profits.
- H. Several events caused Great Plains farmers to fall on hard times. In the 1890s, a glut of wheat caused prices to drop. Some farmers lost their land because they could not repay bank loans they had taken out. A prolonged drought that began in the 1880s destroyed crops and farms, forcing some farmers to return to the East.



## Daily Lecture and Discussion Notes

### Chapter 13, Section 2



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#### Discussion Question

Why did much of the Great Plains region become the Wheat Belt? (*Wheat withstood drought better than other crops, so it became the most important crop on the Great Plains. Wheat farmers from Minnesota and other Midwestern states moved to the Great Plains in large numbers to take advantage of the inexpensive land and the new farming technology.*)

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#### IV. Closing the Frontier (page 423)

- A. On April 22, 1889, the government opened for settlement the land that later became the state of Oklahoma. Within hours 10,000 people raced to stake claims in an event known as the Oklahoma Land Rush.
- B. In 1890 the Census Bureau reported that the frontier was closing. This news concerned those who believed that land at the frontier provided a place for Americans to make a fresh start.
- C. Many settlers in the Great Plains did make a fresh start. They adapted to the environment by getting water from deep wells and getting supplies and building materials that the railroads had shipped.

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#### Discussion Question

Why was the Census Bureau's report of 1890 disturbing to some people? (*The news that the frontier was closing concerned those who believed that the frontier offered a place for Americans to make a fresh start.*)

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## Daily Lecture and Discussion Notes

### Chapter 13, Section 3



#### Did You Know?

Today Native Americans are free to live wherever they want. About half of the Native American population chooses to live on reservations. Many of them live there so they can practice and preserve their traditional customs.

#### I. Culture of the Plains Indians (pages 425–426)

- A. Some Native American nations of the Great Plains lived in communities and farmed and hunted. Most Native Americans of the Great Plains were **nomads** who moved from place to place in search of food. They followed the herds of buffalo.
- B. Native American groups of the Great Plains had several things in common. They lived in extended family networks and had a close relationship with nature. They were divided into bands with a governing council. Most Native American groups practiced a religion based on a belief in the spiritual power of the natural world.

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#### Discussion Question

What was the culture of the Great Plains Indians? (*Some Native Americans of the Great Plains lived in communities and farmed and hunted. Most Native Americans of the Great Plains were nomads who followed herds of buffalo. Native American groups lived in extended family networks and had a close relationship with nature. They were divided into bands with a governing council. They practiced a religion based on a belief in the spiritual power of the natural world.*)

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#### II. Cultures Under Pressure (pages 426–428)

- A. Native Americans had been under pressure for years from advancing white settlement. In 1862 the Sioux in Minnesota launched a major uprising.
- B. The Dakota Sioux agreed to live on a small reservation in Minnesota, in exchange for **annuities** paid by the federal government to the reservation dwellers. The annuities were very small and often taken from them by American traders. In 1862 Congress delayed payments of the annuities. Some Sioux began starving. Chief **Little Crow** asked traders to give his people food on credit. His request was denied. The Dakota began an uprising that led to the deaths of hundreds of settlers.
- C. The U.S. army sent patrols into the northern Great Plains to prevent further uprisings among the Sioux there. The Lakota Sioux were nomads who feared losing their hunting grounds. In December 1866, Chief Red Cloud's forces defeated a U.S. army detachment in Montana in what is called **Fetterman's Massacre**.



## Daily Lecture and Discussion Notes

### Chapter 13, Section 3



- D.** In the 1860s, tensions between the Cheyenne and Arapaho Native Americans and the miners in Colorado increased. Bands of Native Americans attacked wagon trains and ranches in Colorado. The territorial governor ordered the Native Americans to peacefully surrender at Fort Lyon. Chief Black Kettle brought hundreds of Cheyenne to the fort to negotiate. Instead of negotiating peace with the Cheyenne, the U.S. army attacked them in what has become known as the **Sand Creek Massacre**.
- E.** In 1867 Congress formed an **Indian Peace Commission**, which proposed creating two large reservations on the Plains. The Bureau of Indian Affairs would run the reservations. The U.S. army would deal with any groups that did not report to or remain on the reservations.
- F.** This plan was doomed to failure. Signing treaties did not ensure that the government or Native Americans would abide by their terms.

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#### Discussion Question

What events led to the formation of the Indian Peace Commission? (*Fetterman's Massacre, the Sand Creek Massacre, and several other conflicts between Native Americans of the Plains and white settlers and the U.S. army convinced Congress to create the Indian Peace Commission.*)

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### III. The Last Native American Wars (pages 429–430)

- A.** By the 1870s, buffalo were rapidly disappearing. By 1889 very few buffalo remained. The buffalo were killed by migrants crossing the Great Plains, professional buffalo hunters who wanted their hides, sharpshooters hired by railroads, and hunters who killed them for sport.
- B.** Many Native Americans left their reservations to hunt buffalo on the open plains. In addition, when American settlers violated the treaties, the Native Americans saw no reason to abide by them.
- C.** In 1876 the Lakota left their reservation to hunt near the Bighorn Mountains in southeastern Montana. The U.S. government sent army troops after the Lakota. **George A. Custer**, commander of the Seventh Cavalry, divided his forces and attacked the Lakota and Cheyenne warriors camped at the Little Bighorn River. The Native Americans killed all the soldiers. Sitting Bull and his followers fled to Canada. Other Lakotas were forced to return to the reservation.
- D.** The Nez Perce, led by Chief Joseph, refused to move to a reservation in Idaho in 1877. They fled, but later were forced to surrender and move to Oklahoma.



## Daily Lecture and Discussion Notes

### Chapter 13, Section 3



- E.** At the Lakota Sioux reservation in 1890, the Lakota were ordered by a government agent to stop the **Ghost Dance**—a ritual that was celebrating the hope that the whites would disappear, the buffalo would return, and Native Americans would reunite with their ancestors. The dancers fled the reservation and were chased by the U.S. troops to Wounded Knee Creek. Many Lakota were killed. This was the final Native American resistance to federal authority.

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#### Discussion Question

Why did many Native Americans leave their reservations? *(They preferred hunting buffalo on the open Plains, so they joined others who had left the reservations. Many Native Americans saw no reason to abide by treaties that were violated by the whites.)*

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#### IV. Assimilation (page 430)

- A.** Some Americans had opposed the treatment of Native Americans. Some people thought that the situation between whites and Native Americans could be improved if Native Americans could **assimilate**, or be absorbed into American society as landowners and citizens. This included breaking up reservations into individual **allotments**, where Native Americans would live in families and support themselves. This became the policy when Congress passed the **Dawes Act** in 1887.
- B.** The Dawes Act was a failure. Few Native Americans had the training or enthusiasm for farming or ranching. They found the allotments too small to be profitable. Few Native Americans were willing or able to adopt the American settlers' lifestyles in place of their own culture.

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#### Discussion Question

Why was the idea of assimilation of the Native Americans a failure? *(Few Native Americans had the training or enthusiasm for farming or ranching. They found the allotments too small to be profitable. Few Native Americans were willing or able to adopt the American settlers' lifestyles in place of their own culture.)*

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## Daily Lecture and Discussion Notes

### Chapter 14, Section 1



#### Did You Know?

Alexander Graham Bell taught deaf children. He once told his family that he preferred to be remembered as a teacher rather than as the inventor of the telephone. Bell's father, Alexander Melville Bell, taught deaf-mutes to speak and wrote textbooks on correct speech. As boys, Alexander Graham Bell and his brothers helped their father in public demonstrations of Visible Speech, a code of symbols that indicated what position of the throat, tongue, and lips were used in making sounds.

#### I. The United States Industrializes (pages 436–437)

- A. With the end of the Civil War, American industry expanded and millions of people left their farms to work in mines and factories.
- B. By the early 1900s, the United States had become the world's leading industrial nation. By 1914 the **gross national product (GNP)**, or total value of goods and services produced by a country, was eight times greater than at the end of the Civil War.
- C. Water, timber, coal, iron, and copper are natural resources found in the United States that led to the country's industrial success. Transcontinental railroads increased industrialization by bringing settlers and miners to the West and moving resources to the factories in the East.
- D. Petroleum could be turned into kerosene for lanterns and stoves. The demand for kerosene created the American oil industry. In 1859 **Edwin Drake** drilled the first oil well near Titusville, Pennsylvania. As oil production increased, so did economic expansion.
- E. Between 1860 and 1910, the population of the United States tripled. This provided a large workforce and a greater demand for consumer goods.

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#### Discussion Question

How did the construction of the transcontinental railroad add to an increase in industrialization? (*The railroads brought settlers and miners to the West to work and moved the resources back to the factories in the East.*)

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## Daily Lecture and Discussion Notes

### Chapter 14, Section 1



#### II. Free Enterprise (page 438)

- A. Laissez-faire**, a French phrase that means “let people do as they choose,” was a popular idea in the late 1800s. Many Americans believed the government should not interfere with the economy. Instead, they wanted supply and demand to regulate prices and wages.
- B. Entrepreneurs** risked their capital to organize and run a business. In the late 1800s, entrepreneurs were attracted to manufacturing and transportation fields. As a result, hundreds of factories and thousands of miles of railroad were built.
- C.** Another important source of private capital was Europe. Foreign investors saw more opportunity for profit in the U.S. than they did at home.

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#### Discussion Question

Why was Europe an important source of private capital? (*Foreign investors saw more opportunities for growth and profit in the U.S. than at home.*)

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#### III. Government’s Role in Industrialism (pages 438–439)

- A.** In the late 1800s, state and federal government had a laissez-faire attitude by keeping taxes and spending low and by not imposing regulations on industry. The government did not control wages or prices. It adopted policies to help industry.
- B.** Since the early 1800s, the northeastern states and southern states debated on economic policies. Northerners wanted high tariffs to protect their industries from foreign competition. Southerners opposed tariffs to keep the cost of imported goods down. The Civil War ended the economic debate. After the south seceded, the **Morrill Tariff** was passed, which reversed years of declining tariffs.
- C.** The high tariffs contradicted laissez-faire policies and harmed many Americans. As the United States raised tariffs on foreign products, other countries responded by raising tariffs against American products. American companies who sold goods overseas, especially farmers, were hurt by these high tariffs.
- D.** Many business leaders and members of Congress felt tariffs were necessary to protect American industry against the already established European factories.
- E.** By the early 1900s, American industries were larger and highly competitive. Many business leaders began to encourage free trade, believing they could compete internationally and succeed.

## Daily Lecture and Discussion Notes

### Chapter 14, Section 1



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#### Discussion Question

What were some problems caused by high tariffs? (*When other countries placed high tariffs against American goods, it hurt American companies selling products overseas. Rural American farmers were especially hard hit by the tariffs, causing many of them to leave farms and take factory jobs.*)

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#### IV. New Inventions (pages 439–440)

- A.** New inventions increased America's productivity, which in turn produced wealth and job opportunities.
- B.** In 1876 Scottish-American inventor **Alexander Graham Bell** invented the telephone. In 1877 Bell and his associates organized the Bell Telephone Company, which later became the American Telephone and Telegraph Company (AT&T).
- C.** In the late 1800s, **Thomas Alva Edison** invented or perfected the phonograph, the light bulb, the electric generator, the dictaphone, and the motion picture. In 1882 an Edison company began to transform American society when it started supplying electric power to customers in New York City.
- D.** The clothing industry increased productivity in the mid-1800s with the introduction of the Northrop automatic loom, the power driven sewing machine, and cloth cutters.
- E.** Mass production in the shoe industry allowed large factories to produce shoes more cheaply and efficiently than local cobblers. The savings then resulted in lower prices.
- F.** Technology improved connections among people. In 1866 Cyrus Field laid a telegraph cable across the Atlantic Ocean, providing instant contact between the United States and Europe. Another innovation, the radio, became common in American homes in the 1920s.

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#### Discussion Question

How did technology cause the prices of shoes to go down? (*Large factories could mass-produce shoes more quickly and cheaply than local cobblers could, resulting in lower prices.*)

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## Daily Lecture and Discussion Notes

### Chapter 14, Section 2



**Did You Know?** Working conditions for railroad laborers were very harsh. In 1866 about 5,000 Chinese railroad workers went on strike. They demanded higher wages and a shorter workday. The railroad company surrounded the Chinese workers on strike with strikebreakers and starved them, forcing most of them to return to work.

#### I. Linking the Nation (pages 442–444)

- A. After the Civil War, railroad construction dramatically expanded. In 1862 President Abraham Lincoln signed the **Pacific Railway Act**, which provided for the construction of a transcontinental railroad by the Union Pacific and Central Pacific railroad companies. To encourage rapid construction, the government offered each company land along its right of way.
- B. In 1865 the Union Pacific, under engineer **Grenville Dodge**, pushed westward from Omaha, Nebraska. Weather, labor, money, and engineering problems hampered the project. The workers included Civil War veterans, Irish immigrants, farmers, miners, cooks, and ex-convicts. Camp life was dangerous.
- C. Four merchants known as the “Big Four” invested in the Central Pacific Railroad. They each bought stock in the railroad and eventually made a fortune. One of them, **Leland Stanford**, became governor of California, founded Stanford University, and later became a United States senator.
- D. Because of a labor shortage, the Central Pacific Railroad hired about 10,000 workers from China.

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#### Discussion Question

How did the government encourage rapid construction of the railroads? (*The government offered each railroad company land. Competition occurred between the two railroad companies as each tried to get as much land and money as possible.*)

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#### II. Railroads Spur Growth (pages 444–445)

- A. Railroads encouraged the growth of American industry. They linked the nation and increased the size of markets. The railroad industry stimulated the economy by spending large amounts of money on steel, coal, and timber.



## Daily Lecture and Discussion Notes



### Chapter 14, Section 2

- B.** In the early 1800s, most railways served only local needs, resulting in many unconnected rail lines. Eastern capitalists wanted to create a single rail transit system from the many smaller railroads. Eventually seven systems controlled most of the railroad traffic.
- C.** The most famous railroad consolidator, **Cornelius Vanderbilt**, merged three short New York railroads to form the New York Central in 1869. He was the first to offer direct rail service from New York City to Chicago.
- D.** In 1883 rail service became safer and more reliable when the American Railway Association divided the country into four **time zones**, or regions, where the same time was kept.
- E.** Large integrated railroad systems provided increased efficiency, a decrease in time spent in long distance travel, and it united Americans from different regions.

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#### Discussion Question

What were the benefits of integrated railroad systems? (*Integrated railroad systems were equipped to shift cars from one section of the country to another and made long distance transportation quicker. It also helped unite people from different regions.*)

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### III. The Land Grant System (page 445)

- A.** **Land grants** were given to railroad companies by the federal government to encourage railroad construction.
- B.** Railroad companies like the Union Pacific and Central Pacific were able to cover all their building costs by selling the land to settlers, real estate agencies, and other businesses.

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#### Discussion Question

Why were land grants necessary? (*The building and operating of railroad lines required more money than most private investors could raise on their own.*)

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### IV. Robber Barons (pages 445–446)

- A.** The wealth of railroad entrepreneurs led to accusations that they had acquired their wealth through illegal means. One of the entrepreneurs with the worst reputation was **Jay Gould**, who used information he obtained as a railroad owner to manipulate stock prices to his benefit.



## Daily Lecture and Discussion Notes

### Chapter 14, Section 2



- B.** Railroad investors realized they could make more money through land grants than by running a railroad, so many investors bribed members of Congress to vote for more land grants.
- C.** In 1872 corruption in the railroad system became public with the **Crédit Mobilier** scandal. Several stockholders of the Union Pacific set up the Crédit Mobilier, a construction company. The investors signed contracts with themselves. The company greatly overcharged Union Pacific, and the railroad agreed to pay the inflated bills.
- D.** When the railroad was completed, the investors had made a fortune, but the railroad was almost bankrupt. Congress agreed to give additional grants to the railroad after several members of Congress were given shares in Union Pacific at a price well below market value. An investigation implicated several members of Congress, including James Garfield, who later became president.
- E.** Not all railroad entrepreneurs were corrupt. **James J. Hill** built the Great Northern Railroad without any federal land grants or subsidies. It became the most successful transcontinental railroad and the only one not to go bankrupt.

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#### Discussion Question

What was the Crédit Mobilier scandal? (*Several stockholders of the Union Pacific set up the Crédit Mobilier, a construction company. The investors signed contracts with themselves. The company greatly overcharged Union Pacific and the railroad agreed to pay the inflated bills. When the railroad was completed, the investors had made a fortune, but the railroad was almost bankrupt. Congress agreed to give additional grants to the railroad after several members of Congress were given shares in Union Pacific at a price well below market value. An investigation implicated several members of Congress.*)

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## Daily Lecture and Discussion Notes

### Chapter 14, Section 3



#### Did You Know?

In 1872 Montgomery Aaron Ward and his partner began their mail-order business in a livery-stable loft. They had \$2,400 in capital to start their business. Their first catalog consisted of a single sheet listing a few items. When Montgomery Ward died in 1913, the annual sales of Montgomery Ward had risen to \$40 million.

#### I. The Rise of Big Business (pages 447–448)

- A. By 1900 big business dominated the economy of the United States.
- B. A **corporation** is an organization owned by many people but treated by law as though it was a single person. **Stockholders**, the people who own the corporation, own shares of ownership called **stock**. Issuing stock allows a corporation to raise large sums of money but spreads out the financial risk.
- C. From the sale of stock, corporations could invest in new technologies to increase their efficiency. By making goods quicker and cheaper, these corporations achieved **economies of scale**.
- D. All businesses have two kinds of costs. **Fixed costs** are the costs a company has to pay whether it is operating or not. Examples of fixed costs would be loans, mortgages, and taxes. **Operating costs** are costs that occur when a company is in operation. These costs include wages, shipping charges, and supplies.
- E. Big corporations had an advantage over small manufacturing companies. Big corporations could produce more cheaply, and they could continue to operate even in poor economic times by cutting prices to increase sales. Many small businesses with high operating costs were forced out of business.

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#### Discussion Question

Why were large corporations able to thrive when so many small companies were forced out of business? (*Large corporations were able to produce more goods cheaply and more efficiently. They could continue in poor economic times, and they could negotiate rebates from railroads. Small businesses with high operating costs were unable to compete with large corporations and were forced out of business.*)

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## Daily Lecture and Discussion Notes

### Chapter 14, Section 3



#### II. The Consolidation of Industry (pages 448–450)

- A.** Competition between corporate leaders caused lower prices for consumers, but it also cut business profits. To stop prices from falling, companies organized **pools**—agreements to keep prices at a certain level. Pools usually did not last long. As soon as one member cut prices, the pool broke apart. By the 1870s, competition had reduced industries to a few large, highly efficient corporations.
- B. Andrew Carnegie**, a poor Scottish immigrant, worked his way up from a bobbin boy in a textile factory to the president of the Pennsylvania Railroad. He invested much of his money in railroad-related businesses and later owned his own business. He opened a steel company in 1875 and quickly adapted his steel mills to use the **Bessemer process**.
- C.** Carnegie began **vertical integration** of the steel industry. A vertically integrated company owns all the different businesses it depends on for its operation. This not only saved money but also made the big company bigger.
- D.** Business leaders also pushed for **horizontal integration**, combining many firms doing the same type of business into one large corporation.
- E.** A **monopoly** occurs when one company gains control of an entire market. In the late 1800s, Americans became suspicious of large corporations and feared monopolies. Many states made it illegal for a company to own stock in another company without permission from the state legislature.
- F.** In 1882 Standard Oil formed the first **trust**, which merged businesses without violating laws against owning other companies. A trust allows a person to manage another person's property.
- G.** A **holding company** did not produce anything itself. Instead, it owned the stock of companies that did produce goods. The holding company controlled all the companies it owned, merging them all into one large enterprise.

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#### Discussion Question

Why did Americans fear monopolies? (*Americans feared monopolies because a company with a monopoly could charge whatever price it wanted for a product.*)

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#### III. Selling the Product (page 451)

- A.** Retailers looked for new ways to market and sell their goods. Advertising changed, with illustrations replacing small-type line ads.



## Daily Lecture and Discussion Notes

### Chapter 14, Section 3



- B.** The department store changed the idea of shopping by bringing in a huge assortment of products in a large, glamorous building.
- C.** Chain stores, like Woolworth's, focused on offering low prices instead of special services or fancy decor.
- D.** Mail-order catalogs were created to reach rural Americans. Montgomery Ward and Sears, Roebuck were the two largest catalog retailers.

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#### Discussion Question

How did department stores change the idea of shopping? (*Department stores brought a huge assortment of products into one building. They made shopping seem glamorous and exciting.*)

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## Daily Lecture and Discussion Notes

### Chapter 14, Section 4



#### Did You Know?

During the Pullman strike in July 1894, railroad workers in Chicago went on strike in sympathy with the employees of the Pullman Palace Car Company. Among the incidents of the strike, strikers burned 600 freight cars in the Chicago railroad yards. The Governor of Illinois, John Peter Altgeld, was a friend of labor unions and refused to call out the militia to stop the strike. Over the objections of Governor Altgeld, President Grover Cleveland and his attorney general ordered 2,000 troops to the Chicago area to end the Pullman strike.

#### I. Working in the United States (pages 454–455)

- A. Workers in industrial America faced monotonous work, dangerous working conditions, and an uneven division of income between the wealthy and the working class.
- B. Between 1865 and 1897, the United States experienced **deflation**, or a rise in the value of money. Relations between workers and employers were made more difficult by deflation. Deflation caused prices to fall and companies to cut wages. To the workers, it seemed their company wanted to pay them less for the same work.
- C. Workers felt the only way to improve their working environment was to organize unions.

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#### Discussion Question

How did deflation add to poor relations between workers and employers? (*Deflation caused prices to fall and increased the buying power of workers' wages. Companies cut workers' wages but prices fell even faster, so that wages were really still going up in buying power. Workers were angry, however, because they were being paid less for the same amount of work.*)

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#### II. Early Unions (pages 455–456)

- A. Two types of workers were a part of industrial America. Craft workers had special skills and were generally paid more. Common laborers had few skills and as a result received lower wages.
- B. In the 1830s, craft workers formed **trade unions**, which were unions limited to people with specific skills. By 1873 there were 32 trade unions in the United States.



## Daily Lecture and Discussion Notes

### Chapter 14, Section 4



- C. Employers opposed **industrial unions**, which united all craft workers and common laborers in a particular industry. Companies went to great lengths to prevent unions from forming. Companies would have workers take oaths or sign contracts promising not to join a union. They would also hire detectives to identify union organizers.
- D. Workers who organized a union or strike were fired and put on a **blacklist**—a list of troublemakers. Once blacklisted, a worker could get a job only by changing trade, residence, or his or her name.
- E. If a union was formed, companies used a **lockout** to break it. Workers went without pay and were locked out of the property. If the union did strike, employers would hire replacement workers called **strikebreakers**, also known as scabs.
- F. There were no laws that gave workers the right to organize.
- G. **Marxism**, the ideas of Karl Marx, was popular in Europe. Marx felt it was the class struggle between the workers and the owners that shaped society. He believed the workers would revolt and gain control. After the revolution, Marx believed a socialist society would be created in which the wealth was evenly divided, and classes would no longer exist.
- H. Many labor supporters agreed with Marxism, and some supported the idea of anarchism. Anarchists believed society did not need government and that a few acts of violence would cause the government to collapse.
- I. As ideas of Marxism and anarchism spread in Europe, tens of thousands of immigrants arrived in the United States. People began to associate Marxism and anarchism with immigrants. They became suspicious of unions as well.

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#### Discussion Question

How did companies try to prevent unions from forming? (*Companies would have workers take oaths or sign contracts promising not to join a union. They would also hire detectives to identify union organizers. Workers who tried to organize a union were fired and placed on a blacklist. If workers formed a union, companies used a lockout to break it.*)

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### III. The Struggle to Organize (pages 456–458)

- A. Workers attempted to create large unions, but rarely succeeded. Many times confrontations between owners and government ended in violence.



## Daily Lecture and Discussion Notes

### Chapter 14, Section 4



- B.** The Great Railroad strike of 1877 occurred after a severe recession in 1873 forced many companies to cut wages. The result was the first nationwide labor protest in Martinsburg, West Virginia, as workers walked off their jobs and blocked tracks. The strike spread until 80,000 railroad workers in 11 states stopped working. Violence erupted. President Hayes ordered the army to stop the strike. In the end, 100 people died and millions of dollars in property were lost.
- C.** The failure of the great railroad strike led to a need for better organized laborers. By the late 1870s, the first nationwide industrial union called the **Knights of Labor** was formed. They demanded an eight-hour workday, a government bureau of labor statistics, equal pay for women, an end to child labor, and worker-owned factories. They supported **arbitration**, a process where an impartial third party helps mediate between workers and management.
- D.** The **Haymarket Riot** caused the popularity of the Knights of Labor to decline. A nationwide strike was called to show support of an eight-hour workday. A clash in Chicago left one striker dead. The next evening, a meeting at Haymarket Square was scheduled to protest the killing. Someone threw a bomb. In the end, seven police and four more workers were killed. Although no one ever knew who threw the bomb, one man arrested was a member of the Knights of Labor. This hurt the reputation of the organization, and people began dropping out.
- E.** In 1893 railroad workers created the American Railway Union (ARU). They unionized the Pullman Palace Car Company in Illinois. After a recession caused the company to cut wages, a boycott of Pullman cars occurred across the United States. It tied up the railroads and threatened the economy. To end the boycott, U.S. mail cars were attached to Pullman cars. Refusing to handle a Pullman car would result in tampering with the mail, a violation of federal law. After an **injunction**, or formal court order, stopped the boycott, the strike and the ARU both ended.

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#### Discussion Question

What did the railroad managers do to break the union boycott of Pullman cars? (*They attached mail cars to the Pullman cars. If the strikers refused to handle the Pullman cars, they would be interfering with the United States mail.*)

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#### IV. The American Federation of Labor (pages 458–459)

- A.** In 1886 delegates from over 20 of the nation's trade unions organized the **American Federation of Labor** (AFL). The AFL's first leader was **Samuel Gompers**, whose plain and simple approach to labor relations helped unions become accepted. Gompers wanted to keep unions out of politics and to fight for small gains such as higher wages and better working conditions.



## Daily Lecture and Discussion Notes

### Chapter 14, Section 4



- B.** Under Gompers's leadership, the AFL had three goals: to get companies to recognize unions and agree to collective bargaining; to push for **closed shops**, where companies could only hire union members; and to promote an eight-hour workday.
- C.** By 1900 the AFL had over 500,000 members. The majority of workers, however, were still unorganized.

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#### Discussion Question

What were some of Samuel Gompers's beliefs regarding unions? (*Gompers believed that unions should stay out of politics. He was against socialist and communist ideas, and he believed that the AFL should fight for small gains like higher wages and better working conditions. Although willing to use the strike, Gompers felt negotiation was better.*)

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#### V. Working Women (page 459)

- A.** By 1900 women made up more than 18 percent of the labor force. Women worked as domestic servants, teachers, nurses, sales clerks, and secretaries.
- B.** Women were paid less than men. It was felt that men needed a higher wage because they needed to support a family. Most unions excluded women.
- C.** A separate union for women was created by Mary Kenney O'Sullivan and Leonora O'Reilly. The **Women's Trade Union League (WTUL)** was the first national association dedicated to promoting women's labor issues.

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#### Discussion Question

Why were women paid less than men were paid? (*It was assumed that a woman had a man who was supporting her. It was believed that men needed a higher wage because they had a family to support.*)

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## Daily Lecture and Discussion Notes

### Chapter 15, Section 1



#### Did You Know?

It is estimated that the ancestors of almost one-half of all the people living in the United States today passed through Ellis Island as immigrants. Today Ellis Island is open to the public. It contains the Ellis Island Immigration Museum.

#### I. Europeans Flood Into the United States (pages 464–467)

- A. By the late 1800s, most European states made it easy to move to America. By the 1890s, eastern and southern Europeans made up more than half of all immigrants. Of the 14 million immigrants who arrived between 1860 and 1900, many were European Jews. America offered immigrants employment, few immigration restrictions, avoidance of military service, religious freedom, and the chance to move up the social ladder.
- B. Most immigrants took the difficult trip to America in **steerage**, the least expensive accommodations on a steamship. The 14-day trip usually ended at **Ellis Island**, a small island in New York Harbor. It served as a processing center for most immigrants arriving on the East coast after 1892.
- C. Most immigrants passed through Ellis Island in a day. However, some faced the possibility of being separated from family and possibly sent back to Europe due to health problems.
- D. Most immigrants settled in cities. They lived in neighborhoods that were separated into ethnic groups. Here they duplicated many of the comforts of their homelands, including language and religion.
- E. Immigrants who learned English, adapted to American culture, had marketable skills or money, or if they settled among members of their own ethnic group tended to adjust well to living in the United States.

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#### Discussion Question

What helped immigrants adjust to living in the United States? (*Immigrants tended to adjust well to living in the United States if they quickly learned English and adapted to the American culture. Skilled immigrants, those who had money, or those who lived among their own ethnic group also tended to adjust more successfully.*)

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## Daily Lecture and Discussion Notes

### Chapter 15, Section 1



#### II. Asian Immigration to America (page 467)

- A. Severe unemployment, poverty, and famine in China; the discovery of gold in California; the Taiping Rebellion in China; and the demand for railroad workers in the United States led to an increase in Chinese immigration to the United States in the mid-1800s.
- B. In Western cities, Chinese immigrants worked as laborers, servants, skilled tradesmen, and merchants. Some opened their own laundries.
- C. Between 1900 and 1919, Japanese immigration to the United States drastically increased as Japan began to build an industrial economy and an empire.
- D. In 1910 a barracks was opened on **Angel Island** in California. Here, Asian immigrants, mostly young men and boys, waited sometimes for months for the results of immigration hearings.

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#### Discussion Question

What caused the increase in Japanese immigrants between 1900 and 1910? (*Japanese immigration to the United States increased because Japan started to build an industrial economy and an empire. The economy of Japan was disrupted and caused hardship for the Japanese people.*)

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#### III. The Resurgence of Nativism (page 468)

- A. The increase in immigration led to **nativism**, an extreme dislike for foreigners by native-born people and the desire to limit immigration. Earlier, in the 1840s and 1850s, nativism was directed towards the Irish. In the early 1900s, it was the Asian, Jews, and eastern Europeans that were the focus of nativism.
- B. Nativism led to the forming of two anti-immigrant groups. The **American Protective Association** had 500,000 members by 1887. The party's founder, Henry Bowers, disliked Catholics and foreigners. He wanted to stop immigration. In the 1870s, Denis Kearny, an Irish immigrant, organized the **Workingman's Party of California**. This group wanted to stop Chinese immigration. Racial violence resulted.
- C. In 1882 Congress passed the **Chinese Exclusion Act** that barred Chinese immigration for 10 years and prevented the Chinese already in America from becoming citizens. This act was renewed by Congress in 1892, made permanent in 1902, and not repealed until 1943.



## Daily Lecture and Discussion Notes

### Chapter 15, Section 1



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#### Discussion Question

Why did nativists oppose eastern European immigrants? (*Nativists thought the large influx of Catholic immigrants from Ireland would give the Catholic Church too much power in the American government. Labor unions feared that immigrants would work for lower wages and take work as strikebreakers.*)

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## Daily Lecture and Discussion Notes

### Chapter 15, Section 2



#### Did You Know?

The first subway in the United States was built in Boston in 1897. It was 1½ miles long. Today subways are used in Boston, New York City, Chicago, Atlanta, Baltimore, Philadelphia, San Francisco, and Washington, D.C. The subway that travels from New Jersey to New York City travels beneath two rivers into Long Island.

#### I. Americans Migrate to the Cities (pages 469–470)

- A. The urban population of the United States grew from about 10 million in 1870 to over 30 million by 1900.
- B. Immigrants remained in the cities, where they worked long hours for little pay. Still, most immigrants felt their standard of living had improved in the United States.
- C. Farmers began moving to cities because of better paying jobs, electricity, running water, plumbing, and entertainment.

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#### Discussion Question

What did the cities have to offer Americans that rural America did not? (*Cities had electricity, running water, and modern plumbing. People were able to go to museums, attend theater performances, and visit libraries as well.*)

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#### II. The New Urban Environment (pages 470–471)

- A. Housing and transportation needs changed due to the increase in the amount of people living in cities.
- B. As the price of land increased, building owners began to build up. **Skyscrapers**, tall steel frame buildings, were constructed for this reason. Chicagoan **Louis Sullivan** contributed to the design of skyscrapers.
- C. In the late 1800s, various kinds of mass transit developed to move large numbers of people around cities quickly. Beginning with the horsecar, and later to the more sophisticated electric trolley cars and elevated railroads, engineers created ways to move the ever-expanding population around the city.





## Daily Lecture and Discussion Notes

### Chapter 15, Section 2



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#### Discussion Question

What made it necessary to build skyscrapers? (*The increasing need for land drove the price of land up. Buildings were built upward instead of outward to use less land in an effort to keep costs down.*)

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### III. Separation by Class (page 471)

- A. Definite boundaries could be seen between where the wealthy, middle class, and working class people lived.
  - B. Wealthy families lived in the heart of the city where they constructed elaborate homes.
  - C. The middle class, which included doctors, lawyers, engineers, and teachers, tended to live away from the city.
  - D. The majority of urban dwellers were part of the working class who lived in city **tenements**, or dark and crowded multi-family apartments.
- 

#### Discussion Question

What were some differences between the social classes? (*The social classes differed in their level of income and the area in which they lived. The wealthy lived in the heart of the city in elaborate homes. The middle class lived away from the central city and used commuter lines to get to work. The working class lived in cities in tenements.*)

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### IV. Urban Problems (page 472)

- A. The growth of cities resulted in an increase in crime, fire, disease, and pollution. From 1880 to 1900, there was a large increase in the murder rate.
  - B. Native-born Americans blamed immigrants for the increase in crime.
  - C. Alcohol contributed to crime in the late 1800s.
  - D. Contaminated drinking water from improper sewage disposal resulted in epidemics of typhoid fever and cholera.
- 

#### Discussion Question

Were native-born Americans correct in blaming immigrants for the increase in crime and violence? Why or why not? (*The crime rate for immigrants was not significantly higher than that of native-born Americans.*)

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## Daily Lecture and Discussion Notes

### Chapter 15, Section 2



#### V. Urban Politics (pages 472–473)

- A.** A new political system was needed to cope with the new urban problems. The **political machine**, an informal political group designed to gain and keep power, provided essentials to city dwellers in exchange for votes. **Party bosses** ran the political machines. **George Plunket**, an Irish immigrant, was one of New York City's most powerful party bosses.
- B.** The party bosses had tight control of the city's money. Many of the politicians became wealthy due to fraud or **graft**—getting money through dishonest or questionable means.
- C.** The most famous New York Democratic political machine was Tammany Hall. During the 1860s and 1870s, Tammany Hall's boss was **William M. Tweed**. He was arrested for corruption and sent to prison in 1874.
- D.** Thomas and James Pendergast were party bosses in Kansas City, Missouri. They led state and city politics from the 1890s to the 1930s.
- E.** Although corrupt, political machines did supply important services and help assimilate the ever-expanding population of city dwellers.

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#### Discussion Question

What were some of the problems caused by political machines? (*The bosses that ran the political machines grew rich by accepting bribes, selling permits to friends, and dealing in other corrupt ways to benefit themselves.*)

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## Daily Lecture and Discussion Notes

### Chapter 15, Section 3



#### Did You Know?

*The Adventures of Tom Sawyer* was the first book that Mark Twain wrote using memories of his own childhood. The town where Tom Sawyer lives was modeled after Twain's hometown of Hannibal, Missouri. In *The Adventures of Tom Sawyer*, Huck Finn is Tom's friend. Tom Sawyer reappears in some chapters of *Adventures of Huckleberry Finn*, which was written eight years later.

#### I. A Changing Culture (pages 476–477)

- A. In 1873 Mark Twain and Charles Warner co-wrote the novel, *The Gilded Age*. Historians use this term to refer to the time between 1870 and 1900. The term “gilded” refers to something being gold on the outside while the inside is made of cheaper material. The authors tried to point out that although this was a time of growth, beneath the surface were corruption, poverty, and a huge difference between rich and poor.
- B. Industrialization and urbanization caused Americans to look at society in a different way. This gave way to new values, art, and forms of entertainment.
- C. A strong belief during the Gilded Age was the idea of **individualism**. This is the belief that regardless of your background, you could still rise in society. Horatio Alger, a minister from Massachusetts, left the clergy and moved to New York where he wrote over 100 novels about rags-to-riches stories.

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#### Discussion Question

Why did Mark Twain and Charles Warner call the era from about 1870 to around 1900 the Gilded Age? (They were trying to warn people about the society during this time. “Gilded” refers to something covered in gold on the outside while the inside is cheaper. They believed that although on the surface, society appeared to shine, the inside actually held corruption, poverty, and crime.)

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## Daily Lecture and Discussion Notes

### Chapter 15, Section 3



#### II. Social Darwinism (pages 477–478)

- A. Herbert Spencer**, an English philosopher, first proposed the idea of **Social Darwinism**. Spencer took **Charles Darwin's** theory of evolution and natural selection and applied it to human society. Like Darwin's theory—that a species that cannot adapt to the environment will eventually die out—Spencer felt that human society evolved through competition. He concluded that society progressed and became better because only the fittest people survived. Industrial leaders agreed with Social Darwinism.
- B.** Social Darwinism paralleled *laissez-faire*, an economic doctrine that was opposed to government interference with business.
- C.** Many devout Christians and some leading scientists opposed the idea of Darwin's conclusions about the origin of new species. They rejected the theory of evolution because it went against the Bible's account of creation.
- D.** Andrew Carnegie, a wealthy business leader, believed in Social Darwinism and *laissez-faire*. However, he also felt those who profited from society should give something back, so he softened Social Darwinism with his **Gospel of Wealth**. This philosophy stated that wealthy Americans were responsible and should engage in **philanthropy**, using great fortunes to further social progress.

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#### Discussion Question

Why were devout Christians and some science leaders against Social Darwinism?  
(They rejected the theory of evolution because it went against the Bible's account of creation.)

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#### III. Realism (pages 478–479)

- A** A new movement in art and literature, called **realism**, portrayed people in realistic situations instead of idealizing them as the romantic artists had done.
- B. Thomas Eakins**, a painter from Philadelphia, observed and painted day-to-day living in a realistic fashion. He used realistic detail and precise lighting.
- C.** Writer and literary critic, **William Dean Howells**, wrote realistically about American life. He also recognized talent in several writers of this time, including Mark Twain, who wrote *Adventures of Huckleberry Finn* in 1884. Twain is thought to have written the first true American novel. **Henry James**, an English writer, portrayed the lives of the upper class in his 1881 novel, *Portrait of a Lady*.
- D. Edith Wharton** won a Pulitzer Prize for the novel *The Age of Innocence*, which portrayed the complicated lives of the upper-class in New York in the 1870s.



## Daily Lecture and Discussion Notes

### Chapter 15, Section 3



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#### Discussion Question

How did the Realist movement in art and literature differ from that of the romantic artists? (*The Realist movement portrayed people realistically. It did not attempt to idealize people as the romantics did.*)

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#### IV. Popular Culture (pages 479–480)

- A. Popular culture changed in the late 1800s. People had more money to spend on entertainment and recreation. Work became separate from home. People looked to have fun by “going out” to public entertainment.
- B. During the 1800s, the saloon acted like a community and political center for male workers. It offered free toilets, water for horses, free newspapers, and free lunches.
- C. **Coney Island** in New York was an amusement park that attracted working class families and single adults. It offered amusements such as water slides and railroad rides.
- D. Watching sports became very popular in the late 1800s. Baseball began to appear in the United States in the early 1800s. In 1869 the first salaried team, the Cincinnati Red Stockings, was formed. Football and basketball also became popular during this time.
- E. In the early 1880s, **vaudeville** became popular. It was adapted from the French theater and combined animal acts, acrobats, gymnasts, and dancers in its performance.
- F. During this time, people began enjoying **ragtime** music. The most famous African American ragtime composer was **Scott Joplin**, who became known as the King of Ragtime.

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#### Discussion Question

What were some of the changes in popular culture during this time? (*People had more money to spend during this time. As a result, they spent money on entertainment and recreation. They were also willing to leave their homes to go out in public to have fun.*)

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## Daily Lecture and Discussion Notes

### Chapter 15, Section 4



#### Did You Know?

The Young Men's Christian Association (YMCA) is a nonprofit organization that was founded in London in 1844. Today it serves about 25 million members in 90 countries. Membership and services are open to males and females of all ages, religions, races, and incomes.

#### I. Social Criticism (pages 481–483)

- A. Changes in industrialization and urbanization led to debates among Americans over the issue of how to handle society's problems.
- B. In 1879 journalist **Henry George** wrote a best-selling book called *Progress and Poverty*. It raised questions about American society and challenged the ideas of Social Darwinism and laissez-faire economics.
- C. In 1883 **Lester Frank Ward's** *Dynamic Sociology* argued that humans were unlike animals because they could think and plan ahead. He concluded that it was cooperation and not competition that caused people to succeed. He wanted government to become more involved in solving societal problems. These ideas became known as Reform Darwinism.
- D. In 1888 **Edward Bellamy's** *Looking Backward 2000–1887* became a bestseller and helped shape the thinking of American reformers in the late 1800s. The book tells the story of a perfect society in the year 2000.

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#### Discussion Question

What was the real importance of Henry George and his writings? (*George raised questions about American society and challenged the ideas of Social Darwinism and laissez-faire economics.*)

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#### II. Naturalism in Literature (page 483)

- A. Realists argued that people could control their lives and make choices to improve their situation. In a style of writing known as **naturalism**, writers criticized industrial society. They suggested that some people failed in life due to circumstances they could not control.
- B. Prominent naturalist writers included Stephan Crane, Frank Norris, Jack London, and Theodore Dreiser. All wrote stories of characters caught up in situations they could not control.



## Daily Lecture and Discussion Notes

### Chapter 15, Section 4



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#### Discussion Question

What did Jack London's tales of Alaskan wilderness illustrate? (*They demonstrated the extreme power that the natural environment can have over civilization.*)

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### III. Helping the Urban Poor (pages 483–485)

- A.** Reformers began to organize to help the poor. Organizations such as the Social Gospel movement, Salvation Army, YMCA, women's clubs, settlement houses, and temperance movements formed to help the needy.
- B.** Minister **Washington Gladden** was an early supporter of the Social Gospel movement. He wanted to apply "Christian Law" to social problems. From 1870 to 1920, members of the Social Gospel group worked to better conditions in cities through charity and justice. Baptist minister **Walter Rauschenbusch** later led the movement. He believed that competition was the cause of many social problems. This led to many churches taking on community functions to improve society by offering gyms, social programs, and daycare.
- C.** In 1878 the Salvation Army offered aid and religious counseling to urban poor. The YMCA attempted to help industrial workers and urban poor through Bible studies, prayer meetings, citizenship training, and group activities. They had facilities that offered libraries, gyms, pools, and low-cost hotel rooms.
- D.** **Dwight L. Moody** was an evangelical Christian and president of the Chicago YMCA. He founded his own church, today known as Moody Memorial Church. By 1867 Moody was so popular that he brought his revival meetings to other cities. He was against Social Gospel and Social Darwinism. He felt the way to help the poor was by redeeming their souls and not by providing them with services.
- E.** The settlement house movement was promoted by reformers who felt it was their Christian duty to improve the living conditions of the poor. **Jane Addams** set up **settlement houses** in poor neighborhoods. Addams opened Hull House in 1889 and inspired many others, including Lillian Wald's Henry Street settlement house in New York City. Medical care, recreation programs, and English classes were provided at settlement houses.

## Daily Lecture and Discussion Notes

### Chapter 15, Section 4



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#### Discussion Question

How did Jane Addams and Lillian Wald help the poor? (*They set up settlement houses that provided poor residents a place to go for medical care, recreation, English classes, and hot lunches.*)

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#### IV. Public Education (pages 485–486)

- A.** In the late 1880s, the increase of industry resulted in a need for better-trained workers. As a result, there was a need for more school and colleges.
- B. Americanization**, or becoming knowledgeable about American culture, was key to the success of immigrant children.
- C.** Due to the lack of educational opportunities for African Americans, Booker T. Washington led the crusade to form the Tuskegee Institute in Alabama in 1881.
- D.** The grammar school system in the city divided students into eight separate grades to help teach successful habits in the workplace
- E.** The number of colleges greatly increased in the late 1800s. This was partly a result of the Morrill Land Grant Act, which gave federal land grants to states for the purposes of establishing agricultural and mechanical colleges. College attendance increased. The number of women's colleges also increased.
- F.** Free libraries provided education to city dwellers. Andrew Carnegie donated millions toward the construction of libraries.

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#### Discussion Question

In what way did public schools pose a problem for immigrants? (*Parents were afraid their children would become too Americanized and forget their culture and traditions.*)

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## Daily Lecture and Discussion Notes

### Chapter 16, Section 1



#### Did You Know?

President James A. Garfield lived for 80 days after an assassin shot him in the arm and the back. Doctors could not find the bullet lodged in his back. Alexander Graham Bell tried to find the bullet using an electrical device, but he too failed. Garfield ended up dying from an infection. At that time, there were no X-ray machines, CAT scans, MRIs, or modern antiseptics that probably would have saved Garfield's life.

#### I. A Campaign to Clean Up Politics (pages 492–493)

- A.** Under the spoils system, or **patronage**, government jobs went to supporters of the winning party in an election. By the late 1870s, many Americans believed that patronage corrupted those who worked for the government. They began a movement to reform the civil service.
- B.** President Rutherford B. Hayes attacked the practice of patronage. The “**Stalwarts**”—a group of Republican machine politicians who strongly opposed civil service reform—accused Hayes of backing civil service reform to create openings for his own supporters. Civil service reformers were called “**Halfbreeds**.”
- C.** The Republican candidates for the election of 1880 were a Halfbreed, James Garfield for president, and the Stalwart, Chester Arthur for vice president. They won the election.
- D.** President Garfield was assassinated a few months into his presidency. He was killed by a Stalwart who wanted a civil service job through the spoils system.
- E.** In 1883 Congress passed the **Pendleton Act**. This civil service reform act allowed the president to decide which federal jobs would be filled according to rules set up by a bipartisan Civil Service Commission. Candidates competed for federal jobs through examinations. Appointments could be made only from the list of those who took the exams. Once appointed to a job, a civil service official could not be removed for political reasons.

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#### Discussion Question

How did the Pendleton Act help reform the civil service? (*This civil service reform act allowed the president to decide which federal jobs would be filled according to rules set up by a bipartisan Civil Service Commission. Candidates competed for federal jobs through examinations. Appointments could be made only from the list of those who took the exams. Once appointed to a job, a civil service official could not be removed for political reasons.*)

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## Daily Lecture and Discussion Notes

### Chapter 16, Section 1



#### II. Two Parties, Neck and Neck (pages 493–494)

- A. A major reason that few new policies were introduced in the 1870s and 1880s was because the Democrats had control of the House of Representatives and the Republicans had the control of the Senate.
- B. Both the Republicans and the Democrats were well organized in the late 1800s. The presidential elections were won with narrow margins between 1876 and 1896. In 1876 and 1888, the presidential candidate lost the popular vote, but won the electoral vote and the election.
- C. The Republicans won four of the six presidential elections between 1876 and 1896. The Democrats controlled the House of Representatives, however, and the Senate was controlled by Republicans who did not necessarily agree with the president on issues.

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#### Discussion Question

Why were few new policies introduced in the 1870s and 1880s? (Both the Republicans and the Democrats were well organized in the late 1800s. The presidential elections were won with narrow margins between 1876 and 1896. The Republicans won four of the six presidential elections between 1876 and 1896. The Democrats controlled the House of Representatives, however, and the Senate was controlled by Republicans who did not necessarily agree with the president on issues. This created a nearly even division of power between Republicans and Democrats that produced political deadlock at the federal level.)

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#### III. Democrats Reclaim the White House (pages 494–495)

- A. In the presidential election of 1884, Republicans remained divided over reform. Democrats nominated Governor Grover Cleveland of New York, a reformer who opposed **Tammany Hall**.
- B. Republicans nominated James G. Blaine, a former Speaker of the House of Representatives. Blaine was popular among Republican Party workers.
- C. A major issue in the campaign was corruption in American government. Voters focused on the morals of each candidate.
- D. Some Republican reformers, called “**Mugwumps**,” disliked Blaine so much that they left the party to support the Democratic candidate Grover Cleveland. The Mugwumps did not like Blaine’s connection with the *Crédit Mobilier* scandal.
- E. Cleveland admitted to having fathered a child ten years earlier and retained the support of the Mugwumps for his honesty.
- F. Blaine tried to persuade Roman Catholics to vote Republican because his mother was an Irish Catholic. His tactic failed, and Cleveland was elected president.



## Daily Lecture and Discussion Notes

### Chapter 16, Section 1



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#### Discussion Question

Why did Grover Cleveland win the presidential election of 1884? (*Some Republican reformers, called Mugwumps, disliked Blaine and supported Grover Cleveland instead. They disliked Blaine because they did not like his personal morals and his connection with the Crédit Mobilier scandal.*)

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#### IV. A President Besieged by Problems (pages 495–496)

- A. Many supporters of President Grover Cleveland sought patronage jobs after his election to office.
- B. Many strikes occurred during Cleveland's administration. Police and paid guards sometimes attacked the strikers. A bomb exploded at a labor demonstration in Haymarket Square in Chicago.
- C. Small businesses and farmers became angry at railroads because they paid high rates for shipping goods, but large corporations were given **rebates**, or partial refunds, and lower rates for shipping goods.
- D. Both Democrats and Republicans believed that government should not interfere with corporations' property rights. In 1886 the Supreme Court ruled in the case of *Wabash v. Illinois* that the state of Illinois could not restrict the rates that the Wabash Railroad charged for traffic between states because only the federal government could regulate interstate commerce.
- E. In 1887 Cleveland signed the Interstate Commerce Act, which created the **Interstate Commerce Commission**. This was the first law to regulate interstate commerce.
- F. Many Americans wanted to do away with high tariffs because they felt that large American companies could compete internationally. They wanted Congress to cut tariffs because these taxes caused an increase in the price of manufactured goods.
- G. President Cleveland proposed lowering tariffs, but Congress was deadlocked over the issue. Tariff reduction became a major issue in the election of 1888.

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#### Discussion Question

What was the purpose of the Interstate Commerce Commission? (*The commission was created to regulate interstate commerce. The commission limited railroad rates to what was "reasonable and just," forbade rebates to high-volume users, and made it illegal to charge higher rates for shorter hauls.*)

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## Daily Lecture and Discussion Notes

### Chapter 16, Section 1



#### V. Republicans Regain Power (pages 496–497)

- A.** The Republican candidate in the 1888 election was Benjamin Harrison. His campaign was given large contributions by industrialists who wanted tariff protection. The Democratic candidate was Cleveland. He was against high tariff rates. Harrison won the election by winning the electoral vote, but not the popular vote.
- B.** As a result of the election of 1888, Republicans gained control of both houses of Congress and the White House. The Republicans were able to pass legislation on issues of national concern.
- C.** The **McKinley Tariff** cut tariff rates on some goods, but increased the rates of others. It lowered federal revenue and left the nation with a budget deficit.
- D.** A new pension law passed in 1890 for veterans furthered worsened the federal deficit.
- E.** The **Sherman Antitrust Act** of 1890 made trusts illegal, although the courts did little to enforce the law.

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#### Discussion Question

What were the results of the Sherman Antitrust Act? (*The courts did little to enforce the Sherman Antitrust Act. The legislative act was important for establishing a precedent in the regulation of big business.*)

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## Daily Lecture and Discussion Notes

### Chapter 16, Section 2



#### Did You Know?

During the hard times for farmers in the 1880s, many farmers left their homesteads in the West and headed back to the East. “In God we trusted, in Kansas we busted,” was a sign that one wagon carried as it headed East. Another sign read, “Going home to Mother.”

#### I. Unrest in Rural America (pages 500–502)

- A. In the 1890s, a political movement called **Populism** emerged to increase the political power of farmers and to work for legislation for farmers’ interests.
- B. The nation’s money supply concerned farmers. To help finance the Union in the Civil War, the government issued millions of dollars in **greenbacks**, or paper currency that could not be exchanged for gold or silver coins. This rapid increase in the money supply without a rapid increase in goods for sale caused **inflation**—a decline in the value of money. The prices of goods greatly increased.
- C. To get inflation under control, the federal government stopped printing greenbacks and started paying off bonds. Congress also stopped making silver into coins. As a result, the country did not have a large enough money supply to meet the needs of the growing economy. This led to **deflation**—or an increase in the value of money and a decrease in the general level of prices.
- D. Deflation forced most farmers to borrow money to plant their crops. The short supply of money caused an increase in interest rates that the farmers owed.
- E. Some farmers wanted more greenbacks printed to expand the money supply. Others wanted the government to mint silver coins.
- F. The **Grange** was a national farm organization founded for social and educational purposes. When the country experienced a recession, large numbers of farmers joined the Grange for help. The Grange changed its focus to respond to the plight of farmers.
- G. Grangers put their money together and created **cooperatives**—marketing organizations that worked to help its members. The cooperatives pooled members’ crops and held them off the market to force the prices to rise. Cooperatives could negotiate better shipping rates from railroads.
- H. The Grange was unable to improve the economic conditions of farmers. By the late 1870s, many farmers left the Grange and joined other organizations that offered to help them solve their problems.



## Daily Lecture and Discussion Notes

### Chapter 16, Section 2



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#### Discussion Question

How did the Grange try to help farmers? (*Some Grangers pressured state legislatures to regulate railroad and warehouse rates. Others joined the Independent National Party, or Greenback Party, to pressure the government into printing more greenbacks to increase the money supply. Grangers also formed cooperatives to help farmers market their crops for higher prices and negotiate better shipping rates.*)

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#### II. The Farmers' Alliance (pages 502–503)

- A. The **Farmers' Alliance** was formed in 1877. By 1890 it had between 1.5 and 3 million members with strength in the South and on the Great Plains.
- B. The Alliance organized large cooperatives called exchanges for the purpose of forcing farm prices up and making loans to farmers at low interest rates. These exchanges mostly failed. Many exchanges overextended themselves by loaning too much money at low interest rates that were not repaid. Wholesalers, manufacturers, railroads, and bankers discriminated against the exchanges. The exchanges were too small to dramatically affect world prices for farm products.
- C. Members of the Kansas Alliance formed the **People's Party**, or Populists, to push for political reforms that would help farmers solve their problems.
- D. Most Southern leaders of the Alliance opposed the People's Party because they wanted the Democrats to retain control of the South. One Southern leader, Charles Macune, came up with a subtreasury plan to set up warehouses where farmers could store their crops to force prices up.

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#### Discussion Question

Why did the exchanges set up by the Farmers' Alliance fail? (*Many exchanges overextended themselves by loaning too much money at low interest rates that were not repaid. Wholesalers, manufacturers, railroads, and bankers discriminated against the exchanges. The exchanges were too small to dramatically affect world prices for farm products.*)

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#### III. The Rise of Populism (pages 503–506)

- A. In 1890 the Farmers' Alliance issued the Ocala Demands to help farmers choose candidates in the 1890 elections. The demands included the adoption of the subtreasury plan, the free coinage of silver, an end to protective tariffs and national banks, tighter regulation of the railroads, and direct election of senators by voters.
- B. Many pro-Alliance Democrats were elected to office in the South.



## Daily Lecture and Discussion Notes

### Chapter 16, Section 2



- C. By early 1892, Southern members of the Alliance began to realize that Democrats were not going to keep their promises to the Alliance and they were ready to leave the Democratic Party and join the People's Party.
- D. In July 1892, the People's Party held its first national convention where it nominated **James B. Weaver** to run for president. The People's Party platform called for unlimited coinage of silver, federal ownership of railroads, and a **graduated income tax**, one that taxes higher earnings more heavily. It also called for an eight-hour workday, restriction of immigration, and denounced the use of strikebreakers.
- E. Democrats nominated New Yorker Grover Cleveland for the 1892 presidential election. Cleveland won the election.
- F. The Panic of 1893 was caused by the bankruptcy of the Philadelphia and Reading Railroads. It resulted in the stock market crash and the closing of many banks. By 1894 the country was in a deep depression.
- G. President Cleveland wanted to stop the flow of gold and make it the sole basis for the country's currency, so he had Congress repeal of the **Sherman Silver Purchase Act**. This caused the Democratic Party to split into the **goldbugs** and the **silverites**. Goldbugs believed the American currency should be based only on gold. Silverites believed coining silver in unlimited amounts was the answer to the nation's economic crisis.

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#### Discussion Question

What was the People's Party platform in the election of 1892? (*The People's Party platform called for unlimited coinage of silver, federal ownership of railroads, and a graduated income tax, or one that taxes higher earnings more heavily. It also called for an eight-hour workday, restriction of immigration, and denounced the use of strikebreakers.*)

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#### IV. The Election of 1896 (pages 506–507)

- A. The Democrats nominated **William Jennings Bryan** for the presidential election of 1896. He strongly supported the unlimited coinage of silver. Populists also supported Bryan for president.
- B. The Republicans nominated **William McKinley** of Ohio for president. He promised workers a "full dinner pail." Most business leaders liked McKinley because they thought the unlimited silver coinage would ruin the country's economy.
- C. McKinley won the election of 1896. New gold strikes in Alaska and Canada's Yukon Territory and in other parts of the world increased the money supply without needing to use silver. As the silver issue died out, so did the Populist Party.



## Daily Lecture and Discussion Notes

### Chapter 16, Section 2



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#### Discussion Question

Why did William McKinley appeal to workers and business leaders? (*McKinley promised workers a "full dinner pail." Most business leaders liked him because they thought that unlimited silver coinage would ruin the country's economy.*)

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## Daily Lecture and Discussion Notes

### Chapter 16, Section 3



#### Did You Know?

Ida Wells was born in Mississippi in 1862, the daughter of enslaved African Americans. She was educated in a Freedmen's Bureau school. At the young age of fourteen, Wells began to teach in a rural school. In 1884 she moved to Memphis, Tennessee, where she continued teaching as well as attended Fisk University. In 1891 she lost her teaching position because she had refused to give up a seat in a "whites only" railroad car. This led to a profession in journalism in which she began a campaign against lynching.

#### I. Resistance and Repression (pages 508–509)

- A. After Reconstruction, most African Americans were **sharecroppers**, or landless farmers who had to give the landlord a large share of their crops to cover their costs for rent and farming supplies.
- B. In 1879 Benjamin "Pap" Singleton organized a mass migration of African Americans, called **Exodusters**, from the rural South to Kansas.
- C. Some African Americans that stayed in the South formed the **Colored Farmers' National Alliance**. The organization worked to help its members set up cooperatives. Many African Americans joined the Populist Party.
- D. Threatened by the power of the Populist Party, Democratic leaders began using racism to try to win back the poor white vote in the South. By 1890 election officials in the South began using methods to make it difficult for African Americans to vote.

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#### Discussion Question

What did African Americans do to try to improve their conditions in the South after Reconstruction? (*Exodusters left the rural South and migrated to Kansas. African Americans who stayed in the South joined organizations such as the Colored Farmers' National Alliance and the Populist Party.*)

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#### II. Disfranchising African Americans (page 510)

- A. Southern states used loopholes in the Fifteenth Amendment and began to impose restrictions that barred almost all African Americans from voting.
- B. In 1890 Mississippi required all citizens registering to vote to pay a **poll tax**, which most African Americans could not afford to pay. The state also required all prospective voters to take a literacy test. Most African Americans had no education and failed the test. Other Southern states adopted similar restrictions. The number of African Americans and poor whites registered to vote fell dramatically in the South.



## Daily Lecture and Discussion Notes

### Chapter 16, Section 3



- C. To allow poor whites to vote, some Southern states had a **grandfather clause** in their voting restrictions. This clause allowed any man to vote if he had an ancestor on the voting rolls in 1867.

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#### Discussion Question

What methods did Southern states use to disenfranchise African Americans? (*Southern states imposed restrictions such as a poll tax and literacy tests.*)

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### III. Legalizing Segregation (pages 510–511)

- A. In the late 1800s, both the North and the South discriminated against African Americans. In the South, **segregation**, or separation of the races, was enforced by laws known as **Jim Crow laws**.
- B. In 1883 the Supreme Court overturned the Civil Rights Act of 1875. The ruling meant that private organizations or businesses were free to practice segregation.
- C. Southern states passed a series of laws that enforced segregation in almost all public places.
- D. The Supreme Court ruling in *Plessy v. Ferguson* endorsed “separate but equal” facilities for African Americans. This ruling established the legal basis for discrimination in the South for over 50 years.
- E. In the late 1800s, mob violence increased in the United States, particularly in the South. Between 1890 and 1899, hundreds of **lynchings**—executions without proper court proceedings—took place. Most lynchings were in the South, and the victims were mostly African Americans.

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#### Discussion Question

What was the result of the Supreme Court case *Plessy v. Ferguson*? (*The Supreme Court ruling in *Plessy v. Ferguson* endorsed “separate but equal” facilities for African Americans. This ruling established the legal basis for discrimination in the South for over 50 years.*)

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### IV. The African American Response (pages 511–512)

- A. In 1892 **Ida B. Wells**, an African American from Tennessee, began a crusade against lynching. She wrote newspaper articles and a book denouncing lynchings and mob violence against African Americans.



## Daily Lecture and Discussion Notes

### Chapter 16, Section 3



- B. Booker T. Washington**, an African American educator, urged fellow African Americans to concentrate on achieving economic goals rather than legal or political ones. He explained his views in a speech known as the **Atlanta Compromise**.
- C.** The Atlanta Compromise was challenged by **W.E.B. Du Bois**, the leader of African American activists born after the Civil War. Du Bois said that white Southerners continued to take away the civil rights of African Americans, even though they were making progress in education and vocational training. He believed that African Americans had to demand their rights, especially voting rights, to gain full equality.

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#### Discussion Question

How did the viewpoints on solving discrimination differ between Booker T. Washington and W.E.B. Du Bois? (*Booker T. Washington urged fellow African Americans to concentrate on achieving economic goals rather than legal or political ones. Washington said African Americans should prepare themselves educationally and vocationally for full equality. Du Bois said that white Southerners continued to take away the civil rights of African Americans, even though they were making progress in education and vocational training. He believed that African Americans had to demand their rights, especially voting rights, to gain full equality.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 1



#### Did You Know?

Hawaii is the only state that was once an independent monarchy. Polynesian monarchs ruled the country from about 1800 to 1894.

#### I. Building Support for Imperialism (pages 520–522)

- A. Beginning in the 1880s, Americans wanted the United States to become a world power. Their change in attitude was a result of economic and military competition from other nations and a growing feeling of cultural superiority.
- B. **Imperialism** is the economic and political domination of a strong nation over weaker nations. Several European nations were expanding their power overseas, a development known as the New Imperialism. One reason for this expansion was that European factories depended on raw materials from all over the world. To protect their investments, European nations exerted control over territories where they had invested capital and sold products. Some areas became colonies while others became **protectorates**. In a protectorate, the imperial power allowed local rulers to remain in control while protecting them against rebellion and invasion. In return, local rulers had to accept advice from the Europeans on how to govern their country.
- C. Americans wanted to develop overseas markets to keep the economy strong. Social Darwinists argued that as nations competed, only the strongest would survive. Americans used these ideas to justify expanding American power overseas.
- D. John Fiske, a historian and writer, wrote about “**Anglo-Saxonism**,” the idea that the English-speaking nations had superior character, ideas, and systems of government and were destined to dominate the planet. **Josiah Strong** linked missionary work to Anglo-Saxonism, convincing many Americans to support imperialism.

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#### Discussion Question

Why did Americans increasingly support imperialism during the 1880s? (*Americans wanted to develop overseas markets to keep the economy strong. Social Darwinists argued that as nations competed, only the strongest would survive. John Fiske wrote about “Anglo-Saxonism,” the idea that the English-speaking nations had superior character, ideas, and systems of government and were destined to dominate the planet. Anglo-Saxonism was a popular idea because it fit with the idea of Manifest Destiny. Josiah Strong linked missionary work to Anglo-Saxonism, convincing many Americans to support imperialism.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 1



#### II. Expansion in the Pacific (pages 522–523)

- A. Americans expanded across the Pacific Ocean and toward East Asia looking for overseas markets. Americans hoped to trade with China and Japan, but Japan only allowed trade with the Chinese and the Dutch.
- B. In 1852 President Franklin Pierce ordered Commodore **Matthew C. Perry** to travel to Japan to negotiate a trade treaty. In 1854 the Japanese, impressed by American technology and power, signed a treaty opening two ports to American trade. By the 1890s, Japan had a powerful navy and had set out to build its own empire in Asia.
- C. During an 1872 recession in Hawaii, the United States exempted Hawaiian sugar from tariffs. When the treaty later came up for renewal, the Senate insisted that Hawaii give the United States exclusive rights to a naval base at Pearl Harbor. The trade treaty led to a boom in the Hawaiian sugar industry.
- D. The McKinley Tariff in 1890 gave subsidies to sugar producers in the United States, causing the sale of Hawaiian sugar to decline. As a result, the Hawaiian economy also declined.
- E. In 1891 **Queen Liliuokalani** became the queen of Hawaii. She disliked the influence of American settlers in Hawaii. In 1893 a group of planters, supported by U.S. Marines, forced the queen to give up her power after she unsuccessfully tried to impose a new constitution that reasserted her authority as ruler of the Hawaiian people. The group of planters set up a temporary government and asked the United States to annex the islands.

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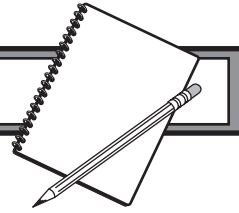
#### Discussion Question

How did the United States expand in the Pacific? (*In 1852 President Franklin Pierce ordered Commodore Matthew C. Perry to travel to Japan to negotiate a trade treaty. In 1854 the Japanese signed a treaty opening two ports to American trade. During an 1872 recession in Hawaii, the United States exempted Hawaiian sugar from tariffs. When the treaty later came up for renewal, the Senate insisted that Hawaii give the United States exclusive rights to a naval base at Pearl Harbor. In 1893 Queen Liliuokalani of Hawaii was forced, by a group of planters supported by U.S. Marines, to give up her power after she unsuccessfully tried to impose a new constitution that reasserted her authority as ruler of the Hawaiian people. The planters set up a temporary government and asked the United States to annex the islands.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 1



#### III. Trade and Diplomacy in Latin America (pages 523–524)

- A. In the 1800s, the United States wanted to increase its influence in Latin America by increasing the sale of American products in the region. Americans wanted Europeans to realize that the United States was the dominant power in the region.
- B. Secretary of State **James G. Blaine** led early efforts to expand American influence in Latin America. He proposed the idea that the United States and Latin America work together in what came to be called **Pan-Americanism**.
- C. In 1889 the first Pan-American conference was held in Washington, D.C. The goals of the conference were to create a customs union between Latin America and the United States, and to create a system for American nations to work out their disputes peacefully. The Latin Americans rejected both ideas.
- D. Latin Americans agreed to create the Commercial Bureau of the American Republics, an organization that worked to promote cooperation among the nations of the Western Hemisphere. Today this organization is called the **Organization of American States** (OAS).

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#### Discussion Question

What were the two goals of the first Pan-American conference? (*James G. Blaine wanted to create a customs union between Latin America and the United States, and create a system for American nations to work out their disputes peacefully.*)

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#### IV. Building a Modern Navy (pages 524–525)

- A. Americans were willing to risk war to defend American interests overseas. This led to American support for a large modern navy.
- B. Captain **Alfred T. Mahan** of the United States Navy published his lectures in a book called *The Influence of Seapower Upon History, 1660–1783*. The book suggested that a nation needed a large navy to protect its merchant ships and to defend its right to trade with other countries. Mahan felt it necessary to acquire territory overseas for naval bases.
- C. **Henry Cabot Lodge** and Albert J. Beveridge, two powerful senators, pushed for the construction of a new navy. By the late 1890s, the United States was on its way to becoming one of the top-ranked naval powers in the world
- D. In the spring of 1898, war began between Spain and the United States.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 1



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#### Discussion Question

What were the ideas that convinced Congress to pay for building a strong, modern U.S. navy? (*Businesses wanted new markets overseas, and Anglo-Saxonism convinced many Americans that they had a destiny to dominate the world. European imperialism threatened America's security. United States Navy Captain Alfred T. Mahan suggested that a nation needed a large navy to protect its merchant ships and to defend its right to trade with other countries. He felt it necessary to acquire territory overseas for naval bases.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



#### Did You Know?

African Americans who fought in the Spanish-American War were organized into units or regiments that were segregated from whites. Almost half of the Cuban revolutionaries fighting with the Americans were black. The black Cuban soldiers were integrated in the rebel army. The sight of black Cuban soldiers fighting alongside whites as equals increased African Americans' feelings of injustice in the United States.

#### I. The Coming of War (pages 527–529)

- A.** Cuba, a Spanish colony, provided wealth for Spain with sugarcane plantations. In 1868 Cuban rebels declared independence and began a guerrilla attack against Spanish authorities. After the attack failed, the Cuban rebels fled to the United States to plan a new revolution. Writer and poet **José Martí**, an exiled leader of Cuba's revolution, fled to New York City. He raised money from Americans and began purchasing weapons and training troops to prepare for an invasion of Cuba.
- B.** In 1894, after the United States imposed new tariffs on sugar, the economy of Cuba was devastated. Martí and his followers began a new rebellion in February of 1895. They seized control of eastern Cuba, declared its independence, and set up the Republic of Cuba in September 1895.
- C.** At the start of the Cuban revolution, Americans were neutral. But after reports in two newspapers, the *New York Journal* owned by **William Randolph Hearst** and the *New York World* owned by **Joseph Pulitzer**, Americans began to side with the rebels. The newspapers, trying to outdo each other, began to use **yellow journalism** by running exaggerated stories of Spanish attacks on Cubans.
- D.** The Cuban rebels attacked and destroyed American property, hoping for American intervention in the war.
- E.** The Spanish appointed General Valeriano Weyler to serve as governor. He caused the deaths of tens of thousands of Cuban villagers by sending them to reconcentration camps. This led Americans to call for intervention in the war.
- F.** The Spanish ambassador to the U.S., **Enrique Dupuy de Lôme**, wrote a private letter, describing President McKinley as weak and seeking admiration of Americans. The *New York Journal* printed the letter, causing Americans to become angry over the insult.
- G.** In February 1898, the U.S.S. *Maine*, anchored in Havana, Cuba, exploded, killing 266 American officers and sailors. Although no one knows why the ship exploded, many Americans blamed Spain.





## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



**H.** President William McKinley did not want to intervene in the war, fearing it would cost the United States too many lives and hurt the economy. Within the president's own political party, **jingoism** was very strong. In 1898, after much pressure, McKinley authorized Congress to declare war on Spain.

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#### Discussion Question

What factors led Americans to call for war against Spain in the late 1800s? (*After sensational reports in two newspapers, the New York Journal owned by William Randolph Hearst and the New York World owned by Joseph Pulitzer, Americans began to side with the rebels. The Cuban rebels attacked and destroyed American property, hoping for American intervention in the war. The Spanish Governor of Cuba, General Valeriano Weyler, caused the deaths of tens of thousands of Cuban villagers by sending them to reconcentration camps. This led Americans to call for intervention in the war. The Spanish ambassador to the U.S. wrote a letter describing President McKinley as weak. This angered Americans. In February 1898, the U.S.S. Maine, anchored in Havana, Cuba, exploded, killing 266 American officers and sailors. Many Americans blamed Spain.*)

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#### II. A War on Two Fronts (pages 529–531)

- A.** The United States Navy's North Atlantic Squadron blockaded Cuba. An American fleet in British Hong Kong was ordered to attack the Spanish fleet in the Philippines—a Spanish colony.
- B.** In May 1898, Commodore **George Dewey** led a squadron that destroyed Spanish warships in Manila Bay in the Philippines. McKinley sent 20,000 American troops to the Philippines and, along the way, seized the island of Guam—a Spanish possession in the Pacific.
- C.** The American army was untrained and unequipped. Poor conditions in training camps resulted in more Americans dying in training than in battle.
- D.** In June 1898, American troops advanced toward Santiago Harbor in Cuba. One group attacked the village of El Caney, and another group attacked San Juan Heights. Among the American troops were the "**Rough Riders**" led by Colonel **Leonard Wood**, with **Theodore Roosevelt** as second in command. Both attacks were American victories.
- E.** Along with the Rough Riders were the all-black 9th and 10th Cavalry Regiments. About one-fourth of the American troops fighting in Cuba were African American.
- F.** Spanish resistance ended with the surrender of Santiago. On August 12, 1898, Spain and the United States agreed to a cease-fire.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



#### Discussion Question

Who were the “Rough Riders”? (*The “Rough Riders” were a group of volunteer cavalry regiment from the American West. The group was a mix of cowboys, miners, and law officers with Theodore Roosevelt as second in command. They attacked Kettle Hill on foot and assisted in the capture of San Juan Hill.*)

### III. An American Empire is Born (pages 531–533)

- A.** Many Americans supported annexing the Philippines because it would provide a naval base in Asia, a stopover on the way to China, a large market for American goods, and the ability to teach “less civilized” peoples.
- B.** On December 10, 1898, the United States and Spain signed the Treaty of Paris. Cuba became an independent country. The United States acquired Puerto Rico and Guam and paid Spain \$20 million for the Philippines. This treaty made the United States an imperial power.
- C.** Controlling its new empire was not easy for the United States. **Emilio Aguinaldo**, a Filipino revolutionary, ordered his troops to attack American soldiers stationed in the Philippines. American General Arthur MacArthur was forced to set up reconcentration camps resulting in thousands of Filipinos dying.
- D.** William Howard Taft, the first U.S. civilian governor of the Philippines, introduced reforms in education, transportation, and health care to try to win over the Filipino people. These reforms slowly lessened Filipino hostility toward American rule. By April 1902, all Filipino resistance stopped. In 1946 the United States granted independence to the Philippines.
- E.** In 1900 Congress passed the **Foraker Act**, making Puerto Rico an unincorporated territory. Congress gradually allowed the people a degree of self-government. In 1917 Puerto Ricans were made citizens of the United States. In 1947 the island was allowed to elect its own governor. Today the debate on whether to grant Puerto Rico statehood, to become an independent country, or to continue as a Commonwealth and part of the United States still exists.
- F.** After the war, the United States set up a military government in Cuba. Steps were taken to ensure that Cuba would remain tied to the United States. The **Platt Amendment** specified that (1) Cuba could not make a treaty with another nation that would weaken its power or allow another foreign power to gain territory in Cuba; (2) Cuba had to allow the United States to buy or lease naval stations in Cuba; (3) Cuba’s debts had to be kept low to prevent foreign countries from landing troops to enforce payment; and (4) the United States would have the right to intervene to protect Cuban independence and keep order. Cuba reluctantly accepted the Amendment. It was repealed in 1934.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



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#### Discussion Question

How did the Foraker Act affect Puerto Rico? (*This act meant that the Puerto Ricans were not citizens and had no constitutional rights. It also gave Congress the power to pass whatever laws it wanted for the island.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 3



#### Did You Know?

In 1977 the United States and Panama signed a treaty that gave Panama control of the Panama Canal from the United States on December 31, 1999. Another treaty gave the United States the right to defend the neutrality of the canal after 1999.

#### I. Theodore Roosevelt's Rise to Power (pages 536–537)

- A. In the 1900 election, President McKinley defeated William Jennings Bryan by a wide margin. On September 6, 1901, Leon Czolgosz shot President McKinley, who died a few days later.
- B. Theodore Roosevelt, McKinley's vice president, became the youngest person to become president. Roosevelt believed the United States had a duty to shape the "less civilized" parts of the world. He wanted the United States to become a world power.

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#### Discussion Question

How did Theodore Roosevelt view the role of the United States in the world? (*He believed the U.S. had a duty to shape the "less civilized" parts of the world, and he wanted the U.S. to become a world power.*)

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#### II. American Diplomacy in Asia (pages 537–539)

- A. In 1899 the United States was a major power in Asia. Between 1895 and 1900, American exports to China quadrupled.
- B. In 1894 war began between China and Japan over what is now Korea. This ended in a Japanese victory. In the peace treaty, China gave Korea independence and Japan territory in Manchuria. The war showed that China was weaker than people had thought, and that Japan had successfully adopted Western technology.
- C. Japan's rising power worried Russia. They forced Japan to give back the part of Manchuria to China and later made China lease the territory to Russia. Leasing a territory meant it would still belong to China but a foreign power would have control. This leasehold became the center of a **sphere of influence**, an area where a foreign nation controlled economic development such as railroad and mining.
- D. President McKinley and Secretary of State John Hay supported an **Open Door policy** in China. They believed all countries should be allowed to trade with China. Hay sent notes to countries with leaseholds in China asking to keep ports open to all nations. Hay expected all powers would abide by this plan.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 3



- E.** Secret Chinese societies were organized to end foreign control. Members of the Boxers started the **Boxer Rebellion**. Group members invaded foreign embassies in Beijing and killed more than 200 foreigners and took others prisoner. An international force stopped the rebellion in August 1900.
- F.** Theodore Roosevelt won the Noble Peace prize in 1906 for his efforts in ending the war between Japan and Russia.
- G.** After the peace treaty between Japan and Russia, relations between the United States and Japan worsened. Each nation wanted greater influence in Asia. They agreed to respect each other's territorial possessions, to uphold the Open Door policy, and to support China's independence.
- H.** The **Great White Fleet**, 16 battleships of the new United States Navy, was sent around the world to show the country's military strength. Visiting Japan did not help the tension that already existed.

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#### Discussion Question

What did Roosevelt do to end the war between Japan and Russia? (*Roosevelt convinced Russia to recognize Japan's territorial gains, and he persuaded Japan to stop fighting and seek no further territory.*)

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### III. A Growing Presence in the Caribbean (pages 540–541)

- A.** In 1901 the **Hay-Pauncefote Treaty** signed by the U.S. and Great Britain gave the United States exclusive rights to build and control any proposed canal through Central America. A French company that had begun to build a canal through Panama offered to sell its rights and property in Panama to the United States. In 1903 Panama was still a part of Colombia, which refused John Hay's offer to purchase the land and gain rights to build the canal.
- B.** Panamanians decided to declare their independence from Colombia and make their own deal with the United States to build the canal. The short uprising against Colombia was supported by the United States, which sent ships to Panama to prevent Colombia from interfering.
- C.** The United States recognized Panama's independence, and the two nations signed a treaty to have the canal built. Construction of the 50-mile canal took ten years. It shortened the distance from the Atlantic to the Pacific Ocean by about 8,000 nautical miles.

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- D.** The 1904 **Roosevelt Corollary** to the Monroe Doctrine stated that the United States would intervene in Latin American affairs when necessary to maintain economic and political stability in the Western Hemisphere. The corollary was first applied to the Dominican Republic when it fell behind in its debt payments to European nations. Latin American nations resented the growing American influence.
- E.** The new president of the United States, William Howard Taft, continued Roosevelt's policies. He believed that if American business leaders supported Latin America and Asian development, everyone would benefit. His policy came to be called **dollar diplomacy**.

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#### Discussion Question

How did the United States gain the rights to build the Panama Canal? (*Panamanians decided to declare their independence from Colombia and make their own deal with the United States to build the canal. The short uprising against Colombia was supported by the United States that sent ships to Panama to prevent Colombia from interfering. The United States recognized Panama's independence, and the two nations signed a treaty to have the canal built.*)

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## Daily Lecture and Discussion Notes

### Chapter 18, Section 1



**Did You Know?** Photographer Lewis Hine used his photographs to record social conditions and make them known to Americans. He made a large photographic study of immigrants and their lives in tenements and sweatshops in New York City. He also photographed children working under deplorable working conditions in factories, mills, and mines. His photographs and comments by the children shocked the nation and greatly helped the reform movement to end child labor.

#### I. The Rise of Progressivism (pages 546–548)

- A. The era in American history from about 1890 to 1920 is known as the Progressive Era. **Progressivism** was a collection of different ideas and activities about how to fix the problems within American society. Progressives disagreed among themselves on the solutions, but agreed that the government should take a more active role in solving society's problems caused by urbanization and industrialization.
- B. Progressives believed that first the government needed to be fixed and made more responsive to people before other problems could be addressed. Progressives also believed that they could fix society's problems by applying scientific principles to society.
- C. The **muckrakers** were a group of journalists who investigated social conditions and political corruption. Their articles led to public debate on social and economic problems and put pressure on politicians to introduce reforms. Muckraker **Jacob Riis** focused on social problems in his book *How the Other Half Lives*, published in 1890. The book described poverty, disease, and crime in many immigrant neighborhoods in New York City.

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#### Discussion Question

What kind of group were the Progressives? (*The progressives were a group with widely different views and ideas about how to fix society's problems. They often disagreed with each other over the issues. They belonged to both political parties and were usually urban, educated middle-class Americans*)

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#### II. Making Government Efficient (page 548)

- A. There were many types of progressivism. Progressives often took opposing sides on issues and on how to solve the problems.



## Daily Lecture and Discussion Notes

### Chapter 18, Section 1



- B.** One group of progressives believed that problems in society could be solved if government was efficient. They felt that government could become efficient by applying the principles of scientific management. They thought that managing a city required experts, not elected politicians. They wanted to replace the existing system with a **commission plan** where a board of commissioners or a city manager with expertise in city services would select and hire specialists to run city departments.
- C.** In 1901 Galveston, Texas, was the first to adopt the commission system. Many cities followed shortly after.

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#### Discussion Question

What was the importance of Frederick W. Taylor's book, *The Principles of Scientific Management*? (The book, which described how companies could become more efficient by managing time and breaking down tasks, influenced the progressives as they used these ideas and applied them to city government.)

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### III. Democracy and Progressivism (page 549)

- A.** Many progressives wanted more democracy in society. The governor of Wisconsin, **Robert La Follette**, criticized how political parties ran their conventions. He pressured the state legislature to require each party to hold a **direct primary**, a party election in which all party members vote for a candidate to run in the general election.
- B.** Three new reforms were introduced by progressives to force state legislators to respond to voter's concerns. The **initiative** allowed a group of citizens to introduce legislation and required the legislature to vote on it. The **referendum** allowed proposed legislation to be submitted to the voters for approval. The **recall** allowed voters to demand a special election to remove an elected official from office.
- C.** To stop Senate corruption, progressives wanted the direct election of senators by all state voters. In 1912 Congress passed the direct-election amendment. In 1913 it was ratified, becoming the Seventeenth Amendment to the Constitution.

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#### Discussion Question

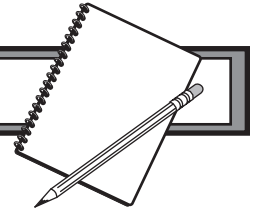
Why did the progressives want the direct election of senators? (The United States Constitution had originally called for each state legislature to elect two senators from each state. As a result, political machines often influenced the election of senators in exchange for federal contracts and jobs. Progressives hoped the direct election of senators by all state voters would end this corruption.)

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## Daily Lecture and Discussion Notes

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#### IV. The Suffrage Movement (pages 549–551)

- A.** The movement for women’s voting rights was known as the suffrage movement. **Suffrage** is the right to vote. In July 1848, Elizabeth Cady Stanton and Lucretia Mott organized the first women’s rights convention. Many progressives joined the suffrage movement in the late 1800s and early 1900s.
- B.** After the Civil War, the Republicans in Congress introduced the Fourteenth and Fifteenth Amendments, which protected the voting rights of African Americans. The woman suffrage movement had wanted these amendments to apply to women as well. Republicans refused.
- C.** The debate over the Fourteenth and Fifteenth Amendments split the suffrage movement into two groups and weakened its effectiveness. By 1900 only Wyoming, Idaho, Utah, and Colorado had granted voting rights to women.
- D.** In 1890 the two groups united to form the **National American Woman Suffrage Association** (NAWSA). The head of the NAWSA’s congressional committee, **Alice Paul**, a Quaker social worker, used protests to force President Wilson to take action on woman suffrage. After the NAWSA became alarmed at Paul’s activities, she left and started the National Woman’s Party. This group picketed the White House and went on hunger strikes if arrested.
- E.** In 1918 the House of Representatives passed a woman suffrage amendment. The amendment failed by two votes. In June 1919, the Senate finally passed the Nineteenth Amendment. On August 26, 1920, the states ratified the amendment guaranteeing women the right to vote.

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#### Discussion Question

What was the difference between the National Woman Suffrage Association and the American Suffrage Association? (*The National Woman Suffrage Association wanted to focus on passing a constitutional amendment for woman suffrage. The other group wanted state governments to give women the right to vote before trying to amend the Constitution.*)

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#### V. Social Welfare Progressivism (pages 551–553)

- A.** Social welfare progressives created charities to help the poor and disadvantaged, and pushed for laws to help fix social problems.
- B.** In 1900 over 1.7 million children under the age of 16 worked outside the home. The National Child Labor Committee worked to end child labor.

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- C. Many adult workers labored in difficult and dangerous conditions. With the creation of building codes, workers' compensation laws, zoning laws, and health codes, the work environment was made safer for workers.
- D. Some progressives favored zoning laws and building codes to regulate how the land and buildings could be used.
- E. The **temperance** movement called for the moderation or elimination of alcohol. Many progressives believed alcohol was the cause of many of society's problems. In 1874 the **Women's Christian Temperance Union (WCTU)** was formed. At first the temperance movement worked to reduce alcohol consumption, but later it pushed for **prohibition**—laws banning the manufacture, sale, and consumption of alcohol.

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#### Discussion Question

How did social welfare progressives hope to solve society's problems? (*Social welfare progressives created charities to help the poor and disadvantaged, and pushed for laws to help fix social problems.*)

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#### VI. Progressives Versus Big Business (page 553)

- A. A group of progressives focused on regulating big business, but they disagreed on the solutions. One side believed government should break up big companies to restore competition. The other group wanted the creation of government agencies to regulate big companies and prevent them from abusing their power.
- B. **Socialism**, the idea that the government should own and operate industry for the community as a whole, was an idea shared by a small minority of progressives.
- C. **Eugene Debs** led the American Socialist Party and was the party's candidate for president in the election of 1912.
- D. Most progressives and most Americans believed in the American system of free enterprise.

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#### Discussion Question

Why did some progressives focus on regulating big business? (*This group felt that wealth was concentrated in the hands of too few people. They were concerned about trusts and giant corporations that dominated big business.*)

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## Daily Lecture and Discussion Notes

### Chapter 18, Section 2



**Did You Know?** At age 42, Theodore Roosevelt was the youngest person to ever become president. By that time, Roosevelt had already had several diverse careers. He had been a legislator in the state of New York. He had been a rancher in the Dakota Badlands where he helped capture outlaws. He had been the New York City police commissioner. He had been assistant secretary of the navy. He had helped lead the Rough Riders in the battle of San Juan Hill in Cuba during the Spanish-American War.

#### I. Roosevelt Revives the Presidency (pages 555–558)

- A.** During his second term, Theodore Roosevelt's reform program was known as the **Square Deal**. As a progressive and a Social Darwinist, he felt the government should try to balance the needs of all the groups in American society. He believed that the U.S. needed progressive reforms to remain an efficient society that could compete successfully with other nations.
- B.** The fight for control of the Burlington Railroad erupted on the New York Stock Exchange. E.H. Harriman of the Union Pacific Railroad and James J. Hill and J. P. Morgan of the Great Northern and Northern Pacific Railroads argued over stock, which could have led to a recession. The three men compromised by creating a new holding company called **Northern Securities**.
- C.** Roosevelt felt Northern Securities violated the Sherman Antitrust Act, and he ordered a lawsuit filed. In 1904 the Supreme Court ruled that Northern Securities had violated the Sherman Antitrust Act.
- D.** The **United Mine Workers (UMW)** union called a strike of the miners who dug coal. About 150,000 workers from the mines of eastern Pennsylvania demanded a pay increase, reduction in work hours, and recognition for their union. The strike went on for months, threatening a coal shortage. Roosevelt urged the union and owners to accept **arbitration**, a settlement imposed by an outside party. The union agreed, but the owners did not. Mine owners finally agreed after Roosevelt threatened to have the army run the mines.
- E.** In 1903 Congress created the Department of Commerce and Labor. Within the department was the **Bureau of Corporations** that had the authority to investigate corporations and issue reports on their activities.
- F.** In 1906 the **Hepburn Act** was intended to strengthen the Interstate Commerce Commission (ICC) by giving it the power to set railroad rates. Over time, railroads realized they could work with the ICC to set rates and regulations that limited competition and prevent new competitors from entering the industry.



## Daily Lecture and Discussion Notes

### Chapter 18, Section 2



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#### Discussion Question

How did Roosevelt take on big business? (*In early 1902 he ordered his attorney general to file a lawsuit under the Sherman Antitrust Act against Northern Securities. When the mine owners refused arbitration in the coal mine strike, Roosevelt threatened to order the army to run the mines. Roosevelt convinced Congress to create the Department of Commerce and Labor with its Bureau of Corporations, which investigated corporations and issued reports on their activities. Roosevelt pushed the Hepburn Act through Congress. This act was intended to give the ICC the power to set railroad rates.*)

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#### II. Social Welfare Action (page 558)

- A. By 1905 consumer protection became a national issue. Patent medicines and food consumption became serious threats to Americans, forcing new legislation.
  - B. In 1906 Upton Sinclair's *The Jungle* described his observations of Chicago slaughterhouses. As a result, federal legislation was passed. The **Meat Inspection Act** required federal inspection of meat sold and set standards of cleanliness in meatpacking plants. The **Pure Food and Drug Act** prohibited the manufacture, sale, or shipment of impure or falsely labeled food and drugs.
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#### Discussion Question

What were patent medicines? (*Many patent medicines were potions made from alcohol, colored water, and sugar. Companies claimed the medicines would cure a variety of ills.*)

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#### III. Conservation (pages 558–559)

- A. President Theodore Roosevelt urged Americans to conserve natural resources. In 1902 Roosevelt supported the passage of the **Newlands Reclamation Act**, which authorized the use of federal funds from public land sales to pay for irrigation and land development projects.
- B. Roosevelt appointed Gifford Pinchot to head the United States Forest Service to carefully manage the timber resources in the West. Pinchot and his department created regulations controlling lumbering on federal lands.
- C. Roosevelt's actions during his presidency caused Americans to increasingly look to the federal government to solve the nation's economic and social problems. The executive branch of government greatly increased in power.

## Daily Lecture and Discussion Notes

### Chapter 18, Section 2



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#### Discussion Question

What was Roosevelt's policy on conservation? (*Roosevelt believed in conservation methods that promoted careful management of the nation's resources. He believed that trained experts in forestry and resource management should apply to the landscape the same scientific standards that others were using in the management of cities and industry.*)

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## Daily Lecture and Discussion Notes

### Chapter 18, Section 3



**Did You Know?** William Howard Taft was the largest person ever to become president. He was 6 feet tall and weighed over 300 pounds.

#### I. Taft Becomes President (pages 562–565)

- A.** Endorsed by Theodore Roosevelt, the Republican candidate, William Howard Taft, easily defeated the Democratic candidate, William Jennings Bryan, in the election of 1908. Taft, a skillful administrator and judge, had a slow approach to problem solving that led to conflicts with the progressives.
- B.** Taft, like many progressives, felt high tariffs limited competition, hurt consumers, and protected trusts. Taft called Congress into session to lower tariff rates.
- C.** Speaker of the House **Joseph G. Cannon** had the power to push bills through without discussion. Many progressives wanted to unseat him because he blocked their legislation. Taft stopped the Republican campaign against Cannon, and in return Cannon pushed the tariff bill through the House. These actions angered many progressives.
- D.** With the approval of the **Payne-Aldrich Tariff**, which raised some tariffs instead of lowering them, Taft had further alienated progressives. Gifford Pinchot, along with other progressives, felt betrayed and angry with Taft.
- E.** Taft's position with Republicans took a final turn for the worst with the hiring of **Richard Ballinger** as secretary of the interior. Gifford Pinchot charged that Ballinger had tried to turn over valuable public lands in Alaska to a private **syndicate**, or business group, for his own profit. The charges were groundless, but Pinchot leaked the story to the press. Taft fired Pinchot for **insubordination**, or disobedience.
- F.** The progressives' feeling that Taft had "sold the Square Deal down the river" resulted in a 1910 Democratic victory, with Democrats taking the majority in the House and Democrats and Progressive Republicans gaining control of the Senate from the conservatives.

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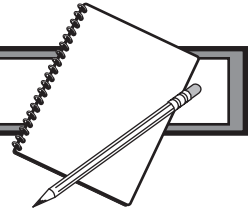
#### Discussion Question

How did President Taft differ from President Theodore Roosevelt? (*Where Roosevelt was charismatic and loved politics, Taft was the exact opposite. He did not like the spotlight and reacted to issues by approaching them from a legal point of view.*)

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## Daily Lecture and Discussion Notes

### Chapter 18, Section 3



#### II. Taft's Progressive Reforms (page 565)

- A. Taft brought twice as many antitrust cases as Roosevelt and established the **Children's Bureau** to fight child labor. He was a conservationist who monitored the activities of the mining companies, expanded national forests, and protected waterpower sites from private development.
- B. Theodore Roosevelt refused to criticize Taft's actions as president until Taft brought an antitrust lawsuit against U.S. Steel—a trust Roosevelt had established. Progressives convinced Roosevelt to reenter politics and attempt to replace Taft as the Republican nominee for president in the election of 1912.

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#### Discussion Question

What caused Roosevelt to publicly criticize Taft's actions as president? (*Roosevelt criticized Taft after he broke up trusts, destroying Roosevelt's system of cooperation and regulation that he set up with big business through the Bureau of Corporations.*)

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## Daily Lecture and Discussion Notes

### Chapter 18, Section 4



**Did You Know?** It took 46 ballots at the Democratic Convention before Woodrow Wilson became the Democratic Party's candidate for the presidential election of 1912. Wilson went on to easily defeat his opponents—Theodore Roosevelt, William Taft, and Eugene Debs.

#### I. The Election of 1912 (pages 566–567)

- A. Republican conservatives supported William Taft in the election of 1912. Most Republican progressives supported Theodore Roosevelt. Taft gained the Republican nomination.
- B. Roosevelt ran as an independent for the **Progressive Party**. In the end, the contest came down to the two progressives: Roosevelt and Democratic candidate Woodrow Wilson. As governor of New Jersey, Wilson had made his state a model of Progressive reform.
- C. Roosevelt's **New Nationalism** was a complete line of reforms that favored legislation to protect women and children in the workforce and workers' compensation for those injured on the job. He also wanted a federal trade commission to regulate industry.
- D. Wilson's plan, the **New Freedom**, supported free enterprise and criticized Roosevelt for a program that Wilson felt supported monopolies.
- E. Roosevelt and Taft split the Republican vote, giving Wilson the Electoral College win. It was the first time since 1892 that a Democrat had been president of the United States.

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#### Discussion Question

Why did Roosevelt decide to run for president as an independent? (*Roosevelt decided to run as an independent when it became clear that Taft's delegates controlled the Republican nomination.*)

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#### II. Regulating the Economy (pages 567–569)

- A. During Wilson's eight years as president, he issued reforms that affected tariffs, the banking system, the trusts, and workers' rights.
- B. In 1913 the **Underwood Tariff** reduced the average tariff on imported goods to about half of what it had been in the 1890s. An important part of the Underwood Tariff was the provision for levying an **income tax**, or a direct tax on the earnings of individuals and corporations.





## Daily Lecture and Discussion Notes



### Chapter 18, Section 4

- C. There had not been a central bank since the 1830s, when economic depressions had caused small banks to close, wiping out customers' savings. Wilson supported the Federal Reserve system where the banks would have to keep some of their deposits in a reserve to protect customers' money.
- D. In 1914 Wilson asked Congress to create the **Federal Trade Commission (FTC)** to monitor American business. The FTC investigated companies and issued "cease and desist" orders against companies involved in **unfair trade practices**. Progressives in Congress responded by passing the **Clayton Antitrust Act** that put a ban on tying agreements and price discrimination.

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#### Discussion Question

What made the Federal Reserve Act so significant? (*The system could fight inflation by raising interest rates and stimulate the economy during a recession by lowering interest rates.*)

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### III. Federal Aid and Social Welfare (pages 569–570)

- A. Wilson stopped supporting reforms, believing that his New Freedom program was complete. After a shaky congressional election in 1914, Wilson began to support reforms again.
- B. In 1916 Wilson signed the Keating-Owen Child Labor Act, which prohibited children under the age of 14 from working in factories. He also signed the Adamson Act, which established an eight-hour workday for railroad workers. He approved the Federal Farm Loan Act, which provided farmers with long-term loans at low interest rates.

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#### Discussion Question

Why did Wilson begin supporting reforms once again? (*The congressional election of 1914 left the Democrats with major losses. Many progressives were returning to the Republican Party. Wilson knew he could not rely on a split opposition when he ran for re-election.*)

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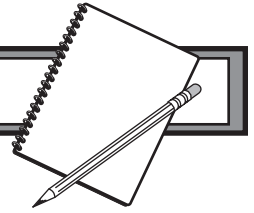
### IV. The Legacy of Progressivism (page 570)

- A. By the end of the Progressive era, Americans looked to the government to play an active role in regulating the economy and solving social problems.
- B. In 1905 African American leaders met to demand full political rights and responsibilities and an end to racial discrimination for African Americans. In 1909 the **National Association for the Advancement of Colored People (NAACP)** was founded.



## Daily Lecture and Discussion Notes

### Chapter 18, Section 4



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#### Discussion Question

How did Progressive reform help change American society? (*The progressives expanded democracy and improved life for many Americans.*)

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 1



**Did You Know?** When the United States finally entered World War I, “Remember the *Lusitania*” became a common slogan much like the slogan “Remember the *Maine*” was used during the Spanish-American War.

#### I. Woodrow Wilson’s Diplomacy (pages 576–577)

- A. President Wilson was opposed to imperialism and believed democracy was necessary to keep the nation stable and prosperous. He wanted a world free from revolution and war.
- B. In 1911 a revolution in Mexico forced its leader, Porfirio Díaz, to flee the country. The new leader, Francisco Madero, was a poor administrator. General **Victoriano Huerta** took over in Mexico and presumably had Madero murdered. Wilson refused to recognize the new government and prevented weapons from reaching Huerta.
- C. In 1914 Wilson sent marines to seize the Mexican port of Veracruz to overthrow Huerta. Anti-American riots broke out in Mexico. International mediation of the dispute placed Venustiano Carranza as Mexico’s new president.
- D. Mexican forces opposed to Carranza conducted raids into the United States, hoping Wilson would intervene. **Pancho Villa** led a group of **guerrillas**, an armed group that carries out surprise attacks, into New Mexico, and a number of Americans were killed.
- E. Wilson sent General **John J. Pershing** and his troops into Mexico to capture Villa. Pershing was unsuccessful. Wilson’s Mexican policy damaged U.S. foreign relations.

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#### Discussion Question

What was President Wilson’s foreign policy in Mexico? (*Wilson refused to recognize the new Mexican government led by General Victoriano Huerta, who had seized power in Mexico. Wilson sent U.S. marines to Mexico to overthrow Huerta. When anti-American riots broke out in Mexico, Wilson was forced to accept international mediation over the dispute. Venustiano Carranza was made Mexico’s president. Mexican forces, led by Pancho Villa, were opposed to Carranza and conducted raids into the U.S. Wilson sent general John J. Pershing into Mexico to capture Villa.*)

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 1



#### II. The Outbreak of World War I (pages 577–580)

- A.** The roots of World War I can be traced back to the 1860s, when Prussia began a series of wars in order to unite German states. By 1871 Germany was united. The new German nation changed European politics. France and Germany were enemies. Germany formed the **Triple Alliance** with Austria-Hungary and Italy. Russia and France formed the Franco-Russian Alliance against Germany and Austria-Hungary.
- B.** Great Britain remained neutral until the early 1900s, when it began an arms race with Germany. This increased tensions between the two countries, causing the British to gain closer relations with France and Russia. The three countries became known as the **Triple Entente**.
- C.** **Nationalism**, intense pride for one's homeland, was a powerful idea in Europe in the late 1800s. The right to **self-determination**, the idea that people who belong to a nation should have their own country and government, was a basic idea of nationalism. This idea led to a crisis in the **Balkans** where different national groups within the Ottoman and Austro-Hungarian Empires began to seek independence.
- D.** In June 1914, the heir to the Austro-Hungarian throne, Archduke **Franz Ferdinand**, was killed by a Bosnian revolutionary. This act set off a chain of events that led to World War I. On July 28, Austria declared war on Serbia. On August 1, Germany declared war on Russia. Two days later Germany declared war on France.
- E.** The **Allies**—France, Russia, Great Britain, and later Italy—fought for the Triple Entente. Germany and Austria-Hungary joined the Ottoman Empire and Bulgaria to form the **Central Powers**.
- F.** Germany and France became locked in a stalemate along hundreds of miles of trenches. The stalemate lasted three years. The Central Powers had greater success on the Eastern Front, capturing hundreds of miles of territory and taking hundreds of thousands of prisoners.

## Daily Lecture and Discussion Notes

### Chapter 19, Section 1



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#### Discussion Question

What factors led to the start of World War I? (*The roots of World War I can be traced back to the 1860s, when Prussia began a series of wars in order to unite German states. By 1871 Germany was united. The new German nation changed European politics. France and Germany were enemies. Germany formed the Triple Alliance with Austria-Hungary and Italy. Russia and France formed the Franco-Russian Alliance against Germany and Austria-Hungary. Great Britain remained neutral until the early 1900s, when it began an arms race with Germany. This increased tensions between the two countries, causing the British to gain closer relations with France and Russia. Nationalism led to a crisis in the Balkans where different national groups within the Ottoman and Austro-Hungarian Empires began to seek independence. In June 1914, the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, was killed by a Bosnian revolutionary. This event caused the alliances of Europe to declare war on each other.*)

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### III. American Neutrality (pages 580–581)

- A. Wilson declared the United States to be neutral. He did not want his country pulled into a foreign war. Americans, however, began showing support for one side or the other with many immigrants supporting their homelands. Most Americans favored the Allied cause.
- B. President Wilson's cabinet was pro-British, believing that an Allied victory would preserve an international balance of power. The British skillfully used **propaganda**, or information used to influence opinion, to gain American support.
- C. Companies in the United States had strong ties to the Allied countries. Many American banks gave loans to the Allies. As a result, American prosperity was tied to the war. The money would only be paid back if the Allies won.

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#### Discussion Question

How did propaganda influence Americans? (*The British cut the transatlantic telegraph cable from Europe to the United States to limit news about the war to mainly British communication. Outrageous reports about German war atrocities convinced many Americans to support the Allies.*)

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 1



#### IV. Moving Toward War (pages 581–583)

- A. While most Americans supported the Allies, they did not want to enter the war.
- B. The British navy blockaded Germany to keep it from getting supplies. The British redefined **contraband**, or prohibited materials, to stop neutral parties from shipping food to Germany. To get around the blockade, Germany deployed submarines known as **U-boats**. Germany threatened to sink any ship that entered the waters around Britain. Attacking civilians ships without warning violated an international treaty and outraged the United States. The *Lusitania*, a British passenger liner, was hit by the Germans, killing almost 1,200 passengers—including 128 Americans.
- C. Americans instructed Germany to stop U-boat strikes. Germany did not want the U.S. to join the war and strengthen the Allies. The **Sussex Pledge**, a promise made by Germany to stop sinking merchant ships, kept the United States out of the war for a bit longer.
- D. A German official, Arthur Zimmermann, cabled the German ambassador in Mexico, proposing that Mexico ally itself with Germany. In return, Mexico would regain territory it had earlier lost to the United States. The **Zimmermann telegram** was intercepted by British intelligence and leaked to American newspapers.
- E. In February 1917, Germany went back to unrestricted submarine warfare and, soon after, sank six American merchant ships. On April 6, 1917, the United States declared war against Germany.

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#### Discussion Question

What events led to the United States declaring war against Germany? (*The British navy blockaded Germany to keep it from getting supplies. To get around the blockade, Germany deployed U-boats. The Lusitania, a British passenger liner, was hit by the Germans, killing almost 1,200 passengers including 128 Americans. A German official, Arthur Zimmermann, cabled the German ambassador in Mexico, proposing that Mexico ally itself with Germany. In return, Mexico would regain territory it had earlier lost to the United States. The Zimmermann telegram was intercepted by British intelligence and leaked to American newspapers. In February 1917, Germany went back to unrestricted submarine warfare and, soon after, sank six American merchant ships. On April 6, 1917, the United States declared war against Germany.*)

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 2



#### Did You Know?

Seventy-five million pieces of pro-war printed materials were distributed throughout the United States by the Committee on Public Information (CPI). The government passed out this propaganda to unite public opinion behind the war effort. The CPI ran a full-page ad in the popular magazine the *Saturday Evening Post*, asking American citizens to notify the Justice Department if they encountered, “the man who spreads the pessimistic stories..., cries for peace, or belittles our efforts to win the war.”

#### I. Building Up the Military (pages 584–585)

- A. As the United States entered the war; it was necessary to recruit more soldiers. Many progressives thought **conscription**, or forced military service, violated both democratic and republican principles. A new system of conscription, called **selective service**, resulted in about 2.8 million Americans being drafted.
- B. African American soldiers faced discrimination and prejudice within the army, where they served in racially segregated units under the control of white officers. Many African Americans won praise from their commanders and received war medals.
- C. World War I was the first war in which women officially served. The navy enlisted some 11,000 women, whose jobs included clerics, radio operators, electricians, pharmacists, photographers, chemists, and torpedo assemblers. The army, refusing to enlist women, hired them as temporary employees to fill clerical positions. Army nurses were the only women in the military to go overseas during the war.

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#### Discussion Question

What was selective service? (*Selective service was a new system of forced military service. It required all men ages 21–30 to register to be drafted for war. A lottery randomly decided the order in which they were called to service.*)

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#### II. Organizing Industry (pages 585–586)

- A. President Wilson and Congress agreed that the government should not control the economy. Instead, they wanted to establish a cooperative relationship between big business and government to ensure efficient use of resources during the mobilization of the American economy for war.



## Daily Lecture and Discussion Notes

### Chapter 19, Section 2



- B.** In 1917 the **War Industries Board** (WIB) was created to coordinate the production of war materials. In 1918 the WIB was reorganized and **Bernard Baruch**, a wealthy Wall Street stockbroker, was appointed to run it.
- C.** The Food Administration, under the direction of Herbert Hoover, was responsible for increasing food production while reducing consumption. Hoover asked people to plant **victory gardens** to raise their own vegetables in order to leave more food for the troops.
- D.** The Fuel Administration encouraged people to conserve coal and oil. **Daylight savings time** was introduced to conserve energy.
- E.** To raise money to pay for the war, the government began selling **Liberty Bonds** and **Victory Bonds**. By buying bonds, Americans were loaning the government money that would be repaid with interest in a specified number of years.

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#### Discussion Question

What were some actions of the WIB under the leadership of Bernard Branch? (*The WIB told manufacturers what they could and could not make. It also controlled the flow of raw materials, ordered construction of new factories, and with the president's approval, set prices.*)

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### III. Mobilizing the Workforce (page 587)

- A.** To prevent strikes, the government established the **National War Labor Board** (NWLB) in 1918. In exchange for wage increases, an 8-hour workday, and the right to organize unions and bargain collectively, the labor leaders agreed not to disrupt war production with a strike.
- B.** The war increased the need for women in the workforce. They took factory and manufacturing jobs and positions in the shipping and railroad industries. After the war, women returned to their previous jobs or left the workforce.
- C.** The war stopped the flow of immigrants to the United States, which allowed African Americans wartime jobs. Between 300,000 and 500,000 African Americans left the South to settle in the North. This "Great Migration" changed the racial makeup of many Northern cities.
- D.** Many Mexicans moved north, providing labor for farmers and ranchers in the American Southwest. Mexicans also moved to cities to take wartime factory jobs. They faced discrimination and hostility from Americans.



## Daily Lecture and Discussion Notes

### Chapter 19, Section 2



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#### Discussion Question

What was the “Great Migration?” (*Wartime job openings attracted hundreds of thousands of African Americans from the South to settle in the North. It was a massive population movement during the war.*)

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#### IV. Ensuring Public Support (pages 587–589)

- A.** The **Committee on Public Information** (CPI), was a new government agency that attempted to “sell” the idea of war to the American people. Pamphlets and speeches helped deliver patriotic messages.
- B.** **Espionage**, or spying to acquire secret government information, was addressed in the Espionage Act of 1917. It set up consequences for people who aided the enemy. The Sedition Act of 1918 went a step further by making it illegal to criticize the president or the government.
- C.** Suspicions of disloyalty led to the mistreatment of German Americans. Anti-German feelings sometimes led to violence. Radical labor activists, socialists, pacifists, and anyone appearing disloyal also came under attack.
- D.** In the case of *Schenck v. the United States* (1919), the Supreme Court ruling limited an individual’s freedom of speech if the words spoken constituted a “clear and present danger.”

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#### Discussion Question

How did the government ensure the American public’s support of the war? (*The Committee on Public Information attempted to “sell” the idea of war to the American people through pamphlets and speeches. The Espionage Act of 1917 set up consequences for people who aided the enemy. The Sedition Act of 1918 made it illegal to criticize the president or the government. In the case of Schenck v. the United States (1919), the Supreme Court ruling limited an individual’s freedom of speech if the words spoken constituted a “clear and present danger.”*)

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 3



#### Did You Know?

By 1917 one in every four ships setting sail from British ports was attacked by German submarines. Soon after joining the war, American warships helped plant antisubmarine mines in the North Sea. This action put an end to most German submarine attacks.

### I. Combat in World War I (pages 592–594)

- A. By 1917 World War I had claimed millions of European lives. Americans, however, believed their troops could bring the war to a quick end.
- B. Soldiers dug trenches as a means of protection from modern weapons. “No man’s land” was the space between the opposing trenches. Soldiers would charge the enemy by scrambling out of the trenches. This inefficient military move made soldiers easy targets. In major battles, both sides lost several hundred thousand men.
- C. To break through enemy lines and reduce casualties, new technologies were created. Poison gas, first used by the Germans, caused vomiting, blindness, and suffocation. Tanks were unsuccessfully used. Airplanes dropped small bombs on the enemy and engaged in air battles.

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#### Discussion Question

How did the nature of warfare change in World War I? (*The nature of warfare changed as troops dug trenches as a means of protection from modern weapons. New technologies were created to break through enemy lines. The technologies included rapid-fire machine guns, poison gas, tanks, and airplanes that dropped small bombs and that attached machine guns for air battles.*)

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### II. The Americans and Victory (pages 594–596)

- A. “Doughboys” was a nickname for American soldiers. Although inexperienced, the American soldiers boosted the morale of Allied forces.
- B. American Admiral William S. Sims proposed **convoys**, in which merchant ships and troop transports were gathered into groups and brought across the Atlantic by warships. The result was a reduction in shipping losses and ensured that American troops would get to Europe safely.



## Daily Lecture and Discussion Notes

### Chapter 19, Section 3



- C. Although Russians supported the war effort, their government was not equipped to handle the major problems of the nation. In 1917 **Vladimir Lenin**, leader of the **Bolshevik Party**, overthrew the government and replaced it with a Communist one. Lenin pulled Russia out of the war and agreed with Germany to sign the **Treaty of Brest-Litovsk**, removing German armies from Russian lands in exchange for territory. This closed the Eastern Front for Germany.
- D. In March of 1918, Germany launched a massive attack along the Western Front and pushed deeply into Allied lines. American troops captured the village of Cantigny, and with French assistance the German attack of Paris was blocked. The American and French troops held their ground.
- E. In September 1918, American General Pershing put together the most massive attack in American history, causing one German position after another to fall to the advancing American troops.
- F. On November 11, 1918, Germany finally signed an **armistice**, or cease-fire, that ended the war.

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#### Discussion Question

Why did Russia pull out of the war? *(After Lenin overthrew the Russian government and set up a Communist government, he pulled Russia out of the war to focus on establishing a Communist state.)*

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### III. A Flawed Peace (pages 596–597)

- A. In January 1919, leaders of the victorious Allied nations met to resolve the issues caused by the war. Wilson's plan, called the **Fourteen Points**, addressed "the principle of justice to all people and nationalities." The points proposed by Wilson included eliminating the general causes of the war through free trade and disarmament, open diplomacy instead of secret agreements, and the right to self-determination. The points required the evacuation of the Central Powers from all countries invaded during the war. The fourteenth point, known as the **League of Nations**, called for member nations to help preserve peace and prevent future wars.
- B. The other Allied governments felt that Wilson's plan was too lenient toward Germany. The **Treaty of Versailles**, signed by Germany, weakened Wilson's proposal. The treaty stripped Germany of its armed forces and made it pay **reparations**, or war damages to the Allies.



## Daily Lecture and Discussion Notes



### Chapter 19, Section 3

- C. The Treaty of Versailles and the League of Nations were opposed by many United States lawmakers. The “Reservationists,” led by Henry Cabot Lodge, supported the League but wanted to change the treaty with amendments that would preserve the nation’s freedom to act independently. Wilson, exhausted by trying to sell his plan to Americans, suffered a stroke. The Senate refused to ratify the treaty. Instead, the United States negotiated separate peace treaties with each of the Central Powers.

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#### Discussion Question

What were the provisions of the Treaty of Versailles? *(The treaty stripped Germany of its armed forces and made it pay reparations to the Allies. The sum was more than Germany could afford to pay. The Treaty also required Germany to acknowledge guilt for the outbreak and devastation caused by World War I.)*

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 4



#### Did You Know?

In 1919, 450,000 coal miners went on strike. They wanted a 60 percent pay increase and a 30-hour work week. Because coal was the major energy source at that time, the government quickly responded by obtaining a court order forcing the strikers back to work. Eventually the coal miners won a large pay increase to average about \$7.50 a day.

#### I. An Economy In Turmoil (pages 599–601)

- A. After World War I ended, rapid inflation resulted when government agencies removed their controls from the American economy. Inflation increased the **cost of living**—the cost of food, clothing, shelter, and other essentials people need.
- B. While workers needed higher wages to keep up with the cost of living, companies wanted to lower wages due to an increase in operating costs. The number of members in unions increased greatly during the war. Unions were better organized than before. Business leaders wanted to break the power of unions. The result of these factors was a large number of strikes.
- C. **General strikes**—strikes that involve all workers living in a certain location—worried Americans because they were common in Europe by Communists and other radicals. The Seattle general strike involved more than 60,000 people and brought the city to a halt for five days.
- D. In 1919 75 percent of the police force of Boston went on strike. The governor of Massachusetts, **Calvin Coolidge**, called in the National Guard to stop looting. When the police tried to return to work, Coolidge fired them, and a new police force was hired to replace them.
- E. One of the largest strikes in American history took place when 350,000 steelworkers went on strike for higher pay, shorter hours, and recognition of their union. The failure of their strike set back the union cause in the steel industry until 1937.

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#### Discussion Question

What caused Coolidge to become the Republican choice for vice president in the 1920 election? (*Coolidge had agreed that the striking police officers should be fired because they had jeopardized public safety. This brought Coolidge public attention and support.*)

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 4



#### II. Racial Unrest (page 601)

- A. In the summer of 1919, race riots occurred in many Northern cities. They were caused by the return of hundreds of thousands of American soldiers who needed to find employment. African Americans, who moved North to work, were now competing for the same jobs as the soldiers.
- B. The worst violence occurred in Chicago where whites and African Americans entered each other's neighborhoods and attacked one another. The violence lasted almost two weeks.

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#### Discussion Question

What caused racial unrest in Northern cities after the war? (*Hundreds of thousands of American soldiers returned to the workforce after the war. They competed for jobs and housing with African Americans who had moved to Northern cities during the war to work in factories.*)

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#### III. The Red Scare (pages 601–603)

- A. After World War I, Americans associated communism with disloyalty and unpatriotic behavior.
- B. The numerous strikes in the U.S. in 1919 made Americans fear that Communists or “reds” might take control. This led to a nationwide panic known as the **Red Scare**.
- C. The postal service intercepted 30 parcels addressed to leaders in the business and political arena that were set to explode upon opening. One bomb damaged the home of United States Attorney General **A. Mitchell Palmer**. Although no one ever took responsibility for the packages, most people felt it was Communists or revolutionaries trying to destroy the American way of life.
- D. Palmer set up a special division in the Justice Department called the General Intelligence Division, headed by **J. Edgar Hoover**. Today this is known as the Federal Bureau of Investigation (FBI). Palmer organized raids on various radical organizations, mostly rounding up immigrants who were then **deported**, or expelled from the country.

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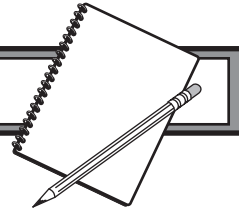
#### Discussion Question

How did the Red Scare change the attitude of Americans toward immigrants? (*Americans linked radicalism with immigrants. This led Congress to limit immigration.*)

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## Daily Lecture and Discussion Notes

### Chapter 19, Section 4



#### IV. An End to Progressivism (page 603)

- A. Warren G. Harding won the election in 1920 with a campaign that called for a return to “normalcy,” or a return to the simpler days before the Progressive Era reforms.
- B. Harding won the election by a landslide. The American people liked the idea of returning to a simpler time.

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#### Discussion Question

Why did Americans like the idea of a return to “normalcy”? (*Americans had a general sense of disillusionment because of economic problems, labor unrest, and racial tensions. They wanted an end to the upheaval. They liked the idea of returning to simpler times before reform.*)

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## Daily Lecture and Discussion Notes

### Chapter 20, Section 1



#### Did You Know?

During the 1920s, cosmetic sales soared as women tried to copy the look of Hollywood movie stars. The average American woman used about one pound of face powder a year.

#### I. Nativism Resurges (pages 610–612)

- A. In the 1920s, racism and nativism increased. Immigrants and demobilized military men and women competed for the same jobs during a time of high unemployment and an increased cost of living.
- B. Ethnic prejudice was the basis of the **Sacco and Vanzetti case**, in which the two immigrant men were accused of murder and theft. They were thought to be **anarchists**, or opposed to all forms of government. Sacco and Vanzetti were sentenced to death, and in 1927 they were executed still proclaiming their innocence.
- C. Nativists used the idea of **eugenics**, the false science of the improvement of hereditary traits, to give support to their arguments against immigration. Nativists emphasized that human inequalities were inherited and said that inferior people should not be allowed to breed. This added to the anti-immigrant feeling of the time and further promoted the idea of strict immigrant control.
- D. The **Ku Klux Klan (KKK)** led the movement to restrict immigration. This new Klan not only targeted the freed African Americans but also Catholics, Jews, immigrants, and other groups believed to have “un-American” values.
- E. Because of a publicity campaign, by 1924 the Ku Klux Klan had over 4 million members and stretched beyond the South into Northern cities.
- F. Scandals and poor leadership led to the decline of the Klan in the late 1920s. Politicians supported by the Klan were voted out of office.

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#### Discussion Question

What led to a resurgence of racism and nativism in the United States after World War I? (During the early 1920s, an economic recession, an influx of immigrants, and racial and cultural tensions led to an atmosphere of disillusionment and intolerance. Many Americans saw immigrants as a threat to the status quo of traditional American values. Immigrants and demobilized military men and women competed for the same jobs during a time of high unemployment and an increased cost of living.)

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## Daily Lecture and Discussion Notes

### Chapter 20, Section 1



#### II. Controlling Immigration (page 612)

- A.** In 1921 President Harding signed the **Emergency Quota Act**, limiting immigration to 3 percent of the total number of people in any ethnic group already living in the United States. This discriminated heavily against southern and eastern Europeans.
- B.** The National Origins Act of 1924 made immigrant restriction a permanent policy. The act lowered the quotas to 2 percent of each national group living in the U.S. in 1890. This further restricted immigrants from southern and eastern Europe. The act exempted immigrants from the Western Hemisphere from the quotas.
- C.** The immigration acts of 1921 and 1924 reduced the labor pool in the United States. Employers needed laborers for agriculture, mining, and railroad work. Mexican immigrants began pouring into the United States between 1914 and the end of the 1920s. The immigrants fled their country in the aftermath of the Mexican Revolution of 1910.

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#### Discussion Question

How did the Newlands Reclamation Act of 1902 help bring Mexican immigrants to the United States? (*This act provided funds for irrigation projects in the Southwest. This led to a need for large numbers of agricultural laborers for factory farms. Since the National Origins Act of 1924 limited immigration from southern and eastern Europe but not from the Western Hemisphere, Mexican immigrants looking for jobs and political freedom poured into the United States.*)

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#### III. The New Morality (pages 612–614)

- A.** A “new morality” challenged traditional ideas and glorified youth and personal freedom. New ideas about marriage, work, and pleasure affected the way people lived. Women broke away from families as they entered the workforce, earned their own livings, or attended college. The automobile gave American youth the opportunity to pursue interests away from parents.
- B.** Women’s fashion drastically changed in the 1920s. The **flapper**, a young, dramatic, stylish, and unconventional woman, exemplified the change in women’s behavior. She smoked cigarettes, drank illegal liquor, and wore revealing clothes. Professionally, women made advances in the fields of science, medicine, law, and literature.

## Daily Lecture and Discussion Notes

### Chapter 20, Section 1



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#### Discussion Question

How did the automobile encourage the new morality? (*The automobile led to the independence of many youths. As a result, many American youths spent time away from family to socialize with friends.*)

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#### IV. The Fundamentalist Movement (pages 614–615)

- A. Some Americans feared the new morality and worried about America's social decline. Many of these people came from small rural towns and joined a religious movement called **Fundamentalism**.
- B. The Fundamentalists rejected Darwin's theory of **evolution**, which suggested that humans developed from lower forms of life over millions of years. Instead, Fundamentalists believed in **creationism**—that God created the world as described in the Bible.
- C. In 1925 Tennessee passed the Butler Act, which made it illegal to teach anything that denied creationism and taught evolution instead.
- D. The debate between evolutionists and creationists came to a head with the Scopes Trial. Answering the request of the ACLU, John T. Scopes, a biology teacher, volunteered to test the Butler Act by teaching evolution in his class. After being arrested and put on trial, Scopes was found guilty, but the case was later overturned. After the trial, many fundamentalists withdrew from political activism.

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#### Discussion Question

How did the American Civil Liberties Union (ACLU) cause the clash between the evolutionists and the creationists? (*The ACLU raised money to test the Butler Act, and it asked for a volunteer who would purposely teach evolution in the classroom.*)

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#### V. Prohibition (pages 615–616)

- A. Many people felt the passage of the Eighteenth Amendment, which prohibited alcohol, would reduce unemployment, domestic violence, and poverty.
- B. The **Volstead Act** made the enforcement of Prohibition the responsibility of the U.S. Treasury Department. Until the 1900s, **police powers**—a government's power to control people and property in the public's interest, had been the job of the state governments.



## Daily Lecture and Discussion Notes

### Chapter 20, Section 1



- C.** Americans ignored the laws of Prohibition. They went to secret bars called **speakeasies**, where alcohol could be purchased. Crime became big business, and gangsters corrupted many local politicians and governments.
- D.** In 1933 the ratification of the Twenty-first Amendment ended Prohibition. It was a victory for modernism and a defeat for supporters of traditional values.

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#### Discussion Question

How were Prohibition and crime related? (*Organized crime ran most of the speakeasies. Bootlegging—the illegal production and distribution of alcohol—was common. Gangsters smuggled alcohol into the United States, and violence occurred as gangs fought to control the liquor trade. Some gangsters gained enough money and power to corrupt local politicians.*)

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## Daily Lecture and Discussion Notes

### Chapter 20, Section 2



**Did You Know?** During the 1920s, families sat down together to listen to radio programs, much like families today sit down together to watch television programs.

#### I. Art and Literature (pages 620–622)

- A. During the 1920s, American artists, writers, and intellectuals began challenging traditional ideas as they searched for meaning in the modern world.
- B. The artistic and unconventional, or **Bohemian**, lifestyle of Manhattan’s Greenwich Village and Chicago’s South Side attracted artists and writers. These areas were considered centers of creativity, enlightenment, and freedom from conformity to old ideas.
- C. The European art movement influenced American modernist artists. The range in which the artists chose to express the modern experience was very diverse.
- D. Writing styles and subject matter varied. Chicago poet **Carl Sandburg** used common speech to glorify the Midwest and the expansive nature of American life. Playwright **Eugene O’Neill’s** work focused on the search for meaning in modern society.

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#### Discussion Question

How did F. Scott Fitzgerald’s *The Great Gatsby* portray modern society? (*The book exposed the emptiness and superficiality of modern society as the characters spent much of their lives chasing futile dreams.*)

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#### II. Popular Culture (pages 622–623)

- A. The economic prosperity of the 1920s afforded many Americans leisure time for enjoying sports, music, theater, and entertainment.
- B. Radio, motion pictures, and newspapers gave rise to a new interest in sports. Sports figures, such as **Babe Ruth** and heavyweight champion Jack Dempsey, were famous for their sports abilities but became celebrities as well.
- C. Motion pictures became increasingly popular. The first “talking” picture, *The Jazz Singer*, was made in 1927. The golden age of Hollywood began.
- D. The **mass media**—radio, movies, newspapers, and magazines—helped break down the focus on local interests. Mass media helped unify the nation and spread new ideas and attitudes.



## Daily Lecture and Discussion Notes

### Chapter 20, Section 2



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#### Discussion Question

How did popular culture in the United States change during the 1920s? (*The economic prosperity of the 1920s afforded many Americans leisure time for enjoying sports, music, theater, and entertainment. Radio, motion pictures, and newspapers gave rise to a new interest in sports. Sports figures became celebrities. Motion pictures became increasingly popular. The first “talking” picture, The Jazz Singer, was made in 1927. The golden age of Hollywood began. The mass media—radio, movies, newspapers, and magazines—broke down the focus on local interests. Mass media helped unify the nation and spread new ideas and attitudes.*)

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## Daily Lecture and Discussion Notes

### Chapter 20, Section 3



#### Did You Know?

Langston Hughes was a recent graduate from high school when his first poem, "The Negro Speaks of Rivers," was published. He enrolled in Columbia University in 1921, but only stayed a year. While working as a busboy in a Washington, D.C., hotel in 1925, Hughes showed some of his writings to poet Vachel Lindsay, who helped Hughes get his work published.

#### I. The Harlem Renaissance (pages 626–628)

- A. The **Great Migration** occurred when hundreds of thousands of African Americans from the rural South headed to industrial cities in the North with the hope of a better life.
- B. In large northern cities, particularly New York City's neighborhood of Harlem, African Americans created environments that stimulated artistic development, racial pride, a sense of community, and political organization, which led to a massive creative outpouring of African American arts. This became known as the **Harlem Renaissance**.
- C. Writer **Claude McKay** became the first important writer of the Harlem Renaissance. His work expressed defiance and contempt of racism, which were very strong writing characteristics of this time. **Langston Hughes** became the leading voice of the African American experience in the United States.
- D. **Louis Armstrong** introduced **jazz**, a style of music influenced by Dixieland music and ragtime. He became the first great cornet and trumpet soloist in jazz music.
- E. A famous Harlem nightspot, the **Cotton Club**, was where some famous African American musicians, such as **Duke Ellington**, got their start.
- F. **Bessie Smith** sang about unrequited love, poverty, and oppression, which were classic themes in **blues** style music. This soulful style of music evolved from African American spirituals.

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#### Discussion Question

What was the Harlem Renaissance? (*In large northern cities, particularly New York City's neighborhood of Harlem, African Americans created environments that stimulated artistic development, racial pride, a sense of community, and political organization, which led to a massive creative outpouring of African American arts. This became known as the Harlem Renaissance.*)

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## Daily Lecture and Discussion Notes

### Chapter 20, Section 3



#### II. African American Politics (pages 629–630)

- A. After World War I, many African Americans wanted a new role in life and in politics.
- B. The Great Migration led to African Americans becoming powerful voting blocs, which influenced election outcomes in the North. **Oscar DePriest** was elected as the first African American representative in Congress from a Northern state after African Americans voted as a block.
- C. The National Association for the Advancement of Colored People (NAACP) battled against segregation and discrimination. The NAACP's efforts led to the passage of anti-lynching legislation in the House of Representatives, but the Senate defeated the bill.
- D. Jamaican black leader **Marcus Garvey's** idea of "Negro Nationalism" glorified black culture and traditions. He founded the Universal Negro Improvement Association (UNIA), which promoted black pride and unity. Garvey encouraged education as the way for African Americans to gain economic and political power; but he also voiced the need for separation and independence from whites.
- E. Garvey's plan to create a settlement in Liberia in Africa for African Americans caused middle class African Americans to distance themselves from Garvey. His ideas, however, led to a sense of pride and hope in African Americans that resurfaced during the civil rights movement in the 1960s.

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#### Discussion Question

What was Marcus Garvey's "Negro Nationalism?" (*Garvey's idea of "Negro Nationalism" glorified black culture and traditions. He founded the Universal Negro Improvement Association, which promoted black pride and unity. He encouraged education as the way for African Americans to gain economic and political power; but he also voiced the need for separation and independence from whites.*)

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## Daily Lecture and Discussion Notes



### Chapter 21, Section 1

#### Did You Know?

Most historians rank President Warren G. Harding as one of the country's weakest presidents. They believe he failed as president because he was weak-willed and a poor judge of character.

#### I. The Harding Administration (pages 636–638)

- A. In 1920, when Warren G. Harding ran for president, most Americans wanted to return to simpler times. His campaign slogan to return to **normalcy**, or a “normal” life after the war, made him very popular and he won the presidency.
- B. Harding made a few distinguished appointments to the cabinet, but most appointments were given to friends. His old poker-playing friends became known as the **Ohio Gang**. Some members used their government positions to sell jobs, pardons, and immunity from prosecution. Before most of the scandals became public knowledge, Harding fell ill and died in 1923.
- C. Harding's secretary of the interior, **Albert B. Fall**, secretly allowed private interests to lease lands containing U.S. Navy oil reserves at Teapot Dome, Wyoming. He received bribes totaling over \$300,000. The **Teapot Dome scandal** ended with Fall being the first cabinet officer in history to be sent to prison.
- D. Another Harding administration scandal involved Attorney General Harry Daugherty. He refused to turn over files and bank records for a German-owned American company. Bribe money ended up in a bank account controlled by Daugherty. He refused to testify under oath, claiming **immunity**, or freedom from prosecution, on the grounds that he had confidential dealings with the president. The new president, Calvin Coolidge, demanded Daugherty's resignation.

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#### Discussion Question

What problems faced President Harding during his administration? (*Harding's administration was plagued with scandals by cabinet members and other government officials appointed by Harding. Some members of the Ohio Gang used their government positions to sell jobs, pardons, and immunity from prosecution. Colonel Charles R. Forbes, head of the Veteran's Bureau, sold scarce medical supplies from veteran's hospitals and kept the money, which cost the taxpayers \$250 million. Secretary of the interior, Albert B. Fall, secretly allowed private interests to lease lands containing U.S. Navy oil reserves at Teapot Dome, Wyoming. Attorney General Harry Daugherty refused to turn over files and bank records for a German-owned American company. Bribe money ended up in a bank account controlled by Daugherty.*)

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## Daily Lecture and Discussion Notes

### Chapter 21, Section 1



#### II. The Coolidge Administration (pages 638–639)

- A.** Vice President Calvin Coolidge became president after Harding's death. Coolidge distanced himself from the Harding administration. His focus was on prosperity through business leadership with little government intervention. He easily won the Republican Party's nomination for president in 1924.
- B.** The Democratic Party's candidate was John W. Davis. Those not wanting to choose between the Republican and Democratic Parties formed a new Progressive Party with **Robert M. La Follette** as their candidate.
- C.** Coolidge won the 1924 election with more than half the popular vote. Coolidge promised to give the United States the normalcy that Harding had not.

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#### Discussion Question

How did Coolidge feel about business and government? (*Coolidge felt that business led to prosperity and that the government should not interfere.*)

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## Daily Lecture and Discussion Notes

### Chapter 21, Section 2



#### Did You Know?

The automobile changed the landscape and architecture of America. The landscape was filled with paved roads. New houses were built with a garage or a carport and a driveway, making lawns much smaller. New industries and buildings that grew as a result of the automobile included gasoline stations, repair shops, campgrounds, public parking garages, motels, and shopping centers.

#### I. The Rise of New Industries (pages 640–644)

- A.** During the 1920s, Americans enjoyed a new standard of living. Wages increased and work hours decreased. **Mass production**, or large-scale product manufacturing usually done by machinery, increased the supply of goods and decreased costs. Greater productivity led to the emergence of new industries.
- B.** The **assembly line**, used by carmaker Henry Ford, greatly increased manufacturing efficiency by dividing up operations into simple tasks that unskilled workers could perform. Ford's assembly-line product, the **Model T**, sold for \$850 the first year but dropped to \$490 after being mass-produced several years later. By 1924 the Model T was selling for just \$295.
- C.** Ford increased workers' wages and reduced the workday to gain workers' loyalty and to undercut union organizers.
- D.** Henry Ford changed American life with his affordable automobiles. Small businesses such as garages and gas stations opened. The petroleum industry expanded tremendously. The isolation of rural life ended. People could live farther away from work—creating the auto commuter.
- E.** More disposable income made innovations affordable. From electric razors to frozen foods and household cleaning supplies to labor-saving appliances, Americans used their new income to make life easier.
- F.** By 1919 the Post Office had expanded airmail service across the continent with the help of the railroad. In 1927 **Charles Lindbergh** took a transatlantic solo flight, which gained support in the United States for the commercial flight. By the end of 1928, 48 airlines were serving 355 American cities.
- G.** In 1926 the **National Broadcasting Company** (NBC) established a permanent network of radio stations to distribute daily programming. In 1928 the **Columbia Broadcasting System** (CBS) set up coast-to-coast stations to compete with NBC.



## Daily Lecture and Discussion Notes

### Chapter 21, Section 2



#### Discussion Question

How did mass production and the assembly line affect economic growth in the U.S. during the 1920s? (*Mass production increased the supply of goods and decreased costs. Greater productivity led to the emergence of new industries. The assembly line greatly increased manufacturing efficiency by dividing up operations into simple tasks that unskilled workers could perform. More disposable income made innovations affordable. From electric razors to frozen foods and household cleaning supplies to labor-saving appliances, Americans used their new income to make life easier. The low prices made possible by mass production and the assembly line created great success in the auto industry and spurred the growth of other industries such as petroleum, rubber, plate glass, nickel, and lead.*)

#### II. The Consumer Society (pages 644–645)

- A. Higher wages and shorter workdays led to an economic boom as Americans traded thrift for their new role as consumers. American attitudes about debt shifted, as they became confident that they could pay back what they owed at a later time.
- B. Advertising was used to convince Americans that they needed new products. Ads linked products with qualities that were popular to the modern era, such as convenience, leisure, success, fashion, and style.
- C. By the early 1920s, many businesses hired professional managers and engineers. The large number of managers expanded the size of the middle class.
- D. In the 1920s, unions lost influence and membership. Employers promoted an **open shop**, a workplace where employees were not required to join a union. **Welfare capitalism**, where employees were able to purchase stock, participate in profit sharing, and receive benefits, made unions seem unnecessary.

#### Discussion Question

Why did Americans' attitudes towards consumerism change during the 1920s? (*Higher wages and shorter workdays led to an economic boom as Americans traded thrift for their new role as consumers. American attitudes about debt shifted, as they became confident that they could pay back what they owed at a later time. Advertising was used to convince Americans that they needed new products. Ads linked products with qualities that were popular to the modern era, such as convenience, leisure, success, fashion, and style. The ads promised consumers self-improvement, happiness, and self-fulfillment.*)



## Daily Lecture and Discussion Notes

### Chapter 21, Section 2



#### III. The Farm Crisis Returns (pages 645–646)

- A. American farmers did not share in the prosperity of the 1920s. Instead, prices dropped dramatically while the cost to improve farmers' technology increased.
- B. During wartime, the government had encouraged farmers to produce more for food supplies needed in Europe. Farmers borrowed money at inflated prices to buy new land and new machinery to raise more crops. Farmers prospered during the war. After the war, Europeans had little money to buy American farm products. After Congress raised tariffs, farmers could no longer sell products overseas, and prices fell.
- C. President Coolidge twice vetoed a bill to aid the farmers, fearing it would only make the situation worse. American farmers remained in a recession throughout the 1920s.

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#### Discussion Question

Why were farmers left out of the economic prosperity of the 1920s? (*During wartime, the U.S. government had encouraged farmers to produce more for food supplies needed in Europe. Farmers borrowed money at inflated prices to buy new land and new machinery to raise more crops. Farmers prospered during the war. After the war, Europeans had little money to buy American farm products. After Congress raised tariffs, farmers could no longer sell products overseas, and prices fell. The farmers had technological advances that enabled them to increase production, but because there was no increase in demand, they were forced to lower prices.*)

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## Daily Lecture and Discussion Notes

### Chapter 21, Section 3



**Did You Know?** During the 1920s, Americans owned about 40 percent of the world's wealth.

#### I. Promoting Prosperity (pages 647–648)

- A. Andrew Mellon, named secretary of treasury by President Harding, reduced government spending and cut the federal budget. The federal debt was reduced by \$7 billion between 1921 and 1929.
- B. Secretary Mellon applied the idea of **supply-side economics** to reduce taxes. This idea suggested that lower taxes would allow businesses and consumers to spend and invest their extra money, resulting in economic growth. In the end, the government would collect more taxes at a lower rate.
- C. Secretary of Commerce Herbert Hoover attempted to balance government regulation with **cooperative individualism**. Manufacturers and distributors were asked to form their own trade associations and share information with the federal government's Bureau of Standards. Hoover felt this would reduce waste and costs and lead to economic stability.

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#### Discussion Question

How did the Harding administration encourage economic growth in the United States? (Secretary of the Treasury Andrew Mellon refinanced the national debt to lower the interest on it and persuaded the Federal Reserve to lower interest rates as well. Mellon reduced government spending and cut the federal budget. Mellon applied the idea of supply-side economics to reduce taxes. This idea suggested that lower taxes would allow businesses and consumers to spend and invest their extra money, resulting in economic growth. In the end, the government would collect more taxes at a lower rate. Secretary of Commerce Herbert Hoover attempted to balance government regulation with cooperative individualism. Manufacturers and distributors were asked to form their own trade associations and share information with the federal government's Bureau of Standards. Hoover felt this would reduce waste and costs and lead to economic stability.)

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## Daily Lecture and Discussion Notes

### Chapter 21, Section 3



#### II. Trade and Arms Control (pages 648–650)

- A.** By the 1920s, the United States was the dominant economic power in the world. Allies owed the U.S. billions of dollars in war debts. Also, the U.S. national income was far greater than that of Britain, Germany, France, and Japan combined.
- B.** Many Americans favored **isolationism** rather than involvement in international politics and issues. Americans wanted to be left alone to pursue prosperity. The United States, however, was too powerful and interconnected in international affairs to remain isolated.
- C.** Other countries felt the United States should help with the war's financial debt. The United States government disagreed, arguing that the Allies had gained new territory and received reparations, or huge cash payments that Germany paid as punishment for starting the war.
- D.** Reparations crippled the German economy. As a result, **Charles G. Dawes**, an American diplomat and banker, negotiated an agreement—the Dawes Plan—with France, Britain, and Germany by which American banks would make loans to Germany so they could meet their reparation payments. France and Britain agreed to accept less reparations and pay more on their war debts.
- E.** The Washington Conference held in 1921 invited countries to discuss the ongoing post-war naval arms race. Secretary of State **Charles Evans Hughes** proposed a 10-year **moratorium**, or pause, on the construction of major new warships. The conference did nothing to limit land forces. Japan was angry that the conference required Japan to keep a smaller navy than the United States and Great Britain.
- F.** The **Kellogg-Briand Pact** was a treaty that outlawed war. By signing the treaty, countries agreed to stop war and settle all disputes in a peaceful way. On August 27, 1928, the United States and 14 other nations signed it, and eventually 62 nations ratified it. The treaty had no binding force, but was hailed as a victory.

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#### Discussion Question

How did the Dawes Plan affect Europe's economic problems? (*The plan did little to help. Britain, France, and Germany tried to pay what they owed while going deeper in debt to American banks and corporations.*)

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## Daily Lecture and Discussion Notes

### Chapter 22, Section 1



#### Did You Know?

The Great Depression was a global event. Throughout the world, many businesses and banks closed. Unemployment rates throughout the world soared.

#### I. The Election of 1928 (pages 656–657)

- A. The 1928 election placed former head of the Food Administration and secretary of commerce, Herbert Hoover, on the Republican ticket against Democratic candidate, **Alfred E. Smith**, a four-time governor of New York and the first Roman Catholic to be nominated for president.
- B. The issue of Prohibition played a major role in the campaign. Hoover favored a ban on liquor sales. Smith opposed the ban.
- C. Religious differences between the candidates had a major effect on the campaign. The Catholic issue led to a smear campaign against Smith.
- D. The Republicans took full credit for the prosperity of the 1920s, and Herbert Hoover easily won the 1928 election by a landslide.

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#### Discussion Question

What were the major campaign issues in the election of 1928? (*The issue of Prohibition played a major role in the campaign. Hoover favored a ban on liquor sales. Smith opposed the ban. Religious differences between the candidates had a major effect on the campaign. The Catholic issue led to a smear campaign against Smith. The Republicans took full credit for the prosperity of the 1920s.*)

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#### II. The Long Bull Market (pages 657–658)

- A. The **stock market** was established as a system for buying and selling shares of companies. A long period of rising stock prices is known as a **bull market**. Prosperous times during the 1920s caused many Americans to invest heavily in the stock market.
- B. As the bull market continued to go up, many investors bought stocks on **margin**, making a small cash down payment. This was considered safe as long as stock prices continued to rise. If the stock began to fall, the broker could issue a **margin call** demanding that the investor repay the loan immediately.
- C. In the late 1920s, new investors bid prices up without looking at a company's earnings and profits. **Speculation** occurred when investors bet on the market climbing and sold whatever stock they had in an effort to make a quick profit.



## Daily Lecture and Discussion Notes

### Chapter 22, Section 1



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#### Discussion Question

Why were stock market investors in the 1920s sensitive to any fall in stock prices? (*Investors were uneasy about any fall in the price of stocks because it meant they might be unable to make money quickly to repay their loans.*)

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### III. The Great Crash (pages 658–659)

- A. By late 1929, a lack of new investors in the stock market caused stock prices to drop and the bull market to end.
- B. As stockbrokers advised their customers of margin calls, customers responded by placing their stocks up for sale, causing the stock market to plummet further. Stock prices fell drastically on October 29, 1929, **Black Tuesday**, resulting in a \$10 to \$15 billion loss in value. While this did not cause the Great Depression, it did undermine the economy's ability to hold out against its other weaknesses.
- C. The stock market crash weakened the nation's banks. Banks lost money on their investments, and speculators defaulted on loans. Because the government did not insure bank deposits, customers lost their money if a bank closed. Bank runs resulted as many bank customers withdrew their money at the same time, causing the bank to collapse.

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#### Discussion Question

How did the stock market crash weaken the nation's banks? (*The stock market crash caused the banks to lose money on their investments, and speculators defaulted on bank loans. Because the government did not insure bank deposits, customers lost their money if a bank closed. Bank runs resulted as many bank customers withdrew their money at the same time, causing the bank to collapse.*)

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### IV. The Roots of the Great Depression (pages 659–660)

- A. Efficient machinery led to overproduction, and Americans could not afford to buy all the goods produced.
- B. The uneven distribution of wealth in the United States added to the country's economic problems. In 1929 the top 5 percent of American households earned 30 percent of the country's income. More than two-thirds of the nation's families earned less than \$2,500 a year.





## Daily Lecture and Discussion Notes

### Chapter 22, Section 1



- C.** Low consumption added to the economic problems. Worker's wages did not increase fast enough to keep up with the quick production of goods. As sales decreased, workers were laid off, resulting in a chain reaction that further hurt the economy.
- D.** Many Americans bought on the **installment plan**, making a down payment and paying the rest in monthly installments. Paying off installment debts left little money to purchase other goods.
- E.** The **Hawley-Smoot Tariff** intensified the Depression by raising the tax on imports. Americans purchased less from abroad because of the high cost. In return, foreign countries raised their tariffs on American products, causing fewer to be sold overseas.
- F.** Instead of raising interest rates to stop speculation, the Federal Reserve Board made the mistake of lowering the rates. This encouraged banks to make risky loans and misled business owners into thinking the economy was still expanding.

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#### Discussion Question

How did the Federal Reserve Board help cause the Depression? (*Lowering the interest rate instead of raising it helped cause the Depression in two ways. First, it encouraged banks to make risky loans. Second, it made it appear as if the economy was still thriving, which caused businesses to borrow money to further expand their production.*)

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## Daily Lecture and Discussion Notes

### Chapter 22, Section 2



#### Did You Know?

In 1931, to make money, large numbers of unemployed people began to sell apples on the streets of major cities. Selling apples became a popular symbol of the Depression years.

#### I. The Depression Worsens (pages 661–663)

- A. By 1933 thousands of banks had closed and millions of American workers were unemployed. Unemployed workers often stood at **bread lines** to receive free food or at **soup kitchens** where private charities gave a free meal to the poor.
- B. Americans unable to pay their mortgage or rent lost their homes. Those unable or unwilling to move had a court-ordered eviction notice delivered by a court officer or **bailiff** who forced nonpaying tenants out onto the street.
- C. Many of the homeless built shacks in **shantytowns**, which they referred to as “**Hoovervilles**” because they blamed the president for their financial trouble. **Hobos**, or homeless Americans who wandered around hitching rides on railroad cars, searched for work and a better life.
- D. As crop prices dropped in the 1920s, many American farmers left their fields uncultivated. A terrible drought in the Great Plains, beginning in 1932, caused the region to become a “**Dust Bowl**.”
- E. Many Midwestern farmers and Great Plains farmers lost their farms. Many families moved west to California hoping to find a better life, but most still faced poverty and homelessness.

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#### Discussion Question

What happened to unemployed workers and Midwestern and Great Plains farmers during the Depression? (*Unemployed workers often went to bread lines or soup kitchens to receive free food. Americans unable to pay their mortgage or rent lost their homes. Many of the homeless built shacks in shantytowns. Hobos wandered around hitching rides on railroad cars, searching for work and a better life. As crop prices dropped in the 1920s, many American farmers left their fields uncultivated. A terrible drought in the Great Plains, beginning in 1932, caused the region to become a “Dust Bowl.” Many Midwestern farmers and Great Plains farmers lost their farms. Many families moved west to California hoping to find a better life, but most of them still faced poverty and homelessness.*)

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## Daily Lecture and Discussion Notes

### Chapter 22, Section 2



#### II. Escaping the Depression (pages 663–664)

- A. Americans escaped the hardships of the Depression by going to the movies and listening to radio broadcasts. Stories tended to be about overcoming hardships and achieving success.
- B. **Walt Disney** produced the first feature-length animated film, *Snow White and the Seven Dwarfs*, in 1937. Other films, like *The Wizard of Oz*, *Mr. Smith Goes to Washington*, and *Gone with the Wind*, contained stories of triumph over adversity and visions of a better life.
- C. Families gathered around the radio daily to hear news or listen to comedy shows like George Burns or a dramatic series like the Lone Ranger. Melodramas, called **soap operas**, became very popular with housewives. Soap operas received their name because makers of laundry soaps often sponsored them.

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#### Discussion Question

Why were movies and radio programs important during the Depression? (*Movies and radio programs allowed Americans to escape their own lives and use their imagination.*)

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#### III. The Depression in Art (pages 664–665)

- A. Homeless and unemployed Americans were the subjects of art and literature during the 1930s. Artists and writers tried to capture the real life drama of the Depression. **Thomas Hart Benton** and **Grant Wood** emphasized traditional American values in their art.
- B. **John Steinbeck's** 1939 novel *The Grapes of Wrath* told the story of an Oklahoma family fleeing the Dust Bowl to find a new life in California. Steinbeck, like many writers of this time, wrote of poverty, misfortune, and social injustice.
- C. Novelist **William Faulkner's** literary technique, stream of consciousness, revealed characters' thoughts and feelings before they spoke—thoughts they dared not reveal. In his novels, he exposed hidden attitudes of Southern whites and African Americans in a fictional Mississippi county.

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#### Discussion Question

What was emphasized in the work of Thomas Hart Benton and Grant Wood? (*The two artists were a part of the regionalist school, which focused on traditional American values, particularly those of the rural Midwest and South.*)

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## Daily Lecture and Discussion Notes

### Chapter 22, Section 3



#### Did You Know?

During the Depression, homeless Americans blamed President Hoover for their plight. Many homeless people wrapped themselves in used newspapers they called “Hoover blankets” to keep themselves warm. Some wore their empty pockets inside out and called them “Hoover flags.”

#### I. Promoting Recovery (pages 668–670)

- A. In an effort to promote economic recovery, President Herbert Hoover held a series of conferences bringing together the heads of banks, railroads, big business, labor, and government. Hoover received a pledge from industry to keep factories open and stop cutting wages.
- B. After the pledge failed, Hoover increased **public works**—government-financed building projects. Hoover asked the nation’s governors and mayors to increase public works spending. At the same time, however, Hoover refused to increase government spending or taxes. He feared that deficit spending would actually delay an economic recovery.
- C. Americans blamed the Republican Party for the Depression. As a result, in the midterm congressional elections of 1930, the Republicans lost 49 seats and their majority in the House of Representatives.

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#### Discussion Question

How did Hoover promote economic recovery? (*President Herbert Hoover held a series of conferences bringing together the heads of banks, railroads, big business, labor, and government. Hoover received a pledge from industry to keep factories open and stop cutting wages. After the pledge failed, Hoover increased public works to replace some construction jobs. Hoover asked the nation’s governors and mayors to increase public works spending. At the same time, however, Hoover refused to increase government spending or taxes. He feared that deficit spending would actually delay an economic recovery.*)

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#### II. Pumping Money Into the Economy (page 670)

- A. President Hoover tried to persuade the Federal Reserve Board to put more currency into circulation, but the Board refused.
- B. Hoover set up the National Credit Corporation (NCC), which created a pool of money to rescue banks, but it was not enough to help.



## Daily Lecture and Discussion Notes

### Chapter 22, Section 3



- C. By 1932 Hoover felt the government had to provide funding for borrowers. He asked Congress to set up the **Reconstruction Finance Corporation** (RFC) to make loans to banks, railroads, and agricultural institutions. The economy continued to decline when the RFC was too cautious in its loan amounts.
- D. Hoover opposed the federal government's participation in **relief**—money that went directly to very poor families. He felt relief was the responsibility of state and local governments.
- E. In July 1932, Congress passed the Emergency Relief and Construction Act to get money for public works and for loans to the states for direct relief.

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#### Discussion Question

What actions did President Hoover take to try to pump money back into the American economy? (*Hoover tried to persuade the Federal Reserve Board to put more currency into circulation, but the Board refused. Hoover set up the National Credit Corporation (NCC), which created a pool of money to rescue banks, but it was not enough to help. Hoover asked Congress to set up the Reconstruction Finance Corporation to make loans to banks, railroads, and agricultural institutions. The economy continued to decline when the RFC was too cautious in its loan amounts.*)

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### III. In an Angry Mood (pages 670–672)

- A. By 1931 discontentment over the economy led to violence. Looting, rallies, and hunger marches began. During a hunger march at the nation's capital, police denied protestors food, water, and medical treatment. Congress intervened, stressing the marchers' right to petition their government. Congress permitted them to march on to Capitol Hill.
- B. Between 1930 and 1934, creditors **foreclosed**, or took possession of, almost a million farms. Some farmers destroyed their crops, hoping the reduction in supply would cause the prices to go up.
- C. In 1924 Congress enacted a \$1,000 bonus to be paid to veterans in 1945. In 1931 a bill was introduced in the House that authorized early payment of the bonus. In 1932 the "**Bonus Army**" marched to Washington, D.C., to ask Congress to approve the legislation.
- D. After Hoover refused to meet with the Bonus Army, and the Senate voted the new bonus bill down, some of the marchers left. Some marchers stayed, moving into deserted buildings in Washington, D.C. When Hoover ordered the buildings cleared, disputes between the remaining people and the police (and later the army) resulted in several deaths.



## Daily Lecture and Discussion Notes

### Chapter 22, Section 3



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#### Discussion Question

What positive things did Hoover do as president? (*Hoover did more to expand the role of the federal government than any previous president. His authorization of the Reconstruction Finance Corporation was the first time an American president had used federal power to intervene in the economy during peacetime.*)

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## Daily Lecture and Discussion Notes

### Chapter 23, Section 1



#### Did You Know?

Between Franklin Roosevelt's election in November 1932 and his inauguration in March 1933, the Twentieth Amendment was added to the Constitution. This amendment changed the inauguration date from March 4 to January 20.

#### I. Roosevelt's Rise to Power (pages 678–680)

- A. The Republicans nominated Herbert Hoover to run for a second term as president. The Democrats selected New York Governor, Franklin Delano Roosevelt. Roosevelt became the first to deliver an acceptance speech to a nominating campaign.
- B. Roosevelt's policies to end the depression became known as the **New Deal**. Roosevelt won the election in a landslide.
- C. Roosevelt came from a wealthy New York family and was educated at Harvard and Columbia Law School. He was a distant cousin of President Theodore Roosevelt. Franklin married Theodore's niece, Eleanor.
- D. Roosevelt's political career began in 1910, with a seat in the New York State Senate where he supported progressive reform and opposed party bosses. He was appointed assistant secretary of the navy by Woodrow Wilson. In 1920 he caught **polio**, a paralyzing disease with no cure. Roosevelt did not give in to the crippling disease. He relied on his wife, Eleanor, to keep his name prominent in politics.
- E. Roosevelt narrowly won the race for New York governor. During his term as governor, Roosevelt used government power to help people deal with the economic challenges of the time. His struggle with polio made people feel he could somehow understand their hardships. His popularity in New York paved the way for his run for president.

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#### Discussion Question

What did Americans see in Roosevelt? (*Americans saw Roosevelt as a sign of hope in their challenging economic times. His energy and optimism and his own struggle with polio gave him a better understanding of what Americans were going through.*)

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#### II. Roosevelt Is Inaugurated (pages 680–681)

- A. Franklin Roosevelt won the November 1932 presidential election, but his inauguration would not occur until March 1933. During this time, unemployment continued to rise, bank runs increased, and people began converting their money into gold.



## Daily Lecture and Discussion Notes



### Chapter 23, Section 1

- B.** Some bank runs occurred out of fear that Roosevelt would end the **gold standard**, which would reduce the value of the dollar. At that time, an ounce of gold equaled a set number of dollars. To reduce the value of the dollar, the United States would have to stop exchanging dollars for gold.
- C.** People began taking gold and currency out of banks, resulting in over 4,000 banks collapsing by March 1933. Many governors declared **bank holidays**, which closed the remaining banks before bank runs could put them out of business.

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#### Discussion Question

Why did bank runs occur before Roosevelt's inauguration? (*Many Americans feared Roosevelt would abandon the gold standard and reduce the value of the dollar in order to fight the depression. To reduce the value of the dollar, the United States would have to stop exchanging dollars for gold. Many Americans and foreign investors with deposits in American banks took their money out of the banks and converted it into gold before it lost its value.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

The game Monopoly was created by an unemployed engineer, Charles Darrow, during the Great Depression. The goal of the game is to make money while forcing opponents into bankruptcy. Today the game is popular throughout the world and is published in more than 25 nations in 19 languages.

#### I. The Hundred Days Begins (pages 682–683)

- A. Between March 9 and June 16, 1933, referred to as the **Hundred Days**, Roosevelt sent many bills to Congress. Congress passed 15 major acts to help the economic crisis. These programs made up the First New Deal.
- B. To generate new ideas and New Deal programs, Roosevelt put together a group of advisers in the fields of academia, business, agriculture, government, law, and social work.
- C. Roosevelt’s advisers were divided into three main groups. The first group supported the “New Nationalism” of Theodore Roosevelt and believed government and business should work together to manage the economy. The second group distrusted big business and wanted government planners to run key parts of the economy. The third group supported the “New Freedom” of Woodrow Wilson and felt it was the government’s responsibility to restore competition to the economy.

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#### Discussion Question

Why did Roosevelt choose advisers with differing views? (*Roosevelt purposely chose advisers who disagreed to hear many points of view and to ensure he alone would make the final decision on what policies to pursue.*)

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#### II. Fixing the Banks and the Stock Market (pages 683–685)

- A. When Roosevelt took office, he knew the first thing he needed to do was to restore confidence in the banking system. He called a national bank holiday and called Congress into special session.
- B. Congress passed the Emergency Banking Relief Act, which required federal examiners to survey the nation’s banks and issue Treasury Department licenses to financially sound banks. In Roosevelt’s first “**fireside chat**,” where he spoke on the radio directly to the people, he assured Americans that the banks were now secure. The following day deposits in every city outweighed withdrawals, ending the banking crisis.



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- C. New regulations for banks and the stock market were implemented with the Securities Act of 1933 and the Glass-Steagall Banking Act. Under the Securities Act of 1933, companies that sold stocks and bonds had to provide complete and truthful information to investors.
- D. The **Securities and Exchange Commission (SEC)** was created to regulate the stock market and prevent fraud.
- E. The Glass-Steagall Act separated commercial banking from investment banking. It no longer allowed depositors' money to be risked by speculating on the stock market. The act created the **Federal Deposit Insurance Corporation (FDIC)** that provided government insurance for bank deposits up to a certain amount.

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#### Discussion Question

How did the FDIC change public opinion of the banking system? (*The FDIC increased public confidence in the banking system. Bank deposits were now insured up to a certain amount, so people could deposit money without fear that it would be lost.*)

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### III. Managing Farms and Industry (pages 685–686)

- A. Roosevelt asked Congress to pass the Agricultural Adjustment Act—a plan that paid farmers not to raise certain crops to lower crop production. The act was administered by the **Agricultural Adjustment Administration (AAA)**. While the plan reduced production, increased prices, and helped some farmers, thousands of tenant farmers were unemployed and homeless. Large commercial farmers who raised one crop profited more than small farmers who raised several products.
- B. The **National Industrial Recovery Act (NIRA)** suspended antitrust laws and allowed business, labor, and government to cooperate in setting up voluntary rules, known as codes of fair competition, for each industry. The program was run by the **National Recovery Administration (NRA)**, and it urged consumers to buy only from companies who signed agreements with the NRA. The gains of the NRA were short-lived and actually caused industrial production to fall. It was declared unconstitutional by the Supreme Court in 1935.

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#### Discussion Question

What were codes of fair competition? (*These rules set prices, established minimum wages, and limited factories to two shifts per day to spread production to as many companies as possible. Other codes shortened hours to create additional jobs and gave workers the right to form unions.*)

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## Daily Lecture and Discussion Notes

### Chapter 23, Section 2



#### IV. Providing Debt Relief (page 686)

- A. Several policies were introduced by Roosevelt to help Americans deal with their debt.
- B. The Home Owners' Loan Corporation (HOLC) bought the mortgages of homeowners behind on payments and restructured them with longer terms of repayment and lower interest rates. The HOLC gave loans only to those employed. It foreclosed on property if payment could not be made. The result was 100,000 foreclosures. However, the HOLC refinanced 1 out of every 5 mortgages in the United States.
- C. The Farm Credit Administration (FCA) was established to help farmers refinance their mortgages. While the FCA loans helped many farmers in the short term, the loans may have slowed overall economic recovery by giving money to poor inefficient farmers instead of to businesses.

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#### Discussion Question

How did the HOLC and the FCA help provide debt relief? (*The HOLC bought the mortgages of homeowners behind on payments and restructured them with longer terms of repayment and lower interest rates. The HOLC refinanced 1 out of every 5 mortgages in the United States. The FCA was established to help farmers refinance their mortgages.*)

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#### V. Spending and Relief Programs (pages 686–688)

- A. Roosevelt supported a series of government agencies to begin work programs for the unemployed.
- B. The **Civilian Conservation Corps (CCC)** gave unemployed men aged 18 to 25 the opportunity to work with the national forestry service planting trees, fighting forest fires, and building reservoirs. By the time it closed in 1942, the CCC had employed three million men.
- C. The Federal Emergency Relief Administration (FERA) was created to channel money to help state and local agencies fund relief projects.
- D. In 1933 Congress authorized the **Public Works Administration** to begin a series of construction projects, creating additional jobs.
- E. Harry Hopkins, the head of FERA, set up the **Civil Works Administration (CWA)**, which hired workers directly and put them on the government's payroll. It was shut down when Roosevelt became fearful of the amount of money spent on the program.
- F. The most important aspect of Roosevelt's New Deal was the change in the spirit of the American people. People became hopeful and optimistic, and their faith in America was restored.



## Daily Lecture and Discussion Notes

### Chapter 23, Section 2



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#### Discussion Question

Why did Roosevelt want Congress to establish work programs for the unemployed?  
*(Roosevelt did not want to simply give money to the unemployed to help stimulate the economy. He and his advisers felt that work skills and self-respect could be maintained if people earned their money.)*

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## Daily Lecture and Discussion Notes

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#### Did You Know?

The National Youth Administration (NYA) was created in 1935 to provide job training for unemployed youth and part-time jobs for needy students. More than 2 million high school and college students worked in part-time clerical jobs at their schools.

#### I. Challenges to the New Deal (pages 689–691)

- A. Support of Roosevelt and his New Deal began to fade in 1935. The effectiveness of the New Deal was questioned by right and left wing politicians.
- B. Roosevelt used **deficit spending** to pay for his programs. He abandoned a balanced budget and borrowed money to pay for his programs.
- C. The **American Liberty League** was created as business leaders and anti-New Deal politicians from both parties organized to oppose the New Deal.
- D. Left wing Democratic senator Huey Long proposed taking property from the rich and dividing it up amongst the poor. It was believed that if he ran as a third party candidate, he would take 10 percent of Roosevelt's vote, possibly enough for a Republican victory.
- E. Father Charles Coughlin, a Catholic priest in Detroit, gave further support to Huey Long through his popular radio broadcast.
- F. Dr. Francis Townsend, a former public health official, proposed that the federal government pay citizens over the age of 60 a pension of \$200 a month. This would increase spending and create additional jobs for younger people.

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#### Discussion Question

How did the right wing and left wing politicians feel about Roosevelt's New Deal? (*The right wing felt the New Deal imposed too many regulations on business and that it expanded the federal government's power at the expense of states' rights. The left wing believed that Roosevelt had not gone far enough. They wanted the government to intervene even more dramatically in the economy to shift wealth from the rich to middle-income and poor Americans.*)

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#### II. Launching the Second New Deal (pages 691–692)

- A. In 1935 Roosevelt's second New Deal began with a series of programs and reforms to speed up recovery and provide economic security to every American. Roosevelt hoped the plan would increase his chances of being re-elected in 1936.



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- B.** The **Works Progress Administration** (WPA) was a federal agency headed by Harry Hopkins. It spent \$11 billion over several years, creating jobs for workers. Its most controversial aspect was offering work to artists, musicians, theater people, and writers.
- C.** In the Supreme Court case *Schechter v. United States*, the court struck down the National Industrial Recovery Act. The Court ruled that the Constitution did not allow Congress to delegate its powers to the executive branch. It ruled the NIRA codes unconstitutional.
- D.** Roosevelt feared that the Court would strike down the New Deal. He ordered Congress to remain in session until his new bills were passed. This was nicknamed the “second hundred days” by the press.

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#### Discussion Question

Why did Roosevelt plan a Second New Deal? (*Roosevelt feared that his political support could be undermined by the attacks from the left and right wings. He was disturbed that the New Deal failed to generate a rapid economic recovery.*)

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### III. The Rise of Industrial Unions (pages 692–694)

- A.** New labor legislation was created because Roosevelt believed in high union wages to allow more spending power to boost the economy.
- B.** In July of 1935, the National Labor Relations Act (Wagner Act) was passed, guaranteeing workers the right to organize unions without employer interference. The law set up the **National Labor Relations Board** (NLRB), which organized factory elections by secret ballot to determine if workers wanted to form a union. **Binding arbitration** was also set up, in which a neutral party would listen to both sides and decide the issue. This gave dissatisfied union members a process to voice their complaints.
- C.** In 1935 the **Committee for Industrial Organization** (CIO) was formed to organize industrial unions.
- D.** After two union men were demoted at the General Motors auto-body plant in Cleveland, Ohio, workers protested with a **sit-down strike** where they stopped working but refused to leave the plant. Workers at the company’s plant in Flint, Michigan, did the same. Violence broke out, and finally the company gave in. The United Auto Workers (UAW) was formed and quickly became one of the most powerful unions in the United States.

## Daily Lecture and Discussion Notes

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#### Discussion Question

Why did President Roosevelt and other Democrats push new labor legislation? (*They knew the working class vote was important in winning re-election. They also believed that unions could help end the Depression. They thought that high union wages would let workers spend more money.*)

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#### IV. The Social Security Act (page 694)

- A.** The **Social Security Act** became law in 1935, providing security for the elderly, unemployed workers, and other needy people. The bill would provide a monthly retirement benefit and unemployment insurance. Workers earned the right to receive the benefits by paying premiums.
- B.** Social Security helped many people, but initially it left out many of the neediest members of society, such as farmers and domestic workers.

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#### Discussion Question

What was the purpose of the Social Security Act? (*Its purpose was to provide some security for the elderly and unemployed workers. It provided welfare payments to other needy people, including those with disabilities and poor families with young dependent children. The act provided a monthly retirement benefit for people when they stopped working at age 65.*)

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## Daily Lecture and Discussion Notes

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#### Did You Know?

Competition among adults for jobs during the Great Depression resulted in stronger child labor laws. This caused the number of working children to decline, and the number of students in high schools and colleges to increase.

#### I. Roosevelt's Second Term (pages 695–698)

- A.** Millions of voters owed their jobs, homes, and bank accounts to the New Deal. By the election of 1936, Democratic Party membership shifted from mainly white Southerners to include farmers, laborers, African Americans, new immigrants, ethnic minorities, women, progressives, and intellectuals. First lady Eleanor Roosevelt spoke with many people from these various groups, and she persuaded her husband to address some of their concerns in his New Deal programs.
- B.** Roosevelt's Secretary of Labor, **Frances Perkins**, was the first woman appointed to a cabinet post.
- C.** Roosevelt won the 1936 election in one of the biggest landslides in American history.
- D.** The Supreme Court did not support the president's New Deal programs. In January 1936, the Court declared the Agricultural Adjustment Act unconstitutional. After the election, Roosevelt attempted to change the political balance of the Supreme Court with the **court-packing** plan. Roosevelt sent Congress a bill to increase the number of justices on the Supreme Court. It was a political mistake and split the Democratic Party. Americans felt it would give the president too much power.
- E.** In 1937 a sudden rise in unemployment further hurt Roosevelt's popularity. When he cut spending just as the first Social Security payroll taxes decreased paychecks, the economy plummeted and two million people were out of work. This recession led to a debate about how to handle the situation. Treasury Secretary **Henry Morgenthau** wanted to balance the budget and cut spending. The opposition pushed for more government spending. They supported "Keynesianism," the theories of British economist **John Maynard Keynes**. In his book, he argued that the government needed to spend heavily during a recession to jump-start the economy.
- F.** In 1938 Roosevelt asked Congress for \$3.75 billion for the PWA, WPA, and other programs.



## Daily Lecture and Discussion Notes

### Chapter 23, Section 4



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#### Discussion Question

How did Eleanor Roosevelt help bring change to the Democratic Party? (*Eleanor Roosevelt brought change by bringing in the African American and women's vote. She had strong sympathy for both groups and spoke to many during her tours around the country. She persuaded her husband to address their problems in the New Deal.*)

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### II. The Last New Deal Reforms (pages 698–699)

- A. Roosevelt's successes were limited in his second term in office.
- B. The 1937 National Housing Act, promoted by Eleanor Roosevelt, created the United States Housing Authority to subsidize loans for builders willing to buy blocks of slums and build low-cost housing.
- C. The Farm Security Administration gave loans to tenant farmers to purchase farms. Congress kept appropriations low, believing that the plan made agricultural problems worse.
- D. The Fair Labor Standards Act of 1938 gave protection to workers, abolished child labor, and created a 40-hour workweek for workers.
- E. New Deal legislation began to get blocked as Congress began to turn against the New Deal. The New Deal era ended by 1939.

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#### Discussion Question

Why was Roosevelt's second term of office less successful than the first term? (*The fight over the court-packing scheme and the recession of 1937 had weakened Roosevelt politically.*)

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### III. The Legacy of the New Deal (pages 699–700)

- A. The New Deal had limited success, but gave Americans a stronger sense of security and stability.
- B. The New Deal operated to balance competing economic interests. The New Deal's mediating role established the **broker state**, which helped work out conflicts among different interests.
- C. The New Deal brought a new public attitude regarding the government. The program gave Americans a **safety net** that provided safeguards and relief programs to protect them from economic disaster.

## Daily Lecture and Discussion Notes

### Chapter 23, Section 4



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#### Discussion Question

What two Supreme Court decisions gave federal government a new role as mediator between competing groups? (*In NLRB v. Jones and Laughlin Steel the Court ruled that the federal government had the constitutional authority to regulate production within a state. In Wickard v. Filburn, the Court allowed the federal government to regulate consumption in the states.*)

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## Daily Lecture and Discussion Notes

### Chapter 24, Section 1



#### Did You Know?

After World War I, money in Germany became nearly worthless because of high inflation. Some Germans burned money for fuel to symbolize the little value of German money.

#### I. The Rise of Dictators (pages 708–710)

- A.** The treaty that ended World War I and the economic depression that followed contributed to the rise of dictatorships in Europe and Asia.
- B.** Italy developed the first major dictatorship in Europe. In 1919 **Benito Mussolini** founded Italy's Fascist Party. **Fascism** was a kind of aggressive nationalism. Fascists believed that the nation was more important than the individual, and that a nation became great by expanding its territory and building its military. Fascists were anti-Communist.
- C.** Backed by the militia known as Blackshirts, Mussolini became the premier of Italy and set up a dictatorship.
- D.** In 1917 the Bolshevik Party, led by **Vladimir Lenin**, set up Communist governments throughout the Russian empire. The Russian territories were renamed the Union of Soviet Socialist Republics in 1922. The Communists set up a one-party rule.
- E.** By 1926 **Joseph Stalin** had become the new Soviet dictator. In 1927 he began a massive effort to industrialize the country. Millions of peasants who resisted the Communist policies were killed.
- F.** After World War I, the political and economic chaos in Germany led to the rise of new political parties. The **Nazi Party** was nationalistic and anti-Communist. **Adolf Hitler**, a member of the Nazi Party, called for the unification of all Germans under one government. He believed certain Germans were part of a "master race" destined to rule the world. He wanted Eastern Europeans enslaved. He felt Jews were responsible for many of the world's problems. In 1933 Hitler was appointed prime minister of Germany. Storm troopers intimidated voters into giving Hitler dictatorial powers.
- G.** Difficult economic times in Japan after World War I undermined the country's political system. Many Japanese officers and civilians wanted to seize territory to gain needed resources. In 1931 the Japanese army, without the government's permission, invaded the resource-rich Chinese province of **Manchuria**. The military took control of Japan.



## Daily Lecture and Discussion Notes

### Chapter 24, Section 1



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#### Discussion Question

What dictatorships were established in Europe and Asia after World War I? (*Italy developed the first major dictatorship in Europe, with Benito Mussolini as its leader. In 1917 the Bolshevik Party, led by Vladimir Lenin, set up Communist governments throughout the Russian empire. The Russian territories were renamed the Union of Soviet Socialist Republics in 1922. The Communists set up a one-party rule. By 1926 Joseph Stalin had become the new Soviet dictator. In 1933 Adolf Hitler was appointed prime minister of Germany. Storm troopers intimidated voters into giving Hitler dictatorial powers. In 1931 the Japanese army, without the government's permission, invaded the resource-rich Chinese province of Manchuria. The military took control of Japan.*)

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#### II. America Turns to Neutrality (pages 711–712)

- A. The rise of dictatorships in Europe and Asia after World War I, the refusal of European countries to repay war debts owed to the United States, and the **Nye Committee** findings that arms factories made huge profits caused Americans to support **isolationism**. Many Americans wanted to avoid international commitments.
- B. Congress passed the **Neutrality Act of 1935** making it illegal for Americans to sell arms to any country at war.
- C. Congress passed the Neutrality Act of 1937, which continued the ban of selling arms to countries at war and required warring countries to buy nonmilitary supplies from the United States on a “cash and carry” basis.
- D. President Franklin D. Roosevelt supported **internationalism**. Internationalists believe that trade between nations creates prosperity and helps to prevent war.
- E. Japan aligned itself with Germany and Italy, and these three countries became known as the **Axis Powers**.
- F. After Japan launched a full-scale attack on China in 1937, Roosevelt authorized the sale of weapons to China, saying that the Neutrality Act of 1937 did not apply, since neither China nor Japan had actually declared war.

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#### Discussion Question

What factors led many Americans to support isolationism after World War I? (*The rise of dictatorships in Europe and Asia after World War I caused Americans to support isolationism. Isolationist ideas increased when most debtor nations stopped paying their war debts during the Great Depression. The Nye Committee found evidence that arms factories made huge profits, creating the impression that these businesses influenced the United States to enter World War I.*)

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## Daily Lecture and Discussion Notes

### Chapter 24, Section 2



#### Did You Know?

When British Prime Minister Neville Chamberlain returned to Britain after agreeing to turn over Czechoslovakia's Sudetenland to Germany, British people met him with cheers and sang "For he's a jolly good fellow."

#### I. "Peace in Our Time" (pages 713–715)

- A. In February 1938, Adolf Hitler threatened to invade Austria unless Austrian Nazis were given important government posts. In March 1938, Hitler announced the *Anschluss*, or unification, of Austria and Germany.
- B. Hitler claimed the Sudetenland, an area of Czechoslovakia with a large German-speaking population. Czechs strongly resisted Germany's demand for the Sudetenland.
- C. France, the Soviet Union, and Britain threatened to fight Germany if it attacked Czechoslovakia. At the Munich Conference on September 29, 1938, Britain and France, hoping to prevent another war, agreed to Hitler's demands in a policy known as **appeasement**.
- D. In March 1939, Germany sent troops into Czechoslovakia, bringing the Czech lands under German control.
- E. Hitler demanded the return of Danzig—Poland's Baltic Sea port. He also wanted a highway and railroad across the Polish Corridor. These demands convinced the British and French that appeasement had failed.
- F. In May 1939, Hitler ordered the invasion of Poland by the German army.
- G. On August 23, 1939, Germany and the USSR signed a nonaggression treaty, with a secret agreement to divide Poland.

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#### Discussion Question

Why did Britain and France agree to Hitler's demands for the Sudetenland? (*They hoped that they could give Hitler the Sudetenland in exchange for peace. Also, this bought Britain time to get ready for war. Some thought Hitler's demand that all German-speaking regions of Europe be united with Germany was reasonable.*)

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#### II. The War Begins (pages 715–717)

- A. On September 1, 1939, Germany and the USSR invaded Poland. On September 3, Britain and France declared war on Germany—starting World War II.



## Daily Lecture and Discussion Notes

### Chapter 24, Section 2



- B.** The Germans used a **blitzkrieg**, or lightening war, to attack Poland. The Polish army was defeated by October 5.
- C.** On April 9, 1940, the German army attacked Norway and Denmark. Within a month, Germany overtook both countries.
- D.** After World War I, the French built a line of concrete bunkers and fortifications called the **Maginot Line** along the German border. When Hitler decided to attack France, he went around the Maginot Line by invading the Netherlands, Belgium, and Luxembourg. The French and British forces quickly went into Belgium, becoming trapped there by German forces.
- E.** By June 4, about 338,000 British and French troops had evacuated Belgium through the French port of **Dunkirk** and across the English Channel, using ships of all sizes.
- F.** On June 22, 1940, France surrendered to the Germans. Germany installed a puppet government in France.

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#### Discussion Question

Why did France fall to the Germans? (*When Hitler decided to attack France, he went around the Maginot Line by invading the Netherlands, Belgium, and Luxembourg. The French and British forces quickly went into Belgium, becoming trapped there by German forces. These forces escaped to Britain through the French port of Dunkirk and across the English Channel.*)

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### III. Britain Remains Defiant (pages 717–718)

- A.** Hitler thought that Britain would negotiate peace after France surrendered. He did not anticipate the bravery of the British people and their prime minister, **Winston Churchill**. On June 4, 1940, Churchill delivered a defiant speech that rallied the British people and alerted the United States to Britain's plight.
- B.** To invade Britain, Germany had to defeat the British air force. In the **Battle of Britain**, the German air force, the *Luftwaffe*, launched an all-out air battle to destroy the British Royal Air Force. After German bombers bombed London, the British responded by bombing Berlin, Germany.
- C.** The Royal Air Force was greatly outnumbered by the *Luftwaffe*, but the British had radar stations and were able to detect incoming German aircraft and direct British fighters to intercept them.



## Daily Lecture and Discussion Notes

### Chapter 24, Section 2



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#### Discussion Question

How did the British stop the German forces from invading Britain? (*Winston Churchill delivered a defiant speech, which rallied the British people. The British air force bombed Berlin, Germany, after the Germans bombed London. The British hid in subway tunnels when the German's bombed London. Although the Royal Air Force was greatly outnumbered by the Luftwaffe, the British had radar stations that were able to detect incoming German aircraft and direct British fighters to intercept them.*)

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## Daily Lecture and Discussion Notes

### Chapter 24, Section 3



#### Did You Know?

After exterminating Jews and other “undesirables” in extermination camps, Nazis took whatever articles of value the victims had, such as gold fillings from teeth and wedding rings.

#### I. Nazi Persecution of the Jews (pages 719–722)

- A. The Nazis killed nearly 6 million Jews and millions of other people during the **Holocaust**. The Hebrew term for the Nazi campaign to exterminate the Jews before and during World War II is **Shoah**.
- B. The Nazis persecuted anyone who opposed them, as well as the disabled, Gypsies, homosexuals, and Slavic peoples. The Nazis’ strongest hatred was aimed at all Jews.
- C. In September 1935, the **Nuremberg Laws** took citizenship away from Jewish Germans and banned marriage between Jews and other Germans. German Jews were deprived of many rights that citizens of Germany had long held. By 1936 at least half of Germany’s Jews were jobless.
- D. Anti-Jewish violence erupted throughout Germany and Austria on November 9, 1938, known as *Kristallnacht*, or “night of broken glass.” Ninety Jews died, hundreds were badly injured, thousands of Jewish businesses were destroyed, and over 180 synagogues were wrecked.
- E. Between 1933 and the beginning of World War II in 1939, about 350,000 Jews escaped Nazi-controlled Germany. Many of them emigrated to the United States. Millions of Jews remained trapped in Nazi-dominated Europe because they could not get visas to the United States or to other countries.

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#### Discussion Question

What factors limited Jewish immigration to the United States? (*Nazi orders limited Jews from taking more than four dollars out of Germany. The United States had laws restricting a visa to any one “likely to become a public charge,” which many assumed the Jews would become because they would have almost no money if they left Germany. Immigration was unpopular in the U.S. because unemployment was high during the 1930s. The U.S. immigration policy allowed only 150,000 immigrants annually.*)

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## Daily Lecture and Discussion Notes

### Chapter 24, Section 3



#### II. The Final Solution (pages 723–724)

- A.** On January 20, 1942, Nazi leaders met at the **Wannsee Conference** to decide the “final solution” of the Jews and other “undesirables.” The plan was to round up Jews and other “undesirables” from Nazi-controlled Europe and take them to **concentration camps**—detention centers where healthy individuals worked as slave laborers. The elderly, the sick, and young children were sent to **extermination camps** to be killed in large gas chambers.
- B.** After World War II began, Nazis built concentration camps throughout Europe. Extermination camps were built in many concentration camps, mostly in Poland. Thousands of people were killed each day at these camps.
- C.** In only a few years, Jewish culture had been virtually obliterated by the Nazis in the lands they conquered.

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#### Discussion Question

What factors led to the Holocaust? (*The German people’s sense of injury after World War I; severe economic problems; Hitler’s grip on the German nation; the lack of strong tradition of representative government in Germany; German fear of Hitler’s secret police; and a long history of anti-Jewish prejudice and discrimination in Europe.*)

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## Daily Lecture and Discussion Notes



### Chapter 24, Section 4

**Did You Know?** The Twenty-second Amendment, adopted in 1951, says, “No person shall be elected to the office of President more than twice.” Before Roosevelt was elected to his third term in 1940, an unwritten rule of “no-third-term” became tradition dating back to George Washington.

#### I. FDR Supports England (pages 725–726)

- A. Two days after Britain and France declared war against Germany, President Roosevelt declared the United States neutral.
- B. The Neutrality Act of 1939 allowed warring countries to buy weapons from the United States as long as they paid cash and carried the arms away on their own ships.
- C. President Roosevelt used a loophole in the Neutrality Act of 1939 and sent 50 old American destroyers to Britain in exchange for the right to build American bases on British-controlled Newfoundland, Bermuda, and Caribbean islands.

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#### Discussion Question

How did President Roosevelt support Britain in the war effort? (*President Roosevelt used a loophole in the Neutrality Act of 1939 and sent 50 old American destroyers to Britain in exchange for the right to build American bases on British-controlled Newfoundland, Bermuda, and Caribbean islands.*)

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#### II. The Isolationist Debate (pages 726–727)

- A. After the German invasion of France and the rescue of Allied forces at Dunkirk, American public opinion changed to favor limited aid to the Allies.
- B. The **America First Committee** opposed any American intervention or aid to the Allies.
- C. President Roosevelt ran for an unprecedented third term as president in the election of 1940. Both Roosevelt and the Republican candidate, Wendell Willkie, said they would keep the United States neutral but assist the Allied forces. Roosevelt won by a large margin.

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#### Discussion Question

What caused many Americans to change their opinion about United States neutrality? (*After the German invasion of France and the rescue of Allied forces at Dunkirk, American public opinion changed to favor limited aid to the Allies.*)

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## Daily Lecture and Discussion Notes

### Chapter 24, Section 4



#### III. Edging Toward War (pages 727–728)

- A. President Roosevelt proposed the **Lend-Lease Act**, which stated that the United States could lend or lease arms to any country considered “vital to the defense of the United States.” Congress passed the act by a wide margin.
- B. In June 1941, in violation of the Nazi-Soviet Pact, Hitler began a massive invasion of the Soviet Union.
- C. President Roosevelt developed the **hemispheric defense zone**, which declared the entire western half of the Atlantic as part of the Western Hemisphere and therefore neutral. This allowed Roosevelt to order the U.S. Navy to patrol the western Atlantic Ocean and reveal the location of German submarines to the British.
- D. In August 1941, President Roosevelt and Prime Minister Winston Churchill agreed to the **Atlantic Charter**. This agreement committed the two leaders to a postwar world of democracy, nonaggression, free trade, economic advancement, and freedom of the seas.
- E. After a German U-boat fired on the American destroyer *Greer*, Roosevelt ordered American ships to follow a “shoot-on-sight” policy toward German submarines. Germans torpedoed and sank the American destroyer *Reuben James* in the North Atlantic.

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#### Discussion Question

How did President Roosevelt get around American neutrality in order to aid the British? (President Roosevelt proposed the Lend-Lease Act, which stated that the United States could lend or lease arms to any country considered “vital to the defense of the United States.” President Roosevelt developed the hemispheric defense zone, which declared the entire western half of the Atlantic as part of the Western Hemisphere and therefore neutral. This allowed Roosevelt to order the U.S. Navy to patrol the western Atlantic Ocean and reveal the location of German submarines to the British.)

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#### IV. Japan Attacks the United States (pages 728–730)

- A. Roosevelt’s primary goal between August 1939 and December 1941 was to help Britain and its allies defeat Germany. When Britain began moving its warships from Southeast Asia to the Atlantic, Roosevelt introduced policies to discourage the Japanese from attacking the British Empire.



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- B.** In July 1940, Congress passed the Export Control Act, giving Roosevelt the power to restrict the sale of **strategic materials**—materials important for fighting a war—to other countries. Roosevelt immediately blocked the sale of airplane fuel and scrap iron to Japan. The Japanese signed an alliance with Germany and Italy.
- C.** By July 1941, Japanese aircraft posed a direct threat to the British Empire. Roosevelt responded to the threat by freezing all Japanese assets in the United States and reducing the amount of oil shipped to Japan. He also sent General MacArthur to the Philippines to build up American defenses there.
- D.** The Japanese decided to attack resource-rich British and Dutch colonies in Southeast Asia, seize the Philippines, and attack Pearl Harbor.
- E.** Japan attacked Pearl Harbor on December 7, 1941, sinking or damaging 21 ships of the U.S. Pacific Fleet, killing 2,403 Americans, and injuring hundreds more. The next day, President Roosevelt asked Congress to declare war on Japan.
- F.** On December 11, 1941, Japan’s allies—Germany and Italy—declared war on the United States.

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#### Discussion Question

What series of events led to the Japanese attack on Pearl Harbor? (*The United States Congress passed the Export Control Act that restricted the sale of strategic materials to other nations. Roosevelt immediately blocked the sale of airplane fuel and scrap iron to Japan. This angered Japan, which then signed an alliance with Germany and Italy. The Japanese invasion of southern Indochina caused Roosevelt to freeze all Japanese assets in the United States and reduce the amount of oil shipped to Japan. He also sent General MacArthur to the Philippines to build up American defenses there. The Japanese military, lacking oil and other resources, decided to attack the resource-rich British and Dutch colonies in Southeast Asia, seize the Philippines, and attack Pearl Harbor.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 1



#### Did You Know?

During World War II, U.S. General George C. Marshall believed that the jeep was “America’s greatest contribution to modern warfare.” The jeep was first developed as a small durable military vehicle with room to mount a machine gun. The four-wheel drive function on the jeep made it possible for the vehicle to drive off the road through ice, mud, and other obstacles.

#### I. Converting the Economy (pages 736–737)

- A. The United States’s industrial output during World War II was twice as productive as Germany and five times that of Japan. This turned the tide in favor of an Allied victory. Part of the success of the United States was the result of the government mobilizing the economy before the U.S. entered the war.
- B. Roosevelt and his advisers believed the best way to rapidly mobilize the economy was to give industry an incentive to move quickly. The government signed **cost-plus** contracts agreeing to pay a company whatever the manufacturing cost, plus a guaranteed percentage of the costs as profit.
- C. The **Reconstruction Finance Corporation** (RFC), the government agency which had been set up during the Depression, made loans to companies to help them with the cost of converting to war production.

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#### Discussion Question

Why was the United States able to expand its war production so quickly after the attack on Pearl Harbor? (*The United States could expand its production in part because the government had begun to mobilize the economy before it entered the war. The government signed cost-plus contracts, and the RFC made loans to help companies with the cost of converting to war production.*)

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#### II. American Industry Gets the Job Done (pages 737–739)

- A. After the Japanese attack on Pearl Harbor, almost all major American industries and 200,000 companies converted to war production.
- B. The automobile factories turned to the production of trucks, jeeps, and tanks. They also built artillery, rifles, mines, helmets, pontoon bridges, cooking pots, and other military supplies, producing nearly one-third of the military equipment that was manufactured during the war. Henry Ford created an assembly line for B-24 bombers.



## Daily Lecture and Discussion Notes

### Chapter 25, Section 1



- C. Henry Kaiser's shipyards built many ships but were best known for the **Liberty ship**, a basic cargo ship used during the war. These ships were welded instead of riveted, making them cheaper and easier to build and difficult to fall apart and sink.
- D. Roosevelt created the **War Production Board (WPB)** to set priorities and production goals and to control the distribution of raw materials and supplies. He set up the **Office of War Mobilization (OWM)** to settle arguments between the different agencies.

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#### Discussion Question

Why was the production of trucks, jeeps, and tanks so critical to the war? (*This was critical because the country that could move its troops and supplies the quickest usually won the battle.*)

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### III. Building an Army (pages 739–741)

- A. In order to win the war, it was vital that the United States build up its armed forces.
- B. After the defeat of France by the Germans, Congress was no longer opposed to the idea of a peacetime draft. The **Selective Service and Training Act** was a plan for the first peacetime draft in American history.
- C. At first, the numbers of draftees was overwhelming. The GIs, named after the initials on their uniforms meaning "Government Issue," went through basic training for eight weeks. Although some complained after the war that the training was too short to be of any good, most soldiers gained a sense of camaraderie that made them a more effective unit.
- D. At the beginning of the war, the United States military was completely segregated. African Americans were organized into their own military units with white officers in command.
- E. African Americans were **disfranchised**, meaning they were often denied the right to vote. An African American newspaper, the *Pittsburgh Courier*, launched the "**Double V**" campaign stating that African Americans should join the war because a win would be a double victory over racism abroad and at home. Roosevelt, knowing that the African American vote had helped him win, ordered the U.S. military to recruit and send African Americans into combat.
- F. The army air force created the 99th Pursuit Squadron, an African American unit. The African American pilots became known as the **Tuskegee Airmen**. They played an important role in the Battle of Anzio in Italy.
- G. In the army, African Americans also performed well, receiving various awards for distinguished service. Segregation did not end during the war, but led to full military integration in 1948.



## Daily Lecture and Discussion Notes



### Chapter 25, Section 1

- H. Congress established the **Women's Army Auxiliary Corps (WAAC)** in May 1942. This was the first time women were allowed in the military. By 1943 women became a part of regular war operations. The army, Coast Guard, the navy, and the marines all set up their own women's organizations.
- I. In 1941 the American troops were untrained and had little military experience. They did, however, get the job done and suffered the fewest casualties in combat of all the major powers in the war.

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#### Discussion Question

Who made up the American armed forces in World War II? (*The American armed forces were made up of recruits who had almost no military experience and were given little training. African Americans were segregated from white troops and were rarely allowed in combat. President Roosevelt directed the army to put African Americans into combat. Some African Americans, such as the Tuskegee Airmen and tank battalions, participated in combat. At first, women were allowed to join the Women's Army Auxiliary Corps, which was not part of the regular army. By 1943 women became part of the regular army, but were not allowed in combat.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 2



#### Did You Know?

In the Battle of Stalingrad, the city was ruined, and the Soviets suffered more casualties than the United States did in the entire war.

#### I. Holding the Line Against Japan (pages 742–745)

- A. After Japan bombed Pearl Harbor, the commander of the United States Navy in the Pacific, Admiral **Chester Nimitz**, could do little at first to stop the advancing Japanese into Southeast Asia. Japan attacked American airfields in the Philippines and landed their troops in the islands.
- B. The commander of the Americans and Filipinos defending the Philippines, General **Douglas MacArthur**, decided to take his badly outnumbered troops and retreat to the Bataan Peninsula. Roosevelt ordered the general to evacuate to Australia.
- C. The Allied defenders of Bataan finally surrendered, and thousands died on the **Bataan Death March** to a Japanese prison camp.
- D. In early 1942, B-25 bombers replaced the aircraft carriers' short-range bombers because they could attack from farther away. Lieutenant Colonel **James Doolittle** was put in command of the mission that bombed Japan on April 18.
- E. Doolittle's attack on Japan made Japanese leaders change their strategy. An attack on Midway Island—the last American base in the North Pacific west of Hawaii—was planned to lure the American fleet into battle to be destroyed by the Japanese. This would cut American supply lines to Australia. The plan failed because the United States had a team of code breakers based in Hawaii that broke the Japanese Navy's secret code for conducting operations.
- F. The turning point in the war came during the Battle of Midway when Americans shot down 38 Japanese planes and destroyed four Japanese carriers. This stopped the Japanese advance into the Pacific.

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#### Discussion Question

Why did the Japanese decide to attack Midway Island? (*Midway Island was the last American base in the North Pacific. The Japanese believed that an attack on Midway Island would lure the American fleet into battle and enable the Japanese fleet to destroy it. The American fleet had to be destroyed in order to protect Tokyo from being bombed by American B-25s.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 2



#### II. Turning Back the German Army (pages 745–747)

- A.** The leader of the Soviet Union, Joseph Stalin, urged Roosevelt to open a second front in Europe. Although Roosevelt wanted his troops to enter into battle in Europe, Prime Minister Churchill wanted to be more cautious and attack the **periphery**, or edges, of Germany. In July 1942, Roosevelt ordered the invasion of Morocco and Algeria—French territories indirectly under Germany control.
- B.** On November 8, 1942, the American invasion of North Africa began under the command of General **Dwight D. Eisenhower**. General **George Patton** led the American forces in Morocco and captured the city of Casablanca. At the **Battle of Kasserine Pass**, Americans faced the German army for the first time. Outmaneuvered and outfought, Americans suffered huge losses. The general in charge was fired and Patton was put in command. American and British forces finally pushed the Germans back. On May 13, 1943, German forces in North Africa surrendered.
- C.** After Germany declared war on the United States, German submarines began sinking American cargo ships along the American East Coast. The situation greatly improved when the U.S. Navy set up a **convoy system**, in which cargo ships traveled in groups and were escorted by navy warships. The German submarine campaign continued into the spring of 1942. From July on, American shipyards produced more ships than German submarines could sink.
- D.** Hitler wanted to defeat the Soviets by destroying their economy. So he ordered his army to capture oil fields, industries, and farmlands vital to the Soviet economy. The Germans tried to capture Stalingrad, but the Soviets held their ground. The Germans were surrounded and surrendered. The Battle of Stalingrad was a turning point in the war because it put the Germans on the defensive.

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#### Discussion Question

Why was the Battle of Stalingrad an important battle for the Allies? (*The Germans tried to capture Stalingrad, but the Soviets held their ground. The Germans surrendered. The Battle of Stalingrad was a turning point in the war because it put the Germans on the defensive.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 3



#### Did You Know?

More than 25,000 women applied to become pilots in the Women's Airforce Service Pilots (WASPs). Only 1,074 women became pilots in this military organization. Their jobs included flying planes from the factories to the airfields, testing rebuilt aircraft, and hauling gunnery targets. After the war, women were not allowed to fly for the military again until 1977.

#### I. Women and Minorities Gain Ground (pages 749–751)

- A. Compared to the devastation in Europe and Asia, World War II had a positive effect on American society. It put an end to the Depression. The war led to the creation of almost 19 million new jobs and doubled the income of most American families.
- B. The wartime labor shortage forced factories to hire married women in positions that were traditionally considered men's work. "**Rosie the Riveter**," a character from a popular song by the Four Vagabonds, became a symbol for the campaign to hire women. The campaign resulted in 2.5 million women entering the manufacturing workforce.
- C. Factories still resisted the hiring of African Americans. **A. Philip Randolph**, head of the Brotherhood of Sleeping Car Porters, a major union for African American railroad workers, took action. He informed Roosevelt of his plan to organize a march on Washington to secure jobs for African Americans. On June 25, 1941, the president responded with Executive Order 8802, declaring no discrimination in the employment of workers in defense industries or government.
- D. In 1942 the federal government started the **Bracero Program**, which arranged for Mexican farmworkers to come to the United States to help harvest fruits and vegetables on farms in the Southwest. More than 200,000 Mexicans came to help with the harvest and to build and maintain railroads.

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#### Discussion Question

How did women and minorities gain ground in the American workforce? (*The wartime labor shortage forced factories to hire married women in positions that were traditionally considered men's work. On June 25, 1941, President Roosevelt issued Executive Order 8802, declaring no discrimination in the employment of workers in defense industries or government. To enforce the order, Roosevelt created the Fair Employment Practices Commission. In 1942 the federal government started the Bracero Program, which arranged for Mexican farmworkers to come to the United States to help harvest fruits and vegetables on farms in the Southwest. More than 200,000 Mexicans came to help with the harvest and to build and maintain railroads.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 3



#### II. A Nation on the Move (pages 751–753)

- A. Roughly 15 million Americans moved west and south during the war to be closer to the new jobs available. The growth of southern California and the expansion of cities in the Deep South created a new industrial region called the **Sunbelt**.
- B. The federal government allocated over \$1.2 billion to build public housing, schools, and community centers during the war to accommodate all the new workers.
- C. African Americans resumed the **Great Migration**, as they left the South and headed to cities in the North and West for factory jobs. In these cities, African Americans were often confronted with suspicion and intolerance, sometimes ending with violence.
- D. Across the nation, crimes committed by youths rose dramatically. The **zoot suit**, baggy pants and an overstuffed, knee-length jacket with wide lapels, appeared unpatriotic to many that were saving fabric for the war. The zoot suit was worn by many Mexican American teens. When zoot suiters were rumored to have attacked several sailors, 2,500 soldiers and sailors stormed into Mexican American neighborhoods in Los Angeles. This racial violence did not deter Mexican Americans from joining the war effort.
- E. On February 19, 1942, President Roosevelt signed an order allowing the War Department to declare any part of the United States a military zone and remove anybody from the zone. The West Coast was declared a military zone, and all people of Japanese ancestry were evacuated to 10 internment camps.

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#### Discussion Question

Why did racism increase in the United States during the war? (*African Americans resumed the Great Migration, as they left the South and headed to cities in the North and West for factory jobs. In these cities, African Americans were often confronted with suspicion and intolerance, sometimes ending with violence. The zoot suit was worn by many Mexican American teens, resulting in a raid by 2,500 soldiers into Mexican American neighborhoods in Los Angeles, and a ban on the zoot suit. After the attack on Pearl Harbor by the Japanese, West Coast Americans turned their anger against Japanese Americans. On February 19, 1942, President Roosevelt signed an order allowing the War Department to declare any part of the United States a military zone and remove anybody from the zone. The West Coast was declared a military zone, and all people of Japanese ancestry were evacuated to 10 internment camps.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 3



### III. Daily Life in Wartime America (pages 753–754)

- A.** President Roosevelt, worried about inflation, established the **Office of Price Administration** (OPA) and the Office of Economic Administration (OES). The OPA regulated wages and the price of farm products. The OES regulated all other prices. The War Labor Board (WLB) worked to prevent strikes that would endanger the war effort. American unions issued a “no strike pledge.”
- B. Rationing**, or limiting the availability of products, occurred as the demand for raw materials and supplies increased and created shortages. Each month a book of ration coupons was given to each household for processed foods and meats, fats, and oils.
- C. Victory gardens** were planted to produce more food for the war effort. Scrap drives were organized to collect spare rubber, tin, aluminum, and steel. Americans exchanged bacon grease and meat drippings for extra ration coupons because fats and oils were so vital to the production of explosives.
- D.** To raise money for the war, the government raised taxes, covering about 45 percent of the cost of the war. **E bonds** were sold to Americans to help pay for the war. Through the purchase of these bonds, Americans were loaning money to the government. The bonds could be redeemed in the future for the purchase price plus interest.
- E.** Most Americans were united in the goal of winning the war.

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#### Discussion Question

How did Americans at home contribute to the war effort? (*Americans rationed many consumer products to make sure enough were available for military use. To save gasoline and rubber, driving was restricted, and the speed limit was set at 35 miles per hour. Many Americans planted victory gardens to produce more food for the war effort. They held scrap drives to collect certain raw materials vital to the war effort. Americans bought E bonds to help pay for the war.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 4



#### Did You Know?

The invasion of France along the Normandy coast of northern France was the largest seaborne invasion in history.

#### I. Striking Back at the Third Reich (pages 755–757)

- A. In January 1943, President Roosevelt met with Prime Minister Churchill to plan the next stage of war. During the **Casablanca Conference**, the decision was made to increase the bombing of Germany in an effort to destroy its military, industrial, and economic system and to hurt the German morale. They decided to attack the Axis on the island of Sicily.
- B. The new massive bombing campaign by the United States and Britain against Germany did not destroy the German economy or undermine its morale. However, the bombing caused a severe oil shortage and destroyed irreplaceable railroad and aircraft in Germany. As a result, Allies landing in France had total control of the air and could not be bombed.
- C. General Dwight D. Eisenhower was the overall commander of the invasion of Sicily. General Patton and British General Montgomery were in charge of the forces on the ground. By August 18, Germans had evacuated the island. Mussolini was placed under arrest by the king of Italy. On September 8, 1943, the Italian government announced Italy's surrender. Hitler sent German troops to seize control of Italy and put Mussolini back in power. In May 1944, the Germans retreated.
- D. Roosevelt, Stalin, and Churchill met in Tehran, Iran, and reached several agreements about the plans for the rest of the war and after the war.

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#### Discussion Question

What agreements did Roosevelt, Stalin, and Churchill reach when they met in Tehran, Iran? (*Stalin made a promise to begin an offensive against the Germans when the Allies invaded France in 1944. It was agreed that Germany would be broken up after the war so that it could never threaten world peace again. Stalin promised that once Germany was defeated, the Soviet Union would help the United States defeat Japan. Stalin accepted Roosevelt's proposal to create an international organization to help keep the peace after the war.*)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 4



#### II. Landing in France (pages 757–759)

- A. Operation Overload** was the code name for the planned invasion of France by the Allies. General Eisenhower was selected to command the invasion.
- B.** The Allies had the advantage of surprise—the Germans did not know when or where they would strike. The Germans were fooled into thinking the attack would occur in Pas-de-Calais, when in fact the invasion was planned to take place in Normandy.
- C.** The date for the invasion became known as **D-Day** because Eisenhower’s planning staff referred to the day of any invasion with the letter D.
- D.** The invasion of Normandy began shortly after midnight on June 6, 1944. The Allied forces had little trouble capturing the Utah Beach and moving inland. The American forces at Omaha Beach met intense German fire. American commander General **Omar Bradley** planned an evacuation of Omaha Beach, but the American troops moved forward against the Germans. The invasion succeeded.

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#### Discussion Question

What was Operation Overland? (*This was the code name for the Allied planned invasion of France at Normandy. General Eisenhower was the commander of the invasion. The date for the invasion was called D-Day.*)

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#### III. Driving the Japanese Back (pages 759–761)

- A.** American military leaders created a plan to defeat Japan that called for a two-pronged attack. Admiral Nimitz and the Pacific Fleet were to hop from island to island to get close to Japan. General MacArthur’s troops would advance through the Solomon Islands, capture the north coast of New Guinea, and retake the Philippines.
- B.** The island-hopping campaign began in the central Pacific in the fall of 1943. Although many U.S. Marines died while wading ashore at the Tarawa Atoll, the LVT—a boat with tank tracks, also called an **amphtrac**—was able to cross the reef and get troops to shore.
- C.** The attack on Kwajalein Atoll in the Marshall Islands went much smoother, with all troops getting to shore via amphtracs. U.S. Marines captured the island.
- D.** B-29 bombers were used to invade three of the Mariana Islands, which were captured by American troops by August 1944. A few months later, the B-29 bombers began bombing Japan.

## Daily Lecture and Discussion Notes

### Chapter 25, Section 4



- E.** General MacArthur's troops began a campaign in the southwest Pacific with the invasion of **Guadalcanal** in August 1942. In early 1944, MacArthur's troops had captured enough islands to surround Rabaul, the main Japanese base in the region.
- F.** MacArthur ordered his troops to travel 600 miles past Rabaul to capture the Japanese base at Hollandia in New Guinea. Securing New Guinea, the troops headed to the Philippines to take it back.
- G.** Japanese warships headed through the Philippine Islands into Leyte Gulf and ambushed American ships. The Battle of Leyte Gulf was the largest naval battle in history and the first time the Japanese used **kamikaze** attacks. Kamikaze pilots deliberately crashed their planes into American ships, killing themselves and causing severe damage to the ships.
- H.** The Japanese commander ordered a retreat, fearing additional American ships were on the way.
- I.** The battle to recapture the Philippines left Manila in ruins and over 100,000 Filipino civilians dead.

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#### Discussion Question

What was the plan by the Americans to defeat Japan? *(It was a two-pronged attack. Admiral Nimitz and the Pacific Fleet island-hopped through the central Pacific, moving closer to Japan. General MacArthur's troops advanced through the Solomon Islands to capture the north coast of New Guinea and then launched an invasion to retake the Philippines.)*

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 5



**Did You Know?** The United Nations is headquartered in New York City. Since 1945, the UN membership has more than tripled. New members are mostly African and Asian countries that were formerly European colonies.

#### I. The Third Reich Collapses (pages 764–766)

- A. President Roosevelt and other Allied leaders promised to punish the Nazis after the war. Roosevelt felt destroying the Nazi regime would put an end to the concentration camps.
- B. **Hedgerows**, or dirt walls several feet thick and covered in shrubbery, were used by the Germans to defend their positions in Normandy, France. The battle of the hedgerows ended with American bombers blowing a hole in the German lines, allowing American tanks through. The Allies liberated Paris on August 25. Three weeks later, they were just 20 miles from the German border.
- C. Hitler attempted one last offensive to cut off Allied supplies coming through the port of Antwerp, Belgium. The **Battle of the Bulge** began on December 16, 1944, catching American troops off guard. As Germans raced west, their lines “bulged” outward, resulting in the battle’s name. The United States won the battle and on January 8, Germans withdrew with little left to stop the Allies from entering Germany.
- D. The Ludendorf Bridge across the Rhine River was still intact, allowing American troops to cross and force the German defenders back. Adolf Hitler, realizing the end was near, killed himself. His successor, Grand Admiral Karl Doenitz tried to surrender to the Americans and the British while still fighting the Soviets, but he was forced to unconditionally surrender on May 7, 1945. The next day was proclaimed **V-E Day**, for “Victory in Europe.”

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#### Discussion Question

Why was the American victory at the Battle of the Bulge devastating to the Germans? (The Germans suffered more than 100,000 casualties and lost many tanks and aircraft. There was little left to prevent the Allies from entering Germany. American forces attacked Germany’s western border.)

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## Daily Lecture and Discussion Notes

### Chapter 25, Section 5



#### II. Japan is Defeated (pages 766–771)

- A.** President Roosevelt died a month before the defeat of Germany. Vice President **Harry S Truman** became president. Although Germany surrendered a few weeks later, Truman needed to make many difficult decisions regarding the war as the battle with Japan intensified.
- B.** On November 24, 1944, American bombs fell on Tokyo, but missed their targets. American military planners decided to invade **Iwo Jima** because it was closer to Japan and would make the bombings more effective.
- C.** On February 19, 1945, 60,000 American Marines landed on Iwo Jima, and 6,800 lost their lives before the island was captured.
- D.** General **Curtis LeMay**, commander of the B-29s based in the Marianas, changed strategy to drop bombs filled with **napalm**, a kind of jellied gasoline. These bombs not only exploded but also started fires. The risk of killing civilians made this very controversial. The Tokyo firebombing killed over 80,000 people and destroyed more than 250,000 buildings. Japan's six most important industrial cities were firebombed.
- E.** Japan refused to surrender. American military planners chose to invade Okinawa, 350 miles from Japan, to stockpile supplies and build up troops.
- F.** On April 1, 1945, American troops landed on Okinawa. On June 22, 1945, Okinawa was captured with more than 12,000 American soldiers, sailors, and marines losing their lives.
- G.** Japan would not surrender unconditionally because they wanted their emperor to remain in power. Americans wanted him out of power, and Truman was reluctant to go against public opinion.
- H.** The American program to build an atomic bomb was code-named the **Manhattan Project** and was headed by General Leslie R. Groves. On July 16, 1945, the first atomic bomb was detonated near Alamogordo, New Mexico.
- I.** President Truman felt it was his duty to use every weapon available to save American lives. The Allies threatened Japan with "utter destruction," but received no response. On August 6, 1945, an atomic bomb was dropped on Hiroshima, one of Japan's important industrial cities. Tens of thousands of people died instantly, and thousands more died later from burns and radiation sickness. On August 9, the Soviet Union declared war on Japan. That same day, the United States dropped an atomic bomb on Nagasaki, killing between 35,000 and 74,000 people. On **V-J Day**, for "Victory in Japan"—August 15, 1945—Japan surrendered. The war ended.

## Daily Lecture and Discussion Notes

### Chapter 25, Section 5



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#### Discussion Question

Why did President Truman decide to drop the atomic bomb on Japan? (*Because Japan refused to surrender, Truman felt it was his duty to use every weapon available to save American lives.*)

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### III. Building a New World (pages 771–772)

- A.** To prevent another war, President Roosevelt wanted a new international political organization. In 1944 delegates from 39 countries met to discuss the new organization that was to be called the **United Nations** (UN).
- B.** On April 25, 1945, representatives from 50 countries met in San Francisco to officially organize the United Nations and create its **charter**, or constitution.
- C.** The delegates decided to have a General Assembly, where each member nation would have one vote. Britain, France, China, the Soviet Union, and the United States would be permanent members of the Security Council, each having veto power.
- D.** In August 1945, the **International Military Tribunal** (IMT) was created by the United States, Britain, France, and the Soviet Union to punish German and Japanese leaders for their war crimes. The IMT tried German leaders suspected of committing war crimes at the **Nuremberg trials**.
- E.** In Tokyo the IMT for the Far East tried leaders of wartime Japan suspected of committing war crimes. The Japanese emperor was not indicted.

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#### Discussion Question

What was decided at the Dumbarton Oaks conference regarding the United Nations? (*The delegates decided to have a General Assembly, where each member nation would have one vote. Britain, France, China, the Soviet Union, and the United States would be permanent members of the Security Council, each having veto power.*)

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## Daily Lecture and Discussion Notes

### Chapter 26, Section 1



**Did You Know?** The term *Cold War* was first used by Walter Lippman, a newspaper columnist. He used it to refer to a state of war that did not involve actual bloodshed, but an icy rivalry between the United States and the Soviet Union.

#### I. A Clash of Interests (pages 778–779)

- A. After World War II, the United States and the Soviet Union became increasingly hostile, leading to an era of confrontation and competition that lasted from about 1946 to 1990 known as the **Cold War**.
- B. Soviets were concerned with security and wanted to avoid future attacks from Germany. They wanted all countries between Germany and the Soviet Union to be under Soviet control. Soviets believed communism was superior to capitalism. They were suspicious of capitalist countries because they felt capitalism would lead to war and eventually destroy communism.
- C. Americans were concerned with economic problems. Roosevelt and his advisers believed that economic growth would keep the world peaceful. American leaders promoted a democracy with protections for individual rights and free enterprise to create prosperity.

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#### Discussion Question

What did many American officials believe caused World War II? (*Many American officials believed it was the Depression that had caused World War II. Countries had cut back on trade, making it necessary for a nation to go to war to get the resources it needed.*)

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#### II. The Yalta Conference (pages 779–781)

- A. A meeting of Roosevelt, Churchill, and Stalin at **Yalta**—a Soviet resort on the Black Sea—was held to plan the postwar world. Although the conference went well, some agreements made would later become key in causing the Cold War.
- B. At Yalta, a compromise was made with Roosevelt and Churchill agreeing to recognize the Polish Communist government set up by the Soviets. Stalin agreed that the government would include members from the old Polish government before the war. Stalin agreed that free elections would take place in Poland.
- C. During the meeting at Yalta, Roosevelt, Churchill, and Stalin issued the **Declaration of Liberated Europe**, giving people the right to choose their form of government.



## Daily Lecture and Discussion Notes

### Chapter 26, Section 1



- D. It was decided at Yalta to divide Germany and Berlin into four zones, with Great Britain, the United States, the Soviet Union, and France each controlling a zone. It was also agreed that Germany would pay reparations for damage caused by the war. For the next several years, arguments about these reparations and economic policy in Germany would become one of the major causes of the Cold War.
- E. Tensions rose when the Soviets did not follow agreements made at Yalta, which caused Soviet-American relations to deteriorate.
- F. President Roosevelt died and Vice President Harry S Truman became the next President.

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#### Discussion Question

How did Roosevelt, Churchill, and Stalin disagree about what to do with Poland? *(Roosevelt and Churchill felt that the Poles should have the freedom to choose their own government. Stalin felt the Polish government and the Soviets needed to be friendly for security reasons.)*

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### III. Truman Takes Control (pages 781–782)

- A. Harry S Truman took office, making it clear he would stand firm against Stalin to keep promises he made during Yalta.
- B. In July 1945, Truman and Stalin met at **Potsdam** near Berlin to work out a deal regarding Germany. Truman was against heavy reparations on Germany, feeling that the reparations would not allow German industry to recover. Agreements were made allowing the Soviets to take reparations from their zone in Germany and a small amount of German industrial equipment from other zones. Stalin was not pleased with Truman's proposal. Truman then told Stalin of the successfully tested atomic bomb, leading Stalin to think it was a threat to get him to agree to the deal. Stalin agreed, but tensions rose.
- C. Other issues at Potsdam did not end successfully. The Declaration of Liberation of Europe was not upheld, and the Soviet army's presence led to pro-Soviet Communist governments being established in Poland, Romania, Bulgaria, Hungary, and Czechoslovakia. These Communist countries of Eastern Europe became known as the **satellite nations**. Although they had their own governments and were not directly under direct Soviet control, they had to remain Communist and follow Soviet-approved policies.
- D. As Communists began taking over Eastern Europe, Winston Churchill's term, the **iron curtain**, was used to describe the separation of the Communist nations of Eastern Europe from the West.



## Daily Lecture and Discussion Notes

### Chapter 26, Section 1



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#### Discussion Question

Why did Stalin have to accept Truman's proposal at Potsdam? (*American and British troops controlled Germany's industrial center, and Soviets would be unable to receive any reparations unless they cooperated.*)

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## Daily Lecture and Discussion Notes

### Chapter 26, Section 2



#### Did You Know?

During the Berlin airlift, planes bringing food and other supplies to West Berlin landed every three minutes.

#### I. Containing Communism (pages 783–785)

- A. As Americans became increasingly impatient with the Soviets, the State Department asked the American Embassy in Moscow to explain Soviet behavior. On February 22, 1946, diplomat **George Kennan** responded with the **Long Telegram**, a 5,540-word cable message explaining his views of Soviet goals. In the telegram, Kennan discussed Russian insecurity and fear of the West and why it was impossible to reach an agreement. He proposed a long-term containment of Russian expansion. This led to Truman's policy of **containment**—keeping communism within its present territory through diplomatic, economic, and military actions.
- B. After World War II, Soviet troops remained in northern Iran, demanding access to Iran's oil supplies. Soviet troops helped Communists in northern Iran set up a separate government. The United States demanded their withdrawal and sent a U.S. battleship into the eastern Mediterranean. The Soviets withdrew from Iran.
- C. On March 12, 1947, Truman went before Congress to request \$400 million to fight Soviet aggression in Greece and Turkey. The policy became known as the **Truman Doctrine**. Its purpose was to stabilize the Greek government and ease Soviet demands in Turkey. It became the United States's pledge to stop communism in the world.
- D. Postwar Western Europe faced economic ruin and starving people. In June 1947, Secretary of State George C. Marshall proposed the European Recovery Program called the **Marshall Plan**. The plan would give European nations American aid to rebuild. The plan was an effort to fight hunger, poverty, and chaos. The Soviet Union and its satellite nations in Eastern Europe rejected the offer and developed their own economic program. The Marshall Plan gave billions of dollars worth of supplies, machinery, and food to Western Europe, lessening the appeal of communism and opening new trade markets.

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#### Discussion Question

Why did George Kennan think containment would beat communism? (*Kennan felt the Soviet system had major economic and political weaknesses. If the United States could stop the Soviets from expanding, Kennan felt the Soviet system would crumble without going to war.*)

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## Daily Lecture and Discussion Notes

### Chapter 26, Section 2



#### II. The Berlin Crisis (pages 785–786)

- A. By early 1948, in response to the Soviet attempt to harm Germany's economy, the United States, Great Britain, and France merged their zones in Germany and in Berlin, which became West Berlin, allowing Germans to have their own government. The new nation became West Germany with a separate economy from the Soviet zone, which eventually became known as East Germany.
- B. In June 1948, Soviet troops stopped all road and rail traffic to West Berlin, hoping to force Americans to renegotiate Germany's status or give up Berlin. In response, Truman sent long-range bombers with atomic weapons to bases in Britain. Truman then ordered the **Berlin airlift**. For eleven months, cargo planes supplied Berliners with food, medicine, and coal. Stalin finally lifted the blockade on May 12.
- C. With the threat of war still present, the American public supported a military alliance with Western Europe. By April 1949, the North Atlantic Treaty Organization (**NATO**), a mutual defense alliance, was created with initially twelve countries joining. The members agreed to come to the aid of any member who was attacked.
- D. Six years later, NATO allowed West Germany to rearm and join its organization. Soviet leaders responded with the organization of a military alliance in Eastern Europe known as the **Warsaw Pact**.
- E. The U.S. also formed other regional alliances.

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#### Discussion Question

Why was NATO created? (*It was created by 12 countries, including the United States, Canada, and several Western European countries, as a mutual defense alliance in order to help maintain peace in Europe.*)

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#### III. The Cold War Spreads to East Asia (pages 786–787)

- A. The Cold War spread to Asia.
- B. In China, Communist forces and Nationalist forces had been battling since the late 1920s. The two had stopped their war during World War II in an effort to resist Japanese occupation. With the end of World War II, civil war broke out again. The Nationalists were defeated after poor leadership caused the United States to stop sending aid. In October 1949, Communists set up the People's Republic of China.
- C. In early 1950, the People's Republic of China and the Soviet Union signed a treaty of friendship and alliance.
- D. The United States was able to keep Communist China out of the United Nations while allowing Nationalists from Taiwan to retain their seats.



## Daily Lecture and Discussion Notes

### Chapter 26, Section 2



- E. When the United States lost China as its main ally in Asia, it adopted policies to encourage the quick recovery of Japan's industrial economy. The U.S. saw Japan as its key in defending Asia.

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#### Discussion Question

Why did the United States change its policies toward Japan? (*With the establishment of Communist China, the United States lost China as its ally in Asia. So the U.S. changed its policies toward Japan and encouraged the rapid recovery of Japan's industrial economy because it saw Japan as the key to defending Asia.*)

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#### IV. The Korean War (pages 787–789)

- A. At the end of World War II, American and Soviet forces entered Korea to disarm Japanese troops stationed there. The Allies divided Korea at the 38th parallel of latitude. Soviet troops controlled the north and set up a Communist government. American troops controlled the south with an American-backed government. The Soviets gave military aid to the north, resulting in an expansive military. On June 25, 1950, North Korean troops invaded South Korea.
- B. Truman asked the UN to act against the Communist invasion of South Korea. American, UN, and South Korean troops pushed back advancing North Korean troops.
- C. The Communist Chinese government saw the UN troops as a threat and demanded that they stop advancing. After being ignored, China began a massive attack with hundreds of thousands of Chinese troops heading across the border, driving UN forces back.
- D. General MacArthur demanded approval to expand the war against China. Truman refused MacArthur's demands. MacArthur was fired after publicly criticizing the president. Truman was committed to **limited war**, a war fought to achieve a limited objective such as containing communism.
- E. By 1951 UN forces had pushed Chinese and North Koreans back across the 38th parallel. An armistice was signed July 1953.
- F. The Korean War was an important turning point in the Cold War. Instead of just using political pressure and economic aid to contain communism, the United States began a major military buildup. The Korean War expanded the Cold War beyond Europe and into Asia.



## Daily Lecture and Discussion Notes

### Chapter 26, Section 2



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#### Discussion Question

Why did Truman refuse MacArthur's demands to expand the war into China? (*Truman did not want to expand the war into China or use the atomic bomb. Truman remained committed to a limited war to contain communism.*)

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## Daily Lecture and Discussion Notes

### Chapter 26, Section 3



#### Did You Know?

A small group of senators led by Republican Senator Margaret Chase Smith of Maine spoke out against Senator Joseph McCarthy and his “witch hunt” for Communists. In her speech called the “Declaration of Conscience,” Smith said she was ashamed of the way the Senate had become “a publicity platform for irresponsible sensationalism.”

#### I. A New Red Scare (pages 790–792)

- A.** During the 1950s, rumors and accusations of Communists in the United States led to fears that Communists were attempting to take over the world. The Red Scare began in September 1945, and escalated into a general fear of Communist **subversion**—an effort to secretly weaken a society and overthrow its government.
- B.** In early 1947, Truman established the **loyalty review program** to screen all federal employees for their loyalty. The program’s aim was to calm Americans. Instead, it led to the fear that Communists were infiltrating the government.
- C.** FBI Director **J. Edgar Hoover** went to the House Un-American Activities Committee (HUAC) to urge them to hold public hearings on Communist subversion. Under Hoover’s leadership, the FBI sent agents to investigate suspected groups and to wire-tap thousands of telephones.
- D.** In 1948 *Time* magazine editor **Whittaker Chambers** testified before HUAC that several government officials were also former Communists or spies. The most prominent among these was lawyer and diplomat **Alger Hiss**. Hiss had served in Roosevelt’s administration, attended the Yalta conference, and helped with the organization of the UN. Hiss denied the charges, but he was convicted of committing **perjury**, or lying under oath.
- E.** The search for spies intensified when the Soviet Union produced an atomic bomb. Klaus Fuchs, a British scientist, admitted giving information to the Soviet Union. This led to the arrest of **Julius and Ethel Rosenberg**, a New York couple who were members of the Communist Party and were charged with heading a Soviet spy ring. Although many believed the Rosenbergs were not guilty, the couple was executed in June 1953.
- F.** In 1946 American cryptographers cracked the Soviet spy code, allowing them to read messages between Moscow and the United States. This did not become public knowledge until 1995 when the government revealed **Project Venona’s** existence. It provided strong evidence against the Rosenbergs.



## Daily Lecture and Discussion Notes

### Chapter 26, Section 3



- G. The federal government set the example for many state and local governments, universities, businesses, unions, and churches to start finding Communists.

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#### Discussion Question

Why did the hunt for Communist spies increase with the Soviet Union's production of the atomic bomb? (*Many believed that the Soviet Union could not have produced the atomic bomb without help. The belief was that American Communists must have sold secrets of the atomic bomb to the Soviets.*)

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#### II. "A Conspiracy So Immense" (pages 793–795)

- A. In 1949, with the Soviet Union testing an atomic bomb and China falling to communism, Americans felt they were losing the Cold War. Americans continued to believe that Communists were inside the government. Senator **Joseph R. McCarthy**, in a political speech, stated that he had a list of 205 Communists in the state department.
- B. McCarthy won the Senate race after accusing his opponent of being a Communist. He accused Democratic Party leaders of corruption and of protecting Communists. Others made similar charges, causing Americans to begin to believe them.
- C. Congress passed the Internal Security Act or **McCarran Act** in 1950. The act made it illegal to "combine, conspire, or agree with any other person to perform any act which would substantially contribute to . . . the establishment of a totalitarian government."
- D. Senator Joseph R. McCarthy became the chairman of the Senate subcommittee on investigations. His investigation turned into a witch hunt as he searched for disloyalty based on poor evidence and fear. He ruined reputations without proper evidence. This tactic became known as **McCarthyism**.
- E. In 1954 Americans watched televised **Army-McCarthy hearings** and saw how McCarthy attacked witnesses, and his popularity faded. Finally, an army lawyer named Joseph Welch stood up to McCarthy. Later that year, the Senate passed a vote of **censure**, or formal disapproval, against McCarthy.

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#### Discussion Question

Why were people afraid to challenge McCarthy and his McCarthyism? (*People were afraid to challenge McCarthy because they feared McCarthy would accuse them of being Communists.*)

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## Daily Lecture and Discussion Notes

### Chapter 26, Section 3



### III. Life During the Early Cold War (pages 795–796)

- A. Communism and the threat of the atomic bomb dominated life for Americans and their leaders in the 1950s.
- B. The threat of an atomic attack against the United States forced Americans to prepare for a surprise attack. Although Americans tried to protect themselves, experts realized that for every person killed instantly by a nuclear blast, four more would later die from **fallout**, the radiation left over after the blast. Some families built **fallout shelters** in their backyards and stocked them with canned food.
- C. The 1950s was a time of great contrasts. Images of the Cold War appeared in films and popular fiction. Along with these fears of communism and spies, the country enjoyed postwar prosperity and optimism.

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#### Discussion Question

How did Americans prepare for an atomic attack? (*American schools had bomb shelters and held bomb drills. Some families built fallout shelters in their backyards and filled them with canned food.*)

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## Daily Lecture and Discussion Notes

### Chapter 26, Section 4



#### Did You Know?

In 1666 Isaac Newton came up with the theory that if a cannonball was fired at a high enough speed, the cannonball would not hit the ground at all because of the curvature of the earth. About 300 years later, scientists applied Newton's theory to the launching of satellites.

#### I. Eisenhower's "New Look" (pages 797–799)

- A. The election of 1952 placed Democratic candidate Adlai Stevenson against Republican Dwight D. Eisenhower. Eisenhower, the general who organized the D-Day invasion, was a national hero. Eisenhower won by a landslide.
- B. Eisenhower felt the way to win the Cold War was through a strong military and a strong economy. Eisenhower believed a conventional war would be too expensive and would hurt the economy. He believed the use of atomic weapons was necessary. Eisenhower felt the United States needed a "New Look" in its defense policy.
- C. Eisenhower wanted to prevent war from happening in the first place. A policy called **massive retaliation** was used to threaten the use of nuclear weapons on any Communist state that tried to gain territory through force. This resulted in a cut in military spending and an increase in America's nuclear arsenal.
- D. New technology brought the B-52 bomber, which could fly across continents and drop nuclear bombs anywhere in the world. Intercontinental ballistic missiles and submarines capable of launching nuclear missiles were also created.
- E. Americans discovered that the Soviets had developed their own nuclear missiles. On October 4, 1957, the Soviets launched *Sputnik*, the first artificial satellite to orbit the earth. The Americans felt they were falling behind in missile technology.
- F. The next year, Congress created the **National Aeronautics and Space Administration** (NASA) and also passed the **National Defense Education Act** (NDEA).

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#### Discussion Question

Why did Eisenhower feel a strong economy would win the Cold War? (*Eisenhower felt that the United States needed to show that free enterprise would produce a more prosperous society than communism. Economic prosperity would also prevent Communists from gaining support in the United States, protecting the U.S. from subversion.*)

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## Daily Lecture and Discussion Notes

### Chapter 26, Section 4



#### II. Brinkmanship In Action (pages 799–801)

- A. President Eisenhower's willingness to threaten nuclear war to maintain peace worried some people. Critics argued that **brinkmanship**, the willingness to go to war to force the other side to back down, was too dangerous.
- B. The Korean War ended with the signing of an armistice in 1953. This came after Eisenhower had gone to the brink and threatened to use nuclear weapons. The battle line became the border between North Korea and South Korea. Although there was no victory, it had stopped communism from spreading.
- C. In 1954 China threatened to take over two of the islands from the Nationalists. Eisenhower threatened the use of nuclear weapons if China tried to invade Taiwan. China retreated.
- D. Eisenhower wanted to prevent Arab nations in the Middle East from aligning with the Soviet Union. To gain support, the United States offered to help finance the construction of a dam on the Nile River for Egypt. Congress forced the United States to withdraw the offer. Egyptians took control of the Suez Canal to use its profits to pay for the dam. British and French troops responded by invading the Suez Canal. Soviets threatened rocket attacks on Britain and France. Eisenhower put American nuclear forces on alert, and through strong American pressure the British and French called off their invasion.

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#### Discussion Question

Why did the United States withdraw its offer to Egypt to finance the dam on the Nile River? (*The offer was withdrawn because Egypt had purchased weapons from Communist Czechoslovakia.*)

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#### III. Fighting Communism Covertly (pages 801–802)

- A. Brinkmanship would not work in all situations, and it could not prevent Communists from revolting within countries. To prevent this, Eisenhower used **covert**, or hidden, operations conducted by the **Central Intelligence Agency (CIA)**.
- B. The CIA operations took place in **developing nations**, or those nations with mostly agricultural economies. In many of these countries, leaders felt European imperialism and American capitalism were the causes of their problems.
- C. Two examples of covert operations that achieved American objectives took place in Iran and Guatemala in the 1950s.



## Daily Lecture and Discussion Notes

### Chapter 26, Section 4



- D.** Covert operations did not always work. After Stalin died, **Nikita Khrushchev** became the new leader of the Soviet Union in 1956. He delivered a secret speech to Soviet leaders, which the CIA broadcast to Eastern Europe. Eastern Europeans, frustrated by Communist rule, staged riots, and a full-scale uprising took place in Hungary. Soviet tanks entered Budapest, the capital of Hungary, and stopped the rebellion.

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#### Discussion Question

Why did Eisenhower respond to the crisis in Taiwan? (*Eisenhower felt that Taiwan was a part of the “anticommunistic barrier” in Asia.*)

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#### IV. Continuing Tensions (page 802)

- A.** Eisenhower and Soviet leader Khrushchev agreed to a **summit** in Paris in order to improve relations. Khrushchev stopped the summit after the Soviets shot down an American spy plane piloted by **Francis Gary Powers**.
- B.** In his farewell address, Eisenhower warned Americans to be on guard against the influence of a **military-industrial complex** in a democracy. It was a new relationship between the military establishment and the defense industry.

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#### Discussion Question

What happened when the Soviet Union shot down an American U-2 spy plane? (*Eisenhower first claimed it was a weather plane that had strayed off course. Khrushchev dramatically produced the pilot, and after Eisenhower refused to apologize, Khrushchev stopped the summit in Paris.*)

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## Daily Lecture and Discussion Notes

### Chapter 27, Section 1



**Did You Know?** The play *The Crucible*, written by Arthur Miller in 1953, is about the Salem witch trials of 1692. Miller wrote the play in reaction to the treatment of people in America who were suspected of being Communists.

#### I. Return to a Peacetime Economy (pages 808–809)

- A. The U.S. economy continued to grow after World War II because of increased consumer spending.
- B. The Servicemen's Readjustment Act, also called the **GI Bill**, helped the economy by providing loans to veterans to attend college, set up businesses, and buy homes.
- C. Increased spending led to higher prices for goods, which then led to rising inflation. Workers went on strike for increased wages. President Truman, fearing an energy shortage, forced miners to return to work after a month-long strike.
- D. In 1946 Americans interested in change elected Republicans in both houses of Congress. Congress, wanting to cut the power of organized labor, proposed the **Taft-Hartley Act**. This act outlawed the **closed shop**, or the practice of forcing business owners to hire only union members. States could pass **right-to-work laws** outlawing **union shops**, or shops where new workers were required to join the union. The act also prohibited **featherbedding**, the limiting of work output in order to create more jobs. Although Truman vetoed the Taft-Hartley Act, Congress passed it in 1947.

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#### Discussion Question

How did the Taft-Hartley Act limit the powers of organized labor? (*This act outlawed the closed shop, or the practice of forcing business owners to hire only union members. States could pass right-to-work laws outlawing union shops, or shops where new workers were required to join the union. The act also prohibited featherbedding, the limiting of work output in order to create more jobs.*)

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#### II. Truman's Domestic Program (pages 809–811)

- A. President Truman tried to push many domestic measures through Congress.
- B. Some of Truman's many proposals included the expansion of Social Security benefits, raising the minimum wage from 40 to 75 cents an hour, and a broad civil rights bill protecting African Americans. His proposals met with little success with Republicans and conservative Southern Democrats.





## Daily Lecture and Discussion Notes

### Chapter 27, Section 1



- C. As the election of 1948 approached, it looked as if Truman would not be reelected. During his campaign, Truman made speeches that criticized a **“Do-Nothing Congress,”** because it had not enacted any of his legislative proposals. Truman won the election, and the Democratic Party also made a comeback, regaining control of both houses of Congress.
- D. Truman’s domestic agenda was coined the **Fair Deal**. He put forth in his State of the Union message that Americans had the right to expect a fair deal from their government. Congress did not support all of Truman’s ideas. While the minimum wage was increased and the Social Security system expanded, Congress refused to pass national health insurance or to enact civil rights legislation.

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#### Discussion Question

What was Truman’s Fair Deal? (*Truman’s Fair Deal was a series of domestic measures that sought to further the work done as part of Roosevelt’s New Deal. The Fair Deal measures included the following proposals: the expansion of Social Security benefits, the raising of the legal minimum wage, a program to ensure full employment through aggressive use of federal spending and investment, public housing and slum clearance, long-range environmental and public works planning, a system of national health insurance, and a civil rights bill.*)

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### III. The Eisenhower Years (pages 811–813)

- A. With the United States at war in Korea, Truman’s Fair Deal faded, as did his approval rating. He chose not to run for reelection.
- B. The Republican candidate, Dwight Eisenhower ran with the slogan, “It’s time for a change!” He promised to end the Korean War. Eisenhower won in a landslide with running mate California senator, Richard Nixon.
- C. President Eisenhower’s political beliefs were self-described as midway between conservative and liberal. He referred to the idea of **“dynamic conservatism,”** or the balancing of economic conservatism with some activism.
- D. On the conservative side, Eisenhower ended government price and rent controls, vetoed a school construction bill, and cut aid for public housing while also supporting some tax reductions.



## Daily Lecture and Discussion Notes

### Chapter 27, Section 1



- E.** As an activist, Eisenhower pushed for the passage of the **Federal Highway Act**, which provided \$25 billion for a 10-year project to construct 40,000 miles of interstate highways. As the number of American car owners increased, this act was necessary to provide for more efficient travel routes. Eisenhower also authorized the construction of the Great Lakes-St. Lawrence Seaway. Three previous presidents had failed at reaching an agreement with Canada to build this American-Canadian waterway aiding international shipping.
- F.** As Eisenhower easily won his second run for the presidency in 1956, America transitioned from a wartime to a peacetime economy. Americans focused their energy on a decade of tremendous prosperity.

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#### Discussion Question

Why was Richard Nixon almost dropped from the Republican ticket? (*It was reported that Nixon had received gifts of \$18,000 as a senator. In a radio broadcast, Nixon insisted the money had been used for legitimate political purposes.*)

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## Daily Lecture and Discussion Notes

### Chapter 27, Section 2



#### Did You Know?

During the 1950s, suburban neighborhoods were usually filled with people who were alike. This conformity often led to discrimination of people who seemed different because of their race or religion. Sometimes suburban residents refused to sell their homes to minority families.

#### I. American Abundance (pages 814–816)

- A. In 1958 economist **John Kenneth Galbraith** published *The Affluent Society*, in which he claimed that the United States and some other industrialized nations had created an “economy of abundance.” New business techniques and improved technology had produced a standard of living never before thought possible.
- B. As the mechanization of farms and factories increased, many Americans began working in **white-collar** jobs, such as sales and management. In 1956, for the first time, white-collar workers outnumbered **blue-collar** workers—people who perform physical labor in industry.
- C. White-collar employees generally worked for large corporations, some of which expanded into overseas corporations. **Multinational corporations** were located close to important raw materials and used cheaper labor forces, making them more competitive. The 1950s also had an increase in **franchises**, in which a person owns and operates one or several stores of a chain operation.
- D. Cooperate leaders wanted employees who could conform to company standards. In the 1950s book *The Lonely Crowd*, sociologist **David Riesman** argued that the “inner-directed” man was giving way to the “other-directed” man, with concerns regarding company approval outweighing personal values.
- E. The rise in luxury products led to the growth of more sophisticated advertising. The advertising industry became the fastest-growing industry in the United States, using new marketing techniques to sell products.
- F. **Levittown**, New York, one of the country’s earliest suburbs, was a mass-produced residential community spearheaded by Bill Levitt. Between 1947 and 1951, other Levittown-type communities were built all over the United States. The suburbs came to symbolize the American dream, while others saw it as another example of American conformity.

## Daily Lecture and Discussion Notes

### Chapter 27, Section 2



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#### Discussion Question

What evidence supported John Kenneth Galbraith's idea of an "economy of abundance?" (*Between 1940 and 1955, personal income for many American's almost tripled. Americans produced more than they could use, and there was a huge increase in the number of homeowners.*)

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### II. The 1950s Family (pages 816–817)

- A. The 1950s changed the American family as families grew larger and women entered the workforce.
  - B. The period between 1945 and 1961 is known as the **baby boom**, in which more than 65 million children were born in the United States. Many young couples had delayed marriage until after the war and were now ready to marry and begin a family. Other factors in this boom were the GI benefits that encouraged the growth of families, and television and magazines promoting pregnancy and large families.
  - C. In the 1950s, although many women were expected to remain at home, the number of women who held jobs outside the home increased.
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#### Discussion Question

Why did the American birthrate explode after World War II? (*Many young couples had delayed marriage until after the war and were now ready to marry and begin a family. Other factors in this boom were the GI benefits that encouraged the growth of families, and television and magazines promoting pregnancy and large families.*)

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### III. Technological Breakthroughs (pages 817–819)

- A. In 1946 scientists working for the United States Army developed one of the earliest computers. It was called ENIAC (Electronic Numerical Integrator and Computer), and it made military calculations. Later, a newer model called UNIVAC (Universal Automatic Computer) could handle business data and led to the computer revolution.
- B. In the 1950s, there were many medical breakthroughs such as the development of antibiotics; new drugs for arthritis, diabetes, cancer, and heart disease; and advances in surgical techniques.
- C. Polio epidemics swept the nation in the 1940s and 1950s. **Jonas Salk** developed an injectable vaccine that prevented polio. New cases of polio declined dramatically. American scientist Albert Sabin later developed an oral vaccine for polio, causing the threat of polio to disappear in the United States.



## Daily Lecture and Discussion Notes

### Chapter 27, Section 2



- D. The Soviet Union launched the world's first space satellite, *Sputnik*, in October 1957. The United States launched its own satellite in January 1958.
- E. American engineers were making commercial planes smoother and faster.

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#### Discussion Question

Why did American families in the 1950s have increased free time? (*The computer and improvements in communication and transportation systems allowed many Americans to work more quickly and efficiently.*)

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## Daily Lecture and Discussion Notes

### Chapter 27, Section 3



#### Did You Know?

As American culture changed during the 1950s, new words and terms emerged, including *hot rod*, *junk mail*, *cool*, *rock 'n' roll*, and *carry-out*.

#### I. The New Mass Media (pages 820–823)

- A. The popularity of television increased as it became more affordable for consumers. In 1946 there were 7,000 to 8,000 television sets in the United States. By 1957 there were 40 million television sets. In the late 1950s, the television news became an important source of information. Advertising and sporting events became more common.
- B. Television shows fell into the categories of comedy, action and adventure, variety-style entertainment, and quiz shows. **Ed Sullivan's** variety show *Toast of the Town* provided a mix of comedy, popular song, dance, and acrobatics. In 1956 the quiz show *Twenty-One* caused an uproar after it was discovered that many of the show's contestants were given the answers prior to the show.
- C. With the increase in television viewing, the movie industry lost viewers. Moviemakers tried several ways to lure people away from their television sets, including the use of 3-D glasses and **cinemascope**. Movie roles for women were stereotypical, often dealing with marriage or the hope of marriage. Roles for African Americans were often stereotypical or one-dimensional.
- D. Radio had to find ways to get television viewers to listen again. Recorded music, news, talk shows, weather, public-service programming, and shows for specific audiences were all used to encourage people to turn on their radios.

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#### Discussion Question

What types of television shows were Americans watching in the 1950s? (*Television shows fell into the categories of comedy, action and adventure, variety-style entertainment, and quiz shows. Action shows like Gunsmoke and Dragnet were also hugely popular.*)

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#### II. The New Youth Culture (pages 823–824)

- A. Young Americans rebelled against the conformist ideals of adult society and looked to controversial styles in music and literature.
- B. In 1951 radio disc jockey **Alan Freed** gained permission from his manager to play African American rhythm and blues on the radio. The listeners loved the new songs, and soon white artists were copying the sound to form a new style of music called **rock 'n' roll**.



## Daily Lecture and Discussion Notes

### Chapter 27, Section 3



- C.** In 1956 **Elvis Presley** became a rock 'n' roll hero for many teenagers. He eventually became known as the "King of Rock 'n' Roll." The music was very popular with teens, but parents disliked this new music. Several cities banned rock 'n' roll. These varying opinions led to what became known as a **generation gap**, or cultural separation between children and parents.
- D.** A group of mostly white artists, who called themselves the **beats**, highlighted the values gap that existed in the United States in the 1950s. In 1957 beat writer **Jack Kerouac** published *On the Road*. This book described freewheeling adventures with a car thief and a con artist. The book shocked readers but went on to become a classic in American literature.

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#### Discussion Question

Who were the beats? *(This was a group of mostly white artists who chose an unconventional lifestyle, which highlighted the values gap in the 1950s. The word may have come from the group feeling beat down by American culture.)*

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### III. African American Entertainers (pages 824–825)

- A.** African American entertainers tried to find a way to fit into a country that often treated them like second-class citizens. Most were shut out by television. African American rock 'n' roll singers had an easier time gaining acceptance. African Americans like **Chuck Berry**, **Ray Charles**, and **Little Richard** recorded hit songs.
- B.** African American women's recording groups, including the **Crystals**, the **Chiffons**, and the **Shirelles**, paved the way for future women's groups.

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#### Discussion Question

Which groups were left out of the American dream in the 1950s? *(The country's minorities, rural poor, and African Americans were left out of the American dream.)*

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## Daily Lecture and Discussion Notes

### Chapter 27, Section 4



#### Did You Know?

In 1946 Dr. Benjamin Spock published *Common Sense Book of Baby and Child Care*. This guidebook for raising children sold nearly 10 million copies during the 1950s. In the book, Spock advised parents not to spank or scold their children. He recommended that parents hold family meetings to give their children an opportunity to express their feelings and ideas.

#### I. Poverty Amidst Prosperity (pages 828–831)

- A. In the 1950s, 1 in 5 Americans lived below the **poverty line**, a figure the government set to reflect the minimum income required to support a family.
- B. Writer **Michael Harrington** chronicled poverty in the United States during the 1950s in his book, *The Other America*. He described how some Americans lived in the run-down and hidden communities of America. The poor included single mothers, elderly, minority immigrants, rural Americans, Appalachians, and Native Americans.
- C. As many Americans moved to the suburbs, the urban areas became home to poorer, less educated minority groups. In the 1950s, the government tried to improve conditions with **urban renewal** programs, in which they tore down slums and built high-rise projects.
- D. In 1958 African American salaries were only 51 percent of what whites earned. Although the NAACP and the Congress of Racial Equality pushed for equality and economic opportunities for African Americans, they had little success.
- E. Through the **Bracero program**, some 5 million Mexican immigrants came to the United States to help with agricultural needs. These laborers struggled with poverty and worked in unbearable conditions for very little pay.
- F. Native Americans were the poorest group in the nation. Through the **termination policy**, the federal government withdrew all official recognition of the Native American groups as legal entities and made them follow the same laws as white citizens.
- G. During the 1950s, many impoverished families left Appalachia in search of a better way of life.

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#### Discussion Question

Which groups of Americans lived below the poverty line in the 1950s? (*Americans who lived below the poverty line in the 1950s included single mothers, the elderly, people living in the inner cities, African Americans, Hispanics, Native Americans, and people living in Appalachia.*)

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## Daily Lecture and Discussion Notes

### Chapter 27, Section 4



#### II. Juvenile Delinquency (pages 831–832)

- A.** An important social problem in the United States during the 1950s was a rise in, or at least a rise in the reporting of, **juvenile delinquency**—antisocial or criminal behavior of youths. Delinquency in the 1950s cut across class and racial lines. While most teens did not participate in any illegal activity, teens were stereotyped, especially if they had long hair and dressed in an unconventional manner.
- B.** As baby boomers started attending school, enrollments increased greatly. During the 1950s, schools suffered a shortage of buildings and teachers.
- C.** Because the Soviet Union had launched the first space satellites, the nation’s educational institutions were criticized for a lack of technical education. In response to the criticisms, efforts were made to improve math and scientific education in U.S. schools.

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#### Discussion Question

What were some reasons people used to explain the rise in juvenile delinquency? (*It was blamed on a variety of reasons including poverty, lack of religion, television, movies, comics, racism, busy parents, rising divorce rates, and anxiety over the military draft.*)

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## Daily Lecture and Discussion Notes

### Chapter 28, Section 1



#### Did You Know?

John F. Kennedy invited over a hundred writers, artists, and scientists to his inauguration. Robert Frost, a famous American poet, recited an inaugural poem. Opera singer Marian Anderson sang “The Star-Spangled Banner,” the U.S. national anthem. During his term in office, Kennedy emphasized the importance of American art and culture.

#### I. The Election of 1960 (pages 840–841)

- A. The 1960 presidential election began the era of television politics. Voters began using this medium as a voting tool.
- B. The Democratic candidate, John F. Kennedy, was a Catholic from a wealthy Massachusetts family. Republican candidate, Richard Nixon, was a Quaker from a financially struggling family.
- C. During the campaign, Democrats spent over \$6 million in television and radio ads, while Republicans spent over \$7.5 million.
- D. The campaign focused on the economy and the Cold War. Kennedy felt the United States faced a threat from the Soviets and showed concern about a “**missile gap**,” in which it was believed the United States was behind the Soviets in weaponry. Nixon believed the Republican administration was on the right track with its foreign policy.
- E. The televised debates had a strong influence on the outcome of the election. Kennedy won in what was one of the closest elections in history.

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#### Discussion Question

How did Kennedy and Nixon stand on the two main issues of the 1960 presidential election? (*The campaign centered on the economy and the Cold War. The candidates differed little on the issues. They both promised to boost the economy, and they were both determined to stop communism. Kennedy claimed there was a “missile gap” between the U.S. and the Soviets in weaponry, in which the U.S. was behind. Nixon countered that the administration was on the right track.*)

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#### II. The Kennedy Mystique (pages 841–842)

- A. John Kennedy’s youth, optimism, and charisma inspired Americans.
- B. In his Inaugural Address, Kennedy told Americans, “ask not what your country can do for you—ask what you can do for your country.”



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- C. Kennedy was the first president to broadcast his press conferences live on television.

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#### Discussion Question

What was the Kennedy mystique? (*John Kennedy captured the imagination of the American public. His youth, optimism, and charisma inspired Americans. His good looks, glamorous wife, children, and large extended family drew great media coverage.*)

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### III. Success and Setback on the Domestic Front (pages 842–843)

- A. With his new legislative agenda, known as the **New Frontier**, Kennedy hoped to increase aid to education, provide health insurance to the elderly, create a Department of Urban Affairs, and help migrant workers.
- B. Kennedy was unsuccessful in pushing through many of his domestic programs even though the Democratic Party had large majorities in both houses of Congress. Many Republicans and conservative Southern Democrats felt the New Frontier was too costly. Congress defeated many of Kennedy's proposals.
- C. Kennedy advocated the New Deal strategy of deficit spending that had been implemented during Roosevelt's presidency. Congress was convinced to invest more funds for defense and space exploration to create more jobs and encourage economic growth. Kennedy also boosted the economy through increased business production and efficiency.
- D. Kennedy helped the women's movement during the 1960s. He created a **Presidential Commission on the Status of Women**, calling for federal action against gender discrimination and affirming the right of women to equally paid employment.

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#### Discussion Question

How did Kennedy strain his relationship with the nation's business community? (*Businesses were asked to hold down prices and labor leaders were asked to hold down pay increases in an effort to stimulate economic growth. After several steel industries raised prices, Kennedy threatened to purchase cheaper steel from foreign companies. The steel company backed down after Kennedy was going to have them investigated for price fixing.*)

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#### IV. Warren Court Reforms (page 843–845)

- A.** Social issues were a focus during Kennedy’s time in office. **Earl Warren**, Chief Justice of the United States since Eisenhower’s presidency, and the Warren Court took on a much more activist tone, which helped shape national policy. The Warren Court took a stand on several key issues, such as the civil rights movement, freedom of the press, separation of church and state, and the rights of the accused. Many of these decisions are still being argued today.
- B.** One of the Warren Court’s most important decisions involved **reapportionment**, or the way in which states draw up political districts based on changes in population. The Warren Court decided on the principle of “one man, one vote,” which required state legislatures to reapportion electoral districts so that all citizens’ votes would have equal weight.
- C.** During the 1960s, the U.S. Supreme Court used the Fourteenth Amendment to apply the Bill of Rights to the states. **Due process** required that the law not treat an individual unfairly, arbitrarily, or unreasonably, and that courts must follow proper procedures and rules when trying a case.
- D.** The issue of separation between church and state was reaffirmed when the Court ruled that states could not compose official prayers and require prayer in public schools.
- E.** The decisions of the Warren Court were favored by some while opposed by others, but the Court had an immense role in shaping national policy.

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#### Discussion Question

Why was the decision of the Warren Court to reapportion electoral districts so important? (*This shifted political power from rural conservative areas to urban liberal areas. It increased the political power of African Americans and Hispanics who lived in cities.*)

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#### Did You Know?

Representatives and leaders from more than 90 countries attended President Kennedy's funeral. Many public buildings in the United States and throughout the world have been named after Kennedy.

#### I. Kennedy Confronts Global Challenges (pages 846–848)

- A. President Kennedy focused much of his time on foreign policy as the nation's rivalry between the Soviet Union deepened. Through a variety of programs, Kennedy attempted to curb communism and reduce the threat of nuclear war.
- B. Kennedy felt that Eisenhower had relied too heavily on nuclear weapons. Instead, Kennedy supported a “flexible response” where he asked for a buildup of conventional troops and weapons. This was costly but allowed the United States to fight a limited style of warfare. Kennedy also supported the Special Forces, a small army unit established in the 1950s to wage guerrilla warfare.
- C. To improve Latin American relations, Kennedy proposed the **Alliance for Progress**, a series of cooperative aid projects with Latin American governments. Over a 10-year period, \$20 billion was promised to aid Latin America. In Chile, Colombia, Venezuela, and the Central American republics, real reform took place. In other countries, the governing rulers used the money to remain in power.
- D. The **Peace Corps**, created to help less developed nations fight poverty, trained young Americans to spend two years assisting in a country. The Peace Corps is still active today and has become one of Kennedy's most important and withstanding legacies.
- E. During this time of increased tension between the United States and the Soviet Union, the two countries engaged in a **space race**, with each country hoping to dominate space to enhance their positions on Earth. Kennedy wanted Americans to be the first to reach the moon, and he pushed Congress to make it a reality.

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#### Discussion Question

How did President Kennedy confront the global challenges he faced? (*Kennedy supported a “flexible response” where he asked for a buildup of conventional troops and weapons to allow the United States to fight a limited style of warfare. Kennedy also supported the Special Forces, a small army unit established in the 1950s to wage guerrilla warfare. To improve Latin American relations, Kennedy proposed the Alliance for Progress, a series of cooperative aid projects with Latin American governments. The Peace Corps was created to help less developed nations fight poverty. The United States and the Soviet Union engaged in a space race. Kennedy wanted Americans to be the first to reach the moon, and he pushed Congress to make it a reality.*)



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#### II. Crises of the Cold War (pages 848–850)

- A.** Cuba and its leader, Fidel Castro, began forming an alliance with the Soviet Union and its leader, Nikita Khrushchev. During Eisenhower’s presidency, the CIA had secretly trained and armed Cuban exiles known as La Brigada. Kennedy’s advisers approved a plan to invade Cuba using La Brigada. On April 17, 1961, 1,400 armed Cuban exiles landed at the **Bay of Pigs** on the south coast of Cuba. Disaster struck as Kennedy cancelled air support for the exiles in order to keep United States involvement a secret. Most of the La Brigada were either killed or captured by Castro’s army.
- B.** After meeting with Soviet leader Nikita Khrushchev, Kennedy refused to recognize East Germany or to have the United States—along with Great Britain and France—withdraw from Berlin. The Soviet leader retaliated by constructing a wall through Berlin, stopping movement between the Soviet sector and the rest of the city. For the next 30 years, the **Berlin Wall** symbolized the Cold War division between East and West.
- C.** During the summer of 1962, American intelligence agencies discovered that Soviet technicians and equipment had arrived in Cuba, and that military construction was in progress. Photographs proved that the Soviets had placed long-range missiles in Cuba. Kennedy ordered it stopped, but work on the site continued. Nuclear holocaust was feared. Neither Kennedy nor Khrushchev wanted World War III. Kennedy agreed not to invade Cuba and to remove missiles in Turkey. The Soviets agreed to remove missiles in Cuba.
- D.** The Cuban missile crisis, as it became known, brought the world to the edge of a nuclear war. Both sides agreed to work out a plan to ease tension. In 1963 the United States and the Soviet Union agreed to a treaty banning the testing of nuclear weapons in the atmosphere. The missile crisis led to the demise of Nikita Khrushchev, and the new Soviet leadership was less interested in reaching agreements with the West. The result was a huge Soviet arms buildup.

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#### Discussion Question

Why was the Bay of Pigs a dark moment for the Kennedy administration? (*The action revealed the American plot to overthrow a neighbor’s government. It made the United States appear weak and disorganized.*)

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### III. The Death of a President (pages 850–851)

- A. On November 22, 1963, John F. Kennedy was shot twice while riding in a presidential motorcade. He was pronounced dead a short time later. Lee Harvey Oswald, a Marxist, was accused of killing Kennedy and was shot and killed himself two days later by Jack Ruby. It was suspected that Ruby killed Oswald to protect others involved in the murder. Chief Justice Warren concluded that Oswald was the lone gunman. The report of the **Warren Commission** left a few questions unanswered, and a conspiracy theory has persisted, although none has gained wide acceptance.
- B. Kennedy's successor, Lyndon Johnson, continued to promote many of Kennedy's programs.

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#### Discussion Question

What was the result of the Warren Commission report? (*Chief Justice Warren concluded that Oswald was the lone gunman. The report of the Warren Commission left a few questions unanswered, and a conspiracy theory has persisted, although none has gained wide acceptance.*)

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#### Did You Know?

Lyndon Johnson taught English at the Sam Houston High School in Houston, Texas.

#### I. Johnson Takes the Reins (pages 854–857)

- A. Lyndon Johnson took office during what seemed like a prosperous time for the United States. In reality, however, away from the nation's affluent suburbs were some 50 million poor. Kennedy and Johnson made the elimination of poverty a major policy goal.
- B. Johnson differed from Kennedy's elegant society image. Johnson, a Texan, spoke directly and roughly at times. He sought ways to find **consensus**, or general agreement. His ability to build coalitions made him one of the most effective and powerful leaders in Senate history.
- C. Johnson declared that his administration was waging an unconditional **war on poverty** in America. By the summer of 1964, Congress had created the Office of Economic Opportunity (OEO), which focused on creating jobs and fighting poverty.
- D. The election of 1964 had Johnson running against Republican candidate Barry Goldwater. Americans were not ready for Goldwater's aggressive message, and Johnson won in a landslide.

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#### Discussion Question

What tactics of President Johnson's became known as the Johnson Treatment? (*The treatment was Johnson's way of persuading others to agree with him. His reputation for getting things done involved doing favors, twisting arms, bargaining, flattering, and sometimes threatening.*)

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#### II. The Great Society (pages 857–859)

- A. Johnson promised a **Great Society** during his campaign. It was the vision of a more perfect, more equitable society.
- B. Between 1965 and 1968, over 60 programs were passed, including **Medicare** and **Medicaid**. Medicare was a health insurance program for the elderly funded through Social Security. Medicaid financed health care for those on welfare or living below the poverty line.
- C. Johnson's interest in education led to the Elementary and Secondary Education Act of 1965 and to the preschool program, Project **Head Start**, which was administered to disadvantaged children.





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- D.** Johnson urged Congress to act on legislation dealing with the deterioration of inner cities. Congress responded with the creation of the Department of Housing and Urban Development in 1965. Its first secretary, **Robert Weaver**, was the first African American to serve in a cabinet. “Model Cities,” a broad-based program with matching funds from local and state agencies, supported programs in the areas of transportation, health care, housing, and policing.
- E.** The Immigration Reform Act of 1965 played a key role in changing the composition of the American population. It kept a strict limit on the number of immigrants admitted to the United States each year. It also eliminated the national origins system, which gave preference to northern European immigrants. Immigrants arrived in the U.S. from all parts of Europe and from Asia and Africa.

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#### Discussion Question

What were some of Johnson’s programs within his Great Society campaign? (*Upward Bound provided college preparation for low-income teenagers. Between 1965 and 1968, over 60 programs were passed, including Medicare and Medicaid. Medicare was a health insurance program for the elderly funded through Social Security. Medicaid financed health care for those on welfare, living below the poverty line. The preschool program, Project Head Start, administered to disadvantaged children.*)

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### III. Legacy of the Great Society (pages 859–860)

- A.** The impact of the Great Society was felt by all aspects of American life and improved many lives.
- B.** Some Americans opposed the massive growth of federal funds and criticized the Great Society for intruding too much in their lives.
- C.** There is a continued debate over the success of the Great Society. It did result in many Americans asking questions, questions Americans continue to ask today.

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#### Discussion Question

What remains today of the Great Society? (*Programs like Medicare and Medicaid as well as the Department of Transportation and the Department of Housing and Urban Development and Project Head Start are what remain today of the Great Society.*)

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#### Did You Know?

Long before being arrested for refusing to give up her seat on a bus to a white man, Rosa Parks had protested segregation through her daily activities. She refused to drink out of the drinking fountains labeled “Colored Only.” When possible, she refused to ride in segregated elevators and walked up the stairs instead.

#### I. The Origins of the Movement (pages 866–868)

- A. The African American civil rights movement began after Rosa Parks refused to give up her seat on a bus to a white man. An organized boycott of the bus system was just the beginning as African Americans demanded equal rights.
- B. In 1896 the Supreme Court had declared segregation legal in *Plessy v. Ferguson*. This ruling had established a **separate-but-equal** doctrine, making laws segregating African Americans legal as long as equal facilities were provided.
- C. “Jim Crow” laws segregating African Americans and whites were common in the South after the *Plessy v. Ferguson* decision.
- D. In places without segregation laws, such as in the North, there was **de facto segregation**—segregation by custom and tradition.
- E. The **National Association for the Advancement of Colored People** (NAACP) had supported court cases trying to overturn segregation since 1909. It provided financial support and lawyers to African Americans.
- F. African Americans gained political power as they migrated to Northern cities where they could vote. African Americans voted for politicians who listened to their concerns on civil rights issues, resulting in a strong Democratic Party.
- G. In Chicago in 1942, the **Congress of Racial Equality** (CORE) was founded. CORE used **sit-ins** as a form of protest against segregation and discrimination. In 1943 CORE used sit-ins to protest segregation in restaurants. These sit-ins resulted in the integration of many restaurants, theaters, and other public facilities in Chicago, Detroit, Denver, and Syracuse.



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#### Discussion Question

How did the NAACP and CORE challenge the Supreme Court's decision in *Plessy v. Ferguson*? (The NAACP supported court cases intended to overturn segregation. It provided lawyers to African Americans and helped cover the costs of their cases. CORE used sit-ins as a form of protest against segregation and discrimination. In 1943 CORE used sit-ins to protest segregation in restaurants. These sit-ins resulted in the integration of many restaurants, theaters, and other public facilities in Chicago, Detroit, Denver, and Syracuse.)

## II. The Civil Rights Movement Begins (pages 868–870)

- A. When African Americans returned from World War II, they had hoped for equality. When this did not occur, the civil rights movement began as African Americans planned protests and marches to end prejudice.
- B. African American attorney and chief counsel for the NAACP **Thurgood Marshall** worked to end segregation in public schools. In 1954 several Supreme Court cases regarding segregation—including the case of **Linda Brown**—were combined in one ruling. The girl had been denied admission to her neighborhood school in Topeka, Kansas, because she was African American. In the Supreme Court case *Brown v. Board of Education of Topeka, Kansas*, the Court ruled that segregation in public schools was unconstitutional and violated the equal protection clause of the Fourteenth Amendment.
- C. *Brown v. Board of Education* convinced African Americans to challenge all forms of segregation, but it also angered many white Southerners who supported segregation.
- D. On the day Rosa Parks appeared in court, the Women's Political Council led African Americans in a boycott against the Montgomery bus system. The Montgomery Improvement Association was created to run the boycott and negotiate with city leaders to end segregation. **Dr. Martin Luther King, Jr.**, elected to head the organization, called for a nonviolent passive resistant approach to end segregation and racism.
- E. The boycott of the bus system continued for over a year as African Americans walked or participated in carpools. In December 1956, the United States Supreme Court declared Alabama's laws requiring segregation on buses to be unconstitutional.

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#### Discussion Question

How did the Court's decision in *Brown v. Board of Education of Topeka, Kansas*, affect African Americans and Southerners? (*The ruling convinced many African Americans that it was time to challenge other forms of segregation. The ruling enraged many Southerners, who became even more determined to defend segregation. In 1956 a group of 101 Southern members of Congress signed the "Southern Manifesto" which denounced the Supreme Court rulings and encouraged Southerners to defy the Supreme Court by not upholding the ruling to end segregation.*)

### III. African American Churches (pages 870–871)

- A. African American churches played a key role in the success of the boycott. Churches became a place for forums, planning meetings, and organizing volunteers for civil rights campaigns.
- B. The **Southern Christian Leadership Conference (SCLC)**, led by Dr. Martin Luther King, Jr., challenged the segregation of public transportation, housing, at the voting booths, and in public accommodations.

#### Discussion Question

How did African American churches and ministers help the civil rights movement? (*African American churches served as forums for many of the protests and planning meetings. The churches also mobilized many of the volunteers for specific civil-rights campaigns. African American ministers, led by Dr. Martin Luther King, Jr., established the SCLC, which was set up to eliminate segregation from American society and to encourage African Americans to register to vote.*)

### IV. Eisenhower and Civil Rights (pages 871–872)

- A. President Eisenhower became the first president since Reconstruction to send federal troops into the South to protect African Americans and their constitutional rights.
- B. In Little Rock, Arkansas, the governor ordered the Arkansas National Guard to prevent African American students from entering the Little Rock high school. President Eisenhower demanded that the troops be removed. The governor withdrew the troops, but left the school to the angry mob. Two African Americans reporters were beaten and many windows of the school were broken. Eisenhower ordered the United States Army to surround the school, and the students were escorted into the building. The troops remained for the entire school year.



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- C.** The **Civil Rights Act of 1957** was created to protect the right of African Americans to vote. It marked an important first step in bringing the federal government into the civil rights debate.

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#### Discussion Question

What did the SCLC do after the Civil Rights Act of 1957 was passed? (*The SCLC began a campaign to register 2 million new African American voters.*)

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#### Did You Know?

In 1964 Martin Luther King, Jr., at the age of 35, was the youngest person ever to receive the Nobel Peace Prize for his work toward civil rights.

#### I. The Sit-In Movement (pages 873–874)

- A. In 1960 four African Americans staged a sit-in at a Woolworth's whites-only lunch counter. This led to a mass movement for civil rights. Soon sit-ins were occurring across the nation.
- B. Students like **Jesse Jackson** from North Carolina Agricultural and Technical College felt that sit-ins gave them the power to change things.

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#### Discussion Question

Why did the sit-in movement gain attention of Americans across the nation? (*Even after the demonstrators of the sit-ins were verbally and physically abused, they remained peaceful.*)

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#### II. SNCC (page 874)

- A. As sit-ins became more popular, it was necessary to choose a leader to coordinate the effort. **Ella Baker**, executive director of the SCLC, urged students to create their own organization. The students formed the **Student Nonviolent Coordinating Committee (SNCC)**. Among SNCC's early leaders were **Marion Barry**, later the mayor of Washington, D.C., and John Lewis, later a member of Congress.
- B. Robert Moses, an SNCC volunteer from New York, pointed out that most of the civil rights movement was focused on urban areas, and rural African Americans needed help as well.
- C. When they went South, SNCC volunteers had their lives threatened and others were beaten. In 1964 three SNCC workers were murdered as they tried to register African Americans to vote.
- D. SNCC organizer, **Fannie Lou Hamer**, was arrested in Mississippi after encouraging African Americans to vote. While in jail, she was beaten by police. Later she helped organize the Mississippi Freedom Democratic Party. She challenged the legality of the segregated Democratic Party at the 1964 Democratic National Convention.



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#### Discussion Question

What was the role of the SNCC in the civil rights movement? *(The group led student sit-ins to desegregate public facilities in Southern communities. Members of the group went to rural areas of the Deep South to register African Americans to vote.)*

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### III. The Freedom Riders (pages 874–875)

- A. In 1961 CORE leader James Farmer asked teams of African Americans and white Americans to travel into the South to integrate bus terminals. The teams became known as **Freedom Riders**.
- B. Violence erupted in several Alabama cities, making national news and shocking many Americans. President John F. Kennedy was compelled to control the violence.

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#### Discussion Question

What happened when the Freedom Riders arrived in Anniston, Birmingham, and Montgomery, Alabama? *(Angry mobs of white people attacked the Freedom Riders, throwing rocks and slitting the bus tires. In Birmingham, the riders were met by a gang that beat them.)*

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### IV. John F. Kennedy and Civil Rights (pages 875–877)

- A. During John F. Kennedy's presidential campaign in 1960, he supported the civil rights movement, which resulted in African American votes that helped him narrowly win the race.
- B. Once in office, President Kennedy became cautious on civil rights, realizing that in order to get other programs passed through Congress, he would have to avoid new civil rights legislation.
- C. President Kennedy had his brother, Robert F. Kennedy of the Justice Department, actively support the civil rights movement. Robert Kennedy helped African Americans register to vote by having lawsuits filed throughout the South.
- D. When violence broke out in Montgomery Alabama, the Kennedy brothers urged the Freedom Riders to stop for a "cooling off" period. A deal was struck between Kennedy and Senator James Eastland of Mississippi. The senator stopped the violence, and Kennedy agreed not to object if the Mississippi police arrested the Freedom Riders.
- E. The CORE used all their funds to bail the riders out of jail, which threatened future rides. Thurgood Marshall offered the use of the NAACP's Legal Defense Fund, and



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the rides began again. President Kennedy ordered the Interstate Commerce Commission to increase regulations against segregation at bus terminals. By 1962 segregation on interstate travel had ended.

- F.** In 1962 **James Meredith**, an African American air force veteran, tried to register at the segregated University of Mississippi. Meredith was met with the governor blocking his path. President Kennedy ordered 500 federal marshals to escort Meredith to the campus. A full-scale riot broke out with 160 marshals being wounded. The army sent in thousands of troops. For the remainder of the year, Meredith attended classes under federal guard until he graduated the following August.
- G.** Martin Luther King, Jr., was frustrated with the civil rights movement. As the Cuban missile crisis escalated, foreign policy became the main priority at the White House. King agreed to hold demonstrations in Alabama, knowing they might end in violence but feeling that they were the only way to get the president's attention. King was jailed, and after his release the protests began again. The televised events were seen by the nation. Kennedy ordered his aides to prepare a civil rights bill.

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#### Discussion Question

Why did President Kennedy not take immediate action when violence erupted against the Freedom Riders? (*Kennedy was meeting with Soviet leader Nikita Khrushchev, and he did not want the violence in the South to make the United States seem weak and divided.*)

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#### V. The Civil Rights Act of 1964 (pages 877–879)

- A.** After Alabama Governor George Wallace blocked the way for two African Americans to register for college, President Kennedy appeared on national television to announce his civil rights bill.
- B.** Martin Luther King, Jr., wanted to pressure Congress to get Kennedy's civil rights bill through. On August 28, 1963, he led 200,000 demonstrators of all races to the nation's capital and staged a peaceful rally.
- C.** Opponents of the civil rights bill did whatever they could to slow the procedure to pass it. The bill could easily pass in the House of Representatives, but it faced difficulty in the Senate. Senators could speak for as long as they wanted while debating a bill. A **filibuster** occurs when a small group of senators take turns speaking and refuse to stop the debate to allow the bill to be voted on. Today a filibuster can be stopped if at least three-fifths of the Senate (60 senators) vote for **cloture**, a motion which cuts off debate and forces a vote. In 1960 a cloture had to be two-thirds, or 67 senators. The minority of senators opposed to the bill could easily prevent it from passing into law.





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- D. After Kennedy's assassination, President Johnson committed himself to getting Kennedy's program, including the civil rights bill, through Congress.
- E. The **Civil Rights Act of 1964** gave the federal government broad power to stop racial discrimination in the segregation in public places, to bring lawsuits to end school segregation, and to require employers to end discrimination in the workplace.

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#### Discussion Question

What happened to the civil rights bill after Lyndon Johnson became president? (*President Johnson's leadership helped produce the passage of the Civil Rights Act of 1964.*)

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### VI. The Struggle for Voting Rights (pages 879–880)

- A. The Civil Rights Act of 1964 did little to guarantee the right to vote. Many African American voters were attacked, beaten, and killed. Bombs exploded in many African American businesses and churches. Martin Luther King, Jr., decided it was time for another protest to protect African American voting rights.
- B. The protest was staged for Selma, Alabama, where African Americans were the majority of the population while only 3 percent were registered to vote. Their march for freedom began in Selma and headed toward the state capitol in Montgomery. Sheriff Jim Clark ordered 200 state troopers and deputized citizens to rush the peaceful demonstrators. The brutal attack became known as Bloody Sunday, and the nation saw the images on television.
- C. On August 3, 1965, the House of Representatives passed the voting bill, with the Senate passing the bill the following day. The **Voting Rights Act of 1965** gave the attorney general the right to send federal examiners to register qualified voters, bypassing the local officials who often refused to register African Americans. This resulted in 250,000 new African American voters and an increase in African American elected officials in the South.

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#### Discussion Question

How did the passage of the Voting Rights Act of 1965 mark a turning point in the civil rights movement? (*Two goals were now achieved: to outlaw segregation and to pass federal laws to stop discrimination and protect voting rights.*)

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#### Did You Know?

Kwanzaa—a seven-day celebration of African American culture, was first developed in 1966 in the United States by Maulana Karenga. This holiday was developed in reaction to the 1965 riots in the Los Angeles neighborhood of Watts. Karenga hoped that Kwanzaa, which begins on December 26, would replace anger and rage with black pride.

#### I. Problems Facing Urban African Americans (pages 881–883)

- A. Even after the passage of civil rights laws in the 1950s and 1960s, **racism**, or prejudice or discrimination toward someone because of their race, was common. The civil rights movement had resulted in many positive gains for African Americans, but their economic and social problems were much more difficult to address.
- B. Race riots broke out in many American cities between 1965 and 1968. A race riot in Watts, a neighborhood in Los Angeles, lasted six days. The worst of the riots occurred in Detroit when the United States Army was forced to send in tanks and soldiers with machine guns to gain control.
- C. The **Kerner Commission** was created to make recommendations that would prevent further urban riots. It concluded that the problem was white society and white racism. The commission suggested the creation of two million new jobs in inner cities and six million new units of public housing. However, with the massive spending in the Vietnam War, President Johnson never endorsed the recommendation.

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#### Discussion Question

What was the difference between African American workers and white workers by 1965? (*African American workers found themselves in low-paying jobs with little chance of advancement. Some African Americans were able to get work in blue-collar factory jobs, but few advanced this far compared to whites. In 1965 only 15 percent of African Americans held professional, managerial, or clerical jobs, compared to 44 percent for whites.*)

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#### II. The Shift to Economic Rights (page 883)

- A. By the mid-1960s, Dr. Martin Luther King, Jr., was criticized for his nonviolent strategy because it had failed to improve the economic condition of African Americans. As a result, he began focusing on economic issues affecting African Americans.



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- B.** The **Chicago Movement** was an effort to call attention to the deplorable housing conditions that many African Americans faced. Dr. Martin Luther King, Jr., and his wife moved into a slum apartment in an African American neighborhood in Chicago.
- C.** Dr. King led a march through the white suburb of Marquette Park to demonstrate the need for open housing. Mayor **Richard Daley** had police protect the marchers, and Daley met with King to propose a new program to clean up slums.

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#### Discussion Question

What was the result of the meeting between Mayor Richard Daley and Dr. Martin Luther King, Jr.? (*Daley proposed a plan to clean up the slums. Associations of realtors and bankers agreed to promote open housing. The plan was not effective.*)

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### III. Black Power (pages 884–886)

- A.** After 1965 many African Americans began to turn away from the nonviolent teachings of Dr. King. They sought new strategies, which included self-defense and the idea that African Americans should live free from the presence of whites.
- B.** Young African Americans called for **black power**, a term that had many different meanings. To some it meant physical self-defense and violence. For others, including SNCC leader **Stokely Carmichael**, it meant they should control the social, political, and economic direction of their struggle for equality.
- C.** Black power stressed pride in the African American culture and opposed **cultural assimilation**, or the philosophy of incorporating different racial or cultural groups into the dominant society. These ideas were popular in poor urban neighborhoods, although Dr. King and many African American leaders were critical of black power.
- D.** In the early 1960s, **Malcolm X** had become a symbol of the Black Power movement. Malcolm X was a member of the **Nation of Islam**, known as the Black Muslims, who believed that African Americans should separate themselves from whites and form their own self-governing communities.
- E.** Malcolm X later broke from the Nation of Islam and began to believe an integrated society was possible. In 1965 three members of the Nation of Islam shot and killed Malcolm X. He would be remembered for his view that although African Americans had been victims in the past, they did not have to allow racism to victimize them now.
- F.** The formation of the **Black Panthers** was the result of a new generation of militant African American leaders preaching black power, black nationalism, and economic self-sufficiency. The group believed that a revolution was necessary to gain equal rights.



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#### Discussion Question

Why did the black power movement replace the nonviolent civil rights movement led by Dr. Martin Luther King, Jr.? *(Dr. King's nonviolent civil rights movement failed to change the poor economic conditions that many African Americans faced in the 1960s. Some African American leaders called for more aggressive forms of protest. They placed less emphasis on inter-racial cooperation with sympathetic whites. Many young African Americans called for black power—controlling the social, political, and economic direction of their struggle for equality. It stressed pride in the African American cultural group. It emphasized racial distinctiveness.)*

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#### IV. The Assassination of Martin Luther King, Jr. (pages 885–886)

- A. By the late 1960s, the civil rights movement had fragmented into many competing organizations. The result was no further legislation to help African Americans.
  - B. Dr. Martin Luther King, Jr., was assassinated by a sniper on April 4, 1968, creating national mourning as well as riots in more than 100 cities.
  - C. In the aftermath of King's death, Congress passed the Civil Rights Act of 1968, which contained a fair housing provision.
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#### Discussion Question

What happened to the civil rights movement after Dr. King's assassination? *(Congress passed the Civil Rights Act of 1968, which contained a fair housing provision, outlawed discrimination in the sale and rental of housing, and gave the Justice Department authority to bring suits against discrimination. The civil rights movement, however, lacked the unity of purpose and vision that Dr. King had given it.)*

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## Daily Lecture and Discussion Notes

### Chapter 30, Section 1



#### Did You Know?

Ho Chi Minh, Vietnamese revolutionary and president of North Vietnam, once worked on a French steamship, which brought him to the United States where he visited Boston, New York, and other American cities.

#### I. Early American Involvement in Vietnam (pages 892–894)

- A. Although little was known about Vietnam in the late 1940s and early 1950s, American officials felt Vietnam was important in their campaign to stop the spread of communism.
- B. During the early 1900s, nationalism was strong in Vietnam. As the Vietnamese sought independence or reform of the French colonial government, several political parties formed. One of the leaders of the nationalist movement was **Ho Chi Minh** who, during his travels to the Soviet Union, had become an advocate of communism.
- C. In 1930 Ho Chi Minh helped form the Indochinese Communist Party and worked to overthrow the French. Ho Chi Minh was exiled to the Soviet Union and China. Upon his return to Vietnam in 1941, Japan had control of the country. He organized the nationalist group, **Vietminh**, which united Communists and non-Communists to force Japan out.
- D. With the Allies' victory over Japan in 1945, Ho Chi Minh and his forces declared Vietnam an independent nation. France sent in troops to regain its colonial empire. France asked the United States for help. American officials were against France controlling Vietnam, but they did not want Vietnam to be Communist either.
- E. The United States, under the Truman and Eisenhower administrations, supported the French military and their campaign against the Vietminh. Eisenhower defended the United States policy in Vietnam with the **domino theory**—the belief that if Vietnam fell to communism, other nations in Southeast Asia would do the same.

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#### Discussion Question

Which two events convinced Truman to help France? (*The two events were the fall of China to communism and the outbreak of the Korean War. It showed Americans that the Soviet Union was beginning a major push for communism in East Asia.*)

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## Daily Lecture and Discussion Notes

### Chapter 30, Section 1



#### II. The Vietminh Drive Out the French (pages 894–895)

- A.** Despite aid from the United States, the French struggled against the Vietminh. The Vietminh frequently used the tactics of **guerrillas**, or irregular troops who usually blend into civilian population and are difficult for regular armies to fight. They used hit-and-run and ambush tactics.
- B.** In 1954 the French commander ordered his forces to occupy the mountain town of **Dien Bien Phu**. A huge Vietminh force surrounded the town. The defeated French were forced to make peace and withdraw from Indochina.
- C.** Negotiations to end the conflict, called the **Geneva Accords**, divided Vietnam between the Vietminh controlling North Vietnam and a pro-Western regime in South Vietnam. The Accords also recognized Cambodia's independence.
- D.** In 1956 elections were held to form a single government. The United States stepped in to protect the new government in the South led by **Ngo Dinh Diem**, a pro-Westerner and anti-Communist. The tension between North and South Vietnam escalated with the United States caught in the middle.

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#### Discussion Question

What were the provisions of the Geneva Accords? *Vietnam was divided at the 17th parallel with Ho Chi Minh and the Vietminh in control of North Vietnam, and a pro-Western regime in control of the South led by Ngo Dinh Diem. In 1956 elections were to be held to reunite the country under a single government. The Accords also recognized Cambodia's independence.*

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## Daily Lecture and Discussion Notes

### Chapter 30, Section 2



#### Did You Know?

The Vietnam War posed problems never before encountered by American troops. They had difficulty figuring out the terrain of Vietnam and difficulty in locating and identifying the enemy.

#### I. American Involvement Deepens (pages 896–898)

- A. After Ngo Dinh Diem refused to hold national elections, Ho Chi Minh and his followers created a new guerrilla army known as the **Vietcong**. Their goal was to reunify North and South Vietnam.
- B. The United States continued to send aid to South Vietnam. The Vietcong's power, however, continued to grow because many Vietnamese opposed Diem's government.
- C. President Kennedy continued the nation's policy of support for South Vietnam, agreeing with past presidents that Southeast Asia was important in the battle against communism.
- D. The unpopularity of South Vietnam's President Diem increased because his government was corrupt, he created **strategic hamlets**, and he discriminated against Buddhism, one of the country's most widely practiced religions. Diem was overthrown and later executed. This further weakened South Vietnam's government, forcing the United States to become more involved.
- E. After Kennedy's assassination, President Lyndon Johnson inherited the problem of Vietnam.

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#### Discussion Question

Why were Diem's strategic hamlets unpopular with the peasants? (*The peasants resented being uprooted from their homes where they had worked to build farms and where many of their ancestors were buried.*)

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#### II. Johnson and Vietnam (pages 898–899)

- A. At first, President Johnson was cautious regarding Vietnam, yet he was determined to prevent South Vietnam from becoming Communist. Politically, Democrats needed to keep South Vietnam from becoming Communist, or Republicans would use it against them.



## Daily Lecture and Discussion Notes

### Chapter 30, Section 2



- B.** On August 2, 1964, President Johnson announced that North Vietnamese torpedo boats fired on two American destroyers in the Gulf of Tonkin. A similar attack reportedly occurred two days later. The Senate and the House passed the **Gulf of Tonkin Resolution** on August 7, 1964, authorizing the president to take all necessary measures to repel any armed attack on U.S. forces. Congress had given its war powers to the president.
- C.** After the Gulf of Tonkin Resolution was passed, the Vietcong began attacking bases where American advisers were stationed in South Vietnam. After an attack in February 1965, Johnson sent aircrafts to strike in North Vietnam.
- D.** While the polls showed that Johnson's approval rating had increased, some dissenters in the White House warned that if the United States became too involved, it would be difficult to get out. In March 1965, however, Johnson increased American involvement, and American soldiers were fighting alongside the South Vietnamese troops against the Vietcong.

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#### Discussion Question

Why did President Johnson expand American involvement in Vietnam in 1964? (*Johnson wanted to prevent South Vietnam from becoming Communist. He did not want to "lose" Vietnam, because he feared that the Republicans would blame his administration for losing Vietnam to communism.*)

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### III. A Bloody Stalemate Emerges (pages 899–901)

- A.** By 1965 some 180,000 American combat troops were fighting in Vietnam, with the number doubling by 1966. Many Americans believed they could win in Vietnam.
- B.** To take Vietcong's hiding places away, American planes dropped **napalm**, a jellied gasoline that explodes on contact, and **Agent Orange**, a chemical that strips leaves from trees and shrubs. Farmlands and forests were turned into wastelands.
- C.** Americans underestimated the Vietcong's strength, stamina, and morale.
- D.** Johnson refused to order a full invasion of North Vietnam, fearing China would get involved in the war.
- E.** President Johnson also refused to allow a full-scale attack on the Vietcong's supply line, known as the **Ho Chi Minh trail**. This made winning difficult.
- F.** As American casualties increased, many American citizens began questioning the United States's involvement in the war.





## Daily Lecture and Discussion Notes

### Chapter 30, Section 2



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#### Discussion Question

Why were the American troops frustrated by the Vietcong? (*The Vietcong used ambushes, booby traps, and hit-and-run tactics. The Vietcong could blend in with the general population in cities and in the countryside and then vanish.*)

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## Daily Lecture and Discussion Notes

### Chapter 30, Section 3



#### Did You Know?

In 1962 a group of students from many prestigious universities met in Michigan and organized the Students for a Democratic Society (SDS). This group organized student radicalism. In 1964 students at the University of California at Berkeley held a revolt to maintain the rights of students to engage in political activities on campus. By 1968 campus demonstrations, sit-ins, riots, and building seizures became common on colleges throughout the country as students protested the war in Vietnam.

#### I. A Growing Credibility Gap (pages 904–905)

- A. When American troops first entered the Vietnam War, many Americans supported the military effort.
- B. As the war in Vietnam continued to drag on, public support decreased. Americans began to question the government and believed a **credibility gap** had developed, making it difficult to believe what the Johnson administration said about the war.

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#### Discussion Question

Why did Americans believe there was a “credibility gap” in what the Johnson administration said about the war in Vietnam? (*The American commander in South Vietnam, General William Westmoreland, repeatedly reported that the enemy was almost defeated. Less optimistic reports were seen on television each night as the images of wounded and killed American soldiers were aired on the evening news.*)

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#### II. An Antiwar Movement Emerges (pages 905–907)

- A. As the casualties increased, Americans, especially college students, began to publicly protest the war.
- B. In March 1965, faculty and students at the University of Michigan abandoned their classes and formed a **teach-in** where they informally discussed issues of the war and why they opposed it. This triggered teach-ins at many college campuses.
- C. Young protestors focused their attention on what they felt was an unfair draft system. While college students could delay military service until graduation, those with low-income and limited education were called to serve. As a result, minorities, especially African Americans, were called to war. Many draftees refused to serve. Others moved to Canada and other nations.



## Daily Lecture and Discussion Notes

### Chapter 30, Section 3



- D.** By 1968 the nation seemed divided into two camps—the doves and the hawks. The **doves** wanted the United States to withdraw from the war, and the **hawks** felt the United States should stay and fight.

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#### Discussion Question

Why did many Americans oppose the war? (*Some felt the conflict was a civil war in which the United States had no business. Others saw South Vietnam as corrupt, and defending the country as immoral.*)

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### III. 1968: The Pivotal Year (pages 907–909)

- A.** On January 30, 1968, during Tet, the Vietnamese New Year, the Vietcong and North Vietnamese launched a surprised attack known as the **Tet offensive**. In the attack, guerrilla fighters hit American airbases in South Vietnam as well as the South's major cities and provincial capitals.
- B.** Militarily, the Tet offensive was a disaster for the Communists, but it was a political victory that shocked Americans. As a result, the approval rating for the president plummeted.
- C.** Eugene McCarthy and Senator Robert Kennedy entered the 1968 presidential race as “dove” candidates for the Democratic nomination.
- D.** Johnson withdrew from the presidential race, announcing his decision in an address to the nation on March 31, 1968.
- E.** In April Dr. Martin Luther King, Jr., was assassinated. Two months later, Robert Kennedy was also assassinated. This violence, coupled with a clash between protesters and police at the Democratic National Convention in Chicago in August, left the nation in a state of chaos.
- F.** The chaos benefited the Republican presidential candidate, Richard Nixon, and an independent, Governor George Wallace of Alabama. Nixon promised to regain order and end the war in Vietnam.
- G.** Although Johnson attempted to help the Democratic campaign with a cease-fire, Democratic presidential nominee Hubert Humphrey lost by more than 100 electoral votes as well as the popular vote by a slim margin. Richard Nixon became president.

## Daily Lecture and Discussion Notes

### Chapter 30, Section 3



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#### Discussion Question

Why is 1968 considered the most turbulent year of the chaotic 1960s? (*On January 30, 1968, during Tet, the Vietnamese New Year, the Vietcong and North Vietnamese launched a surprise attack known as the Tet offensive. In the attack, guerrilla fighters hit American airbases in South Vietnam as well as the South's major cities and provincial capitals. The approval rating for the president plummeted. Johnson withdrew from the presidential race, announcing his decision in an address to the nation on March 31, 1968. In April Dr. Martin Luther King, Jr., was assassinated. Two months later, Robert Kennedy was also assassinated. A clash between protesters and police at the Democratic National Convention in Chicago in August added to the chaos.*)

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## Daily Lecture and Discussion Notes

### Chapter 30, Section 4



#### Did You Know?

In 1996 it was estimated that 10 million land mines still remain in the ground in Cambodia and Vietnam.

#### I. Nixon Moves to End the War (pages 910–911)

- A. President Nixon chose Harvard professor **Henry Kissinger** to be special assistant for national security affairs, giving him authority to find a way to end the war in Vietnam.
- B. Kissinger used a policy he called **linkage** to improve relations with the Soviet Union and China—the suppliers of aid to North Vietnam. He started up peace talks again with North Vietnam. At the same time, Nixon began **Vietnamization**—the gradual withdrawal of American troops in Vietnam, allowing South Vietnam to assume more of the fighting.
- C. As peace negotiations were underway, Nixon increased air strikes against North Vietnam to maintain American strength.

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#### Discussion Question

What was Vietnamization? (*This was Nixon's plan to gradually withdraw American troops and for South Vietnam to assume more of the fighting.*)

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#### II. Turmoil at Home Continues (pages 911–912)

- A. The Vietnam War continued to stir up protests and violence in the United States.
- B. In 1969 Americans learned of a 1968 event that further increased their feelings that this was a senseless war. An American platoon under the command of Lieutenant William Calley had massacred more than 200 unarmed South Vietnamese civilians in the hamlet of **My Lai**. Most of the victims were old men, women, and children.
- C. In April 1970, Nixon announced that American troops had invaded Cambodia to destroy Vietcong military bases. Americans viewed this as an expansion of the war, and a wave of protests followed.
- D. In 1970 Congress repealed the Gulf of Tonkin Resolution that had given the president near complete power in directing the war.
- E. In 1971 a former Defense Department worker, Daniel Ellsberg, leaked what became known as the **Pentagon Papers** to the press. The secret document showed that many government officials had privately questioned the war while publicly defending it. The document also showed how the various administrations deceived the public about Vietnam.



## Daily Lecture and Discussion Notes

### Chapter 30, Section 4



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#### Discussion Question

What happened at Kent State on May 4, 1970? (*Ohio National Guard soldiers fired on demonstrators without orders to do so. The event left four students dead and nine others wounded.*)

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### III. The United States Pulls Out of Vietnam (pages 912–913)

- A. By 1971 nearly two-thirds of Americans wanted the Vietnam War to end.
- B. President Nixon dropped the insistence that North Vietnam had to withdraw from South Vietnam before a peace treaty could be signed. A month before the presidential election, Henry Kissinger announced that peace was at hand. Nixon won re-election in a landslide.
- C. Peace negotiations broke down when South Vietnam's president, **Nguyen Van Thieu**, refused any plan that left North Vietnamese troops in South Vietnam.
- D. The United States began a bombing campaign that eventually led to the resumption of peace talks. On January 27, 1973, the sides agreed to end the war and restore peace in Vietnam. After eight years at war, the longest in American history, the United States ended its direct involvement in Vietnam.
- E. In March 1975, the North Vietnamese army launched a full-scale invasion of the South. Thieu asked for United States assistance. Nixon had resigned after the Watergate scandal, and the new president, Gerald Ford, asked Congress to supply aid. Congress refused.
- F. On April 30, the North Vietnamese captured Saigon, united Vietnam under Communist rule, and renamed Saigon, Ho Chi Minh City.

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#### Discussion Question

What was not resolved as the peace agreement was signed? (*The parties did not resolve the major issue, which was what the future of South Vietnam would be.*)

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### IV. The Legacy of Vietnam (pages 913–914)

- A. The Vietnam War had a lasting impact on the United States. The war had cost over \$170 billion in direct costs and had resulted in 58,000 deaths. Many soldiers who did return home faced psychological problems, and some families were left uncertain about POWs and MIAs.



## Daily Lecture and Discussion Notes

### Chapter 30, Section 4



- B.** In 1973 Congress passed the **War Powers Act** to reestablish limits on executive power. The act required the president to inform Congress of any commitment of troops abroad within 48 hours and to withdraw them in 60 to 90 days unless Congress approved the troop commitment.
- C.** The Vietnam War increased Americans' cynicism about their government and made them question their leaders.

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#### Discussion Question

How did the Vietnam War impact the United States? *(The war had cost over \$170 billion in direct costs and had resulted in 58,000 deaths. Many soldiers who did return home faced psychological problems, and some families were left uncertain about POWs and MIAs. In 1973 Congress passed the War Powers Act to reestablish limits on executive power. The Vietnam War increased Americans' cynicism about their government and made them question their leaders.)*

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## Daily Lecture and Discussion Notes

### Chapter 31, Section 1



#### Did You Know?

Tom Hayden and Al Haber founded Students for a Democratic Society in 1959. Hayden later became a California state legislator.

#### I. The Growth of the Youth Movement (pages 920–922)

- A. During the 1960s, a youth movement developed that challenged American politics, its social system, and the values of the time.
- B. The beginning of the 1960s youth movement began in the 1950s. During the 1950s, the nation had a boom in its economy that not all Americans enjoyed. Some Americans, especially writers and artists of the “beat” movement, openly criticized American society.
- C. The youth movement also reflected the huge number of baby boomers. By 1970, 58.4 percent of the American population was 34 years old or younger.
- D. The economic boom of the 1950s led to a dramatic increase in college enrollment. College gave young people the opportunity to share their feelings and fears about the future with others.
- E. Students concerned about injustices in political and social issues formed the **Students for a Democratic Society (SDS)**. Their views were written in the 1962 declaration known as the **Port Huron Statement**. Written by **Tom Hayden**, editor of the University of Michigan’s student newspaper, the statement called for an end to apathy and urged citizens to stop accepting a country run by corporations and big government.
- F. A group of activists at the University of California at Berkeley, led by **Mario Savio**, began the Free Speech Movement. The group, disgruntled by several practices at the university, staged a sit-in at the administration building. After some 700 protesters were arrested, a campus-wide strike stopped classes for two days. The administration gave in to the student’s demands, and the Supreme Court validated the student’s rights to freedom of speech and assembly on campus. The Berkeley revolt became the model for college demonstrations around the country.

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#### Discussion Question

What types of issues did the SDS groups focus on? (*The Students for a Democratic Society protested the Vietnam War as well as issues of poverty, campus regulations, nuclear power, and racism.*)

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## Daily Lecture and Discussion Notes

### Chapter 31, Section 1



#### II. The Counterculture (pages 922–923)

- A. Some young Americans did not challenge the system. Instead, they sought to create their own society. The **counterculture**, or hippies, were mostly white youths from middle- and upper-class backgrounds. They lived a life that promoted flamboyant dress, rock music, drug use, and free and independent living.
- B. At the core of the counterculture was a utopian ideal of living, or the ideal of a society that was free, closer to nature, and full of love, empathy, tolerance, and cooperation. As the movement grew, newcomers did not always understand these roots and focused on the outward signs of the movement. Long hair, Native American headbands, shabby jeans, and drugs were common.
- C. **Communes** or group living arrangements in which members shared everything and worked together, were formed as hippies dropped out of society.
- D. One of the most popular hippie destinations was the **Haight-Ashbury district** in San Francisco.
- E. As counterculture members rejected materialism, many embraced spirituality. A broad range of beliefs—including astrology, magic, Eastern religions, and new forms of Christianity—were popular. Two new religious groups of this time were the **Unification Church** and the **Hare Krishna** movement.
- F. The counterculture declined, as some hippie communities became a place where criminal activity was common. Drug use declined as the excitement faded and as more young people became addicted or died from overdoses.

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#### Discussion Question

Why did a counterculture emerge? (*The counterculture was a rebellion against the dominant culture in the United States. It was a reaction to the 1950s stereotype of the man in a grey flannel suit who led a repressed and colorless life. A number of young Americans wanted to build their own society different from their middle- and upper-class existence.*)

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#### III. Impact of the Counterculture (pages 923–925)

- A. The counterculture had an impact on American life as mainstream America adopted some of their ideas.
- B. The international fashion world looked to the counterculture to create new fashions with more color and comfort. Military, worn-out, and ethnic clothing was popular. As the initial shock of the counterculture waned, what was once clothing of defiance became mainstream.



## Daily Lecture and Discussion Notes

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- C. During the 1960s, the distinction between traditional art and popular art, or **pop art**, ended. Pop art took its subject matter from popular culture, using photographs, comics, advertisements, and brand-name products.
- D. The new generation of music added to the rift between parents and youth. Musicians like the **Beatles**, **Bob Dylan**, and Janis Joplin used lyrics to describe the fears and hopes of the new generation. The master of the electrically amplified guitar, **Jimi Hendrix**, gained stardom after returning to the United States from Great Britain.

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#### Discussion Question

How did the counterculture affect American culture? (*Mainstream America adopted some of their ideas. The fashion world looked to the counterculture to create new fashions with more color and comfort. As the initial shock of the counterculture waned, what was once clothing of defiance became mainstream. During the 1960s, the distinction between traditional art and popular art, or pop art, ended. Pop art took its subject matter from popular culture, using photographs, comics, advertisements, and brand-name products. Long hair caused many schools to debate over the acceptable length. Eventually, longer hair became generally accepted. The new generation of music added to the rift between parents and youth. Rock musicians used lyrics to describe the fears and hopes of the new generation. Rock 'n' roll music was eventually absorbed into the mainstream. A new style of dancing emerged from rock 'n' roll, in which people danced without partners to stress their individuality.*)

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## Daily Lecture and Discussion Notes

### Chapter 31, Section 2



#### Did You Know ?

By the early 1970s, many women refused to adopt their husbands' last names when they married. Many women used the term "Ms." in place of "Mrs." or "Miss" to show that a woman's marital status was irrelevant.

#### I. A Weakened Women's Movement (pages 926–927)

- A. A new feminist movement began in the 1960s. **Feminism**, the belief that men and women should be equal politically, economically, and socially, began as early as the 1920s.
- B. With the onset of World War II, women joined the nation's workforce as many men went off to fight the war. When the soldiers returned after the war, many women lost their jobs.
- C. Women gradually returned to the labor market, and by 1960 made up almost one-third of the nation's workforce.

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#### Discussion Question

What were the two groups of the women's movement? (*The League of Women Voters promoted laws to protect women and children. The National Woman's Party opposed protective laws because they thought the laws reinforced workplace discrimination.*)

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#### II. The Women's Movement Reawakens (pages 927–929)

- A. By the early 1960s, women became increasingly resentful of old stereotypes. As more women entered the workforce, the protest for equality increased.
- B. The women's movement was brought back to life by a mass protest of women and a government initiative called the **President's Commission on the Status of Women**. The group, headed by Eleanor Roosevelt, urged President Kennedy to study the status of women.
- C. In 1963 the **Equal Pay Act** was passed. It outlawed paying men more than women for the same job.
- D. **Title VII** of the 1964 Civil Rights Act outlawed job discrimination. It became the legal basis for advances by the women's movement.
- E. Attitudes about what was proper women's work took time to change. The **Equal Employment Opportunity Commission (EEOC)** still held that jobs could be distinguished by gender.



## Daily Lecture and Discussion Notes

### Chapter 31, Section 2



- F.** In 1963 **Betty Friedan's** *The Feminine Mystique* stirred up women all across the country. For the book, Friedan traveled around the country interviewing women who had graduated with her from Smith College in 1942. Friedan found that while women reported that they had everything they could want, they still felt unfulfilled. The book became a bestseller.
- G.** In June 1966, Betty Friedan felt it was time for a national women's organization to promote women into mainstream America. The group was named the **National Organization for Women (NOW)**. It responded to many issues facing women. It demanded greater educational opportunities for women and denounced the exclusion of women from certain professions and political positions.

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#### Discussion Question

What did the President's Commission on the Status of Women find? (*The commission's report highlighted problems of women in the workplace and helped to create feminist networks who lobbied Congress on behalf of women.*)

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### III. Successes and Failures (pages 928–930)

- A.** The women's movement experienced many successes and failures as it fought for women's rights.
- B.** An important success was greater equality for women in the educational system. Lawmakers enacted federal legislation banning sex discrimination in education. In 1972 Congress passed the Educational Amendments. One of the sections, **Title IX**, prohibited federally funded schools from discriminating against girls in nearly all aspects of their operations, from admissions to athletics.
- C.** Implementation of Title IX was slow at many schools and women still had to struggle for equality.
- D.** By the late 1960s, some states began adopting liberal abortion laws regarding a woman's mental health or in the case of rape or incest. The biggest change came with the 1973 Supreme Court decision *Roe v. Wade*. The Supreme Court ruled that state governments could no longer regulate abortion during the first three months of pregnancy, a time within a woman's constitutional right to privacy. This gave rise to the right-to-life movement, whose members considered abortion morally wrong.
- E.** In 1972 Congress passed the Equal Rights Amendment (ERA), which protected against discrimination based on gender. In order for it to become part of the Constitution, 38 states had to ratify it.



## Daily Lecture and Discussion Notes

### Chapter 31, Section 2



- F.** Opposition to the ERA amendment began to grow as many saw the act as a threat to traditional American values and social patterns. **Phyllis Schlafly**, one of the most vocal critics of the amendment, organized a national Stop-ERA campaign. The amendment failed to be ratified by 38 states and finally died in 1982.
- G.** In spite of the ERA's failure, the women's movement eventually led to profound changes in society. Since the 1970s the number of women pursuing college degrees and careers outside the home has increased a great deal, and employers have begun to offer family-friendly options to their employees.
- H.** Although the women's movement helped to change social attitudes about women, a large income gap between men and women remains. Most working women still have lower-paying jobs, but professional women have advanced the most since the 1970s. By 2000, over 40 percent of the Americans graduating with law or medical degrees were women.

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#### Discussion Question

What were some successes and failures of the women's movement? *(In 1972 Congress passed the Educational Amendments. One of the sections, Title IX, prohibited federally funded schools from discriminating against girls in nearly all aspects of their operations, from admissions to athletics. Implementation of Title IX was slow at many schools and women still had to struggle for equality. By the late 1960s, some states began adopting liberal abortion laws regarding a woman's mental health or in the case of rape or incest. In 1973 the Supreme Court decision *Roe v. Wade* ruled that state governments could no longer regulate abortion during the first three months of pregnancy. This gave rise to the right-to-life movement, whose members considered abortion morally wrong. In 1972 Congress passed the Equal Rights Amendment, which protected against discrimination based on gender. Opposition to the ERA amendment grew as many saw the act as a threat to traditional American values and social patterns. Phyllis Schlafly organized a national Stop-ERA campaign. The amendment failed to be ratified by 38 states and finally died in 1982. However, the women's movement eventually led to profound changes in society, and since the 1970s the number of women pursuing college degrees and careers outside the home has increased a lot. By 2000, over 40 percent of the Americans graduating with law or medical degrees were women.)*

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## Daily Lecture and Discussion Notes

### Chapter 31, Section 3



#### Did You Know?

When Hispanic civil rights worker, César Chávez was a teenager, he went to see a movie, but found out that the theater was segregated. Whites sat on one side of the aisle, while Mexicans had to sit on the other side. Chávez sat down in the whites-only section where he was later arrested by the local police.

#### I. Fighting for Greater Opportunity (pages 932–935)

- A. During the 1960s and early 1970s, Native Americans, Hispanic Americans, and African Americans organized to improve their position within society.
- B. African American leaders looked to **affirmative action** to gain good jobs and adequate housing. This initiative, enforced through executive orders and federal policies, called for companies and institutions doing business with the federal government to actively recruit African American employees to help improve their social and economic status. It was later expanded to include other minority groups and women.
- C. Critics of affirmative action described it as reverse discrimination. In 1974 **Allan Bakke**, a white applicant, was turned down a second time for admission to the University of California Medical School. He learned there had been slots set aside for minorities.
- D. Bakke sued the school, arguing that by admitting minority students, some of whom had scored lower than Bakke, the school had discriminated against him. In 1978, in *University of California Regents v. Bakke*, the Supreme Court ruled that the university had violated Bakke's rights. It also ruled that schools could use racial criteria as part of their admissions process, but not fixed quotas.
- E. In the early 1970s, there was a push for educational improvements for African American students. Inequality was apparent as schools in white neighborhoods had better supplies, facilities, and teachers. To desegregate schools, local governments implemented a policy known as **busing**, where children were transported to schools outside their neighborhoods to gain racial balance. In Boston, some 20,000 white students left the public school system for parochial and private schools. This "white flight" occurred in other cities as well.
- F. **Jesse Jackson**, an activist during the civil rights movement, continued to work to strengthen the economic and political power of African Americans. In 1971 Jackson founded the People United to Save Humanity, or PUSH, to register voters, develop African American businesses, and increase educational opportunities.



## Daily Lecture and Discussion Notes

### Chapter 31, Section 3



- G. The **Congressional Black Caucus** formed in 1971 to represent specific concerns of African Americans.
- H. Another leader who emerged was Louis Farrakhan of the Nation of Islam.

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#### Discussion Question

What did Maynard Jackson, the mayor of Atlanta, do to help African Americans? (*Jackson used the expansion of the city's airport to address the imbalance in his city regarding African American jobs. He opened the bidding process more widely to include minority firms. Up to 25 percent of all construction work was given to minority firms.*)

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## II. Hispanic Americans Organize (pages 935–936)

- A. By the late 1960s, 9 million Hispanic Americans lived in the United States. Their reasons for coming to America ranged from economic opportunities, government oppression, and to escape poverty and war. Hispanic Americans faced the same prejudice as other immigrant groups and began to organize their own protest movement.
- B. In the early 1960s, **César Chávez** and **Dolores Huerta** organized two groups that fought for the rights of farmworkers. In 1966, after employers would not respond to worker demands, the groups organized a boycott of table grapes and combined into one group, the **United Farm Workers**. The boycott ended in 1970, when grape growers finally agreed to raise wages and improve working conditions.
- C. In 1969 José Angel Gutiérrez organized a new political party in Texas called *La Raza Unida*, or “the United People.” The group mobilized Mexican American voters with calls for job-training programs and greater access to financial institutions.
- D. An issue promoted by Hispanic students and political leaders was **bilingualism**, the practice of teaching immigrant students in their own language while they also learned English.

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#### Discussion Question

How did Hispanic Americans work for greater rights? (*In the early 1960s, César Chávez and Dolores Huerta organized two groups that fought for the rights of farm workers. In 1966, after employers would not respond to worker demands, the groups organized a boycott of table grapes. In 1969 José Angel Gutiérrez organized a new political party in Texas called La Raza Unida, or “the United People.” The group mobilized Mexican American voters with calls for job-training programs and greater access to financial institutions. An issue promoted by Hispanic students and political leaders was bilingualism.*)

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## Daily Lecture and Discussion Notes

### Chapter 31, Section 3



### III. Native Americans Raise Their Voices (pages 936–937)

- A.** Native Americans began to organize in the late 1960s and early 1970s as a result of grievances that included low income, high unemployment, discrimination, limited education, and short life expectancy.
- B.** In 1961 Native Americans issued the **Declaration of Indian Purpose**, calling for policies to create greater economic opportunities on reservations.
- C.** As other groups wanted assimilation into mainstream society, Native Americans wanted independence from it. Native Americans formed militant groups such as the **American Indian Movement (AIM)**. In 1969 AIM made a symbolic protest by occupying the abandoned federal prison on Alcatraz Island in San Francisco Bay for 19 months, claiming ownership “by right of discovery.”
- D.** A violent protest occurred in 1973, when AIM members occupied the town of Wounded Knee, South Dakota. A clash between the occupiers and the FBI killed two Native Americans.
- E.** The Native American movement won some notable victories, including the 1975 passage of the Indian Self-Determination and Educational Assistance Act, which increased funds for Native American education and enlarged tribal roles in administering federal programs. More Native Americans moved into policy-making positions. Native Americans won a number of land and water rights in court.

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#### Discussion Question

What did Native Americans gain in the protest movement during the 1960s and 1970s? (*The Native American movement won some notable victories including the 1975 passage of the Indian Self-Determination and Educational Assistance Act, which increased funds for Native American education and enlarged tribal roles in administering federal programs. More Native Americans moved into policy-making positions. Native Americans won a number of land and water rights.*)

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## Daily Lecture and Discussion Notes

### Chapter 31, Section 4



#### Did You Know?

Ralph Nader's efforts in automobile safety caused General Motors to make air bags standard equipment on many 1990 models of cars.

#### I. The Beginnings of Environmentalism (pages 939–940)

- A. During the 1960s and 1970s, Americans began examining their industrial society and questioning its effects on the environment.
- B. Americans discovered that the use of pesticides had damaged a wide range of wildlife, a rise in pollution had fouled air and water, and potentially deadly nuclear energy use was being increased.
- C. Marine biologist **Rachel Carson** wrote of the increase of pesticides in her book *Silent Spring*, arguing that insect-killing pesticides were also killing birds and fish.

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#### Discussion Question

How did people react to Rachel Carson's book *Silent Spring*? (Rachel Carson's book made people focus on environmental concerns. The chemical industry began an intense campaign to discredit Carson and her arguments.)

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#### II. The Environmental Movement Blossoms (pages 940–942)

- A. The environmental issues of the 1960s concerned all regions of the United States. Environmental problems included the cutting down of trees in the Northwest; **smog** from factories, power plants, and cars in the cities; an oil spill off Santa Barbara, California; and pollution and garbage in Lake Erie.
- B. In April 1970, the nation held its first **Earth Day** to focus on the country's environmental concerns. Afterward, citizens formed local environmental groups and organizations like the Sierra Club, the Audubon Society, and the Wilderness Society gained prominence. As a result of their efforts, many communities and businesses now include environmental concerns in their development planning.
- C. In 1970 Richard Nixon signed the National Environmental Policy Act, creating the **Environmental Protection Agency (EPA)**. It took on the job of setting and enforcing pollution standards, promoting research, and coordinating anti-pollution activities with state and local governments. The **Clean Air Act** of 1970 established emission standards for factories and automobiles.



## Daily Lecture and Discussion Notes

### Chapter 31, Section 4



- D.** The **Clean Water Act** of 1972 restricted the discharge of pollutants into the nation's lakes and rivers.
- E.** The **Endangered Species Act** of 1973 established measures for saving threatened animal species.
- F.** Residents at a local housing development near Niagara Falls, New York, known as Love Canal, began noticing a high incidence of health problems within their community. It was discovered that the community was on a toxic waste dump. Through dramatic community activism, the state permanently relocated 200 families. President Jimmy Carter later relocated the remaining 600 families.
- G.** Issues regarding nuclear energy were debated. Supporters of nuclear energy claimed it was cleaner and less expensive than **fossil fuels**, such as coal, oil, or natural gas, which have a limited supply. Opponents warned of risks, including consequences of an accidental radiation release.
- H.** On March 28, 1979, one of the reactors at the **Three Mile Island** nuclear facility overheated, causing low levels of radiation to escape. Although the plant was eventually declared safe, the incident left the public in doubt about the safety of nuclear energy.

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#### Discussion Question

Why was the Environmental Protection Agency (EPA) created? (*The EPA took on the job of setting and enforcing pollution standards, promoting research, and coordinating anti-pollution activities with state and local governments. The agency monitors other federal agencies with respect to their impact on the environment.*)

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### III. The Consumer Movement (pages 942–943)

- A.** During the 1960s and 1970s, many Americans demanded product safety, accurate information, and a voice in the government formulation of consumer policy.
- B.** The leader in the consumer protection movement, **Ralph Nader**, noticed an alarming number of fatalities from automobile accidents. After a study, Nader accused car designers and manufacturers of putting style, cost, and speed ahead of safety. After successfully suing the car industry, Nader funded several consumer organizations.
- C.** Nader's efforts resulted in the passage of the **National Traffic and Motor Safety Act** in 1966.
- D.** Nader led people to call for closer examination of consumer goods, including dangerous toys, flammable fabrics, and the safety of meat and poultry.



## Daily Lecture and Discussion Notes

### Chapter 31, Section 4



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#### Discussion Question

How did the auto industry end up boosting Ralph Nader's popularity? (*The car company hired private detectives to follow Nader to discredit him. Detectives found nothing, and when people found out about it, the publicity pushed Nader's book up the bestseller list.*)

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## Daily Lecture and Discussion Notes

### Chapter 32, Section 1



**Did You Know?** President Nixon rarely talked to Vice President Spiro Agnew about government issues or policies.

#### I. **Appealing to Middle America** (pages 952–955)

- A.** Many Americans supported the government and longed for an end to the violence of the 1960s. The 1968 Republican presidential candidate, Richard Nixon, appealed to the people whom he called “Middle America.” He promised them peace in Vietnam, law and order, a streamlined government, and a return to conservative values.
- B.** The Democratic nominee, **Hubert Humphrey**, and a third party-candidate, **George Wallace**, could not stop Nixon. He won, receiving 43.4 percent of the popular vote.
- C.** Much of Nixon’s success in the election came from the South. Nixon had promised to appoint conservatives to the federal courts, to name a Southerner to the Supreme Court, to oppose court-ordered busing, and to choose a vice president acceptable to the South. As a result, a large number of white Southerners left the Democratic Party and voted for Nixon.
- D.** After his election victory, Nixon began the **Southern strategy** to win even more Southerners to the Republican Party. He took steps to slow desegregation.
- E.** To keep his promise of law and order, Nixon set out to battle American crime. Nixon criticized the Supreme Court regarding expanded rights for accused criminals. He appointed several conservative judges to the Supreme Court, including one from the South.
- F.** Nixon’s Republican leaders dismantled several federal programs and gave more control to state and local governments. Under Nixon’s **New Federalism** program, Congress passed a series of **revenue-sharing** bills that provided federal funds to state and local agencies. Intended to give state and local agencies increased power, it actually led to a greater dependency on federal funds.
- G.** In 1969 Nixon proposed replacing the existing **Aid to Families with Dependant Children** (AFDC) welfare program with the Family Assistance Plan. The plan would give needy families a guaranteed yearly grant of \$1,600. The program won House approval but was later defeated in the Senate.



## Daily Lecture and Discussion Notes

### Chapter 32, Section 1



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#### Discussion Question

Why did Richard Nixon appeal to “Middle America” in the 1968 presidential election? *(He aimed many of his campaign messages to “Middle America.” He promised them “peace with honor” in Vietnam, law and order, a streamlined government, and a return to more conservative times.)*

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## II. Nixon’s Foreign Policy (pages 955–957)

- A. President Nixon’s administration focused mainly on the subject of foreign affairs.
- B. Nixon chose former Harvard professor **Henry Kissinger** as his national security adviser. Nixon and Kissinger put their foreign policy in place and attempted friendlier relations with the Soviet Union and China.
- C. Nixon was anti-Communist but came to reject the idea of a bipolar world with the United States and the Soviet Union confronting each other. Nixon felt the “multipolar” world would need a different approach. With the help of Kissinger, Nixon created the approach of **détente**, or relaxation of tensions between the United States and its two major Communist rivals—the Soviet Union and China. Nixon argued that the United States had to build a better relationship with its rivals to ensure world peace.
- D. To ease tensions with China, Nixon lifted trade and travel restrictions and withdrew the Seventh Fleet from defending Taiwan. In February 1972, Nixon took a historic trip to China, where both leaders agreed to better relations between the nations.
- E. After learning of the negotiations between the United States and China, the Soviet Union suggested an American-Soviet **summit**, or high-level diplomatic meeting, in May 1972. Nixon became the first president to visit the Soviet Union. During the summit, the countries signed the first **Strategic Arms Limitation Treaty (SALT I)** to limit nuclear arms. The countries agreed to increase trade and the exchange of scientific information.

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#### Discussion Question

What views on foreign policy did President Nixon and his national security adviser Henry Kissinger share? *(Both believed in a gradual withdrawal from Vietnam, a practical approach to foreign policy, to continue to contain communism, and to use engagement and negotiations to achieve international goals.)*

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## Daily Lecture and Discussion Notes

### Chapter 32, Section 2



#### Did You Know?

Television covered the Senate Watergate hearings from May–November 1973. The hearings were popular among daytime television viewers.

#### I. The Roots of Watergate (pages 958–960)

- A. The **Watergate** scandal began as the Nixon administration attempted to cover up its involvement in the break-in at the Democratic National Committee (DNC) headquarters, as well as other illegal actions committed during Nixon’s re-election campaign.
- B. Richard Nixon had become defensive, secretive, and resentful of his critics during his long and difficult climb to the presidency. He went as far as creating an “enemies list,” naming people from politicians to members of the media.
- C. In an effort to win re-election, Nixon and his team looked for ways to gain an edge anyway they could. On June 17, 1972, five Nixon supporters broke into the Democratic Party’s headquarters to locate campaign information and install wiretaps on telephones. Discovered by a security guard, the burglars were arrested.
- D. One of the burglars, James McCord, was an ex-CIA official and a member of the Committee for the Re-election of the President (CRP). As the questions about the break-ins began, the cover-up started. Although it is thought that Nixon did not order the break-in, it is believed that he did order the cover-up.
- E. Most Americans believed the president when he claimed he had no involvement in the break-in, and Nixon won re-election in 1972.

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#### Discussion Question

Why was Nixon’s hope of re-election uncertain? *(Although he had a high approval rating after the summit meetings, the unpopular Vietnam War still dragged on. Nixon’s staff was worried about the close margin of the 1968 victory.)*

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#### II. The Cover-Up Unravels (pages 960–962)

- A. In 1973 the Watergate burglars went on trial. Defendant James McCord agreed to cooperate with the grand jury investigation and the Senate’s Select Committee on Presidential Campaign Activities, established under Senator **Sam J. Ervin** of North Carolina. McCord’s testimony created a floodgate of confessions, and officials and White House staff exposed illegalities.



## Daily Lecture and Discussion Notes

### Chapter 32, Section 2



- B.** Counsel to the president, **John Dean** leveled allegations against Nixon himself. John Dean testified before Senator Erwin's committee that Attorney General John Mitchell ordered the Watergate break-in and Nixon was active in its cover-up.
- C.** On July 16, White House aide Alexander Butterfield testified that Nixon had ordered a taping system installed in the White House to record all conversations to help him write his memoirs once he left office. These tapes were sought by all groups investigating the scandal. Nixon refused to hand over the tapes, pleading **executive privilege**—the principle that White House conversations be kept confidential to protect national security.
- D.** In the fall of 1973, Vice President Spiro Agnew was forced to resign after it was discovered he had taken bribes from state contractors while governor of Maryland. The Republican leader of the House of Representatives, Gerald Ford, became the new vice president.
- E.** Nixon released edited transcripts of the tapes in April 1974, claiming they proved him innocent. Investigators went to court again to force Nixon to turn over unedited tapes. In July the Supreme Court ruled that Nixon had to turn over the unedited tapes.
- F.** The House Judiciary Committee voted to **impeach**, or officially charge Nixon of presidential misconduct. On one of the tapes was found evidence that Nixon had ordered the CIA to stop the FBI's investigation of the break-in.
- G.** On August 9, 1974, Nixon resigned, and Gerald Ford became the 38th president of the United States.

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#### Discussion Question

What did the House Judiciary Committee charge against Nixon? (*Nixon was charged with obstructing justice in the Watergate cover-up, misuse of federal agencies to violate the rights of citizens, and defying the authority of Congress by not turning over the tapes and other materials the committee had requested.*)

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### III. The Impact of Watergate (page 962)

- A.** Watergate prompted the implementation of several new laws limiting the power of the executive branch and reestablishing a greater balance of power.
- B.** The **Federal Campaign Act Amendments** limited campaign contributions and set up an independent agency to administer stricter election laws.
- C.** The Ethics in Government Act required financial disclosure by high government officials in all three branches of government.



## Daily Lecture and Discussion Notes



### Chapter 32, Section 2

- D. The FBI Domestic Security Investigation Guidelines restricted the bureau's political intelligence-gathering activities.
- E. Watergate left Americans distrustful of public officials. Other Americans felt that Nixon's impeachment and resignation proved that in the United States, no one is above the law.

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#### Discussion Question

What did the Watergate scandal do to Americans? *(It left many Americans with a deep distrust of public officials. Some Americans felt that Nixon's impeachment and resignation proved that in the United States, no one is above the law.)*

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## Daily Lecture and Discussion Notes

### Chapter 32, Section 3



#### Did You Know?

President Carter held “fireside chats” on the television and radio. He also held “phone-ins” so he could talk one-on-one with Americans.

#### I. The Economic Crisis of the 1970s (pages 963–965)

- A. By the 1970s, America’s economic boom turned into a decade of hard times.
- B. The economic troubles began in the mid-1960s. President Johnson increased federal deficit spending to fund the Vietnam War and the Great Society program without raising taxes. Pumping large amounts of money into the economy created **inflation**, or a rise in the cost of goods.
- C. In 1973 the **Organization of Petroleum Exporting Countries (OPEC)** announced an **embargo**, or the stopping of shipping, of petroleum to countries that supported Israel. The price of a barrel of crude oil increased from \$3 in 1973 to \$30 in 1980.
- D. The high prices for oil-based products meant that Americans had less money to spend on other goods, tipping the economy into a recession.
- E. Increased international competition for manufactured goods added to the economic problems. In 1971, for the first time since 1889, the United States imported more goods than it exported. U.S. factories closed, and workers lost their jobs. The U.S. economy faced **stagflation**—the economic dilemma that combined rising prices with economic stagnation. Nixon focused on controlling inflation by cutting spending and raising taxes. Congress and many Americans opposed Nixon’s idea of a tax hike, as well as his other ideas on how to end stagflation.

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#### Discussion Question

What caused the economic crisis of the 1970s? (*The crisis began to take shape in the mid-1960s when Lyndon Johnson significantly increased federal deficit spending to fund both the Vietnam War and the Great Society program without raising taxes. This pumped large amounts of money into the economy, which caused inflation. The rising cost of raw materials, especially oil, also added to inflation. In 1973 OPEC announced an embargo on petroleum to countries that supported Israel. OPEC also greatly raised the price of crude oil. High prices for oil-based products meant Americans had less money to spend on other goods, which forced the economy into a recession. By the early 1970s, the U.S. economy suffered from stagflation—a combination of inflation and recession.*)

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## Daily Lecture and Discussion Notes

### Chapter 32, Section 3



#### II. Ford Takes Over (pages 965–966)

- A. On September 8, 1974, President Gerald Ford granted a full pardon to Richard Nixon. Ford's approval rating plunged from 71 percent to 50 percent.
- B. By 1975 the American economy was in its worst recession since the Great Depression. Ford attempted to revive the economy, but his Whip Inflation Now (WIN) plan failed. He tried to limit federal authority, balance the budget, and keep taxes low. He also vetoed more than 50 bills that Congress had passed during the first two years Ford had served there.
- C. Ford continued the foreign policy of Nixon. In August 1975, Ford met with leaders of NATO and the Warsaw Pact to sign the **Helsinki Accords**. Under the accords, the parties recognized the borders of Eastern Europe established at the end of World War II. The Soviets promised to uphold certain basic human rights but later went back on this promise, which turned many Americans against détente. Southeast Asia also continued to be a concern for Ford when Cambodia seized an American cargo ship, the *Mayaguez*.
- D. In the election of 1976, Democratic candidate Jimmy Carter won with 50.1 percent of the popular vote. Carter was seen as a person of high morals and an upstanding personality.

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#### Discussion Question

Why did Ford pardon Nixon? (*He wanted to avoid the division that charges against Nixon and a public trial would create.*)

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#### III. Carter Battles the Economic Crisis (pages 966–967)

- A. President Carter focused most of his attention on the energy crisis. His efforts were unsuccessful.
- B. Carter proposed a national energy program to conserve oil and to promote the use of coal and renewable energy sources. He had Congress create the **Department of Energy**. He asked Americans to reduce energy consumption, which most Americans ignored.
- C. Scholars have suggested that Carter's difficulties in solving the nation's economic problems were the result of his lack of leadership and inability to work with Congress. A 1979 public opinion poll showed that Carter's popularity had dropped lower than President Nixon's rating during Watergate.



## Daily Lecture and Discussion Notes

### Chapter 32, Section 3



#### Discussion Question

How did President Carter propose to improve the economy? *(He tried to end the recession and reduce unemployment by increasing government spending and cutting taxes. Inflation increased, however, so he decided to delay the tax cuts and vetoed spending programs he had proposed to Congress. He reduced the money supply and raised interest rates. He tried to rally American support for a war against rising energy consumption. He proposed a national energy program to conserve oil and to promote the use of coal and renewable energy sources. He created the Department of Energy. He asked Americans to reduce energy consumption.)*

#### IV. Carter's Foreign Policy (pages 967–969)

- A. President Carter's foreign policy focused on human rights.
- B. Carter won Senate ratification of two Panama Canal treaties, which transferred control of the canal to Panama on December 31, 1999.
- C. President Carter singled out the Soviet Union as a violator of human rights because of its practice of imprisoning people who protested against the government. Tensions deepened as the Soviet Union invaded the Central Asian nation of Afghanistan in December 1979. Carter responded with an embargo on grain to the Soviet Union and a boycott of the Summer Olympic Games in Moscow.
- D. In 1978 Carter helped get a historic peace treaty, known as the **Camp David Accords**, signed between Israel and Egypt. Most Arab nations in the region opposed the treaty, but it marked the first step toward peace in the Middle East.
- E. In 1979 Iran's monarch, the Shah, was forced to flee, and an Islamic republic was declared. The Shah was supported by the United States. The religious leader Ayatollah Khomeini ordered revolutionaries to enter the American embassy in Tehran and take 52 Americans hostage. The hostages would not be released until Carter's last day in office, some 444 days in captivity. Carter lost re-election to Ronald Reagan in 1981.

#### Discussion Question

What were President Carter's foreign policy successes? *(President Carter's foreign policy focused on human rights. Carter won Senate ratification of two Panama Canal treaties, which transferred control of the canal to Panama on December 31, 1999. He singled out the Soviet Union as a violator of human rights because of its practice of imprisoning people who protested against the government. Carter placed an embargo on grain to the Soviet Union and a boycott of the Summer Olympic Games in Moscow. In 1978 Carter helped get a historic peace treaty signed between Israel and Egypt, known as the Camp David Accords.)*

## Daily Lecture and Discussion Notes

### Chapter 32, Section 4



**Did You Know?** During the 1970s, children's programming on public broadcasting focused on educational shows, such as *Sesame Street* and *Zoom!*

#### I. The Search for Fulfillment (pages 970–972)

- A. Writer Tom Wolfe labeled the 1970s the “me decade,” referring to the self-absorbed attitude of the American people.
- B. Some young Americans looked for fulfillment through an array of secular movements and activities that made up the **New Age movement**. Believers in the movement felt that people were responsible for and capable of everything. They believed spiritual enlightenment could be found in common practices.
- C. Some Americans looked to new religions or cults. Many new religions originated in Asia and centered on the teachings of a **guru**, or a mystical leader. One of the best known gurus, Maharishi Mahesh Yogi, led a religious movement known as **transcendental meditation**, in which it was thought that with daily meditation and silent repetitive mantras, peak intelligence, harmony, and health could be reached.
- D. By 1970 60 percent of all women between the ages of 16 and 24 had joined the workforce. American family life changed with the increase in women working outside of the home. This resulted in smaller families, parents and children spending less time together, and a rise in divorce rates.

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#### Discussion Question

Why did some young Americans look to the New Age movement for fulfillment?  
(Some young men and women were disenchanted with the conventional religions of their parents.)

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#### II. Cultural Trends in the 1970s (pages 972–974)

- A. Television changed during this time, reflecting many of the changes taking place in society. *The Mary Tyler Moore Show* placed an unmarried woman with a meaningful career at the center of the show. Taboo subjects like racism were addressed in the 1971 show *All in the Family*. By carefully mixing humor and sensitive issues while not preaching to the audience, the show made viewers examine their own feelings about social issues.



## Daily Lecture and Discussion Notes



### Chapter 32, Section 4

- B.** The music of the 1970s had a softer, more reflective, and less political sound. The rise of **disco** music became the craze in African American and Latin nightclubs. The fast pace and loud persistent beat attracted fans.
- C.** Several other fads became popular during this “me” decade. Skateboards, T-shirts with personalized messages, mood rings, and citizens band (CB) radios all became popular during the 1970s. Fitness was a trend in the 1970s. Aerobic fitness was introduced, and men and women began running and joining gyms as a social activity.

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#### Discussion Question

Why was disco well suited for the “me” generation? (*The music allowed people dancing to it to assume greater prominence than the music.*)

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## Daily Lecture and Discussion Notes

### Chapter 33, Section 1



#### Did You Know?

Many fundamentalist Christians denied the scientific doctrine of evolution. They urged schools to stop teaching evolution and instead teach creationism—the biblical story of Creation.

#### I. Conservatism and Liberalism (pages 980–981)

- A.** In 1980 a conservative candidate, Ronald Reagan, became president. Liberal ideas had dominated American politics for much of the 1900s. The debate between liberals and democrats continues to the present day.
- B. Liberals** believe that government should regulate the economy to protect people from the power of large corporations and wealthy elites. They believe the government should help the disadvantaged through social programs and taxing the wealthy. They believe that most social problems have their roots in economic inequality.
- C. Conservatives** believe if the government regulates the economy, the economy is less efficient. They believe that the free enterprise system is the way to organize society. They oppose high taxes and government programs that transfer wealth from the rich to the less wealthy. They believe that most social problems result from issues of morality and character, issues best solved through religious faith.

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#### Discussion Question

How do liberals and conservatives differ on the issue of taxes? (*Liberals believe that the tax burden should be placed on the wealthy, partly because the taxes weaken the power of the rich and partly because the government can transfer the wealth to other Americans to keep society more equal. Conservatives generally oppose high taxes that transfer wealth from the rich to the less wealthy because they believe it discourages investment, reduces the incentive to work, and reduces the amount of freedom in society.*)

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#### II. Conservatism Revives (pages 981–982)

- A.** After losing influence during the 1930s, conservative ideas were revived shortly after WWII.
- B.** The revival of conservative ideas occurred for two reasons, both related to the Cold War. Some Americans felt that liberal ideas were leading the United States toward communism. Because communism rejected religion, Americans with a deep religious faith saw communism as a struggle over values. Liberalism, which focused on economic welfare, lost the support of many religious Americans who turned to conservatism.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 1



- C. In 1955 **William F. Buckley** began a new conservative magazine called the *National Review*. The magazine revived conservative ideas.
- D. By 1964 the new conservative movement had enough influence to enable conservative **Barry Goldwater** to win the Republican nomination for president. President Johnson defeated Goldwater.

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#### Discussion Question

How did William F. Buckley spread his ideas of conservatism? (*Buckley founded a new conservative magazine called National Review, which helped revive conservative ideas in the U.S. He debated in front of college students and appeared on radio and television.*)

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### III. Conservatism Gains Support (pages 982–984)

- A. After the 1964 defeat of conservative Barry Goldwater, the American political climate moved decisively in a conservative direction.
- B. During the 1950s and 1960s, conservative Americans split their votes between Republicans and Democrats. The South and the West were more conservative than other areas. Therefore, the party winning the heavily populated Northeast won the election. The Northeast supported liberal ideas.
- C. During World War II, many Americans moved south and west to take war factory jobs. This movement to the South and West, known as the **Sunbelt**, continued after the war. As the Sunbelt's economy expanded, Americans living there began to view the federal government differently than the people living in the Northeast.
- D. By 1980 the Sunbelt population surpassed that of the Northeast, giving conservative regions of the country more electoral votes and more influence. Southerners shifted their votes to Republicans.
- E. During the 1960s and 1970s, Americans moved to the suburbs to escape the drug problems and increasing crime. They found their middle-class existence was in danger, because rapid inflation of the 1970s caused their buying power to decrease while taxes remained high.
- F. In 1978 the first successful tax revolt occurred in California with **Proposition 13**, a referendum on the state ballot that greatly reduced property taxes. This led to anti-tax movements in other states.
- G. Many Americans looked to conservative ideas out of fear that society had lost touch with traditional values during the 1960s and 1970s. The Supreme Court decision in *Roe v. Wade*, which made abortion a constitutional right, and the Supreme Court decisions to limit prayer in public schools shocked deeply religious Americans.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 1



- H. Religious conservatives included many different faiths, with the largest being evangelical Protestant Christians. After World War II, a religious revival began with Protestant ministers like **Billy Graham** creating a national following.
- I. Television enabled Christian evangelicals to reach nationwide audiences. **Televangelists**, as they were called, included Pat Robertson, who founded the Christian Broadcasting Network, and Jerry Falwell, who used his show *The Old-Time Gospel Hour* to create the movement he called “**Moral Majority.**”
- J. The new conservative coalition of voters shared the belief that American society had lost its way. Americans had lost faith in their government, lost confidence in the economy, and longed for stability and a return to a better time. Ronald Reagan offered hope to these conservative voters.

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#### Discussion Question

Why did conservatism gain support during the 1960s and 1970s? *(Many Americans looked to conservative ideas out of fear that society had lost touch with traditional values. The case of *Roe v. Wade* and the Supreme Court decision to limit prayer in public schools shocked deeply religious Americans. Religious conservatives included many faiths. After World War II, a religious revival began with Protestant ministers like Billy Graham creating a national following. Television enabled Christian evangelicals to reach nationwide audiences. The new conservative coalition of voters shared the belief that American society had lost its way. Americans had lost faith in their government, lost confidence in the economy, and longed for stability and a return to a better time.)*

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## Daily Lecture and Discussion Notes

### Chapter 33, Section 2



#### Did You Know?

In March 1981, President Reagan was shot by a man trying to assassinate him. In the operating room, as surgeons prepared to remove the bullet, Reagan told the surgeons, “I hope you fellas are Republicans.” Reagan quickly recovered from his wound. His sense of humor and actions following the assassination attempt increased his popularity with Americans.

#### I. The Road to the White House (pages 985–987)

- A. Ronald Reagan had worked as a broadcaster and actor, which helped him with public speaking and his image.
- B. Reagan had been a Democrat and a supporter of the New Deal, but during his time as the president of the **Screen Actors Guild** he began shifting to conservative ideas. Barry Goldwater asked Reagan to speak in a televised broadcast.
- C. Reagan caught the attention of several wealthy entrepreneurs, who convinced him to run for governor of California in 1966. He was reelected in 1970, and ten years later won the Republican nomination for president.
- D. Reagan’s campaign for the 1980 presidential election appealed to Americans who were frustrated with the economy and a weakened nation. He promised to cut taxes and increase defense spending. He won the election with nearly 51 percent of the popular vote and 489 electoral votes.

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#### Discussion Question

How did Ronald Reagan’s time as a motivational speaker bring him toward more conservative ideas? (*As he traveled around the United States, he heard stories from average Americans about how high taxes and government regulations made it impossible for them to get ahead.*)

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#### II. Reagan’s Domestic Policies (pages 987–988)

- A. Ronald Reagan’s first priority was the economy and its combination of high unemployment and high inflation. Conservative economists disagreed on how to address the problem. On one side, the **monetarists** believed that too much money in circulation caused inflation, and raising interest rates was the solution. The other group supported **supply-side economics**, arguing that the economy was weak because steep taxes were taking money away from investors.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 2



- B.** Reagan combined the two types of economics by encouraging the Federal Reserve to raise interest rates and by asking Congress to pass a massive tax cut. Critics called his approach **Reaganomics** or “trickle-down economics.” They believed that it would help wealthy Americans, but little would “trickle down” to average Americans.
- C.** Cutting tax rates meant less money for the government and an increase in the **budget deficit**—the amount by which expenditures exceed income. To control the deficit, Reagan cut social programs. These cuts were still not enough to balance the budget.
- D.** Reagan saw government regulations as another cause of economic problems. He signed an executive order eliminating price controls on oil and gasoline, which resulted in lower gas prices. Other deregulation occurred in the automobile industry, airline industry, and the easing of regulations on pollution.
- E.** Reagan took his conservative ideas to the federal judiciary. He wanted judges to follow the original intent of the Constitution. He nominated the first woman, **Sandra Day O’Connor**, to the Supreme Court. In 1986 Reagan chose the most conservative associate justice, **William Rehnquist**, to fill the spot left vacant by retiring Chief Justice Warren Burger.
- F.** As the 1984 election approached, the growing economy made Reagan the favorite candidate. Democratic candidate, **Walter Mondale**, chose as his running mate **Geraldine Ferraro**, the first woman to run for vice president for a major party. Reagan won in a landslide, receiving all electoral votes except those from Mondale’s home state and the District of Columbia.

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#### Discussion Question

What was Reaganomics? (*Reaganomics was President Reagan’s economic policy to end stagflation by raising interest rates and by passing a massive tax cut. Critics called his approach “trickle-down economics,” believing that it would help wealthy Americans, but little would “trickle down” to average Americans.*)

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### III. Reagan Builds Up the Military (pages 988–989)

- A.** President Reagan adopted a new foreign policy that rejected containment and détente.
- B.** Reagan’s phrase regarding the Soviet Union was “peace through strength.” He launched the largest peacetime military buildup in American history.
- C.** With the increase in the military buildup, the defense budget drove the annual budget deficit from \$80 billion to over \$200 billion.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 2



#### Discussion Question

What did Reagan think would happen to the Soviet Union if it tried to keep up with the United States military buildup? (*Reagan believed that if the Soviets tried to keep up with the United States military buildup, their economic system would have to be reformed or it would collapse.*)

#### IV. The Reagan Doctrine (pages 989–990)

- A. Reagan believed that the United States should support guerrilla groups trying to overthrow Communist or pro-Soviet governments. This became known as the Reagan Doctrine.
- B. Reagan sent \$570 million to aid Afghan guerrillas in Afghanistan. The Soviet invasion of Afghanistan was unsuccessful due to a huge Afghan resistance. The Soviets withdrew from the region in 1988.
- C. Reagan, concerned about Soviet influence in Nicaragua, began secretly arming an anti-Sandinista guerrilla force known as the **contras**, Spanish for counter-revolutionary. After Congress learned of the policy, they banned further aid to the contras.
- D. The **Iran-Contra scandal** became news in November 1986. It was discovered that individuals in the Reagan administration were illegally supporting contras. Weapons were sold to Iran in exchange for the release of American hostages being held in the Middle East. The profits from the arms sales were sent to the contras. Marine Colonel **Oliver North**, one of the main figures in the scandal, testified that he and other NSC and CIA officials attempted to cover up their actions.

#### Discussion Question

What was the Iran-Contra scandal? (*Individuals in the Reagan administration were illegally supporting contras. Weapons were sold to Iran in exchange for the release of American hostages being held in the Middle East. The profits were being sent to the Nicaraguan contras.*)

#### V. New Approaches to Arms Control (pages 990–991)

- A. Reagan deployed nuclear missiles in Western Europe to counter Soviet missiles in Eastern Europe. This action created a new peace movement, with protestors calling for a “nuclear freeze.” Reagan offered to cancel the deployment if the Soviets removed their missiles from Eastern Europe. He proposed Strategic Arms Reduction Talks (START) to reduce the number of missiles on each side by half. The Soviets refused.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 2



- B.** In 1983 Reagan proposed the **Strategic Defense Initiative** (SDI), nicknamed “Star Wars.” This plan called for the development of weapons that could intercept and destroy incoming missiles.
- C.** In 1985 **Mikhail Gorbachev**, the new leader of the Soviet Union, agreed to resume arms talks with the United States. Reagan and Gorbachev met in a series of summit meetings. Gorbachev promised to cut back Soviet nuclear forces if Reagan would agree to give up SDI. Reagan refused, but he challenged the Soviet leader to make reforms and tear down the Berlin Wall.
- D.** In December 1987, Reagan and Gorbachev signed the Intermediate-Range Nuclear Forces (INF) Treaty that called for the destruction of nuclear weapons. The Soviet Union reduced military spending, which eventually led to economic and political reforms and the collapse of communism in Eastern Europe and in the Soviet Union.

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#### Discussion Question

Why did Reagan propose the Strategic Defense Initiative? (*Reagan did not believe in the mutual assured destruction theory, which stated that as long as the United States and the Soviet Union could destroy one another, each side would be afraid to use nuclear weapons. He wanted weapons that could intercept and destroy incoming missiles.*)

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## Daily Lecture and Discussion Notes

### Chapter 33, Section 3



**Did You Know?** By the late 1980s, the high school graduation rate for white Americans was 77 percent, African Americans was 65 percent, and Hispanic Americans was 55 percent.

#### I. A Decade of Indulgence (pages 994–995)

- A. The 1980s were celebrated with wealth. Television shows like *Dallas* and *Dynasty* glamorized the lives of the wealthy.
- B. The rapid economic growth of the 1980s was partly caused by the baby boom. By the 1980s, baby boomers had finished college and were entering the workforce. They often placed an emphasis on acquiring material items and advancing professionally. Journalists called young, ambitious, and hardworking moneymakers **yuppies**—young urban professionals.
- C. By the mid-1990s, the top 5 percent of Americans earned over 21 percent of the nation's income.

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#### Discussion Question

Who benefited from the economic growth of the 1980s? (*Middle- and upper-class Americans benefited from the economic growth.*)

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#### II. Technology and the Media (pages 995–996)

- A. The 1980s brought technology that enhanced broadcast news and entertainment. Cassette tapes and the Sony Walkman made music portable. Many houses had VCRs, making it possible to view movies anytime. The creation of cable and satellite television brought many more choices to the viewer. Music Television (MTV) was an instant hit with a combination of songs and fast-moving short films.
- B. Video games also hit the market. Video arcades became the new spot for young people to meet.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 3



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#### Discussion Question

How did technology transform broadcast news and entertainment in the 1980s? (*New technology divided the broadcast media into smaller audience segments. Cassette tapes and the Sony Walkman made music portable. Many houses had VCRs, making it possible to view movies anytime. The creation of cable and satellite television brought many more channels and choices to the viewer. Music Television (MTV) was an instant hit with a combination of songs and fast-moving short films. Video games also hit the market.*)

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### III. A Society Under Stress (pages 996–997)

- A. Americans faced many social problems during the 1980s.
  - B. An ongoing problem with drug abuse during the 1980s made city neighborhoods dangerous. First Lady Nancy Reagan began a program called “Just Say No” to discourage teens from using drugs.
  - C. During the 1980s, underage drinking caused thousands of tragic alcohol-related auto accidents. **Mothers Against Drunk Driving** (MADD) formed to address the problem. In 1984 Congress cut highway funds to any state that did not raise the legal drinking age to 21.
  - D. In 1981 researchers identified a disease called **AIDS**, or acquired immune deficiency syndrome. AIDS weakens the immune system, lowering resistance to illnesses such as pneumonia and types of cancer. The disease is spread through body fluids.
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#### Discussion Question

What kinds of social problems did Americans face in the 1980s? (*Americans faced an ongoing problem with drug abuse, alcohol abuse, and the spread of AIDS.*)

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### IV. Social Activism (pages 997–998)

- A. Although Ronald Reagan’s election began a conservative movement in the United States, many Americans continued to organize and promote causes.
- B. During the Reagan years, many environmentalists became frustrated. Secretary of the Interior James Watt encouraged the development of public lands. Worried about Watt’s plan, many people joined groups like the **Sierra Club**.
- C. The environmental movement was concerned about nuclear power plants, fragile wetlands, recycling, and global warming.
- D. Many musicians joined to help with social causes.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 3



- E.** As people began living longer and birthrates declined, the senior citizen population became a stronger presence. Not only did the amount of people receiving Social Security benefits lead to pressure on the budget; older Americans became a very vocal and influential voting interest group. The **American Association of Retired Persons (AARP)** was founded in 1958 as the major organization of older Americans.

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#### Discussion Question

What types of aid did rock musicians support? (*Rock musicians held benefits to help such causes as food banks, homelessness, people starving in Ethiopia, and American farmers.*)

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#### V. A New Era in Space (pages 998–999)

- A.** The National Aeronautics and Space Administration (NASA) concentrated on the **space shuttle**. The shuttle looked like a huge airplane that rocketed into space and then returned for another flight. The shuttle *Columbia* made its first flight in 1981.
- B.** Satellites were sent into orbit to gather scientific data, and probes were sent for further research. **Space stations**, or orbiting platforms where continuous observation of the universe could take place, eventually generated international support with some sixteen nations, including Russia, participating in these flying laboratories.

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#### Discussion Question

How did space exploration change in the 1980s? (*The first space shuttle was launched in 1981. Female astronauts became common. Satellites were sent into orbit to gather scientific data, and probes were sent for further research. Space stations eventually generated international support with some sixteen nations, including Russia, participating in these flying laboratories.*)

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## Daily Lecture and Discussion Notes

### Chapter 33, Section 4



#### Did You Know?

After the United States victory in the Persian Gulf War in 1991, President George Bush had an 88 percent approval rating by Americans. About a year later, Bush's approval rating had fallen to 40 percent, because of the worsening U.S. recession.

#### I. George Bush Takes Office (pages 1001–1002)

- A. President George Bush took office in 1988 and was confronted with many international crises.
- B. Bush won the 1988 election against Democrat Michael Dukakis. Bush won with 54 percent of the popular vote and 426 electoral votes. Democrats, however, were able to keep control of the Congress.
- C. Jesse Jackson, the first African American to make a serious attempt at the presidential nomination, finished second in the Democratic primaries behind Dukakis. Jackson worked to create a “rainbow coalition”—a broad group of minorities and the poor.

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#### Discussion Question

What experience did George Bush bring to the presidency? (*George Bush had served as the ambassador to the UN and as the nation's first diplomatic envoy to the People's Republic of China. He was also the head of the CIA from 1976 to 1977.*)

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#### II. The Cold War Ends (pages 1002–1003)

- A. President Bush faced many changes that took place with the sudden end to the Cold War.
- B. By the late 1980s, the Soviet economy suffered from inefficient central planning and huge expenditures on the arms race. Soviet leader Mikhail Gorbachev instituted *perestroika*, or “restructuring,” to help save the economy by allowing some private enterprise and profit-making. Gorbachev's other principle, *glasnost*, or “openness,” allowed for more freedom of religion and speech.
- C. *Glasnost* spread to Eastern Europe in 1989. Peaceful revolutions replaced Communist rulers with democratically elected governments in Poland, Hungary, Czechoslovakia, Romania, and Bulgaria. The revolution spread to East Germany where on November 9, 1989, the Berlin Wall was finally opened. Within a year, East and West Germany had reunited.





## Daily Lecture and Discussion Notes

### Chapter 33, Section 4



- D.** In August 1991, a group of Communist officials and army officers staged a coup in the Soviet Union. Gorbachev was arrested. Troops were sent into Moscow, but Russian president **Boris Yeltsin** defied the coup. The coup collapsed, and Gorbachev was released and returned to Moscow. In December 1991, Gorbachev announced the end of the Soviet Union. Most former Soviet republics joined a federation called the Commonwealth of Independent States.

#### Discussion Question

What were Soviet leader Mikhail Gorbachev's reforms? (*To save the economy, Gorbachev instituted perestroika, or "restructuring," and allowed some private enterprise and profit-making. He also instituted glasnost, or "openness," which allowed more freedom of religion and speech.*)

### III. The "New World Order" (pages 1003–1005)

- A.** After the Cold War, Bush made the phrase a "new world order" popular. Bush faced crises in China, Panama, and the Middle East.
- B.** Despite the end of communism in Eastern Europe, China's Communist leaders were determined to remain in power. China continued to repress political speech and dissent. In May 1989, Chinese students and workers held demonstrations for democracy. In early June, government tanks and soldiers ended the protests in **Tiananmen Square**, in China's capital of Beijing. The attack left many people dead, and pro-democracy activists were arrested and later sentenced to death.
- C.** In 1978 the United States agreed to give Panama control over the Panama Canal in 2000. Because of the canal's importance, American officials investigated to make sure Panama's government was stable and pro-American. By 1989 Panama's dictator, General Manuel Noriega, had stopped cooperating with the United States and was aiding drug traffickers. He had directed his supporters to harass military personnel stationed to defend the canal. American troops were ordered to invade Panama and arrest Noriega. American troops then helped Panamanians hold elections and set up a new government.
- D.** In August 1990, Iraq's leader, **Saddam Hussein**, sent his army to invade oil-rich Kuwait. Bush convinced other nations to join a coalition to stop Iraq. Economic sanctions were imposed on Iraq, and a deadline was set for the Iraqis to withdraw. Iraq refused, so on January 16, 1991, the coalition began **Operation Desert Storm**. An air attack followed by a massive ground attack left thousands of Iraqi soldiers dead. Bush declared that Kuwait had been liberated, and American troops returned home to cheering crowds.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 4



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#### Discussion Question

What was the response of other countries after Tiananmen Square? (*The United States and several European countries stopped arms sales and reduced diplomatic contacts with China. The World Bank suspended loans.*)

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#### IV. Domestic Challenges (pages 1005–1006)

- A. The defense industry was hard hit by the end of the Cold War when the need for military equipment decreased. This recession hit other companies as well, and they began **downsizing**, or laying off workers and managers to become more efficient. The nation's high level of debt made the situation worse.
- B. To improve the economy, Bush called for a cut in the **capital gains tax**—the tax paid by businesses and investors when they sell stocks or real estate for a profit. The Democrats in Congress defeated it. Bush agreed to a tax increase in exchange for cuts in spending. This broke his campaign promise of “no new taxes,” turning many voters against him.
- C. The Americans with Disabilities Act (ADA), passed in 1990, forbade discrimination in work and public places against people who were physically or mentally challenged.

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#### Discussion Question

Why did Congress defeat Bush's capital gains tax? (*The Democrats in Congress felt the idea was a tax break only for the rich.*)

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#### V. The 1992 Election (page 1006)

- A. Bush won the Republican nomination for the 1992 presidential election.
- B. Democratic nominee, Governor Bill Clinton of Arkansas, promised to cut taxes and blamed Bush for the recession.
- C. Independent candidate **H. Ross Perot** caused quite a challenge. His no-nonsense approach appealed to many Americans. A **grassroots movement**, or groups of people organizing at the local level, put Perot on the ballot in all 50 states.
- D. Bill Clinton won the election with only 43 percent of the popular vote but 370 electoral votes. The Democrats kept control of Congress.



## Daily Lecture and Discussion Notes

### Chapter 33, Section 4



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#### Discussion Question

Why was independent candidate H. Ross Perot a strong candidate in the 1992 election for president? *(Many Americans did not like either Bush or Clinton. Perot's no-nonsense style appealed to many Americans. He stressed the need to end deficit spending.)*

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 1



**Did You Know?** The use of genetic engineering—the artificial changing of the molecular biology of an organism’s cells—has caused international debate. Critics of genetic engineering question the nutritional value of altered foods and the possibility that altered foods might cause unpredictable allergies in people who eat them.

#### I. The Rise of the Compact Computer (pages 1012–1013)

- A. In 1946 the world’s first electronic digital computer, called **ENIAC** (Electronic Numerical Integrator and Computer), went into operation. Weighing over 30 tons, the machine was the size of a small house.
- B. In 1959 Robert Noyce designed the first **integrated circuit**, a complete electronic circuit on a single chip of the element silicon, making circuits much smaller and easier to make.
- C. Many electronic companies opened in an area south of San Francisco, giving it the nickname **Silicon Valley**.
- D. In 1968 Noyce and colleague Gordon Moore formed Intel, a company that revolutionized computers with the creation of **microprocessors**. These chips had several integrated circuits on them that further reduced the size of computers and increased their speed.
- E. Stephen Wozniak and Steven Jobs set out to build a small computer using the micro-processor technology. By 1976 the pair founded Apple Computer and completed their machine called the Apple I. The following year the Apple II came out and sold well. Apple’s success created intense competition in the computer industry.
- F. In 1981 International Business Machines (IBM) introduced the “**Personal Computer**” (PC).
- G. In 1984 Apple responded with the **Macintosh**, featuring a much simpler operating system that used on-screen graphic symbols called icons, which users could control with a hand-operated device called a mouse.
- H. At the same time Apple was being created, 19-year-old Harvard dropout **Bill Gates** co-founded Microsoft to design PC **software**, the instructions used to program computers to perform certain tasks.
- I. In 1985 Microsoft introduced “Windows,” which brought the mouse-activated on-screen graphics to PCs.
- J. Computer networks could link employees within an office or branch regardless of distance. By the late 1990s, many workers used a home computer and electronic mail to **telecommute**—do their jobs at home via their computer.



## Daily Lecture and Discussion Notes

### Chapter 34, Section 1



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#### Discussion Question

How did compact computers change the workplace? (*Compact computers linked employees within an office or among office branches. Compact computers became essential tools in every kind of business. Many workers used a home computer and electronic mail to telecommute—do their jobs at home via their computer.*)

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### II. The Telecommunications Revolution (pages 1013-1014)

- A. During the 1970s, 1980s, and 1990s, the deregulation of telecommunications created an explosion of creativity and competition in the telephone and television industries.
  - B. In 1996 Congress passed the Telecommunications Act. The act allowed telephone companies to compete with each other, send television signals, and permitted cable television companies to offer telephone service.
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#### Discussion Question

What did the Telecommunications Act of 1996 achieve? (*The act allowed telephone companies to compete with each other, send television signals, and permitted cable television companies to offer telephone service.*)

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### III. The Rise of the Internet (page 1014)

- A. Digital electronics made worldwide communications possible with the creation of the **Internet**, a global information system. The roots of this networking system began with the U.S. Defense Department's Advanced Research Project Agency in 1969. Known as ARPANET, this system linked government agencies, defense contractors, and scientists at various universities.
  - B. The use of the Internet expanded by almost 300 percent between 1997 and 2000. The Internet also created a "dot.com" economy selling products and advertising online.
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#### Discussion Question

What led to the expansion of the Internet? (*The development of the hypertext transport protocol (http) and new software called Web browsers led to the Internet expansion.*)

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 1



#### IV. Breakthroughs in Biotechnology (pages 1014–1015)

- A.** Computers aided scientists in **biotechnology**, the managing of biological systems to improve human life. Researchers have used this to develop new medicines, animal growth hormones, genetically engineered plants, and industrial chemicals.
- B.** The first break in biotechnology occurred in 1953, when American molecular biologist **James Watson** and his British colleague, **Francis Crick**, deciphered the structure of deoxyribonucleic acid (DNA), the genetic material in cells that determines all forms of life.
- C.** With the development of supercomputers, it was possible to map out the human genome, recording the **DNA** sequence in our species. The Human Genome Project began at the National Institutes of Health in 1990. All their data was placed on the Internet free of charge with the hope that no single nation or private laboratory will control the outcome or limit the use of genome findings.

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#### Discussion Question

What impact did James Watson and Francis Crick have on society? (*Their discovery of the structure of DNA led to an improvement in medical research on cancer and heart disease and helped law enforcement by establishing DNA as indisputable as a fingerprint in identification.*)

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 2



**Did You Know?** In 1992 only 55 percent of the voting-age population voted in the presidential election. In 1996 only 49 percent of the voting-age population voted.

#### I. Clinton's Agenda (pages 1016–1017)

- A. President Bill Clinton's domestic program focused on the economy, the family, education, crime, and health care.
- B. Clinton felt the problem with the economy was due to the federal deficit. The high deficits caused the government to borrow large sums of money, which drove up interest rates. Clinton felt that the key to economic growth was to lower interest rates. Because Clinton had difficulty cutting government spending that went to entitlement programs, he implemented new taxes. Republicans in Congress refused to support the plan, but after Clinton put pressure on Democrats in Congress, a revised version of his tax plan was passed.
- C. Clinton appointed his wife, **Hillary Rodham Clinton**, to head a task force to prepare a health care plan. The plan guaranteed health care for all Americans, but it was widely opposed by employers, small business owners, the insurance industry, doctor's organizations, and Republicans. In the end, the plan died without ever coming to a vote.
- D. Clinton pushed through several pieces of legislation to help the American family. The **Family Medical Leave Act** gave workers up to 12 weeks per year of unpaid family leave for the birth or adoption of a child, or the illness of a family member. Clinton also had Congress create **AmeriCorps**, a program that put students to work improving low-income housing, teaching children to read, and cleaning up the environment.
- E. Democrats in Congress passed a gun-control law known as the **Brady Bill** that imposed a waiting period before people could buy handguns.
- F. Clinton introduced a bill that provided extra funds to states to build new prisons and put 100,000 more police officers on the streets.

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#### Discussion Question

What five major areas did President Clinton's domestic program focus on? (*Clinton's domestic program focused on the economy, the family, education, crime, and health care.*)

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 2



#### II. The Republicans Gain Control of Congress (page 1018)

- A. By late 1994, Clinton had become very unpopular. He had raised taxes, was unable to fix the health care system, and many companies continued to downsize. These problems, combined with a few scandals involving Clinton, caused many Americans to vote Republican in the elections of 1994.
- B. In 1994 congressional Republican leaders, led by Newt Gingrich, created the **Contract with America**, in which Republicans promised 10 major changes. The changes included lower taxes, term limits for members of Congress, and a balanced budget amendment. For the first time in 40 years, Republicans had won a majority in both houses of Congress.
- C. In 1995, instead of backing down to the Republicans in Congress, Clinton allowed the federal government to close when a budget agreement could not be reached. The Republicans in Congress and the president eventually worked together to balance the budget.
- D. Prior to the 1996 election, Clinton and the Republicans worked to pass the Health Insurance Portability Act to improve health coverage, and the **Welfare Reform Act**, which limited people to no more than two consecutive years on welfare and required them to work to receive welfare.

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#### Discussion Question

What happened to the Contract with America? (*The Senate defeated several of the proposals, including the balanced budget amendment, while the president vetoed others.*)

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#### III. The 1996 Election (pages 1018–1019)

- A. During the 1996 presidential election, Clinton took credit for the booming economy. The economic boom of the 1990s was the longest sustained period of growth in United States history. Unemployment and inflation were at their lowest levels in 40 years, the stock market soared, wages increased, and crime declined.
- B. Clinton won re-election against Republican candidate, Senator **Bob Dole** of Kansas. Republicans retained control of Congress.

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#### Discussion Question

Who else entered the race for president in 1996 besides Clinton and Dole? (*The candidate for the Reform Party was H. Ross Perot.*)

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 2



#### IV. Clinton's Second Term (pages 1019–1020)

- A. During Clinton's second term in office, the economy continued to expand. In 1997, for the first time in 24 years, the president submitted a balanced budget to Congress. In 1998 the government ran a surplus, meaning it collected more money than it spent.
- B. In his second term, Clinton aimed his proposals toward children's needs. He asked Congress to pass a \$500-per-child tax credit and pass a ban on cigarette advertising directed toward children. He signed an Adoption and Safe Families Act, and the Children's Health Insurance Program, providing insurance for children whose parents could not afford it.
- C. In 1998 a scandal involving President Clinton threatened his presidency. Beginning in his first term, Clinton was accused of arranging for illegal loans to Whitewater Development. Attorney General **Janet Reno** appointed an independent counsel, **Kenneth Starr**, to investigate the president.
- D. In early 1998, a new scandal involving a personal relationship with a White House intern suggested that the president had committed **perjury**, or lied under oath. Starr was appointed to investigate this as well. In his report, Starr argued that Clinton had obstructed justice, abused his power as president, and committed perjury.
- E. In 1998 the House passed two articles of impeachment. On February 12, 1999, the senators cast their votes, with the result short of the two-thirds needed to remove Clinton. Although Clinton was not removed from office, his reputation was permanently damaged.

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#### Discussion Question

What did Clinton do to help students? (*Clinton asked for tax credits, a large increase in student grants, and an expansion of the Head Start program for preschoolers.*)

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#### V. Clinton's Foreign Policy (pages 1020–1021)

- A. In 1991 the leader of Haiti, Jean-Bertrand Aristide, was overthrown and sought refuge in the United States. The new rulers used violence to suppress the opposition. Clinton convinced the United Nations to impose a trade embargo on Haiti, creating a severe economic crisis. Thousands of Haitian refugees fled to the United States. Clinton ordered an invasion of Haiti, but before troops arrived, former president Jimmy Carter convinced Haiti's rulers to step aside.



## Daily Lecture and Discussion Notes

### Chapter 34, Section 2



- B.** Yugoslavia split apart in 1991 after the end of communism. In Bosnia, a three-way civil war began between Orthodox Christian Serbs, Catholic Croatians, and Bosnian Muslims. The fighting continued until 1995. The Serbs would not stop their attacks and began calling for **ethnic cleansing**—the brutal expulsion of an ethnic group from a geographic area. The United States convinced NATO allies that intervention was necessary, resulting in NATO warplanes attacking Serbs. The Clinton administration arranged for peace talks in Dayton, Ohio, and a peace plan was signed called the **Dayton Accords**.
- C.** In 1998 another war began in Kosovo between its two major ethnic groups—the Serbs and Albanians. The Serbian treatment of Kosovo Albanians angered people around the world, and leaders tried to unsuccessfully bring the two sides together. In 1999 NATO began bombing Serbia. Serbian troops pulled out of Kosovo.
- D.** Although Iraq was defeated in the Persian Gulf War, Iraqi President Saddam Hussein remained in power, threatening Iraq’s neighbors. To stop the attacks, the United States fired cruise missiles at Iraqi military targets.
- E.** Relations between Israel and the Palestinians were very volatile. In 1993 Israeli Prime Minister **Yitzhak Rabin** and Palestinian Liberation Organization leader **Yasir Arafat** reached an agreement. Clinton invited them to the White House to sign the Declaration of Principles. There was opposition to the plan from both sides, and in 1995 Prime Minister Rabin was assassinated.
- F.** In October 2000, violence erupted between the Palestinians and Israeli soldiers.
- G.** As Clinton left office, his legacy was uncertain. Although he had presided over the greatest period of economic growth in America, his presidency was marred by the impeachment trial, which divided the nation.

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#### Discussion Question

What was the Declaration of Principles? (*It was a plan for creating a Palestinian government.*)

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 3



#### Did You Know?

In 1996 about 40,000 people legally crossed the U.S.-Mexican border between San Diego and Tijuana, Mexico, every day. The people crossed the border to work, shop, or visit. In other places along this border, many people entered the U.S. illegally. President Clinton tried to slow this influx of illegal immigrants by building a 14-mile wall along the border.

#### I. A New Global Economy (pages 1022–1024)

- A. In the latter part of the 1900s, computer technology and the Internet helped to create a global economy.
- B. The sale of American-made goods abroad had been essential to American prosperity. By the 1970s, however, there was a serious increase in **trade deficits**—Americans purchased more from foreign nations than American industry and agriculture sold abroad.
- C. In 1994 the **North American Free Trade Agreement (NAFTA)** was created to increase international trade. Canada, the United States, and Mexico joined in a free-trade zone. American manufacturers increased trade with Canada and Mexico.
- D. In 1993 the **European Union (EU)** was created to promote economic and political cooperation among European nations. The EU formed a common bank and the **euro**, a common currency for member nations. The organization lifted barriers to trade between European nations and set policies on imports from nations outside the community.
- E. The **Asia Pacific Economic Cooperation (APEC)** was an attempt to create a Pacific trade community to rival the European Union. However, political differences kept its members from working together.
- F. The **World Trade Organization (WTO)** administered international trade agreements and helped settle trade disputes. American supporters of WTO felt it would benefit consumers. The opposition felt it left no veto power to the United States and poorer nations could outvote it.
- G. China became important in world trade. Although many Americans were uneasy about China, Clinton negotiated a new trade agreement. The bill passed in October 2000, despite opposition.

## Daily Lecture and Discussion Notes

### Chapter 34, Section 3



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#### Discussion Question

Why were Democrat and Republican administrations in favor of lowering international trade barriers? (*They thought that the U.S. economy benefited from the sale of American exports, and that the purchase of imports would keep consumer prices, inflation, and interest rates low for Americans.*)

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#### II. Issues of Global Concern (pages 1024–1025)

- A. During the 1980s, nations began to be concerned about the environment.
- B. To help stop **nuclear proliferation**, or the spread of nuclear weapons to new nations, Congress passed legislation that cut off foreign aid and imposed sanctions on nations looking to acquire nuclear weapons.
- C. Many environmental activists began to push for a ban on chlorofluorocarbons (CFCs) because these chemicals had the potential to deplete the earth's ozone. Ozone protects life on Earth from the cancer-causing ultraviolet rays of the sun.
- D. In the early 1990s, some scientists found evidence of **global warming**—an increase in average world temperatures over time.
- E. Concern about global warming led to an international meeting in Kyoto, Japan, in 1997. Thirty-eight nations and the EU signed the **Kyoto Protocol** promising to reduce emissions. Few countries put the protocol into effect. The United States withdrew from the treaty in 2001.

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#### Discussion Question

Why did the Senate refuse to ratify the Comprehensive Nuclear Test Ban Treaty? (*The Senate felt that it would limit American nuclear research.*)

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 4



#### Did You Know?

The 2000 census showed that the West was growing faster than any other region in the United States. Nevada had a 50 percent growth rate during the 1990s. The Northeastern states of New Jersey, Massachusetts, and Rhode Island had the highest population density of U.S. states.

#### I. A New President for a New Century (pages 1026–1029)

- A.** The election of 2000 was historically close. Vice President **Al Gore** was the Democratic candidate. The Republican candidate was **George W. Bush**, son of former President George Bush. Each candidate battled for the undecided independent voters. Both candidates promised to cut taxes, and made education and health care central issues in their campaigns.
- B.** **Ralph Nader** of the Green Party was the only major challenge to the party candidates.
- C.** On election day, voters split almost evenly. The election came down to the state of Florida. The results in Florida were so close that state law required a recount of the ballots using vote-counting machines.
- D.** The machines threw out thousands of ballots because they could not determine a vote for president, so Gore asked for a hand recount. Vote counters tried to determine what voters intended, and different counties used different standards.
- E.** When it became clear that not all of the recounts would be finished on time, Gore went to court to overturn the deadline. The Florida Supreme Court set a new deadline for completion of the recounts. The United States Supreme Court overturned the Florida Supreme Court decision to extend the deadline, and George W. Bush was named president.

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#### Discussion Question

What were the campaign issues of the 2000 presidential election? *(Both Gore and Bush proposed tax cuts, although Bush emphasized much larger tax cuts. Both candidates agreed that Social Security needed reform. Both candidates promised to improve education and supported plans to help seniors pay for prescription drugs.)*

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## Daily Lecture and Discussion Notes

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#### II. Bush Becomes President (page 1029)

- A. During the 2000 election campaign, the U.S. economy began to slow. The stock market dropped and many Internet-based technology companies went out of business. President Bush's first priority in office was to cut taxes to boost the economy. Congress passed a large tax cut.
- B. Congress passed education bills requiring states to conduct annual reading and math tests for all public school children in grades 3–8.
- C. President Bush wanted to reform Medicare. In November 2003 Congress passed a bill that added prescription drug benefits to Medicare.
- D. Congress also reacted to a rash of corporate scandals, tightening accounting regulations and increasing the penalties for dishonest corporate executives.
- E. Bush called for a new military program designed to meet the needs of the post-Cold War world. He strongly favored **strategic defense**—the effort to develop missiles and other devices that can shoot down nuclear missiles before they hit the United States.
- F. On September 11, 2001, terrorists struck the United States, and the event changed everything.

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#### Discussion Question

What were Bush's major domestic programs when he first took office? (*Bush cut taxes, proposed mandatory testing in public schools and Medicare reform, and favored building up missile defense.*)

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## Daily Lecture and Discussion Notes

### Chapter 34, Section 5



#### Did You Know?

Before the terrorist attacks on the United States on September 11, 2001, the worst terrorist attack ever on American soil occurred in April 1995, when a bomb blast at a federal government office building in Oklahoma City killed 168 people and wounded hundreds more. This was not the work of foreign terrorists, however. The bombers were part of a segment of Americans on the fringe of society who believed the federal government should be overthrown.

#### I. September 11, 2001 (pages 1031–1032)

- A. On September 11, 2001, hijackers seized four passenger jets in the United States. Two of the jets were deliberately crashed into the towers of the World Trade Center in New York City. Another jet crashed into the Pentagon in Washington, D.C. A fourth jet crashed when some of the passengers resisted the hijacking, causing the jet to crash in western Pennsylvania.
- B. Thousands of people died in these acts of **terrorism**—the use of violence by non-governmental groups against civilians to achieve a political goal.

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#### Discussion Question

What do terrorists hope to accomplish when they commit terrorist acts? (*Terrorists hope to instill fear in people, and to frighten their governments into changing policies.*)

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#### II. Middle East Terrorism and the United States (pages 1032–1033)

- A. Middle Eastern groups have carried out most terrorist attacks on the United States.
- B. Oil became important to the American economy in the 1920s, so the United States invested in the oil industry in the Middle East. Some Middle Easterners became angry at the United States for helping ruling families in some Middle Eastern kingdoms to become very wealthy, while most of the people remained poor.
- C. The growth of the oil industry increased the Middle East's contact with Western society. Western ideas spread through the region, and devout Muslims feared their traditional values and beliefs were being weakened.
- D. Throughout the Middle East, new movements arose calling for a return to traditional Muslim religious laws and a strict interpretation of the Quran—the Muslim holy book. The movements also sought to overthrow pro-Western governments in the Middle



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East and to establish a pure Islamic society. Muslims who support these movements are called fundamentalist militants. Most Muslims believe terrorism is against their faith.

- E.** American support of Israel angered many in the Middle East. In 1947 the UN divided Palestine into two territories—one part became Israel, the other part was supposed to be a Palestinian state. Instead, fighting between Israel and Arab states left this territory under control of Israel, Jordan, and Egypt.
- F.** In the 1950s, Palestinians began holding guerrilla raids and terrorist attacks against Israel. The United States became a target because it gave military and economic aid to Israel.
- G.** The governments of Libya, Syria, Iraq, and Iran have secretly supported **state-sponsored terrorism**.

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#### Discussion Questions

Why have some people in the Middle East become angry with the United States? *(In the 1920s, the United States began to heavily invest in the oil industry in the Middle East. Some Middle Easterners became angry at the United States for helping ruling families in some Middle Eastern kingdoms to become very wealthy, while most of the people remained poor. The growth of the oil industry increased the Middle East's contact with Western society. Western ideas spread through the region, and devout Muslims feared their traditional values and beliefs were being weakened. The U.S. military and economic support of Israel angered many Middle Easterners.)*

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### III. A New Terrorist Threat (page 1033)

- A.** In 1979 **Osama bin Laden**, a wealthy Saudi Arabian, joined the struggle in Afghanistan against the Soviet Union's invasion of the country. He used his wealth to support the Afghani resistance, and in 1988 he founded the **al-Qaeda**, or "the Base." This organization recruited Muslims to fight in Afghanistan and channeled money and arms to the Afghani resistance.
- B.** Bin Laden believed Western ideas had contaminated Muslim society. He was outraged when Saudi Arabia allowed American troops on Saudi soil when Iraq invaded Kuwait. Bin Laden changed the al-Qaeda into a terrorist organization. In 1998 he issued a statement calling on Muslims to kill Americans anywhere in the world.
- C.** In 1998, after simultaneous bombings of American embassies in Kenya and Tanzania, the United States began air strikes against training bases connected with Osama bin Laden in Afghanistan and Sudan.
- D.** In October 2000, terrorists attacked the USS *Cole*, an American warship, while it was docked in the Middle Eastern country of Yemen.





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#### Discussion Question

Why did Osama bin Laden change the al-Qaeda into a terrorist organization? (*Bin Laden believed that western ideas had contaminated Muslim society. He was outraged that Saudi Arabia allowed American troops on Saudi soil when Iraq invaded Kuwait.*)

#### IV. America Unites (pages 1033–1034)

- A. When terrorists attacked the United States on September 11, 2001, Americans responded rapidly to the crisis by donating money, blood, and supplies. Across the nation, flags were flown to show unity and resolve.
- B. The American government put the armed forces on high alert. Airport security greatly increased. The FBI began a massive investigation, which soon identified the attacks as the work of Osama bin Laden and the al-Qaeda network.
- C. On September 14, President Bush declared a national emergency, and Congress voted to use force to fight the terrorists.
- D. Secretary of State Colin Powell built an international coalition to support the United States's fight against terrorism. Secretary of Defense Donald Rumsfeld deployed American troops, aircraft, and warships to the Middle East.
- E. President Bush announced that the war on terrorism would start against al-Qaeda, but would also be waged against every terrorist group around the globe, including states that aided or harbored terrorists.

#### Discussion Question

How did President Bush respond to the terrorist attacks against the United States? (*On September 14, President Bush declared a national emergency, and Congress voted to use force to fight the terrorists. Secretary of State Colin Powell built an international coalition to support the United States' fight against terrorism. Secretary of Defense Donald Rumsfeld and the joint chiefs of staff deployed American troops, aircrafts, and warships to the Middle East. President Bush announced that the war on terrorism would start against al-Qaeda, but would also be waged against every terrorist group around the globe, including states that aided or harbored terrorists.*)

#### V. A New War Begins (pages 1034–1036)

- A. Several major challenges faced the United States as it began its war against terrorism. President Bush issued an executive order freezing the financial assets of several individuals and organizations suspected of terrorism.



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- B.** The president also announced the creation of a new federal agency—the Office of Homeland Security—to coordinate the dozens of federal agencies and departments working to prevent terrorism.
- C.** Congress drafted a new antiterrorist law in late October 2001. It permitted secret searches and allowed authorities to obtain a single nationwide search warrant. It also made it easier to wiretap suspects, and allowed authorities to track Internet communications and seize voice mail. As the Office of Homeland Security struggled to coordinate all of the federal agencies fighting terrorism, President Bush asked Congress to combine all the agencies into the **Department of Homeland Security**.
- D.** Terrorists posed a new threat when they began to use the mail to spread **anthrax**, a type of bacteria that can become lethal if left undetected. Several occurrences of anthrax were found, but no suspects were publicly recognized.
- E.** On October 7, 2001, the United States launched the first military operations of the war on terrorism. Warplanes began bombing targets in Afghanistan. The U.S. also began sending military aid to a coalition of Afghan groups known as the Northern Alliance, who had been fighting the Taliban for several years. By early December, the Taliban government had collapsed, and the United States and its allies worked with Afghan leaders to create a new government.
- F.** The September 11, 2001, attacks led to fears that al-Qaeda and other terrorist groups could acquire **weapons of mass destruction** (nuclear, chemical, or biological weapons), which could kill tens of thousands of people all at once. In January 2002, President Bush warned of the grave threat to the world posed by Iraq, Iran, and North Korea. All three countries had sponsored terrorists and were suspected of developing weapons of mass destruction.
- G.** In October 2002 North Korea announced that it had resumed its nuclear weapons program. The Bush administration was not able to persuade North Korea to stop the program.

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#### Discussion Question

Why did Congress need time to draft the antiterrorist bill? (*Congress struggled over how to balance Americans' Fourth Amendment protections against unreasonable search and seizure with the need to increase security.*)

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#### VI. Confronting Iraq (pages 1036–1037)

- A.** President Bush considered Iraq a more immediate threat than North Korea in developing and distributing weapons of mass destruction. Iraq's dictator, Saddam Hussein, had used chemical weapons twice in the 1980s, and after the Gulf War, UN inspectors had found evidence that Iraq had biological weapons and was working on a nuclear bomb. In the summer of 2002, President Bush pressured Iraq for a regime change, asking the United Nations to demand that Iraq give up its weapons of mass destruction.
- B.** While the UN was still debating the issue, in mid-October Congress authorized the use of force against Iraq. A new UN resolution threatened "serious consequences" if Iraq did not declare all of its weapons of mass destruction, stop supporting terrorism, and stop oppressing its people.
- C.** Weapons inspectors returned to Iraq. The Bush administration pushed for a war resolution in the UN Security Council. France and Russia refused to back it, but the United States and about 30 other countries prepared for war as many antiwar protests took place around the world.
- D.** On March 20, 2003, the U.S.-led coalition forces attacked Iraq and quickly seized control. On May 1 President Bush declared that the major combat was over.
- E.** However, the fighting and controversy continued. During the first six months of the occupation of Iraq, Americans found no evidence of weapons of mass destruction, but bombings, sniper attacks, and battles plagued American troops, and American deaths and expenses were mounting. President Bush began to seek support from the UN to help stabilize and rebuild Iraq. The path toward a free, stable Iraq was proving to be long and difficult.

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#### Discussion Question

Why did President Bush consider Iraq to be an immediate threat for weapons of mass destruction? (*Iraq's dictator, Saddam Hussein, had used chemical weapons twice in the 1980s, and after the Gulf War, UN inspectors had found evidence that Iraq had biological weapons and was working on a nuclear bomb.*)

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