

INTENSIVE REVIEW GUIDE



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

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

Motives for Colonization: _____

Contrasting the Colonial Regions

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

Religion in the Colonies

New England

John Winthrop (MA) City on a _____

The “Religious Freedom” Myth

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

Exiled Dissenters:

Mid-Atlantic

<p style="text-align: center;">Pennsylvania</p> <p style="text-align: center;">William Penn</p> <p>_____</p>	<p style="text-align: center;">Maryland</p> <p style="text-align: center;">Lord Baltimore</p> <p>_____</p>
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The Colonial Economy

The Triangular Trade

Colonies: _____

Europe: _____

Africa: _____

Economic Regulation

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

PORTS: Boston, New York, Philadelphia, Charleston

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

Constitutional Government = _____ Government

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



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

Taxation _____ **Trial by** _____
The king cannot tax unless he gets approval from the people’s representatives **The** _____ **of** _____
Everyone obeys the law – even the king.

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



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

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

Parliament > King

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



Natural Rights (John _____)

1. _____
2. _____
3. _____

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

<u>“Consent of the Governed”</u>	<u>“Right of Revolution”</u>
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The English colonists brought these ideas with them to the colonies, where they created their own representative bodies that made their laws.

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

Parliament Taxes the Colonies

1754-1763 _____

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

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

1764 _____

1765 _____ *Internal Tax*

“NO _____ WITHOUT _____”

1767 _____

P _____ P _____ L _____ G _____ T _____

The Road to Revolution

1770 _____

1773 _____

1774 _____

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

1775 Battles of _____ and _____

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

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

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

BEGIN LITANY OF ABUSES

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

The Articles of Confederation

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

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

The Constitutional Convention




May-September, 1787 (Philadelphia, Pennsylvania)

For what purpose? _____

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

Ratification

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

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

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

Principles of the Constitution

Constitutional (_____) Government

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

Delegated Powers	Concurrent Powers	Reserved Powers

Ordered Government _____ **Rebellion (1786)**

Representative Government (Republicanism)

Separation of Powers

_____ Branch | _____ Branch | _____ Branch

Checks and Balances

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

Examples:

Veto, Treaty Ratification, Judicial Nomination and Confirmation

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

Washington’s First Cabinet

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

The First Two-Party System

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



Washington’s Farewell Address: 1. _____

Washington urged Americans to avoid 2. _____

The Adams Administration

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

The “_____” of 1800

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

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

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

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

John Marshall vs. Thomas Jefferson

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

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

The Louisiana Purchase

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

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

The War of 1812



The _____ Act (1807)
Economic Coercion [INNEFFECTIVE]



Madison's War Message

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



THIS CURSED OGRABME!!!

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



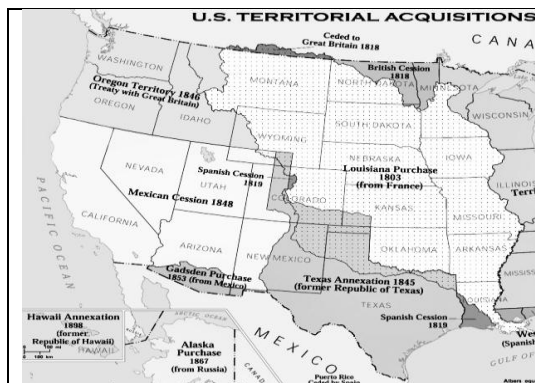
Indian Removal



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

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

KEY TERRITORIAL ACQUISITIONS



1803
1845
1846
1848

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

Monroe Doctrine (1823)

U.S. to Europe:

NO NEW _____

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



Manifest Destiny

Sea to Shining Sea...



Texas and the Mexican War (1835-1848)

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

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

The U.S. (accepts / refuses)

Reasons: 1. _____
2. _____

1844 Presidential Campaign: Texas annexation an issue

James K. _____ wins. Americans supported annexation.

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

AMERICA WINS BIG!!!

1848: Mexican _____
US gets land from Mexico

States included: _____

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



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

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

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

SECTIONALISM

	NORTH	SOUTH	WEST
Economy			
Political Leaders			
Political Issues			

USHC 2.4 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

ANTEBELLUM REFORM MOVEMENTS

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

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

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

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

Events Leading to the Civil War



Monroe



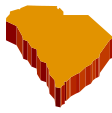
1820 _____
_____ ° _____'

J.Q. Adams



1824 The " _____ " Bargain (Clay and Adams)

Jackson



1828 _____

1828-1833 _____ Crisis

Van Buren



1831 _____ published

William Lloyd _____

Tyler



1836 Texas _____

1845 Texas _____

Polk

1846-1848 _____

_____ Proviso _____

Clay's American System

1. _____
2. _____
3. _____

WHO LOSES?

The Great Compromiser

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

Abolitionism vs. Free Soil

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

Taylor
Fillmore

Compromise of 1850

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

The Great Triumvirate *on compromising*

Webster _____
Clay _____
Calhoun _____

Popular (Squatter) Sovereignty

Stephen _____



The Crisis of the 1850s

The 1830s vs. the 1850s	
1830s	1850s

Pierce

Buchanan

Lincoln

- 1852 _____ published IMPACT: _____
- 1854 _____ - _____ Act
- _____ Party Founded  PLATFORM: _____
- 1856 "Bleeding _____"
- Notable abolitionist involved: _____
- Sen. Charles Sumner, "The Crime Against Kansas"
- _____ - _____ Beating 
- 1857 _____ v. Sandford
1. _____
 2. _____
 3. Nullified _____
- 1859 John Brown's _____'s Ferry Raid
- 1860 _____ Elected President
1. _____ South secedes (12/1860-2/1861)
 2. Fort _____ attacked (4/1861)
 3. Lincoln's Response: _____
 4. _____ South secedes (April-June/1861)

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

Causes of Southern Secession

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

Union and Confederate Advantages

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

Decisive Battles of the Civil War

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

Civil War Generals

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

The Emancipation Proclamation

EFFECTIVE DATE: _____, _____, _____

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

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

What value did it have, then? _____

By what authority did Lincoln free these slaves? _____

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

Why didn't Lincoln issue the Emancipation Proclamation sooner?

Lincoln and the Civil War



Lincoln's primary goal in fighting the Civil War was to _____ the _____. To this goal, he added the emancipation of slaves as it became clear that the war would be a long and bitter conflict.

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

Reconstruction

THE BIG QUESTION:

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



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

-- Abraham Lincoln (Second Inaugural Address)

Presidential Reconstruction

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

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

Radical Republicans

Goals of the Radical Republicans:

1. _____
2. _____

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

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



Reconstruction Amendments

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

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

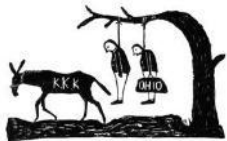
Reconstruction in the South

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



Freedmen’s Bureau: _____

Carpetbaggers	Scalawags



The _____ committed acts of violence and intimidation against “carpetbaggers,” “scalawags,” and freedmen.

Compromise of 1877: _____

Jim Crow - _____

Plessy v. Ferguson (1896): _____, but _____

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

NOTE: COMPLETION OF THIS GUIDE IS PENDING

The post-Reconstruction and Progressive Eras was a low point for American race relations. Racial segregation (Jim _____) was prevalent in many parts of the country, especially the South (including Washington, D.C.) and **lynchings** (executions of African Americans by angry mobs without a trial) were common during this period. While Progressive reformers did plenty to try to help immigrants to assimilate into American culture, they did little to promote racial equality. Black leaders, such as W.E.B. DuBois and Booker T. Washington, disagreed about the best way to help black citizens achieve political, economic, and social equality in America.

Booker T. Washington	W.E.B. DuBois	Ida B. Wells(-Barnett)

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

Marcus Garvey



**GILDED AGE GUIDES
UNDER CONSTRUCTION
(USHC 4.1 - UShC 4.4)**

Thank you for your patience.



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

The “New Immigrants”

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

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

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

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

Anti-Immigrant Legislation and Quotas

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

Ethnic Neighborhoods and Immigrant Poverty

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

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

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

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

The Settlement House Movement



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

The Progressive Presidents

Teddy Roosevelt

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

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

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

Progressive Legislation Passed During Roosevelt’s Administration

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

Conservation

Of wildlife and natural resources




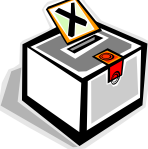


Progressive Legislation Passed During Woodrow Wilson’s Administration

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

Constitutional Amendments Ratified During the Progressive Era

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

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

<p>16th Amendment</p> 	
<p>17th Amendment</p> 	
<p>18th Amendment</p> 	<p>Repealed by the _____ Amendment</p>
<p>19th Amendment</p> 	

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

Isolationism to Interventionism

19 th Century (1800s)	20 th Century (1900s)
<hr/> <p>(Neutrality)</p>	<hr/> <p>(Imperialism)</p>

Motivations for American Imperialism

Social _____



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

Expansion of _____



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

Spread _____
and Western Civilization



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

_____ **Bases**



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



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

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

1
8
9
8

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



Causes



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



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



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

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

“REMEMBER THE _____ !!!”

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

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



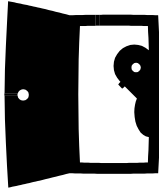
The Supreme Court ruled at the time that the _____ “does not follow the flag” and that people in American overseas territories **WERE NOT** did not have the same constitutional rights as people living on the North American continent.

The United States mercilessly crushed a rebellion in the _____.

Imperialist Arguments	Anti-Imperialist Arguments

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

U.S. Imperialism in China



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

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



US Intervention in Latin America

- C _____ Amendment: U.S. can intervene in to prevent civil unrest
- U
- B
- A **Guantanamo Bay:** Perpetual lease of a _____ base (still there today)

	<p>Teddy _____</p> <p>“ _____ ”</p> <p>Diplomacy</p>	<p>TR described his foreign policy as being inspired by the West African proverb,</p> <p>“Speak softly and carry a big stick.”</p>
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TR’s “Big Stick” projected American **naval power** and increased American dominance in **Latin America**.

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

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

	<p>William Howard _____</p> <p>“ _____ ”</p> <p>Diplomacy</p>	<p>Protect American _____ interests and investments in Latin America</p>
	<p>Woodrow _____</p> <p>“ _____ / Missionary”</p> <p>Diplomacy</p>	<p>Intervene to promote _____ governments and oppose non-democratic governments.</p> <p><i>“Teach the Mexicans to elect good men.”</i></p>

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

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

1914: World War I Begins

Where? _____

The Causes:

The _____ System

N _____

The Igniting Incident:

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

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

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

***THIS GUY** would have been proud! →*



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

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

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

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

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

3. **SUBMARINE** _____ Submarine Warfare

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

PROPAGANDA

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



Soldiers, Sailors, Nurses



Food and Resources



the War (Liberty Bonds)



the Enemy (the Hun)

Espionage and _____ Acts (1917-1918)

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



Anti-German Sentiment:

This is a _____!



Frankfurter

DON'T TEACH THIS!



German Language

DON'T DISPLAY THIS!



Flag of Germany



ARMISTICE

_____/_____/1918 _____:00 AM



WILSON'S _____ POINTS:

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

Most Important

Wilson's Goal: _____

The Treaty of Versailles



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

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



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

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

The Versailles Treaty Controversy



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

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

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



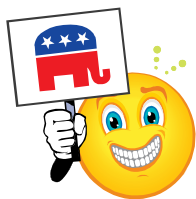
Factions in the U.S. Senate

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

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

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

1920s



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

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

1930s

The “Good _____ Policy

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

_____ Acts

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

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

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



A BOOMING ECONOMY!

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

The Losers:



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

Mass Production



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

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

Household Appliances and Consumer Culture



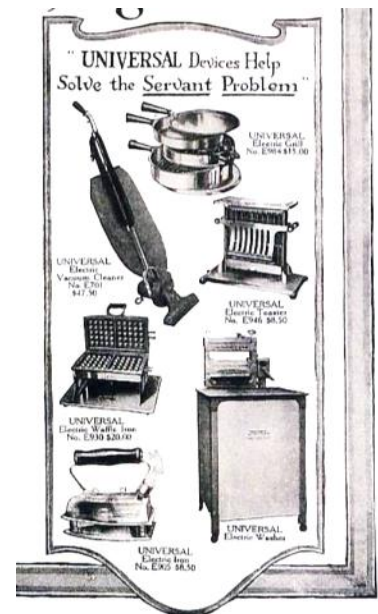
New electric appliances, such as the vacuum cleaner, iron, and washing machine made it easier than ever for housewives to do household chores.

ADVERTISING!!!

_____ **NOW**
Pay _____!

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

RESULT: _____



African Americans in the 1920s

The Great Migration



Black Americans leave the South to _____
Search for _____
Escape _____

Music



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

Renaissance



An African American artistic and literary movement.

_____ Hughes
(Famous Writer)

Stereotyping in Film



Birth of a Nation

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

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

The Role of Women

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

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

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



A “Flapper”

Nativism



_____ - Fear of Foreigners

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

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

_____, _____, or _____.

[First] Red Scare

FEAR of a _____ takeover of the United States

_____ Raids
(4000 alleged communists arrested – hundreds deported)

Immigration Quota Acts

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

Sacco and Vanzetti Trial

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

Prohibition



ORIGINS: _____ **Movement** (Antebellum Period)

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

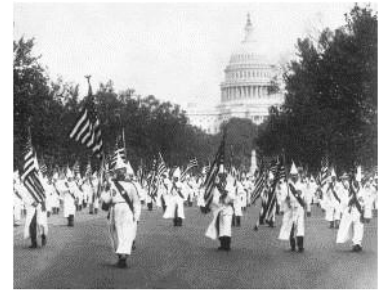
<p>___th Amendment</p> <p>Banned the sale and consumption of “intoxicating liquors”</p>	<p>ENFORCEMENT UNSUCCESSFUL</p>		<p>___st Amendment</p> <p>REPEALED the 18th Amendment (1933)</p>
	<p>_____</p> <p><i>Illegal alcohol sellers</i> (e.g., Al Capone)</p>	<p>_____</p> <p><i>Private clubs where alcohol was illegally consumed</i></p>	

The [Second] Ku Klux Klan

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

of “One Hundred Percent _____”

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



Klan members march on Washington in the 1920s.

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



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

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

The Scopes “_____” Trial

QUESTION:

How do we explain the origins of humanity?

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



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

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



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

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

Scopes was defended by an attorney from the
A _____ **C** _____
L _____ **U** _____.

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

Causes of the Great Depression

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

DEBT

Factors Contributing to Consumer Debt:

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

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



STOCK MARKET _____ (1929)



Dust Bowl

Farm Economy COLLAPSES

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

UNEMPLOYMENT:

_____%



President Herbert _____ tried unsuccessfully to help:

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

INEFFECTIVE

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



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



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

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

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

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

The New Deal






Franklin D.
 _____ (FDR)
 (Elected 1932)
First Lady:

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

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

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

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

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

Criticisms of the New Deal

From the "Left"	From the "Right"

The Supreme Court and the New Deal

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



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

African Americans and the New Deal

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

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

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

TOTALITARIANISM

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

TOTALITARIAN STATE	DICTATOR

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



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

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



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

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

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

“Arsenal of _____”



Photo by [mr.smashy](#)

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

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

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

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



_____ **PACT**

After the U.S. declared war on Japan, Germany and Italy declared war on the U.S. in keeping with the **Axis Pact** – an alliance between the three nations. The United States responded by declaring war against Germany and Italy.

**REMAINING GUIDES
UNDER CONSTRUCTION
(USHC 7.2 - UShC 8.6)**

Thank you for your patience.

