

# Strategies for U.S. History Test Preparation



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## INTRODUCTION

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Across the country, eighth graders are preparing for their state social studies test and for the Iowa Tests of Basic Skills in Social Studies (ITBS) and the National Assessment of Educational Progress (NAEP) in Social Studies. This booklet is designed to help you prepare students for the ITBS and the NAEP. It allows you to provide a broad perspective or a national view for students examining the growth and development of our country. Ideally, it can be used as a practice and review before spring testing.

The ITBS measures students' social studies knowledge with an emphasis on the use and understanding of concepts, principles, and selected types of visual materials. The content of the eighth-grade social studies test questions is drawn from geography, history, political science, economics, sociology, and anthropology. The NAEP surveys student achievement in the social studies areas of U.S. history, civics, geography, and economics. Both national tests are designed to use social studies content as the context for questions designed to measure broad understandings and concepts rather than specific skills.



### **How to Use Strategies for U.S. History Test Preparation**

This book provides material with capsuled information on about one hundred major events in U.S. history, divided into seven units. The events are presented fairly chronologically. Sample multiple choice questions measure student understanding of the information in each unit. The answers to the questions are at the end of each unit.

You may choose to pull some of those questions together to use as a pretest to determine students' understanding of U.S. history. You can also use the questions to develop a posttest for use after working through these materials or as a preview of the ITBS or NAEP tests.

You may also choose additional events in U.S. history for coverage.

#### **Posting a U.S. History Events Chart**

You can post a U.S. history events chart to match events taking place in your state. After examining the events through teacher-led class discussions, students should be able to link what was happening in the nation to what was happening in the state by explaining how national events impacted your state. Often the national events will not match your state's progress; at other times, the two will be parallel.

#### **Student Activities**

Students might enjoy developing a class U.S. history trivia game as they review the materials. Have students use color index cards and develop one question (with the answer on the back side) on each card. If each student in the class develops just one question for every U.S. history event covered during the year, you will have an excellent set of trivia questions for future years and a sound review game for the spring before testing. Developing their own game, and getting to play and compete during those "down times," such as picture-taking day or yearbook-signing day, keeps student interest in major U.S. history events high.

Another suggestion for student activities to accompany the U.S. history test prep materials is to have students complete summary charts (*how, who, where, when, why, and what*) for each event or to write newspaper headlines that might have appeared on stories covering each event. Students can post the headlines on a class U.S. history bulletin board. The visual display can be a constant reinforcement for the knowledge tidbit.

Stretch students' critical thinking skills by playing "What if . . ." with each event. For example, "What if John Deere had never invented the steel plow?" Let students speculate on how the lack of that invention might have changed the westward settlers' farming plans.



## Preparing Students for the NAEP U.S. History Test

The National Assessment of Educational Progress (NAEP) surveys student achievement nationally in core areas of the curriculum. One of those areas is United States history because a knowledge of U.S. history is considered a vital component of effective citizenship. NAEP is based on the belief that a "thorough grasp of our country's struggles and achievements will better equip young people to make informed and intelligent decisions about contemporary issues." NAEP's U.S. history framework is organized around three concepts: (1) major themes of U.S. history, (2) chronological periods, and (3) ways of knowing and thinking about U.S. history with four themes serving as the structure of the framework. Those four themes include:

- 1. Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies** This theme concerns the development of American political democracy from the colonial era to the present. It covers political events that shaped America's democracy such as the American Revolution, the Civil War, and the fight for civil rights. It addresses the core ideas and principles that underlie American institutions. The theme addresses students' knowledge of the founding of the nation, the writing of the Constitution, the development of the U.S. government, and the nation's political history. It evaluates students' understanding of the role that major political ideas and conflicts have played at different points in the nation's history.
- 2. The Gathering and Interactions of Peoples, Cultures, and Ideas** This theme covers a major component of U.S. history – the interactions among the peoples and cultures of many countries, racial and ethnic groups, and religious traditions that have contributed to the development of American society. The theme addresses immigration, cultural developments, patterns of social organization, and changing roles of men and women.
- 3. Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment** This theme addresses the economic history of our nation and its development from a rural, agricultural society to an urban, industrialized superpower. It covers the roles of geography and of developments in science and technology in bringing about socioeconomic change.
- 4. The Changing Role of America in the World** This theme addresses the many factors – political ideas, economic interests, public opinion – that have shaped American foreign policy. It also covers specific interactions between our nation and other nations and domestic consequences of developments in foreign policy.



## FROM EXPLORATION THROUGH COLONIZATION

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(? - 1763)

This first unit covers the period from the first development of the North American continent, through the explorations of the New World, and the settling and colonization of what would become the United States.

The following events are included in this unit:

- **the development of the North American continent**
- **the Bering land bridge and our nation's prehistory period**
- **the destruction of native cultures and early continental explorations**
- **the rise of English power**
- **Roanoke, the Lost Colony, 1590**
- **the English colonies of North America, 1607-1732**
- **Plymouth Rock and the Mayflower Compact, 1620**
- **the Half-Way Covenant, 1662**
- **the Great Awakening, 1734**
- **the trial of John Peter Zenger, 1735**
- **the French and Indian War, 1754-1763**



### Development of the North American Continent

**Importance:** Telling the story of the development of the nation we call America conveys but a short time period in the history of the North American continent. Some analysis of the slow pace at which our continent developed provides a background to the study of the rich societies of the Paleo, Archaic, Woodland, and Mississippian cultures that occupied this land before European exploration. So, how old is our land, anyway?

Geologists (scientists who study the history of Earth as recorded in rocks) trace the oldest known rocks on the North American continent back an estimated 3 *billion* years! Since our nation is less than 250 years old, looking at our history over a 3-billion-year period gives us a unique perspective on what "old" really means.

The earliest geological period is the Precambrian Era, which ended about 500 million years ago. During that time, parts of Canada and the United States became visible land forms above the waters and ice of Earth's oceans. About 370 million years ago, forests and other vegetation appeared to cover most of the land area we would recognize as the United States.

About 250 million years ago, North and South America, Africa, and Eurasia (the land now primarily known as Europe and Asia) were all a part of one single landmass called "Pangaea." At the close of what is called the Paleozoic Era, about 225 million years ago, our continent began to split off from Pangaea and drift westward by a process known as *plate tectonics*. Our continent moved a few centimeters a year away from other landmasses and eventually became a separate "New World." During that same time period, the Appalachian Mountains arose in what is now the eastern section of the country.

During the Mesozoic Era, which is often referred to as the "Age of the Dinosaurs," large mountain ranges, including the Pacific Coastal, Sierra Nevada, and Cascade ranges in the western United States, arose. About 75 million years ago, the Rocky Mountains appeared.

During some parts of Earth's history, large landmasses on Earth's surface were completely covered in ice. These periods of time are known as *Ice Ages*. The major ice periods have been divided into four time intervals: the late Proterozoic Era, between 800 and 600 million years ago; the Pennsylvanian and Permian eras, between 350 and 250 million years ago; and the late Neogene to Quaternary eras, the last 4 million years. During these periods, many glacial advances and retreats took place on Earth's surface. During the last Ice Age, a layer of ice as thick as 13,000 feet covered much of what is now Canada and the northern and midwestern United States. As the ice caps retreated, water flooded many shallow areas, filling the Great Lakes and the Mississippi River basin as well as other low surface areas. It has only been during the past several thousand years that the Canadian, northern United States, and midwestern United States areas have looked like they do today. Before that, they were more like present-day Alaska or the Greenland and North Pole areas.

The diverse climate, vegetation, fauna, mineral deposits, and natural resources of our nation were all formed during this prehistoric period, long before any people inhabited the land.



## The Bering Land Bridge and Our Nation's Prehistoric Period

**Importance: Most scientists believe that people migrated across the Bering land bridge to settle the American continents. Some have called the land bridge North America's "Ellis Island."**

During the last Ice Age, the sea level was three hundred feet lower than it is today. Scientists believe that a strip of land connected America and northeastern Asia across what is now the Bering Strait. That area included the eastern tip of Siberia and much of Alaska.

Plants, animals, and, later, man used the Bering land bridge to cross from Asia into North America until about 10,000 years ago, when glaciers began to melt and the rising water levels flooded the land bridge area.

The people who crossed the land bridge were following herds of large game on which they depended for food and clothing. Scientists believe that the people who entered our continent spread east and south following those animals.

This period of our nation's history is called the *prehistoric era*. Scientists have identified at least four cultural periods in the prehistoric era. Archaeologists have learned about our ancestors by studying these four cultures.

### **Paleo Culture, From Unknown Times to about 8,000 B.C.**

Paleo Indians lived in groups of 25 to 50 people. They hunted large animals such as mammoths, bison, ground sloths, and mastodons. They were mainly nomads, moving around in search of food. Their weapons included long wooden spears, knives, and scrapers. The points on their projectiles were made of stone.

### **Archaic Culture, From 8,000 B.C. to 1,000 B.C.**

About 10,000 years ago, the large animals died out. The people of that period, the Archaic Indians, adapted and learned to hunt smaller game. They moved each season searching for food. Their weapons included choppers, drills, and chipping tools made from deer antlers. They also made stone axe heads, which they put on wooden handles. During the latter part of this cultural period, horticulture began as the Indians saved seed to grow their own foods.

### **Woodland Culture, From 1000 B.C. to 900 A.D.**

During this cultural period, families began banding together in tribal units or communities. Fishing, hunting, and gathering nuts and berries were important ways of getting foods. The bow and arrow became a common hunting tool. Elaborate religious ceremonies were common during this period. Because of the cone-shaped burial mounds used for the dead and the pottery, tools, tobacco pipes, and weapons buried with the dead, the Woodland Indians are thought to have believed in some type of life after death.

### **Mississippian Culture, From 900 A.D. to 1600 A.D.**

The Mississippian culture is considered one of the highest or most advanced prehistoric cultures. The Mississippians lived in villages and farmed for most of their food. They used advanced agricultural methods so that they could provide different crops for each season. They also domesticated animals and raised their own herds.



## **Destruction of Native Cultures and Early Continental Explorations**

**Importance: European explorers, primarily Spanish, French, and English, who came to the New World brought devastation to the native cultures that were thriving in the New World. Conflicts and bloodshed were not the major causes of this destruction. The major killers were Old World infections and diseases.**

The early Spanish explorers, called *conquistadores*, who arrived in the New World included Hernando Cortés, who destroyed the Aztec Empire, and Francisco Pizarro, who defeated the Incas. They transported large fortunes of gold and silver from the Americas to Spain, but the New World lost much more than its riches to the Spanish conquistadores.

When Cortez arrived in Mexico in 1519, the population of the area was in excess of 25 million people. By the early 1600s, that native population had shrunk to less than 2 million people.

At first, historians attributed the devastation of the native cultures to the superior weapons, fighting tactics, and bravery of the conquerors. However, most of the loss of life appears to be the result of Old World infections and diseases. The Native American Indians had no immunity

to the European diseases, and the deadly germs killed millions. The most deadly diseases were smallpox, which decimated whole populations of some islands of the New World; measles; whooping cough; typhus; and scarlet fever.

Spanish territories in the New World were concentrated in South and Central America with some settlements along primarily the Gulf of Mexico area of North America. The major Spanish missions in North America were St. Augustine, San Juan Pueblo, and El Paso. San Juan Pueblo, later known as San Gabriel, was established in 1598 as a Spanish mission on the Rio Grande River in what is now Texas. In 1659, Spanish priests settled the mission known as El Paso, which was then a part of New Spain. The oldest city in the United States is St. Augustine, which was founded in 1565 and located in Florida near the border with Georgia.

The Spanish empire in the New World was the largest territory of any of the nations exploring the continent in the 1600s. It included all of the area from the tip of South America along the Pacific coastal areas, all of Central America, the area called New Spain (which included Mexico and southern Texas), as well as Florida and a number of Caribbean islands. A smaller area of South America on the Atlantic coastline, including Rio de Janeiro, was controlled by Portugal. The Spanish dominated the New World, until war with England brought their empire building to a halt.

The French explorers who traveled to the New World in the 1500s were led by Giovanni da Verrazano and Jacques Cartier. Their explorations centered primarily around the St. Lawrence River in Canada. Their first colony was established in 1541 where Jacques Cartier captured what he thought were gold and diamonds to carry back to France. Unfortunately, the gold he found was actually "fool's gold" or iron pyrite, and the diamonds turned out to be quartz. His settlers faced tremendous hardships from the Canadian winter weather, and the colony was a failure.

Later efforts by French settlers were more rewarding as they discovered the advantages of fur trading. In 1608, Samuel de Champlain established a settlement on the St. Lawrence River in the location of modern-day Quebec. From that base, fur traders known as *coureurs de bois*, or "runners of the woods," were France's primary representatives in the New World. The fur traders were adventurous hunters and traders, not settlers with families. The French efforts to colonize larger areas of the New World were weakened by the lack of families and farmers. Although the French territories around the Canadian border were successful fishing ports and fur-trading centers, they were entangled in strong alliances with the Huron Indians and developed enemies with the members of the larger Iroquois Confederacy.

A challenge to the French domination of the fur trade came from the Dutch Republic, which was a tremendous sea power in the seventeenth century. The Dutch allied themselves with the larger native populations of the Iroquois Confederacy. Two companies, the Dutch East India Company and the West India Company, founded settlements along the New England and Canadian coastlines. It was the Dutch who purchased the island of Manhattan (New York) from the Indians.

Trade with the different Native American tribes allowed the French, the Dutch, and an even smaller group of Swedes to exchange tiny seashells known as *wampum*, alcohol, and weapons or firearms for beaver pelts. Eventually, the majority of French settlements became what is today Canada; the Dutch and the Swedish settlements were eventually overtaken by the English. Although they were the smallest of the nations represented in the New World, the Swedish settlers gave us the log cabin, which is associated with frontier American life. The Dutch, of course, gave us New York City, the island of Manhattan, which became our nation's center of commerce.

It was the English who made the most significant settlements in North America. Unlike the French and the Spanish, the English gave a great deal of local control to their colonists, allowing some degree of self-government to flourish. They also distributed land parcels to all colonists, while the Spanish and the French had favored huge land grants to titled nobility only.

The English relied on a business organization known as a *joint-stock company* to finance New World settlements. The two best-known were the Virginia Company of Plymouth and the Virginia Company of London. King James I granted those companies *charters* to colonize areas of the eastern seaboard of North America. Jamestown, settled in 1607, was the first successful English colony in the New World. In return, Jamestown produced tobacco, which was the valuable product exported home to England.



## The Rise of English Power

**Importance: Spain dominated the seas until 1588, when the English defeated the Spanish Armada and captured control of the world's oceans. This led the way for the growth of the English Empire and provided England with the strongest foothold in the New World.**

The period from 1485 to 1625 is generally known as the *Elizabethan Age* of British history in honor of the dominant monarch of the time, Queen Elizabeth I. When Elizabeth I rose to power in 1558, England was still a small and relatively poor island nation not counted among the great powers of the world and certainly not considered to be on the level of such powers as Spain and France. England had fewer than 5 million people and suffered from major internal strife as English soldiers battled with Irish Catholics to impose the rule of the Tudor family across the land. The Catholic Pope and predominantly Catholic Spain sided with the Irish in their struggles against Elizabeth I and the Church of England.

However, a combination of forces of change brought England to the position of world leadership and dominance that it occupied until the ascension of the United States to a position of world leadership following World War II. On the way to reaching that level of world power, England established thirteen colonies in the New World.

First, the feudalism of the Middle Ages collapsed, and a new economy brought prosperity to England. The island nation became a powerful banking nation. As business developed, representatives of other nations moved to England to set up their own branches of businesses and banks.

Second, always a seafaring people, the English continued their worldwide trading and exploring adventures with Queen Elizabeth's enthusiastic support. Although the English navy was too small to challenge the sea power of great nations such as France and Spain, the Queen supported privateers who attacked trading vessels loaded with riches from the New World. Most of the riches headed for the Spanish or French treasuries wound up being split between the English Queen and the adventurous privateers. As trade expanded, the businesses of England prospered. As business prospered, more and more international residents relocated to England, making London a cosmopolitan urban center.

But even as the nation grew, tensions between England and Spain increased. King Philip II of Spain headed the Spanish Catholic Church. One of his territories, the Netherlands, was rebelling against the Church and the king. They were aided in their rebellion by the English Queen. Meanwhile, forces in Spain conspired against Queen Elizabeth, seeking to remove her from her throne and replace her with another ruler more favorable to the Catholic Church.



In 1588, Spain's King Philip II sent his powerful Spanish Armada to lead an invasion of England. The Armada, previously unbeaten, consisted of 130 ships carrying over 30,000 soldiers. The English sea captains had smaller but faster ships and were able to maneuver around the heavy Spanish galleons. The English guns had a longer range; they could be fired at the Spanish ships without having to move close enough to be in danger of being boarded. The English guns could also be reloaded more quickly than the Spanish weapons. When the Spanish anchored, the British captains set small ships afire and sailed them among the Spanish fleet. The English seamanship was unparalleled, and they simply outsailed the Spanish Armada. The English were also aided by a terrible storm that sank many of the Spanish ships. Only 60 of the fleet of 130 ships made the return trip to Spain, and most of those were in wretched condition after their defeat. The defeat of the Spanish Armada marked the decline of Spain as a world power, and the loss of its great navy marked the end of Spanish control over exploration and colonization in the New World. In its place rose England.

Once England no longer feared the Spanish or the French, its sea captains set out to explore, settle, and conquer as much of the world as they could. In 1599, the East India Company was chartered as a world trading company. Everywhere the navy could take the trading company, it set up outposts and ports and began to establish trading routes between England and those outposts.



## Roanoke, The Lost Colony, 1590

**Importance: One of the early English colonies, established on Roanoke Island in what is now known as the Outer Banks of North Carolina, disappeared as one of the nation's first mysteries.**

Sir Walter Raleigh had dreams of founding a colony in the New World where the English, the Native Americans, and even the Africans who were liberated from slavery could live together in peace. The first attempts at that colony took place on Roanoke Island, off the coast of North Carolina, in 1585. It was a failure. After less than a year, the few settlers left found themselves unable to produce their own food. Their relations with the Native Americans had worsened. When Raleigh's friend, Sir Francis Drake, arrived at the island, the English settlers gave up their efforts to settle the area and returned home to England with Drake.

Raleigh tried again in 1586, leaving 15 men at Roanoke Island to hold the settlement for England. One year later, Raleigh sent 117 more settlers to Roanoke, but these settlers could find no trace of the 15 men or their small garrison. In need of more supplies for the colony, John White, the leader of the new settlers, left for England. Unfortunately, Spain and England were on the verge of war, and White had to abandon his plans to resupply the colony.

It would be 1590 before White could gather supplies and return to Roanoke Island. When he and his men arrived, they found the island completely deserted. Only some remnants of rusty armor, a few moldy books, and the word *CROATOAN* cut into a post remained of the small settlement. Croatoan was the Indian name for a nearby island.

What happened to the settlers of England's first attempt to colonize the New World remains a mystery even today. Were the settlers killed by Indians? Were they destroyed by a natural catastrophe such as a hurricane? (The Outer Banks lie in a very active hurricane path.) Were they killed trying to flee danger by moving to the nearby island of Croatoan? Did the settlers die from starvation, unable to produce food for themselves? Did some disease, some epidemic, destroy them all?

Whatever the answer, the Roanoke settlement is referred to as the “Lost Colony.” The settlement was a complete failure, and it would be seventeen years before the English would try again to establish a settlement along the coastline of the New World.



## **English Colonies of North America, 1607 - 1732**

**Importance: Of all the major nations that explored the New World establishing settlements, missions, outposts, and colonies, it was the English colonies that gave rise to the new nation, America.**

After the failure of the Roanoke colony, it was almost twenty years before the English tried again to establish a permanent colony in the New World. This time they succeeded. The first permanent English settlement in America was located on the James River in present-day Virginia. The success of the Jamestown colony led to a dramatic increase in the settlement of North America.

The English, Dutch, and Swedes all established colonies along the eastern seaboard of North America. By 1664, however, England had taken control of the Dutch and Swedish colonies. The colonies can be divided into three regions – the New England Colonies, the Middle Colonies, and the Southern Colonies.

Colony	Year	Founder(s)	Reason
<b>New England Colonies</b>			
Massachusetts	1620	William Bradford (Pilgrims), John Winthrop (Puritans)	Religious freedom
New Hampshire	1623	John Mason	Fishing; Controlled by Massachusetts until 1679
Rhode Island	1636	Roger Williams	Religious freedom
Connecticut	1636	Thomas Hooker	Political and religious freedom, trade
<b>Middle Colonies</b>			
New York	1624	Dutch settlers	Fur trade; Became English colony in 1664
Delaware	1638	Peter Minuet, Swedish settlers	Trade; Became English colony in 1674
New Jersey	1664	John Berkeley and George Carteret	Religious and political freedom; land sales
Pennsylvania (Quakers)	1682	William Penn	Religious freedom
<b>Southern Colonies</b>			
Virginia (Jamestown, first permanent English settlement)	1607	Virginia Company of London	Trade, search for gold
Maryland	1633	George Calvert, Lord Baltimore	Religious freedom for Catholics
North Carolina	1653	Virginia colonists, Lords Proprietors	Farming
South Carolina	1663	Lords Proprietors	Farming
Georgia	1732	James Oglethorpe	Military buffer against Spanish in Florida



## Plymouth Rock and the Mayflower Compact, 1620

**Importance:** The Pilgrims, a religious group that had withdrawn from the Church of England, landed at Massachusetts Bay and established the colony of Plymouth Plantation under King James I's protection. The Mayflower Compact was the first agreement that recognized that government comes from the consent of the governed.

In 1620, the Virginia Company of London sent 18 families, 102 people, on a small, leaky ship called the *Mayflower* to settle near the mouth of the Hudson River. They were supposed to establish a colony and send lumber, furs, and fish back to England in exchange for the rights to the land. The ship's captain faced stormy seas and had to alter his course. He landed his passengers at Massachusetts Bay, outside the boundaries of Virginia, where they had no legal right to be.

Before they left the ship, the men aboard all signed a legal contract known as the "Mayflower Compact," which declared that they were a "civil body politic," or a legal civil government, under the sovereignty of King James I. The document is considered to be the first form of a written constitution in the New World. They disembarked the ship at Plymouth Rock and named their new colony Plymouth Plantation.

Unprepared for the coming winter, the settlers at Plymouth faced a struggle just to survive. Half of the Pilgrims died from the "great sickness." The Native Americans of the area taught the settlers how to plant and grow corn. In 1621, the colonists and the Indians celebrated a successful harvest with the nation's original Thanksgiving celebration. A treaty between the settlers and the Wampanoag tribe resulted in 50 years of peace. Relations with other tribes were less successful. The military defense of the colony was led by professional soldier Miles Standish.

The Pilgrim settlers proved to be hard workers, self-disciplined, and eventually self-reliant. They taught themselves to succeed as farmers and traders and managed to make the colony prosperous even though it took many years to pay off their debts to the Virginia Company of London. Eventually, the Plymouth Colony combined with the Massachusetts Bay Colony to become the Massachusetts Colony.



## The Half-Way Covenant, 1662

**Importance:** The Half-Way Covenant was a signal of the transition of the Puritan New England colonies from a rigid religious spirit to a less strict and community-oriented spirit that applauded material rewards and individual prosperity.

The Puritan elders who had colonized much of the New England area had followed a strict religious spirit and severe work ethic. Both had been essential for the colonists to overcome the hardships they had faced in the New World. Because the early settlers had to band together in order to survive, their political and religious systems placed emphasis on the commonwealth, also known as the community, that was, in a sense, the settlers' nuclear family. According to the Puritan religious beliefs of the era, a strong family produced a strong community; so the emphasis was not on the individual but on the family.

As the communities throughout Puritan New England prospered, many second- and third-generation settlers became more interested in achieving personal wealth and material goods and less interested in the achievements of the "overall community." Ministers across the region preached against this growing sense of individualism that was going to "ruin the colony."

Likewise, second- and third-generation children of the New World were unwilling to submit to the rigidity of the Puritan Church, which required a public declaration of faith and baptism for full membership in the church. Church members were “saints,” who entered into a holy covenant with God in exchange for the blessings to be bestowed upon the community. The children of full church members were able to be baptized, with the expectation that they would experience conversion when they became adults. Unfortunately, it did not work out that way. Many of the children of second- and third-generation families in New England went unbaptized, and church membership declined.

In 1662, a gathering of ministers and church leaders developed a compromise to allow the children of any baptized members to be eligible for baptism. Their compromise was called the Half-Way Covenant because the children were baptized in the church but were not permitted to participate in the sacraments or vote in matters of church business.

Many of the children who were baptized as “half-way” church members never made the public declaration of their faith that gave them the status of “saints.” In spite of the Half-Way Covenant, more and more New Englanders chose less rigid religious practices and placed greater emphasis on attaining a level of comfortable financial security and individual prosperity. The continuing decline in church membership signaled an end of the extreme religious fervor with which the Puritans had settled most of the area.



## The Great Awakening, 1734

**Importance: A religious revival swept the colonies in the 1730s led by famous Puritan ministers such as Jonathan Edwards and George Whitefield.**

During the period from 1630 to 1642, a wave of Puritans seeking religious freedom settled in Massachusetts Bay and other parts of New England. Their strict religious views and work ethic dominated the New England Colonies and became a key part of what is often known as the “American character.” The religious fervor of the colonists peaked as the dangers of colonization eased. Shortly after the founding of Georgia, the rest of the colonies were caught up in a tremendous religious revival known as the “Great Awakening.” Such famous ministers as Jonathan Edwards and George Whitefield headed this evangelical Christian movement, which lasted from 1734 until about 1750.

The religious revival came at a time in the history of the young colonies when the younger generations began challenging and questioning the established, orthodox beliefs of the strict Puritans. It was also a period of political conflicts as the colonies struggled to grow under the constraints and controls imposed by their founders, trustees, stockholders, and royalty in England. Finally, it was a period of class struggles. Some colonists prospered, while others remained unsuccessful, leading to conflicts between economic groups. During this period of confusion and rebellion, the ministers of the Great Awakening preached of the sovereignty of God rather than of kings and earthly leaders. They preached the equality of eternal damnation rather than the advantages of material acquisitions. They stressed man’s weaknesses and human frailties even as they praised man’s individualistic spirit. They spoke vividly of the realities of hell as a place of eternal damnation and punishment, leading to the “fire and brimstone” images within their sermons. They called for a “New Birth” or conversion of all Christians, and they demanded much stricter obedience to the laws of the church and to a single interpretation of the Bible.

The religious revival led to political and social unrest. It reinforced the basic belief of the New Englander in the fundamental laws of the church, and they believed it was their legal and religious duty to stop anyone who violated the authority of the church. The value of civil and religious liberty was critical to the New Englander, and this revival foreshadowed the coming American revolutionary spirit of the New England colonists.

The Great Awakening was not, however, restricted just to the New England colonies. The Middle and Southern Colonies were also swept up in the revival, which challenged the materialistic values and comforts of the upper socioeconomic classes.

The most famous of the sermons given during this period of "fire and brimstone preaching" was entitled "Sinners in the Hands of an Angry God," delivered in 1741 by Jonathan Edwards in Massachusetts. Reports of the congregation's response to Edwards's sermon included descriptions of the faithful becoming hysterical, crying and shouting, calling out for salvation, fainting, and even having seizures or "fits" as they were known. Edwards was truly a powerful and gifted public speaker, a talented writer, and one of America's early philosophers.

In his own way, Jonathan Edwards represented the best of the colonial-era Puritan ministers. As the Great Awakening ended, Edwards also became one of the early victims of the transition away from the rigidity of that evangelical movement. In 1750, his Northampton church released him as pastor because he was attempting to impose strict requirements for church membership and participation in communion sacraments.

The end of the Great Awakening was another signal that the puritanical spirit of the founding colonists was ending as second, third, and fourth generations born in the New World failed to accept the rigid and strict religious policies of the founding settlers. Individual Americans became much more involved in their religion, other religions grew, and the idea of an established church began to lose favor. Another result of the Great Awakening was the founding of a number of colleges, notably Princeton, Brown, and Dartmouth. The Great Awakening also increased the independent, self-determined spirit of the colonists.



## The Trial of John Peter Zenger, 1735

**Importance:** The trial of John Peter Zenger established the principle of freedom of the press in our nation.

In 1733, a printer named John Peter Zenger was hired by a group of lawyers and merchants in New York City to start a newspaper called the *New York Weekly Journal*. The group was led by Lewis Morris, a former chief justice of the Supreme Court of New York who had been suspended from his position by the royal governor. Morris wanted the *New York Gazette* to publish articles about the perceived injustices by the royal governor. But the newspaper relied on the support of the royal governor and refused to print anything that would attack or embarrass him. In retaliation, Morris organized the newspaper to challenge the royal governor.

Zenger's newspaper printed many articles critical of the royal governor. Governor William Cosby charged Zenger with publishing "scandalous, virulent, false and seditious" statements. On Sunday, November 17, 1734, Zenger was arrested and charged with seditious libel, that is, publishing false stories for the purpose of overthrowing the government. After ten months in jail, Zenger was brought to trial.

Philadelphia lawyer Andrew Hamilton defended Zenger in court. He argued that the truth was an absolute defense against libel and that free speech was a basic right. This was a new

idea for the time. Hamilton argued the politically charged case before a jury rather than a judge. The jury returned a speedy verdict of "not guilty."

The trial of Peter Zenger set a precedent for America's freedom of the press and for the rights of newspapers to publish criticism of government officials as long as that criticism was true.



## The French and Indian War, 1754-1763

**Importance: The French and Indian War was fought to determine who would control North America – Great Britain or France. The roots of the American Revolution are also found in the French and Indian War.**

Great Britain and France had fought a series of wars for some 65 years. The causes of the 9-year war that began in 1754 were greed and fear. The greed was a hope to capture the most land in the New World and control the treasures of the territory. The fear was that one country would gain more power than the other. With the exception of population differences in America, France and Great Britain were well matched. The British navy was the most powerful in the world, but France had the stronger army and more experienced military leadership. Great Britain had a strong alliance with the Iroquois Confederacy, which comprised the oldest living participatory democracy in the world (over 700 years old). The Iroquois hated the French for their role in joining with the Algonquin and Huron tribes during the fur trading wars of the late 1600s. The French settlers, unlike the British colonists, did not argue among themselves.

The tension between the two countries intensified when both built forts in the Ohio Valley of western Pennsylvania and France strengthened its military presence from Lake Erie to Pennsylvania. This frontier region was a huge land area of about 200,000 square miles, which was about the size of France. British traders had formed profitable agreements with many tribes that had formerly traded only with the French.

At the same time that both nations were trying to fortify the Ohio Valley, Virginia colonists were ready to move beyond the Allegheny Mountains into the Ohio River Valley. In 1749, a group of businessmen had received a grant of 500,000 acres in the area. The group was furious that the French continued to build forts throughout the area.

In 1753, Virginia's governor sent a young George Washington to warn the French that the Ohio River Valley did not belong to them and to stop building forts. The 22-year-old Washington led 150 Virginia militia troops to Fort Duquesne near the present-day city of Pittsburgh. Quickly, Washington's men set up a crude, round stockade of wooden stakes, which they named Fort Necessity. After a scout discovered about 30 French soldiers nearby, Washington attacked, killing 10 and forcing the rest to surrender.

As expected, the French attacked Fort Necessity a short time later. On July 3, 1754, severely outnumbered and having lost about one-third of his troops, Washington had no choice but to surrender to the French. The war had begun.

The first few years of the war consisted of a series of disappointing losses for the British and their colonies under the leadership of Major General Edward Braddock. Although Braddock was a well-respected soldier, he knew nothing about fighting the Indians. The colorful red uniforms of the British and the smart blue coats of the Virginia militia made attractive targets as the soldiers marched in long, straight lines through the forest. The French and the Indians hid among the trees. As the Indians screamed out their war cries, Washington wrote that the British lines broke and soldiers "ran as sheep pursued by dogs."

When the battle ended, General Braddock was dead and about two-thirds of his men were either killed or wounded. Although they were soundly defeated, Washington emerged as a brave military leader who had learned from Braddock's mistakes. He was made commander of a small Virginia force that now had to protect the colony along a 300-mile front.

As the war progressed, Great Britain continued to suffer losses both in the colonies and on the continent of Europe. But, in 1757, William Pitt was put in charge of the war effort. Using the strength of the British Navy, the British were able to capture the key French cities of Quebec and Montreal. A year later, Washington again led troops to Fort Duquesne. This time he was victorious. The frontier was made safe and came under British control.

In 1763, the Treaty of Paris formally ended the war. According to the terms of the treaty, the French turned over to the British all of North America east of the Mississippi River. The Spanish took control of the land France claimed west of the Mississippi and the port of New Orleans. The Spanish, who had sided with the French, lost Florida to Great Britain.

Perhaps most importantly, the French and Indian War would lead to the American Revolution as Great Britain found itself left with a huge war debt and the need for quick money. What better place to turn for money than to the colonies it had helped protect from the French and Indian threats?

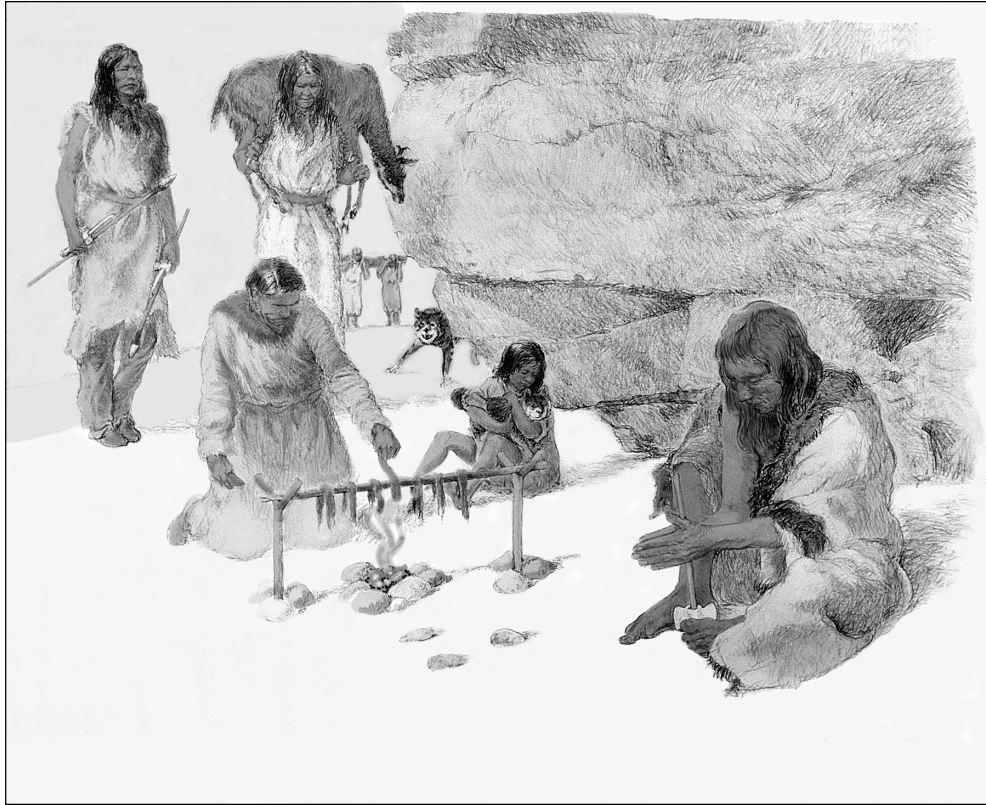


## UNIT 1 FROM EXPLORATION THROUGH COLONIZATION

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**Directions:** Write your answer in the space provided.

- \_\_\_\_ 1. The concept of *plate tectonics* explains
- A. how Earth's crust was originally formed.
  - B. how Earth's surface replaced the glacial ice of the Ice Age.
  - C. how Earth's mountains, including the Appalachians, were formed.
  - D. how the North American continent separated from Africa, Eurasia, and South America.
- \_\_\_\_ 2. Scientists who study the history of Earth as recorded in rocks are called
- A. anthropologists.
  - B. archaeologists.
  - C. geologists.
  - D. sociologists.
- \_\_\_\_ 3. The oldest known period of our planet's history is the
- A. Mesozoic Era.
  - B. Paleozoic Era.
  - C. Precambrian Era.
  - D. Proterozoic Era.
- \_\_\_\_ 4. The Bering land bridge connected what two areas?
- A. Africa and Eurasia
  - B. Asia and North America
  - C. Europe and North America
  - D. North and South America
- \_\_\_\_ 5. The oldest known Native American culture in North America was
- A. the Archaic culture.
  - B. the Mississippian culture.
  - C. the Paleo culture.
  - D. the Woodland culture.

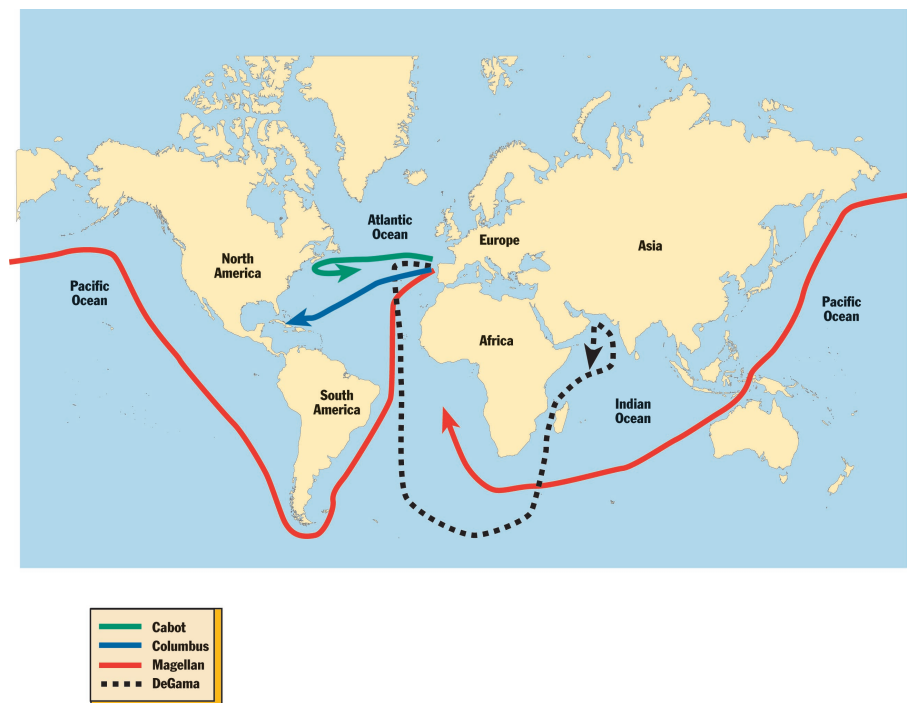


- \_\_\_ 6. What period of America's prehistory do you think the illustration above represents?
- A. The Paleo period
  - B. The Archaic period
  - C. The Woodland period
  - D. The Mississippian period
- \_\_\_ 7. The prehistoric culture that developed the bow and arrow for hunting was
- A. the Archaic culture.
  - B. the Mississippian culture.
  - C. the Paleo culture.
  - D. the Woodland culture.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 8. Most of the deaths of native cultures in North and South America were caused by
- A. invasions by conquistadores.
  - B. European infections and diseases.
  - C. tribal warfare among Indian populations.
  - D. superior weapons of the European explorers.
- \_\_\_ 9. The European nation that dominated early exploration in the New World was
- A. England.
  - B. France.
  - C. Portugal.
  - D. Spain.
- \_\_\_ 10. The European nation that colonized or settled much of Canada and the areas around the St. Lawrence River and the Great Lakes was
- A. England.
  - B. France.
  - C. Holland.
  - D. Spain.
- \_\_\_ 11. The European nation that colonized or settled most of the eastern coastline of the United States was
- A. England.
  - B. France.
  - C. Portugal.
  - D. Spain.
- \_\_\_ 12. Which of the following was a major difference between English settlements in the New World and those of France and Spain?
- A. England had more settlements than France and Spain.
  - B. England provided more troops or soldiers to protect their colonies.
  - C. England provided land to all colonists and allowed some local control by colonists.
  - D. England settled colonies in order to obtain goods and products from them and to use them as a market for English goods.

- \_\_\_ 13. What was the most important reason French explorations in the New World did not lead to successful colonization?
- A. France settled posts in extreme northern areas with harsh climates.
  - B. Most of the French explorers were adventurers and hunters rather than settlers with families.
  - C. The "riches" found by the French explorers, including fool's gold and quartz, were of little value.
  - D. French explorers spent all of their time trying to settle wars among the Indian tribes because they established alliances with some Indian nations.
- \_\_\_ 14. Hernando Cortés and Francisco Pizarro were
- A. Italian navigators who explored the areas of the Caribbean.
  - B. Dutch noblemen who explored South, Central, and North America.
  - C. Spanish conquistadors who wiped out the Aztec and Inca civilizations.
  - D. French explorers who settled much of the northern United States and Canada.



- \_\_\_ 15. Examining the routes of the early explorers on the map above, which of the following conclusions would be true?
- A. The bravest of the explorers was Magellan.
  - B. The most difficult route was taken by Cabot.
  - C. The longest exploration was undertaken by Magellan.
  - D. The route to the United States was taken by Columbus.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

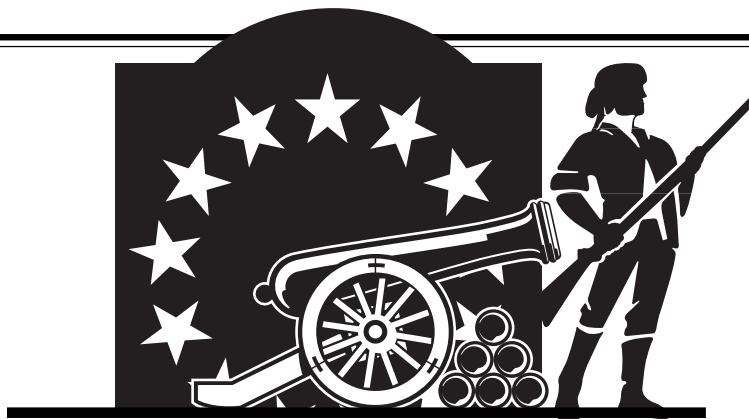
- \_\_\_ 16. All of the following contributed to England's dominance as a world power during the sixteenth century EXCEPT
- A. England's navy defeated the Spanish Armada.
  - B. England's army was the largest, best equipped, and best trained military force.
  - C. the collapse of feudalism brought prosperity to England as a commercial center.
  - D. Queen Elizabeth supported privateers who shared their stolen riches with England.
- \_\_\_ 17. Why was Roanoke nicknamed the "Lost Colony" of Sir Walter Raleigh?
- A. A hurricane destroyed the small colony and all of its inhabitants.
  - B. When White returned in 1590, he could find no trace of the settlers.
  - C. Raleigh's colony was abandoned by the settlers who could not produce enough food.
  - D. The colony was unable to produce the tobacco desired by Sir Walter Raleigh, and he disbanded it after losing all of his investment.
- \_\_\_ 18. Settled in 1607, the first successful English colony in the New World was
- A. Jamestown.
  - B. Massachusetts.
  - C. Plymouth.
  - D. Roanoke.
- \_\_\_ 19. The last English colony settled in the New World was
- A. Georgia.
  - B. New York.
  - C. Pennsylvania.
  - D. Rhode Island.
- \_\_\_ 20. What was the importance of the Mayflower Compact of November 11, 1620, in which the men of the *Mayflower* agreed to form a "civil body politic"?
- A. The Mayflower Compact organized a government to collect import and export taxes.
  - B. The Mayflower Compact established the laws governing the English colonies in America.
  - C. The Mayflower Compact set up a democratic government on behalf of the English king.
  - D. The Mayflower Compact established a self-governing colony and was the first form of a constitution in the New World.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 21. How did the Half-Way Covenant signal a decline in the religious strength of the Puritans in the English settlements of the New World?
- A. The Half-Way Covenant provided one-half of the English colonists settling in the New World.
  - B. It reflected the 50 percent, or one-half, decline in the Puritan population of New World churches.
  - C. The Half-Way Covenant allowed one-half of the population of each settlement to be non-Puritans and free of religious persecution.
  - D. The Half-Way Covenant represented a compromise in the rigidity of Puritan religious beliefs in order to maintain strong church membership.
- \_\_\_ 22. Which of the following was NOT a source behind the Great Awakening of the 1730s?
- A. Conflicts between the younger and the older generations of church members
  - B. Conflicts between the colonists and their sponsors and managers in Great Britain
  - C. Conflicts between the independent spirit of the colonists and the Roman Catholic Church
  - D. Conflicts between the colonists who favored material possessions and the churches who did not want them to gather material possessions
- \_\_\_ 23. In what way did the trial of Peter Zenger establish a precedent for America's future belief in freedom of the press?
- A. Zenger's attorney argued that the truth was an absolute defense against libel.
  - B. Zenger's not guilty verdict established the right of newsmen to cover any news story.
  - C. Zenger argued that the rights of the people demanded a press free of government censorship and control.
  - D. Zenger's sponsors argued that the right to publish was greater than the right to govern without complaints or criticism.
- \_\_\_ 24. All of the following were outcomes of the French and Indian War EXCEPT
- A. the British gained control of Canada.
  - B. Spain gained the Louisiana Territory from France.
  - C. French lands were limited to areas west of the Appalachians.
  - D. British war debts led to oppressive actions against the colonies leading to the colonies' war for independence.

## ANSWERS TO UNIT 1 QUESTIONS

1. D
2. C
3. C
4. B
5. C
6. B
7. D
8. B
9. D
10. B
11. A
12. C
13. B
14. C
15. C
16. B
17. B
18. A
19. A
20. D
21. D
22. C
23. A
24. C



## A REVOLUTION AND A NEW NATION

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1763 - 1812

This unit covers the fifty-year period when the thirteen British colonies became the United States of America. This is the time when our nation was born.

The events covered in this unit include:

- **British policies to control the colonies, 1763-1774**
- **the First Continental Congress, 1774**
- **the battles of Lexington and Concord, 1775**
- **the Second Continental Congress, 1775-1781**
- **the Declaration of Independence, 1776**
- **the American Revolution, 1775**
- **adoption of the Articles of Confederation, 1781**
- **the Treaty of Paris, 1783**
- **Shays's Rebellion, 1786**
- **the Northwest Ordinance of 1787**
- **the U.S. Constitution, 1787**
- **ratification of the U.S. Constitution, 1788**
- **the election of the first U.S. president, 1789**
- **adoption of the Bill of Rights, 1791**
- **the invention of the cotton gin, 1793**
- **the Whiskey Rebellion, 1794**
- **the Supreme Court decision in *Marbury v. Madison*, 1803**
- **the Louisiana Purchase and Lewis & Clark expedition, 1803-1805**
- **the War of 1812**





## **British Policies to Control the Colonies, 1763 - 1774**

**Importance:** The British policies after the French and Indian War, particularly the taxes imposed to raise money, led directly to the American Revolution.

Discontent gathered throughout the colonies after the French and Indian War. Great Britain had incurred tremendous debts as a result of the wars with France. To increase profits from the colonies and help pay off the war debts, Great Britain established a number of restrictive policies designed to control the colonies and increase revenues.

### **Proclamation of 1763**

King George III issued the Proclamation of 1763 to keep the British colonists separated from the Ohio Valley Indian tribes. The Proclamation established a boundary along the crest of the Appalachian Mountains and forbade settlers from crossing the Appalachians to trade or to claim new lands. The colonists viewed the Proclamation as a challenge to their right to expand westward and claim new lands. They resented their "prize" from the French and Indian War — the western lands — being taken from them. For the most part, they ignored the boundary line.

The Proclamation also established, or clearly defined, four additional British colonies: Quebec, East Florida and West Florida, and the island of Grenada.

### **Sugar Act of 1764**

To increase revenues, Great Britain expanded the list of items to be taxed. Those items include molasses, sugar, wines, coffee, pimiento, linen fabric, and printed calico. Great Britain hoped to raise enough money to pay the costs of troops maintained in the colonies. It also increased controls on trade by identifying which items could only be traded with Great Britain and which items could be traded with other nations. The Sugar Act also regulated the export of many items of particular value from the colonies — lumber, iron, flour, cheese, and farm products. The colonists, in turn, viewed the Sugar Act as an infringement upon their free trade rights.

### **Currency Act of 1764**

Next came the Currency Act, which prohibited the colonies from issuing paper money. British currency was always in short supply in the colonies. A shortage of currency made it difficult to conduct trade. Many colonies had been issuing bills of credit to serve the same purpose as paper money or currency. But these bills of credit had no standard value; that is, they might be worth one amount in Massachusetts and another amount in South Carolina. With the Currency Act, Great Britain took control of the colonial currency system, thus regulating colonial trade.

Another provision of the Act established a naval court responsible for all trials of persons suspected of smuggling or violating customs laws. This ensured that the trials would be conducted by British representatives and would favor British interests rather than colonial interests.

The colonists argued that the currency shortage increased the trade deficit with Great Britain and handicapped their trade with other countries.

### **Stamp Act of 1764**

This legislation required that special stamps be affixed to various printed materials and legal documents. The papers that had to contain the tax stamps included wills, contracts, newspapers, books, almanacs, calendars, dice, playing cards, and legal documents. The tax was intended to raise revenues to pay off the war debt.

Some British leaders, led by William Pitt, objected to the Stamp Act, arguing that it would amount to “taxation without representation” on the colonies. Parliament’s position was that all British subjects enjoyed what was called “virtual representation” – that the members of Parliament represented not only their own district constituents but the interests of British citizens everywhere.

The colonists latched onto the expression “taxation without representation.” They insisted that Parliament could not possibly represent the citizens of the colonies without members of the colonies having seats in Parliament. Resistance to the Stamp Act led to the October 1765 Stamp Act Congress, a meeting of the representatives of nine colonies. The colonial leaders agreed that Parliament had the right to enact laws for the colonies, but it did not have the right to impose taxes on the colonies. They agreed not to pay the Stamp Act tax by refusing to use the stamps and by organizing a boycott of British goods. Virginia, under the leadership of Patrick Henry, led opposition to the Stamp Act, and groups calling themselves “Sons of Liberty” began to organize against British regulations and taxing policies.

### **Quartering Act of 1765**

The Quartering Act required the colonies to house British troops and to provide such provisions for the troops as bedding, food, candles, vinegar, salt, and either beer and cider or rum. The colonists, in turn, saw this requirement as an intrusion on their homes and property. The very troops sent from Great Britain to discipline the colonists and bring them in line with Parliament’s regulations had to be housed, fed, and maintained at the expense of the colonists.

### **Declaratory Act of 1766**

Parliament was stunned by the colonial reaction to the Stamp Act. In 1766, it repealed the Stamp Act. But it passed the Declaratory Act, which reaffirmed its right to legislate for the colonies. The Declaratory Act drew the colonies closer together and closer to revolutionary actions against Great Britain.

### **Townshend Revenue Act of 1767**

The Townshend Revenue Act placed new taxes on glass, paint, oil, lead, paper, and tea. Because the new taxes were on exported products only, Parliament thought there would be less resistance to the taxes than those under the Stamp Act.

Again, the issue became “taxation without representation,” as colonists refused to comply. Boycotts of British goods began and the amount of colonial imports from Great Britain dropped during the next two years. By 1770, Parliament was forced to repeal the tax on all goods except tea.

### Tea Act of 1773

Parliament passed the Tea Act in May 1773 as an attempt to salvage an almost bankrupt East India Company. The Tea Act gave the East India Company a monopoly on the sale of tea in the colonies. It also lowered the price of tea so that smugglers and other exporters could not match the East India Company's prices. Because the Tea Act lowered the price of tea, members of Parliament had expected the colonists to welcome the new legislation.

However, they were again wrong as the colonists opposed any British tax, even if it lowered the prices on the taxed items. The colonists refused to accept the tea shipments from the East India Company. In Boston harbor, in December 1773, a group of colonists disguised as Indians boarded one of the ships and tossed the tea into the harbor.

### The Intolerable Acts, 1774

After the Boston Tea Party, Parliament passed a series of five acts known as the Coercive Acts. These laws, which the colonists promptly labeled the "Intolerable Acts," were intended to punish Boston and the other colonies.

The first of the five acts was a new Quartering Act. British soldiers were still to be housed in private homes and buildings. The second was the Quebec Act, which established Catholicism as the official religion of Quebec. This was an effort to antagonize the Protestants of the New England area. It also made the Ohio River the southern boundary of Quebec; this included territory that had previously been claimed by Massachusetts, Virginia, and Connecticut. The third was the Massachusetts Government Act, which revoked parts of the Massachusetts charter and gave the king the power to select members for the Massachusetts assembly. The fourth was the Administration of Justice Act. It stated that all British troops and officers and any representatives of the king who were accused of crimes would be tried in Great Britain by a British court rather than in the colony where the crimes took place. The final act was the Boston Port Act, which closed the port of Boston until the cost of the stolen tea and the customs charges were fully paid to the East India Company and the British government.

## ★ The First Continental Congress, 1774

**Importance:** After word of the Intolerable Acts reached America, the twelve oldest colonies met in Philadelphia in September 1774. Only Georgia did not attend. The meeting became known as the First Continental Congress. The Congress established a Continental Association, which suspended all economic relationships with Great Britain until the Coercive Acts were repealed. Groups in the colonies called committees of correspondence were to monitor the boycott of British imports and exports.

The First Continental Congress was by no means a unanimous group. Delegates were divided with about one-third favoring independence from Great Britain, one-third favoring continued work on a strong relationship with Great Britain, and one-third uncommitted. They did adopt the Declaration of Rights and Grievances, which was addressed to the king and contained a list of the colonists' complaints. The Congress called for another meeting in 1775 if the Intolerable Acts had not been repealed. The revolution was now close at hand.

## ★ The Battles at Lexington and Concord, 1775

**Importance:** With the American Revolution was born the United States of America. This was not a simple or easy fight. Not all the colonists supported the patriots. The fighting lasted until 1781.

The colonies' war for independence from Great Britain began in 1775 with the battles of Lexington and Concord. On April 19, 1775, British soldiers were moving toward Concord, Massachusetts, to seize guns and gunpowder that the colonists had stored there. Along their route, at Lexington, the British troops were met by a small group of colonists calling themselves "minutemen." In the ensuing skirmish, a number of colonists were killed. The British continued on to Concord, where they were met by more colonists. The British troops withdrew toward Boston, with the colonists harassing them all the way. These battles signaled the start of the American Revolution.

## ★ The Second Continental Congress, 1775 - 1781

**Importance:** The Second Continental Congress was the legislature for the thirteen colonies during the Revolutionary War. It was from the Second Continental Congress that our Declaration of Independence came.

The Second Continental Congress met at Independence Hall in Philadelphia in May 1775 and made the transition from an advisory group to the governing body of a new nation. Over the next few years, the Continental Congress

- appointed George Washington to head an army (June 1775)
- adopted the Declaration of the Causes and Necessity of Taking Up Arms (July 1775)
- established a navy and authorized private ships (called privateers) to attack British ships (October 1775)
- adopted and signed the Declaration of Independence establishing the new nation (July 1776)
- sent representatives to other nations asking for military and economic aid and support (September 1776)
- wrote the Articles of Confederation to govern the new nation (November 1777)

## ★ The Declaration of Independence, 1776

**Importance:** The Declaration of Independence is the first of our founding documents.

The Second Continental Congress approved the Declaration of Independence on July 4, 1776, in Philadelphia. In June 1776, Virginia delegate Richard Henry Lee proposed a resolution calling for independence. The Congress referred Lee's proposal to a committee for debate and discussion before acting upon it. That committee included John Adams, Benjamin Franklin, Roger Livingston, Roger Sherman, and Thomas Jefferson. Jefferson was selected by the committee to draft the committee's report, the resolution to be taken back to the total membership of the Continental Congress.

Jefferson's document included a preamble explaining the philosophical beliefs of the colonies in seeking status as an independent nation, a declaration of rights, a listing of grievances against King George III, and, finally, a formal declaration of independence.

The Continental Congress had three purposes in adopting the Declaration of Independence. First, it gave a legitimacy to the war between the colonies and Great Britain; second, it allowed the Congress to borrow money to finance the war; and, third, it served as a way to unify all of the colonies as one new nation.

## ★ The American Revolution, 1775 - 1781

**Importance: Congress could not simply declare the colonies' independence. The colonies had to fight for it.**

In June 1775, the Second Continental Congress established the Continental Army, which was a small group of soldiers pulled from state regiments, and selected Virginian George Washington to lead it. Throughout the war, Washington supplemented the Army with militia from the various states.

The army was not as well equipped nor as well trained as the British forces. France entered an alliance with the young country in 1778, extending its ongoing feud against Great Britain. Thousands of French volunteers came to fight with the Americans. Aid also came from Spain, the Dutch, and the Russians, all of whom were eager to see their enemy, Great Britain, lose its control of the seas and its dominance in colonization.

The British forces relied on tactics that did not suit the American terrain. Their style of fighting with fixed lines of troops was unsuccessful, their supply lines stretched over 3,000 miles back to Great Britain, coordination between field commanders and headquarters was cumbersome, and they had questionable support from the British population for the costly war. On the seas, the massive British Navy faced problems from much more than America's small navy. It faced privateers from other world powers who took this opportunity to challenge Great Britain's control of the world's seas.

Finally, British Commander Lord Cornwallis moved his troops to Yorktown, Virginia, where Washington's men surrounded him demanding the British surrender. Cornwallis did not know that British ships carrying 6,000 troops were on their way to save him because the French Navy delayed their arrival and landing. The British army arrived just six days after Cornwallis surrendered to Washington in October 1781.

## ★ Adoption of the Articles of Confederation, 1781

**Importance: The Articles of Confederation was this nation's first constitution.**

The delegates to the Second Continental Congress wrote the Articles of Confederation in 1777. It was then sent to the individual states for ratification. It was finally ratified and took effect in 1781.

The document outlined a very weak central government, which reflected the colonies' distrust of the strong powers of King George III and Great Britain. Most of the powers were reserved for the states, with each state dividing its powers among governors, legislatures, and the judiciary. The legislatures were the most powerful state force, and most political power belonged to the wealthy landowners in the states.

Under the Articles of Confederation, the United States signed the Treaty of Paris ending the Revolutionary War, established policies for settling new lands and creating new states (Land Ordinance of 1785 and Northwest Ordinance of 1787), and established the departments of Foreign Affairs, War, Marine, and Treasury.

The Articles of Confederation, however, had many weaknesses. First, there was no chief executive. Congress, a one-house national legislature, operated through a system of committees. This meant that there were no uniform foreign or domestic policies, and the committees were not coordinated. Second, the Articles of Confederation required that new laws be approved by nine of the thirteen states, with each state having one vote. Because the states usually voted in blocks of large states (8) or small states (5), little was accomplished. Third, the Articles required that amendments had to be approved by all states. Because the thirteen states could not agree, the Articles were never amended. Fourth, the Articles gave Congress no power to set or collect taxes, so it could not raise money to operate. It had to ask the states for money. Fifth, the Articles gave the federal government no powers to regulate interstate commerce between the different states. As a result, there were constant disputes between individual states, and the federal government was not able to settle such disputes or regulate trade with foreign nations. Sixth, the Articles did not give the federal government power to enforce treaties or even to enforce its own laws. The federal government could ask states to abide by federal laws and treaties, but it could not enforce such requests. Finally, the Articles failed to establish a national court system, so that state courts were allowed to interpret national laws. There was no mechanism to ensure that one state would abide by the laws or interpretations of another state.

The Articles of Confederation governed the United States until 1789, when the U.S. Constitution was ratified and a new form of federal government was formed.

## The Treaty of Paris, 1783

**Importance:** Although the fighting had ended in 1781, the Treaty of Paris formally ended the American Revolution. It also formally recognized the independence of the United States of America.

In 1782, the Confederation Congress sent Benjamin Franklin, John Jay, John Adams, and Henry Laurens as representatives to negotiate the peace terms. The treaty provided the new nation with

- recognition as an independent nation
- boundaries that extended American territory to the Mississippi River and from the Great Lakes to Florida
- fishing rights in the Gulf of St. Lawrence and off of Newfoundland

In addition, Great Britain agreed to remove its troops from U.S. soil. Both the United States and Great Britain were to pay the debts owed each other prior to the war. Finally, Congress agreed to ask the individual states to restore the property seized from Loyalists during the war.

## ★ Shays's Rebellion, 1786

**Importance:** Shays's tax rebellion symbolized the weaknesses of the young nation under the Articles of Confederation and led to the Philadelphia Convention to establish a new constitution.

Under the Articles of Confederation, the young United States operated with a weak central government, and most power lay with the individual states. After the war, both the young nation and the states had huge war debts. At the state level, money to pay off the debts was to come from direct taxes on property.

There was no national currency at that time; states issued their own currency and regulated its value. Many creditors would not accept state currency in payment for debts; they wanted to be paid in gold or silver. Requiring gold or silver was especially hard on thousands of small farmers, who normally paid for goods and services by bartering their grain or other farm products for the items they needed to operate family farms.

One state – Massachusetts – voted in 1786 to pay off its war debts in three years, which required a significant hike in property taxes. The small farmers were hit hardest by the tax hikes. Late in 1786, Daniel Shays's, a farmer and former Revolutionary War officer, led a rebellion of over two thousand farmers. Moving in small, armed bands from court to court, they attempted to shut down the courts, stop sheriff's auctions for unpaid property taxes, and prevent foreclosures on farm mortgages. By February, Shays's rebellion had been put down, but several of the reforms the rebels sought were later established by the state.

Shays's rebellion was one of many small uprisings throughout the nation. Federal officials were concerned that militant groups were dominating the new democracy. They realized that the nation needed a stronger central government capable of dealing with such problems. Diverse groups supported a stronger central government. Manufacturers wanted high national tariffs on imports rather than the inconsistent state-to-state tariffs that the Articles of Confederation allowed. Merchants and shippers wanted a central government strong enough to secure favorable trading contracts with other nations. Land speculators wanted a government strong enough to end the Indian problems on the western frontiers. Financial leaders wanted to stop individual states from issuing paper money and to keep investments secure with national currency policies. Large property owners wanted a government strong enough to prevent threats from unruly mobs and uprisings. The combined focus of these groups was solidified when Shays's Rebellion took place and spotlighted the flaws in the weak central government established by the Articles of Confederation. Congress asked the states to send delegates to Philadelphia to revise the Articles.

## ★ The Northwest Ordinance of 1787

**Importance:** One successful action of the national government under the Articles of Confederation was passage of the Northwest Ordinance, which specified how territories and states were to be formed from lands the United States gained from the American Revolution.

The Northwest Territory was the region defined by the Ohio River, the Great Lakes, and the Mississippi River. The Treaty of Paris of 1783 transferred that area from Great Britain to the United States. To open those lands to settlement, Congress passed the Land Ordinance of 1785, creating a system of townships in the territory. Later Congress passed the Northwest Ordinance of 1787 to administer the Land Ordinance.

The Northwest Ordinance laid out the means by which new states would be created out of the western lands and then admitted into the Union. The law divided the territory into 3-5 territories, each administered by a governor, a secretary, and three judges appointed by Congress. When a territory reached an adult male population of at least 5,000, it could hold elections to form a legislature and to select a representative to Congress (although it would be a nonvoting representative). When the adult male population reached 60,000, the territory was entitled to write a constitution and apply for statehood.

Congress did place certain restrictions on the territories: (1) slavery was not to be allowed in the territories, (2) the principle of religious freedom had to be upheld, (3) trial by jury had to be guaranteed, and (4) monies from the sale of one land section in each township had to be set aside to support public schools for the townships.

The Northwest Ordinance established the model for the transition from territory to statehood that would serve the growing nation in the future. The Ordinance also ensured that all new states would enter the Union on an equal footing with the original thirteen states.

## ★ The U.S. Constitution, 1787

**Importance: The United States Constitution is the cornerstone of our American government. The document describes the structure of our government and the rights of its people.**

The young nation was governed by the Articles of Confederation from 1781 to 1789, but the weaknesses of the Articles of Confederation were clear. The nation faced economic problems from the heavy costs of the Revolutionary War, an imbalance of foreign trade, and spreading sectionalism that divided the states. In 1786, at the Annapolis Conference, delegates from five states recommended a convention to revise the Articles of Confederation.

In May 1787, delegates from every state except Rhode Island met at Philadelphia for a constitutional convention. It soon became clear that changes would not suffice; the nation needed a new document to control a growing country. The delegates wrote a new constitution that set up three branches of government – executive, legislative, and judicial.

The new constitution was established on several basic principles:

- *Sovereignty*, the idea that the people are the source of a government's power.
- *Federalism*, which means that the national and the state governments have authority over the same territory and the same people.
- *Constitutionalism*, the fact that a written constitution describes the rights of the people and the framework of government. Our Constitution lists the powers granted to the federal government, those shared between federal and state governments, and those granted to state governments. All other powers reverted to the states.
- *Separation of powers*, which means that responsibilities for government were divided among three equal, separate branches. Each branch of government had powers that allowed it to restrain, or check, the power of the other branches.

The delegates to the Constitutional Convention represented different states and different points of view. Many compromises were necessary before the new constitution was written. The Great Compromise settled the difference between two proposals – the Virginia Plan and the New Jersey Plan – for determining the structure of the legislative branch. It allowed for



two houses in the national legislature, Congress. In one house, the Senate, each state would have two senators; in the other house, the House of Representatives, membership would be based on a state's population. Another compromise, the Three-Fifths Compromise, resolved the differences over how a state's official population, including slaves, was to be counted. The compromise stated that all of a state's white population would be counted plus three-fifths of its slave population. A third compromise resolved who would elect the president; the electoral college was the solution.

The framers of the U.S. Constitution also established an amendment process so that the new government could be updated as situations changed. The Constitution included a Preamble and seven Articles and was soon amended with the addition of the first ten Amendments, which we call the Bill of Rights.

## ★ Ratification of the U.S. Constitution, 1788

**Importance: The U.S. Constitution was sent to the legislatures of the thirteen states, where it was debated and voted upon. Ratification was by no means a foregone conclusion.**

Those who favored the new constitution and those who opposed it quickly organized to control the debate over the document. The Federalists supported ratification, claiming that a strong central government was necessary for the success of the new nation. The Antifederalists opposed the new constitution, claiming that its authors had no legal authority to write a new constitution, that the document gave too much power to the federal government over the individual states, and that the constitution did not provide adequate guarantees for individual freedoms or liberties.

According to the terms of the U.S. Constitution, nine states had to ratify the document for it to become the law of the land. Delaware was the first state to ratify the Constitution in December 1787. The ninth state to ratify the Constitution, New Hampshire, did so in June 1788. Rhode Island was the last state to ratify the Constitution in May 1790.

During the ratification process, a number of states approved the document only when assured that a list of individual citizen liberties would be added to the document later.

## ★ Election of the First U.S. President, 1789

**Importance: Just as George Washington was the military leader of the during the Revolutionary War, he was the man the founding fathers turned to to lead the new government established by the U.S. Constitution.**

In February 1789, popular military leader and Constitutional Convention delegate from Virginia, George Washington, was unanimously chosen the nation's first president. John Adams of Massachusetts was selected as the first vice president.

As one of his first official acts, Washington established a Cabinet, a group of advisors not specifically mandated in the Constitution. He named Alexander Hamilton as secretary of the treasury, Thomas Jefferson as secretary of state, Henry Knox as secretary of war, and Edmund Randolph as attorney general.

President Washington, often called the "father of his country," served two terms as president. At the end of his second term, he refused to run for office again, establishing an unofficial precedent for term limits that lasted until President Franklin Roosevelt's tenure during World War II.

## ★ Adoption of Bill of Rights, 1791

**Importance:** The first ten amendments to the U.S. Constitution, known as the Bill of Rights, set out to protect the basic rights of American citizens.

During the discussions over the ratification of the U.S. Constitution, the Antifederalists argued that no government could be trusted not to infringe on the liberties of its citizens unless those liberties were spelled out in the document that framed that government. Although the states did ratify the U.S. Constitution by June 1788, a number of them approved it only on the promise that amendments would be added immediately to include a listing of citizen rights. One of the first jobs of the new Congress was to consider possible amendments to the Constitution.

Dozens of amendments were proposed by the different states. Congress had to sort through those proposals and send a manageable list of amendments to the states for ratification. Twelve amendments were proposed; by 1791, the states had ratified ten of them. They are what we know today as the Bill of Rights.

Among other things, these amendments guaranteed freedom of religion, speech, and the press; the right to bear arms; the right not to quarter soldiers; the right of people to be secure against unreasonable searches and seizures; immunity from arbitrary arrest; trial by jury; and protection from cruel and unusual punishments. The 10th Amendment reserved for the states all powers not delegated to the federal government.

## ★ The Invention of the Cotton Gin, 1793

**Importance:** The cotton gin changed the course of agriculture in the South and led to the growth of slavery.

In the early 1790s, one of the cash crops in the southern states was cotton. One type of cotton grew only on the sea islands of the Atlantic coast. The other type of cotton, short-staple cotton, would grow inland, but it had sticky seeds that were difficult and time-consuming to remove by hand.

Eli Whitney of Connecticut was visiting the Georgia plantation of a friend when a discussion arose about the need for a machine to separate the cotton fiber from its seed. Several weeks later, Whitney had developed a model for the cotton engine, "gin" for short. Whitney was awarded a patent in 1794, but imitations soon appeared throughout the South.

Cotton growers welcomed Whitney's gin. Before its invention, a worker might have been able to separate six or seven pounds of cotton seed a day by hand. After the cotton gin's introduction, workers were able to separate about fifty pounds a day.

## ★ The Whiskey Rebellion, 1794

**Importance:** The Whiskey Rebellion was the first civil insurrection challenging the authority of the new federal government.

When George Washington was chosen as the first president, he named Alexander Hamilton as the country's first secretary of the treasury. Hamilton was a busy man, for after the war for independence, the country was burdened with a huge debt. He developed a number of policies to pay off the more than \$54 million owed by the government. The secretary faced a great

deal of opposition in Congress to his plans, and he also helped incite the first civil insurrection in the United States.

One of Hamilton's proposals was to place a 25 percent excise tax on whiskey made in the United States. He promoted his tax as a way to raise money for the war debts. In addition, he argued that his tax would raise whiskey prices and lead the country to drink less alcohol, which, he believed, would improve the moral fiber of the nation.

Farmers in western Pennsylvania were facing problems of their own. They had to market their crops by crossing over the Appalachian Mountains, since New Orleans was under Spanish control and the Mississippi River was closed for their barge traffic. By turning their grain into alcohol, they increased its value and made it easier to transport to market across the Appalachians. Hamilton's new tax cut heavily into the farmers' profits. When the farmers refused to pay the tax, they had to travel hundreds of miles for trial in federal court in Philadelphia, leaving their farms and fields untended. Nothing about the whiskey tax worked for the small farmers.

When tax officials traveled to the area to collect the taxes, they were attacked and beaten, and riots resulted. When marshals tried to serve warrants, they were also attacked. A crowd of 500 reportedly burned down the chief revenue officer's house after a shootout with the federal soldiers sent to protect him. The farmers even threatened to secede from the Union.

The Pennsylvania governor refused to move against the rebels, so President Washington organized a militia of 13,000 men and marched with them to Pennsylvania to restore law and order. Over 150 suspects were seized as the rebellion was put down.

Washington's quick and decisive actions made it clear to all that the young nation's laws would have to be obeyed, that the strategies used against the British would not be tolerated against the new government, and that challenges to the laws of the nation would have to be addressed in the legislature and in the courts rather than in the streets.

## ★ The Supreme Court Decision in *Marbury v. Madison*, 1803

**Importance:** The decision in *Marbury v. Madison* was the first time the U.S. Supreme Court declared an act of Congress to be unconstitutional. The decision established the principle of "judicial review."

The case of *Marbury v. Madison* is one of the landmark cases of the U.S. Supreme Court. In February 1801, Congress passed the Judiciary Act, which reduced the number of Supreme Court justices and increased the number of circuit courts. With just three months remaining in his presidency, President John Adams appointed a number of conservative Federalists as judges of federal courts for terms of five years each. In this action, Adams hoped to ensure Federalist control of the federal court system. The Senate confirmed the appointments, and President Adams signed the judges' commissions in the closing hours of his tenure as president.

One of the first acts of incoming President Thomas Jefferson was to ask Congress to repeal the Judiciary Act. James Madison, Jefferson's secretary of state, refused to deliver several of the federal commissions, including one for William Marbury, a justice of the peace in Washington, D.C. Marbury sued, asking the U.S. Supreme Court to force Jefferson to honor the appointments. The lawsuit placed Chief Justice John Marshall in a difficult position because he had either to place the Supreme Court in a position of opposition to the newly inaugurated president or appear to weaken the powers of the Court by backing down in a confrontation with the new president.

Justice Marshall solved his dilemma by declaring that a clause in the Federal Judiciary Act of 1789 was unconstitutional because it gave the Court power not explicitly authorized in the Constitution. The ruling determined that the section of the 1789 Judiciary Act that Marbury cited in his case conflicted with the Constitution; since the Constitution was the “supreme law of the land,” all other laws were subordinate to it. Although Justice Marshall established the power of the court to review laws and declare them unconstitutional, he did not provide any help for Marbury, who did not receive his federal appointment.

## ★ The Louisiana Purchase and Lewis & Clark Expedition, 1803-1805

**Importance:** The Louisiana Purchase doubled the size of the United States and opened a huge new area for exploration and settlement.

Although the United States controlled the territory between the Appalachian Mountains and the Mississippi River, it did not control the port of New Orleans at the mouth of the Mississippi. That was controlled by Spain. In 1800, Spain secretly transferred the Louisiana territory back to France. In 1802, Spain closed the Mississippi River to traffic from Americans west of the Appalachians.

When President Jefferson learned about the transfer, he notified the American minister to France to offer to buy New Orleans for \$10 million. To everyone’s surprise, Napoleon, the ruler of France, offered to sell all of Louisiana to the United States for \$15 million. Jefferson’s purchase almost doubled the size of the United States, adding over 280,000 square miles between the Mississippi River and the Rocky Mountains. Much of the territory was unknown so Jefferson sent Meriwether Lewis and William Clark as leaders of an expedition to explore and map the area.

The Lewis & Clark Expedition left St. Louis in May 1804, and the Corps of Discovery, as the group was called, reached the Pacific Ocean just over a year later in November 1805. On their trek across the unknown lands, they maintained journals about the plant and animal life of the area and the Native American tribes throughout the region and drew maps outlining the geography of the territory. They traveled far beyond the actual Louisiana Purchase to reach the Pacific, which took them through areas under the control of Great Britain and Spain. They also explored an area of the northwestern continent known as the Oregon Territory, which had originally been claimed as U.S. territory by Lieutenant Robert Grey in 1792.

## ★ The War of 1812, 1812-1814

**Importance:** Called our “second war for independence,” the War of 1812 showed that the United States was willing to fight for its independence. This made other nations sit up and take notice.

On June 18, 1812, Congress declared war on Great Britain. There were several causes of the war. The major issue was that the British were boarding U.S. vessels and impressing sailors, many of them Americans, to serve on British warships. A group in Congress called the “War Hawks” pushed the war for a number of economic reasons. Others supported the war because they believed that the British were arming Native Americans on the frontier and encouraging them to attack western settlers. Others backed the war because they wanted to expand U.S. boundaries to include Spanish Florida and British Canada. And some backed the war effort simply because they felt a growing sense of nationalism or patriotic pride in their ability to go to war.

The British attacked America's small forces on three fronts: an invasion from Canada, an assault on Washington, D.C., and an invasion from the South at the port of New Orleans. The smaller American army repelled the invasion from Canada, but the British did capture and burn parts of Washington, D.C. The British then advanced on Baltimore and Fort McHenry but were forced to withdraw. The battle at Fort McHenry inspired Francis Scott Key to write the nation's anthem, "The Star Spangled Banner." In New Orleans, General Andrew Jackson soundly defeated the British forces, even though the battle of New Orleans actually took place almost two weeks after the war had officially ended.

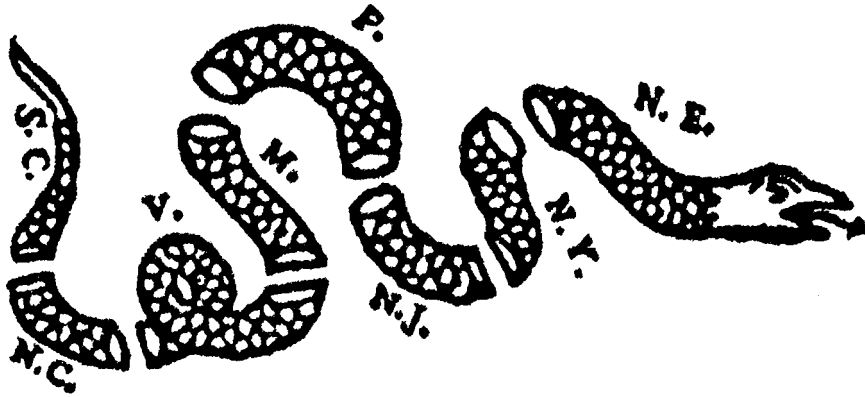
The Treaty of Ghent ended the War of 1812, but it solved none of the problems the United States had hoped to resolve with war. Shipping neutrality and sailors' impressment were not resolved. The United States was not able to gain control of Canada. However, British influence was lessened in the western areas of North America, and British support and arming of Native Americans was no longer the barrier to westward expansion.

## UNIT 2 A REVOLUTION AND A NEW NATION

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**Directions:** Write your answer in the space provided.

- \_\_\_\_ 1. What was the first direct tax on the colonies by Great Britain that caused the colonies to unite against King George?
- A. Currency Act
  - B. Proclamation of 1763
  - C. Stamp Act
  - D. Sugar Act
- \_\_\_\_ 2. Which of the following was a result of the Coercive Acts of 1774?
- A. Colonies could not print their own currency.
  - B. All colonial trade had to be sent through Great Britain.
  - C. Colonists could not settle lands west of the Appalachian Mountains.
  - D. British soldiers accused of crimes in the colonies had to be tried by British courts rather than colonial government courts.
- \_\_\_\_ 3. Which of the following BEST explains the expression “taxation without representation” during the prelude to the Revolutionary War?
- A. The colonists argued that only colonial governments had taxation powers in the New World.
  - B. The British Courts ruled that colonists had to pay income taxes in both the New World and in Great Britain.
  - C. The colonists argued that the right to enact laws for the colonies did not also include the right to levy taxes on the colonies.
  - D. The colonists insisted that the British government could not tax them without giving the colonists seats in the British Parliament.
- \_\_\_\_ 4. How did Great Britain retaliate against Boston for the actions of the colonists during the Boston Tea Party?
- A. It declared war on the American colonies.
  - B. It implemented military control, or martial law, in Boston until the cost of the stolen tea was paid by the colonies.
  - C. It burned the statehouse in Boston and arrested those accused of pretending to be Indians and dumping tea into Boston harbor.
  - D. It closed the Port of Boston until the cost of the tea and customs charges were paid to the East India Company and the British government.



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## JOIN, or DIE.

- \_\_\_ 5. Which of the following statements BEST represents the message of Franklin's cartoon in the *Pennsylvania Gazette*?
- A. The colonies were acting like a snake.
  - B. The colonies could bite Great Britain and kill it.
  - C. The colonies had to join together or unite to survive as a new nation.
  - D. Each colony could be part of a new nation but retain its own independence.
- \_\_\_ 6. What actions of the First Continental Congress brought the United States closer to war against Great Britain and closer to unity as one colonial government?
- A. It established committees of correspondence to provide military security in each colony.
  - B. It established the Continental Association to coordinate the colonies' boycott of British goods.
  - C. It scheduled a Second Congress to meet and declare war on Great Britain.
  - D. It voted in favor of independence from Great Britain.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 7. Where was the first battle of the Revolutionary War fought?
- A. Boston, Massachusetts
  - B. Camden, New Jersey
  - C. Lexington, Massachusetts
  - D. Yorktown, Pennsylvania
- \_\_\_ 8. What was the government called that the Second Continental Congress wrote in 1777?
- A. the Articles of Confederation
  - B. the Declaration of Independence
  - C. the United States of America
  - D. the United States Constitution
- \_\_\_ 9. Who wrote the Declaration of Independence in 1776?
- A. John Adams
  - B. Benjamin Franklin
  - C. Thomas Jefferson
  - D. George Washington
- \_\_\_ 10. What was the purpose of the preamble to the Declaration of Independence?
- A. to address the grievances to King George
  - B. to declare the right of the colonies to seek independence
  - C. to formally declare the colonies independent of Great Britain
  - D. to explain the philosophical beliefs of the colonists seeking independence
- \_\_\_ 11. Why did so many foreign nations come to the aid of the colonies in their war against Great Britain?
- A. They wanted the young nation to succeed as an independent nation.
  - B. They wanted to make a profit by loaning monies to the colonies at high interest rates.
  - C. They wanted to damage Great Britain because of its control over the seas and numerous colonies.
  - D. They wanted to divide the colonies and recapture the land taken over by Great Britain after the French and Indian War.



Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 12. Who led the American army during the Revolutionary War?
- A. Benjamin Franklin
  - B. Patrick Henry
  - C. Thomas Jefferson
  - D. George Washington
- \_\_\_ 13. Which of the following was NOT a military advantage enjoyed by Great Britain during the American Revolution?
- A. Great Britain had the world's largest naval force.
  - B. Great Britain had to fight on foreign soil 3,000 miles from its command center.
  - C. Great Britain had an organized and trained military force already in the colonies.
  - D. Great Britain had many people among the colonists who favored remaining under British control.
- \_\_\_ 14. Which of the following was NOT a weakness of the Articles of Confederation?
- A. It required all thirteen states to approve changes.
  - B. It established the Departments of Foreign Affairs, War, and Treasury.
  - C. It gave the federal government no power to enforce laws or treaties.
  - D. It gave the federal government no power to raise money by collecting taxes.
- \_\_\_ 15. How long did the new United States operate under the Articles of Confederation?
- A. 8 years
  - B. 10 years
  - C. 16 years
  - D. 20 years
- \_\_\_ 16. Why did the young United States establish such a weak central government in 1781?
- A. It was unable to gain a majority vote from the large states to have a strong central government.
  - B. It was afraid that a strong central government would lead to another monarchy like Great Britain had.
  - C. It reflected the colonists' distrust of the excessive powers of the king and Parliament during the colonial period.
  - D. It could not find a compromise to merge the thirteen different colonial governments into one central government.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 17. What treaty ended the American Revolutionary War?
- A. Treaty of Ghent
  - B. Treaty of London
  - C. Treaty of New York
  - D. Treaty of Paris
- \_\_\_ 18. The Treaty of Paris made which feature the western boundary of the new United States of America?
- A. The Appalachian Mountains
  - B. The Mississippi River
  - C. The Missouri River
  - D. The Rocky Mountains
- \_\_\_ 19. Shays's Rebellion was caused by
- A. high national tariffs on imported goods.
  - B. high land taxes to pay off Revolutionary War debts.
  - C. states refusing to honor paper currency issued by other states.
  - D. a need for favorable trade contracts between the United States and other nations.
- \_\_\_ 20. What purpose was served by the Northwest Ordinance of 1787?
- A. It set a model for the transition from territory to statehood.
  - B. It provided congressional representation for citizens living in territories.
  - C. It established religious freedom, trial by jury, and slavery rights in incoming states.
  - D. It divided all lands west of the Mississippi River into territories with provisional governments.
- \_\_\_ 21. Which of the following was NOT a principle of the United States's new government under the Constitution of 1789?
- A. Power was to be divided between national and state governments.
  - B. Powers not noted in the Constitution were reserved for the state governments.
  - C. A process of judicial review was established to ensure that acts of the legislative and executive areas of government were constitutional.
  - D. Each branch of the federal government — judicial, executive, and legislative — had powers that allowed it to restrain the powers of the other two branches.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 22. Which of the following was NOT a major disagreement requiring compromise during the Constitutional Convention of 1787?
- A. Establishing the sovereignty of the people as the source of power
  - B. Balancing representation for the large and the small state populations
  - C. Establishing the method for counting slaves as part of a state's population
  - D. Dividing the legislative branch of government into two separate bodies, or houses
- \_\_\_ 23. The unique arrangement of separating powers between national and state governments in the Constitution of 1787 is called
- A. checks and balances.
  - B. federalism.
  - C. limited government.
  - D. popular sovereignty.
- \_\_\_ 24. What was the major argument of the Antifederalists against ratification of the Constitution of 1787?
- A. The new constitution did not provide a strong central, or federal, government.
  - B. The new constitution did not adequately protect the rights of the state governments.
  - C. The new constitution did not provide suitable guarantees protecting individual liberties.
  - D. The nation's Articles of Confederation did not provide authority to write a new constitution.
- \_\_\_ 25. Which of the following was NOT a member of President Washington's first Cabinet?
- A. Benjamin Franklin
  - B. Alexander Hamilton
  - C. Thomas Jefferson
  - D. Henry Knox
- \_\_\_ 26. The Bill of Rights, the first ten amendments to the new Constitution, outlined all of the following citizens' liberties EXCEPT the right to
- A. bear arms as a citizen.
  - B. be safe from cruel and unusual punishments.
  - C. be safe from unreasonable searches and seizures by the government.
  - D. be warned that anything said when arrested could be used against a defendant.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

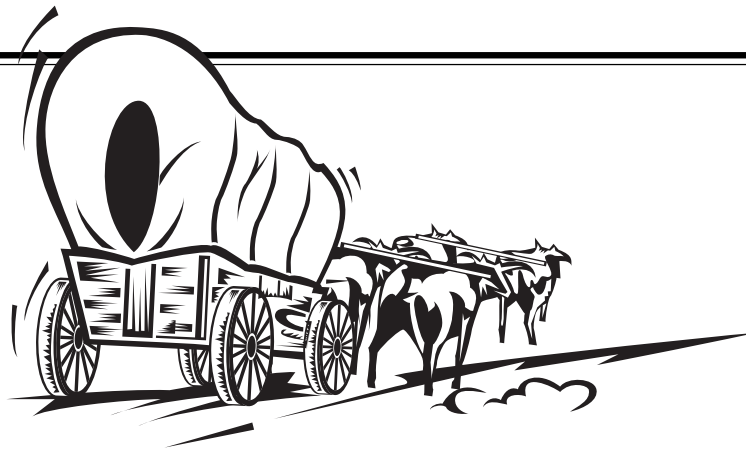
- \_\_\_ 27. Which of the following was NOT included in the Bill of Rights?
- A. The right to be safe from arbitrary arrest
  - B. Powers not given to federal government reserved for the states
  - C. The right to be safe from demands to house or feed the national military
  - D. The right to count the slave population as three-fifths of the official state population
- \_\_\_ 28. The Bill of Rights was added to the U.S. Constitution in order to
- A. ensure that individual liberties were protected.
  - B. encourage participation in the new government by all citizens.
  - C. establish the different roles of the three branches of the new government.
  - D. provide a method for counting state populations for representation in Congress.
- \_\_\_ 29. The cotton gin was used to
- A. pick cotton.
  - B. plant cotton.
  - C. turn cotton fiber into thread.
  - D. separate the seeds from the cotton fiber.
- \_\_\_ 30. One of the first challenges to the government under the new Constitution was
- A. *Marbury v. Madison*.
  - B. *McCulloch v. Maryland*.
  - C. Shays's Rebellion.
  - D. the Whiskey Rebellion.
- \_\_\_ 31. The U.S. Supreme Court's power of judicial review involves the right of the Court to
- A. review laws for their constitutionality.
  - B. review appointments of judges in federal courts.
  - C. review any cases appealed from lower-ranking courts.
  - D. confirm any appointments by legislative or executive branches of government.
- \_\_\_ 32. The U.S. Supreme Court decision that held that the Court had the right to declare acts of the executive or legislative branches a violation of the Constitution was
- A. *Gibbons v. Ogden*.
  - B. *McCulloch v. Maryland*.
  - C. *Marbury v. Madison*.
  - D. *Plessy v. Ferguson*.



- \_\_\_ 33. The map of the 1803 Louisiana Purchase expanded the nation's boundaries
- A. westward to the Rocky Mountains.
  - B. westward beyond the Rocky Mountains.
  - C. northward from the Rio Grande River to the Canadian border.
  - D. westward from the Appalachian Mountains to the Rocky Mountains.
- \_\_\_ 34. The War of 1812 was motivated, in large part, by what desire on the part of American "War Hawks"?
- A. The desire to expand U.S. boundaries into Canada
  - B. The desire to strengthen the U.S. navy as a world power
  - C. The desire to annex or add territory from Mexico and Central America
  - D. The desire to punish Great Britain for collecting Revolutionary War debts

**ANSWERS TO UNIT 2 QUESTIONS**

- |       |       |
|-------|-------|
| 1. C  | 18. B |
| 2. D  | 19. B |
| 3. D  | 20. A |
| 4. D  | 21. C |
| 5. C  | 22. A |
| 6. B  | 23. B |
| 7. C  | 24. C |
| 8. A  | 25. A |
| 9. C  | 26. D |
| 10. D | 27. D |
| 11. C | 28. A |
| 12. D | 29. D |
| 13. B | 30. D |
| 14. B | 31. A |
| 15. A | 32. C |
| 16. C | 33. A |
| 17. D | 34. A |



## A NATION EXPANDS

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1813 - 1860

The unit covers the antebellum period, the years leading up to the Civil War. It was during this period that tensions between the North and the South over a number of issues, including slavery, increased.

The events covered in this unit include:

- **the country's westward expansion, 1800s**
- **the Supreme Court decision in *McCulloch v. Maryland*, 1819**
- **the Missouri Compromise, 1820**
- **the Monroe Doctrine, 1823**
- **the Indian Removal Act, 1830**
- **the Nullification Crisis of 1832**
- **the annexation of Texas, 1845**
- **the Mexican-American War, 1846**
- **the Seneca Falls Convention, 1848**
- **the California gold rush, 1849**
- **the Compromise of 1850**
- **the Kansas-Nebraska Act, 1854**
- **the *Dred Scott* decision, 1857**
- **the Titusville oil strike, 1859**
- **the growing sectionalism in the United States, 1850s**

## U Westward Expansion, 1800s

**Importance:** Major land acquisitions from 1783 through 1853 expanded the United States from the first western boundary set after the Revolutionary War to the Pacific Ocean.

In 1783, at the close of the Revolutionary War, the Treaty of Paris established the Mississippi River as the western boundary of the United States. The first major land acquisition for the new nation came under President Thomas Jefferson when he purchased the Louisiana Territory from the French for \$15 million in 1803.

In 1818, an agreement with Great Britain established the northern boundary of the United States at the 49th parallel. Parts of present-day South Dakota, Minnesota, and North Dakota became American territory. In 1819, President James Monroe purchased the Florida territory from Spain at a cost of \$5 million as part of a treaty with Spain.

In 1845, John O’Sullivan, editor of the *Democratic Review*, wrote that it was the “manifest destiny” of the United States to control all of the land area between the Atlantic Ocean and the Pacific Ocean. By 1853, it did.

In 1836, Texas fought for and gained its independence from Mexico. Texas wanted to join the United States right away, but the issue of slavery delayed that decision. In 1845, the United States annexed the Republic of Texas, but the boundary between Texas and Mexico was in dispute. War broke out between Mexico and the U.S. in 1846. The resulting U.S. victory added more than 500,000 square miles of territory including Nevada, Utah, California, most of New Mexico and Arizona, and parts of Wyoming and Colorado. The U.S. paid Mexico \$15 million for this land, and the southern boundary of Texas was set at the Rio Grande River.

In 1846, the United States and Great Britain agreed to extend the 1818 northern border (set at the 49th parallel) to the Pacific coast. This added the areas now known as Oregon, Washington, and Idaho and parts of Montana and Wyoming.

In 1853, James Gadsden negotiated the purchase of the final lands acquired by the continental United States when he bought the areas of southern Arizona and New Mexico from Mexico for \$10 million.

In just over half a century, the geographical map of the United States changed dramatically! Two additional noncontiguous (not adjacent) land areas were added later. The United States purchased Alaska from Russia in 1867 for \$7.2 million. The United States annexed Hawaii in 1898.

## U The Supreme Court Decision in *McCulloch v. Maryland*, 1819

**Importance:** The U.S. Supreme Court decision in *McCulloch v. Maryland* was a landmark case that established the principle of implied powers.

In 1819, in an effort to limit the powers of the federal government, the state of Maryland placed an annual tax of \$15,000 on all notes issued by banks that did business in the state but that were chartered outside of the state. The target of this tax was the Second Bank of the United States. When the bank’s Baltimore branch cashier, James McCulloch, refused to pay the tax, Maryland sued. At the time, other states also had passed laws taxing the Bank of the United States, so the *McCulloch v. Maryland* case arrived at the U.S. Supreme Court as a test of federal banking powers.



The Supreme Court upheld the legality of the Bank of the United States by ruling that the Constitution gave Congress the power to make “all laws . . . necessary and proper” to execute its powers outlined in the Constitution. The Court ruled that the Bank of the United States was necessary to fulfill the government’s duties to tax, borrow, and coin money. The Court also ruled that a state such as Maryland could not tax the Bank because the power to tax also implied the power to destroy the taxed entity, and a state could not destroy or control a nationally chartered bank.

The case of *McCulloch v. Maryland* broadened the powers of Congress to include implied powers in addition to those specifically stated in the Constitution. That ruling of 1819 has allowed government to evolve as needed to meet new circumstances.

## U Missouri Compromise, 1820

**Importance: The Missouri Compromise settled, for a time, the debate over slavery.**

The first major conflict over slavery came in 1820 when Missouri wanted to be admitted to the Union as a slave state. At that time, there were eleven free states and eleven slave states. Adding Missouri to the Union would throw a balance of power in the U.S. Senate to the slave states.

Henry Clay crafted what became known as the Missouri Compromise of 1820. According to the terms of the legislation, Missouri was admitted as a slave state while Maine was added as a free state. That part of the agreement maintained the balance in the Senate. It was also agreed that slavery would not be allowed in any future states created from the Louisiana Purchase north of a line drawn at latitude 36° 30' (Missouri’s southern boundary). The Missouri Compromise delayed the problems created by the growing conflict over slavery.

## U Monroe Doctrine, 1823

**Importance: President James Monroe’s warning to European nations about colonizing the Western Hemisphere set the first parameters of U.S. foreign policy.**

In the early 1800s, the countries of Central and South America began to fight for their independence. The United States was obviously interested in their struggles, seeing a repeat of our own struggle for independence. The United States began to recognize and set up diplomatic and trade relationships with the new republics of Latin America. However, there was word that Austria, Prussia, France, Russia, and Spain were attempting to regain control of Central and South America. President James Monroe was also concerned that Russia was attempting to colonize the Pacific coastline as far south as California.

In 1823, in his annual message to Congress, President Monroe issued a warning to the European nations about the Americas. His statement later became known as the Monroe Doctrine. The president warned European nations that the United States would not oppose existing European colonies in the western hemisphere, but that the western hemisphere was closed to any further European colonization. He stated that any interference in western hemisphere matters would be seen as a threat to the security of the United States. In return, Monroe promised that the United States would not interfere in European affairs.

The United States lacked the military power to enforce President Monroe’s warnings and depended upon the British Navy for enforcement. The Monroe Doctrine was later used to

justify American occupation of Haiti, the Dominican Republic, and Nicaragua in order to protect those nations from foreign influences. It justified the building of the Panama Canal, the protection of Cuba during the Spanish-American War, and even the confrontations with the Soviet Union over missile bases in Cuba in the 1960s.

Monroe's linking of America's interests with the interests of other nations in the western hemisphere became a basis for American foreign policies until the present day.

## U Indian Removal Act, 1830

**Importance:** This piece of legislation gave the president the power to negotiate removal treaties with those tribes living east of the Mississippi. This removal opened up millions of acres of land for settlement by Americans.

When Andrew Jackson became president in 1829, about 125,000 Native Americans still lived east of the Mississippi River. Earlier U.S. policy toward the Indians had focused on encouraging them to adopt the lifestyle of white Americans. They had been told they could stay in their homelands if they lived peacefully. In fact, the Cherokee, Choctaw, Chickasaw, and Creek of the southeastern United States became known as the "Civilized Tribes" because they adapted so well to life among the white settlers.

Unfortunately, they lived on rich farmland in the South. Settlers continued to want more of that fertile land, and conflict developed. Earlier agreements with the tribes were ignored when Congress passed the Indian Removal Act in 1830.

The result of the Indian Removal Act was the forced westward migration of the tribes. The harsh experience of the forced march under the control of the U.S. Army became known as the "Trail of Tears."

The Choctaw removal took place in 1831. The Chickasaw signed a removal treaty in 1832. By 1837, approximately 15,000 Creek had been removed. Pressure on the Cherokee increased when gold was discovered on their land in Georgia. More than 15,000 Cherokee were forced to follow the Trail of Tears to what is now Oklahoma; at least 4,000 died along the way.

Tribes in what was then the Northwest were also forced to move to Indian Territory. From 1830 to 1840, about 60,000 Native Americans were forced to move west.

## U Nullification Crisis of 1832

**Importance:** The Nullification Crisis was a test of whether or not a state could nullify, within its own borders, laws passed by the U.S. Congress. The confrontation came between South Carolina and the federal government over a tariff passed in 1832. Even though the crisis was averted, tensions between the North and South continued to mount.

The United States had had a tariff since 1791 as a way of raising revenue. In 1816, the country had adopted a protective tariff. A protective tariff helps manufacturing develop by making all goods cost about the same or by making American-made goods cheaper. However, manufacturing basically developed only in the North; the South remained agricultural. Rather than helping the South, the tariff ended up raising the prices of many of the goods the South imported.

In 1828, Congress passed legislation that raised the tariff to 50 percent of the price of the textiles. Many southerners came to believe that the tariff protected one section of the country — the Northeast — at the expense of the rest of the country. In 1832, Congress passed a new protective tariff that most southern states thought was far too high.

The South Carolina legislature refused to accept the new tariff. It passed an Ordinance of Nullification in November 1832, which prohibited the collection of tariff duties in the state. In essence, its actions nullified, or did away with, the law passed by Congress. It also threatened to secede if the federal government used force.

President Andrew Jackson saw South Carolina's steps to nullify the rightful laws passed by Congress as an act of treason. Congress backed Jackson by passing the Force Bill, which gave the president the power to enforce the tariff duties. As the drama unfolded, several U.S. senators worked to prepare a compromise tariff, which Congress adopted in 1833. Once the new tariff was in place, South Carolina repealed its nullification of the earlier tariffs, and a full confrontation was avoided. But at the same time, South Carolina voted to nullify the Force Act, an action that President Jackson ignored.

The Nullification Crisis was a standoff between the federal government and one state, foreshadowing the conflicts that were to follow. It came just twenty-eight years before a group of states did secede from the Union, leading the nation into Civil War.

## U The Annexation of Texas, 1845

**Importance: The annexation of Texas in 1845 expanded the boundaries of the United States, added another slave state to the Union, and led directly to the Mexican-American War of 1846.**

Once it gained its independence from Spain in 1821, Mexico encouraged Americans to settle in the area that is now Texas. By 1833, over 35,000 Americans lived in the area, having agreed to pay taxes to the Mexican government, obey Mexican laws, and even convert to Catholicism. But as the number of Americans settling in the area rose, conflicts grew between the Mexican officials and the settlers. Many of the settlers failed to live up to the three agreements with Mexico, and many brought slaves with them into the territory. In 1830, Mexico abolished slavery in Texas and prohibited more Americans from settling there.

Over the next few years, tensions grew between the settlers and the Mexican government. In February 1836, Mexico's dictator, General Antonio Lopez de Santa Anna, led an army of about 4,000 troops against a band of 150 Americans who were defending a small mission in San Antonio called the Alamo. While the Alamo was under siege from the Mexican troops, the other American settlers in the territory declared their independence. They developed a constitution, formed a government, and named themselves the Republic of Texas.

Santa Anna's troops overwhelmed the Americans defending the Alamo on March 6, 1836. Shortly afterward, Santa Anna's troops killed over 300 American prisoners at Goliad. The aroused settlers of the Texas Republic struck back. Led by General Sam Houston, the Texas forces defeated Santa Anna and his troops at San Jacinto. Santa Anna, who was taken prisoner, signed a treaty acknowledging the independence of the new Republic of Texas.

Texas wanted to join the Union right away, but the issue of slavery led to much opposition. Although northern and many western states opposed the addition of another slave state, the dominant mood of the nation was to pursue the idea of manifest destiny and expand the nation's boundaries. Finally, in 1845, Congress voted to annex the Republic of Texas.

## U The Mexican-American War, 1846

**Importance:** The Mexican-American War fulfilled a part of the nation's manifest destiny.

Once Texas became a state in 1845, Mexico broke off diplomatic relationships with the United States. In addition, the two nations disputed the boundary between Texas and Mexico with a series of skirmishes that soon escalated to war.

The United States claimed that the Rio Grande was the boundary of Texas. Mexico claimed that the border was the Nueces River, about 150 miles north. The immediate cause of the war was a clash between American and Mexican forces south of the Nueces River.

The war with Mexico was basically fought in three areas — California, New Mexico, and Mexico. Advocates of war within the United States had not expected the war to be too costly or too difficult; they were mistaken. In the end, the Mexican-American War claimed over 13,000 lives, the majority from diseases. In monetary terms, the war cost just over \$100 million, over ten times the amount Congress had allocated.

Under the Treaty of Guadalupe Hidalgo, signed in 1848, the United States gained territories that included the present states of California, Nevada, Utah, and parts of New Mexico, Arizona, Colorado, and Wyoming. The boundary between Mexico and Texas was settled at the Rio Grande River. Another huge area had been opened to settlement by the Americans.

## U Seneca Falls Convention, 1848

**Importance:** The women's rights movement in the United States officially began with a convention that Elizabeth Cady Stanton and Lucretia Mott organized in Seneca Falls, New York.

In 1848, Elizabeth Cady Stanton and Lucretia Mott, who supported abolition and women's rights, organized a convention in Seneca Falls, New York, to "discuss the social, civil, and religious condition and rights of woman." About three hundred people attended the convention, including the famed orator Frederick Douglass.

The convention produced the "Seneca Falls Declaration of Sentiments and Resolutions," which was styled like the Declaration of Independence. The declaration began by stating, "We hold these truths to be self-evident, that all men and women are created equal," and contained a list of women's grievances. The document also contained eleven resolutions focusing on such issues as the right of women to own property, the right of women to vote in elections, equality for women before the law, changes in divorce laws that automatically granted custody of children to the husband, employment opportunities for women, and the admission of women into colleges and professional training schools. Ten of the eleven resolutions passed unanimously. The resolution concerning women's suffrage was narrowly adopted. Two weeks later, the Declaration of Sentiments and Resolutions was approved by an even larger gathering.

At the time, not much came of the Seneca Falls declaration. The issue was overwhelmed by the issue of slavery and the growing tensions between the North and the South. Throughout the 1850s, women worked to achieve equal political, legal, and property rights with men. However, it was not until seventy-two years later that women gained the right to vote.

## U The California Gold Rush, 1849

**Importance:** The discovery of gold in California sparked one of the greatest human migrations in history. In the process, the gold rush transformed California and the nation.

In January 1848, John Marshall was building a lumber mill for John Sutter on California's American Fork River. He discovered something shiny in the river. Marshall had discovered the gold in the California hills. Soon afterward, gold was also discovered in the Feather and Trinity Rivers.

In December 1848, President James Polk confirmed the presence of gold, and a national stampede toward California got underway. People traveled in wagon trains, on horseback, and on foot to reach the gold fields. They came not just overland from the eastern United States but also by ship around the Cape Horn and by mule trains from Panama. Mining camps sprang up overnight as over 80,000 people rushed into California. Between 1848 and 1850, the population of the area increased tenfold. California was admitted to the Union in 1850.

Many who traveled west in search of riches never found any gold, but they stayed to settle the frontier territory trapping, ranching, and farming. Some of the businesses that sprang up to cater to the new settlers are still around today including Levi Strauss and Wells Fargo.

## U Compromise of 1850

**Importance:** Supporters hoped that the Compromise of 1850 would forever settle the slavery issue. The compromise did buy time and keep the Union together, but the period of peace lasted only a decade.

In 1849, California applied for admission to the Union. Its newly written constitution prohibited slavery. In 1850, there were fifteen slave states and fifteen free states. If California became a state, the balance in the Senate between slave states and free states would change. For eight months, what was later called "The Great Debate" raged as Congress tried to agree on what to do about California.

Seeing that this hotly debated issue might disrupt the Union, Senator Henry Clay of Kentucky proposed a compromise bill in early 1850. Strong leaders on both sides opposed certain parts of this bill. Senator John C. Calhoun of South Carolina would not accept any limits on slavery. President Zachary Taylor would not sign any bill that tied California statehood to other issues. It looked as though compromise was dead and the Union in danger. Instead, death took both men, Calhoun in March and Taylor in July. The new president, Millard Fillmore, favored the compromise.

Clay's Compromise of 1850 was thus passed by Congress. The compromise offered something for both North and South. For the North, there were three positive points. California came into the Union as a free state. Slave trading was ended in the District of Columbia. And Texas gave up its idea of annexing New Mexico, thus making the territory a part of a slave state.

The South also gained three benefits. The territories of New Mexico and Utah would determine whether they wanted to be slave or free. The residents of the District of Columbia could keep the slaves they already had. Finally, Congress passed a new and stronger fugitive slave law.

## U Kansas-Nebraska Act, 1854

**Importance:** Passage of the Kansas-Nebraska Act reopened the question of slavery in the territories.

The slavery issue would not die. People moved into the grassy plains west of Missouri and Iowa and needed territorial government. In 1854, Stephen Douglas of Illinois brought about passage of the Kansas-Nebraska Act, which created the territories of Kansas and Nebraska. Although both territories were north of the Missouri Compromise line, the bill contained a popular sovereignty clause. In other words, the people of the territories could be able to vote on whether to have slavery or not. Southerners declared it was their right to take their slaves into the territories. Abolitionists were furious that another slave state might be created.

Both proslavery and antislavery settlers poured into Kansas. The result was such violence between the two sides that the territory was called "Bleeding Kansas." In 1858, proslavery forces met, drafted a constitution that protected slavery, and applied for statehood. When Congress rejected Kansas's bid for statehood, southerners again realized that northern votes alone could keep slave states from the Union.

## U Dred Scott Decision, 1857

**Importance:** The *Dred Scott* case further inflamed the tensions between North and South.

In 1834, Dred Scott, a slave, was taken by his owner from the slave state of Missouri to the free state of Illinois. Later they went to Wisconsin, another free state. When Scott and his master returned to Missouri, Scott filed a lawsuit arguing that he should be free since he had lived in a free state. Abolitionists from the North raised enough money to take the case to the United States Supreme Court.

In March 1857, the Supreme Court ruled on the case. The justices said Scott could not sue because he was a slave, and slaves were not citizens. The Court also declared the Missouri Compromise unconstitutional, stating that Congress had no right to exclude slavery in territories.

## U The Titusville Oil Strike, 1859

**Importance:** The oil well sunk in August 1859 in Titusville, Pennsylvania, was the first time in the United States that oil was drilled for and tapped at its source. The Titusville well launched an oil boom and a major new industry for the nation.

Since the colonial period, Americans had used whale oil distilled from whale blubber to fill their oil lamps. Unfortunately, by the 1850s, whale oil was becoming scarce and expensive since the whales were being hunted almost to the point of extinction. American entrepreneurs began to look again at oil distilled from surface shale rocks. The shale rock oil did not burn as bright or as clean as whale oil, but it was considered a usable substitute for whale oil.

Fortunately, a new type of lamp was developed to burn the shale oil cleanly. The lamp created a greater demand for kerosene refined from shale oil, and a number of oil companies were formed during the late 1850s, including the Rock Oil Company of Pennsylvania. The company heard about oil that was floating on water near Titusville. The company hired two men, Edwin Drake and William Smith, to find the underground source of the oil. The men sank a well that struck oil at a depth of 69 feet, the first time in the United States that oil had been tapped at its source.

An oil boom followed the Titusville well, and soon hundreds of wells had been sunk in Pennsylvania. Within twenty years, the search for oil had gone nationwide, and major businessmen were joining the search for new oil sites including John D. Rockefeller. Rockefeller formed the Standard Oil Company in 1870. During the 1880s, Rockefeller's Standard Oil Trust controlled almost all of the nation's oil refinery business.

## **U Growing Sectionalism in the United States, 1850s**

**Importance:** As each section of the United States developed a different economic pattern, it also came to believe that what was good for one section was best for the nation as a whole. Such sectionalism led the nation into a devastating civil war.

In the 1840s and 1850s, the three major sections of the United States experienced very different levels of economic growth. This caused each section to promote different interests, which in turn led to a deep sectionalism that divided the nation.

The South remained primarily an agricultural region, dependent upon such main crops as cotton, tobacco, sugar, and rice. Since these crops required the labor of large numbers of workers, slavery spread throughout the region. While most southern farmers lived at a subsistence level, there were some 50,000 large plantations in the South that depended upon slave labor for survival. Money in the South was poured into the land and into slaves to work the land. Little industry and few large cities, major highways, canals, or railroads developed. Because the economy depended upon exports to foreign markets and imported goods from foreign markets, southerners had vested interests in preventing tariffs on imported goods.

The North, however, was developing into an urban, industrial region with heavy investments in factories and in transportation, including railroads, highways, and canals. Growing numbers of immigrants arrived in northern cities seeking work in the expanding factories. Northern manufacturers supported heavy tariffs on imported goods so that products made in the North would cost less than similar imported products. A depression hit the country in 1857. Many northern industrialists went bankrupt and appealed to Congress to raise tariffs on imported goods to help them survive what was called the Panic of 1857.

Since slavery was not needed for the North's economic growth, many northerners were strong antislavery activists or abolitionists. They aided escaped slaves running away from southern bondage.

The West too had grown, and not just from events such as the California Gold Rush. The fertile areas between the Ohio and Mississippi Rivers had been settled and were home to large family farms. The upper Midwest became the grain-producing capital of the nation. As grain was produced, transportation systems were developed and expanded to move the grain from midwestern farms to major markets in the Northeast.

Instead of looking at the nation as a whole, northerners, southerners, and westerners began to identify themselves regionally and not as Americans. The regional differences that had served to build America now threatened to destroy it.

## UNIT 3 A NATION EXPANDS

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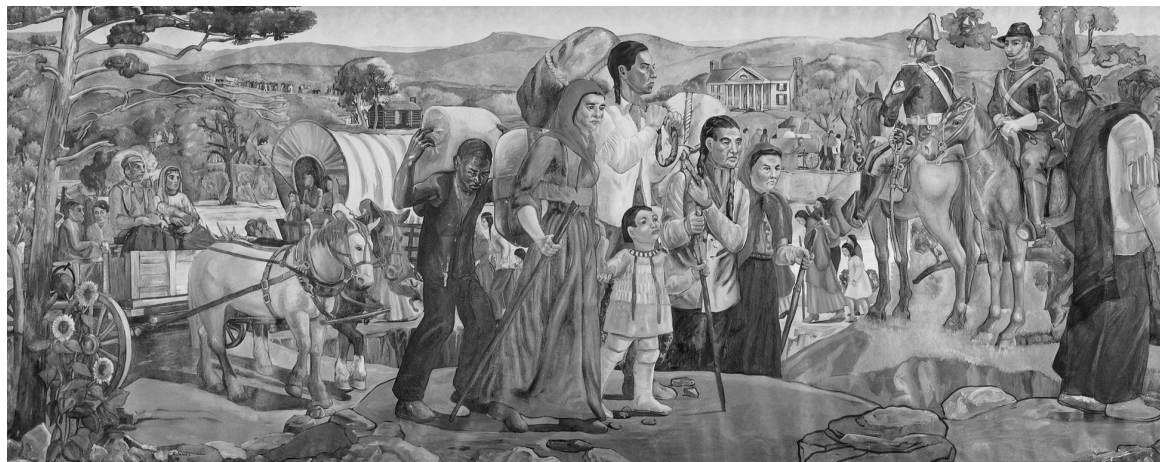
**Directions:** Write your answer in the space provided.

- \_\_\_ 1. The concept of *manifest destiny* implied that the
- A. United States was within its rights to spread its boundaries westward to the Pacific Ocean.
  - B. United States was morally right to enter into a war with Mexico in order to gain freedom for Texas.
  - C. use of the 36° N latitude to determine slave states and free states would be fair to both sets of interests.
  - D. United States would not be involved in European affairs and that European nations could not be involved in U.S. affairs.
- \_\_\_ 2. The United States added the territory of Florida as a result of
- A. the Spanish-American War.
  - B. the Mexican-American War.
  - C. a purchase from Spain at a cost of \$5 million.
  - D. a purchase from Mexico at a cost of \$2 million.
- \_\_\_ 3. The 49th parallel is a part of our boundary separating the United States and
- A. Canada.
  - B. Mexico.
  - C. the lands of the Oregon Territory.
  - D. the lands of the Louisiana Purchase.
- \_\_\_ 4. The U.S. Supreme Court decision in *McCulloch v. Maryland*
- A. struck down income taxes on business.
  - B. established the principle of "implied powers."
  - C. reinforced the right of slavery to exist in Maryland.
  - D. allowed the United States to purchase the territory of Alaska.
- \_\_\_ 5. What potential states were involved in Clay's Missouri Compromise?
- A. Missouri and Louisiana
  - B. Missouri and Maine
  - C. Missouri and Oregon
  - D. Missouri and Texas



- \_\_\_ 6. What was the basis of the Monroe Doctrine of 1823?
- A. The Monroe Doctrine established a policy of isolationism from European nations.
  - B. The Monroe Doctrine set out trade policies between the United States and European nations.
  - C. The Monroe Doctrine provided funds for the acquisition of lands in the Oregon Territory and the Northwest.
  - D. The Monroe Doctrine warned European nations not to interfere with any independent nations in the Western Hemisphere.
- \_\_\_ 7. Who were the first Native Americans to be removed to the western territories under the Indian Removal Act?
- A. Cherokee
  - B. Creek
  - C. Algonquian
  - D. Choctaw
- \_\_\_ 8. All the trails along which the Indians were taken ended in the Indian Territory, which is mainly in the present-day state of
- A. Arkansas.
  - B. Kansas.
  - C. Oklahoma.
  - D. Texas.

Use this illustration to answer question 9 on page 57.

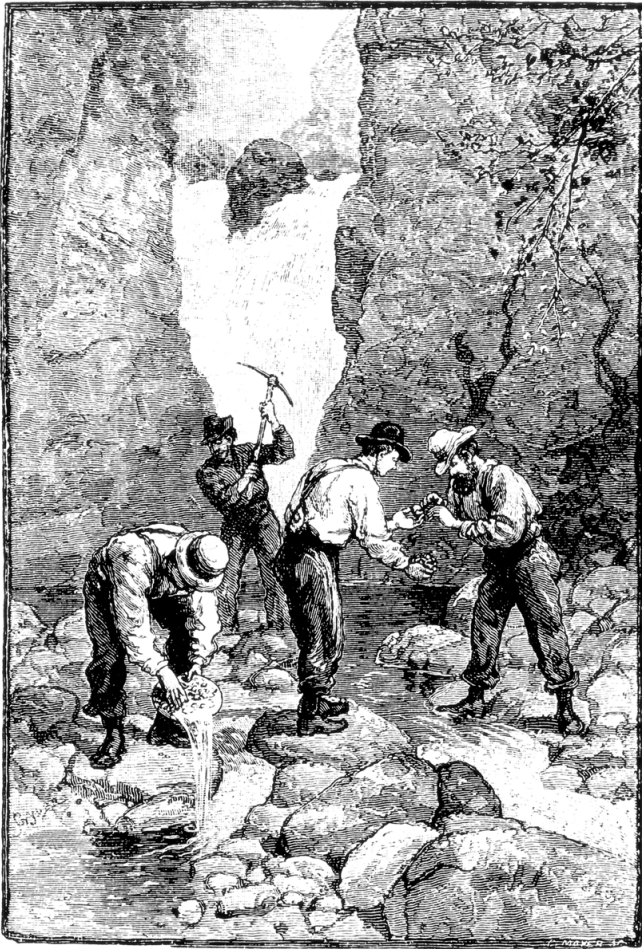


Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 9. What would be the BEST title for the picture shown on page 56?
- A. "The Civil War"
  - B. "The Trail of Tears"
  - C. "The California Gold Rush"
  - D. "The Immigration Crisis of 1830"
- \_\_\_ 10. Southern states were hurt by protective tariffs because protective tariffs
- A. increased prices on western lands.
  - B. set high taxes on foreign goods to protect northern industries.
  - C. increased the prices of foreign goods imported to the United States.
  - D. established maximum land purchase controls on western lands in the United States.
- \_\_\_ 11. How did President Jackson view South Carolina's steps to nullify the tariffs adopted by Congress?
- A. He viewed the nullification of laws of Congress as treason.
  - B. He viewed the nullification of the tariff as the first step toward South Carolina's secession from the Union.
  - C. He approved of the process used to nullify the tariff, but not of the economic principles involved in the nullification.
  - D. He did not approve of the process used in South Carolina's nullification, and as punishment he increased tariffs after the nullification.
- \_\_\_ 12. When Americans first started moving into Texas, they agreed to
- A. obey Mexican laws.
  - B. not bring their slaves.
  - C. stay only for ten years.
  - D. not move south of the Rio Grande.
- \_\_\_ 13. Texas became part of the United States
- A. as part of the Compromise of 1850.
  - B. as a result of the Louisiana Purchase.
  - C. after it won its independence from Mexico.
  - D. when the United States bought the territory from Spain.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 14. The Mexican-American War resulted from the annexation of
- A. California.
  - B. New Mexico.
  - C. Oklahoma.
  - D. Texas.
- \_\_\_ 15. The immediate cause of the Mexican-American War was
- A. the fall of the Alamo.
  - B. Texas declaring itself an independent republic.
  - C. the election of James Polk as president of the United States.
  - D. a clash between Mexican and American troops south of the Nueces River.
- \_\_\_ 16. Which of the following was NOT gained as a result of the Treaty of Guadalupe Hidalgo?
- A. Water rights in the Southwest
  - B. The present-day state of California
  - C. New lands for settlement by Americans
  - D. A southern border along the Rio Grande
- \_\_\_ 17. The Seneca Falls Convention was concerned with
- A. women's rights.
  - B. the right to vote.
  - C. the abolition of slavery.
  - D. the Democratic candidate for president in 1850.
- \_\_\_ 18. What would be the BEST title for the picture shown at top of next page?
- A. "Westward Expansion"
  - B. "The California Gold Rush"
  - C. "The Mexican-American War"
  - D. "Plantation Life in Mississippi"
- \_\_\_ 19. One result of the California Gold Rush was
- A. a doubling of the population.
  - B. Indian removal from California.
  - C. increased tensions with Mexico.
  - D. the admission of California as a state.



- \_\_\_ 20. What ended slave trading in the District of Columbia, although people who had slaves could keep them?
- A. The Compromise of 1820
  - B. The Compromise of 1850
  - C. The Missouri Compromise
  - D. The Monroe Doctrine
- \_\_\_ 21. Which is NOT true about the Compromise of 1850?
- A. It postponed a showdown over slavery.
  - B. California entered the Union as a free state.
  - C. It admitted Maine to the Union as a free state.
  - D. It upset the balance between slave and free states in the U.S. Senate.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 22. What made abolitionists so angry about the Kansas-Nebraska Act of 1854?
- A. Kansas and Nebraska were set to enter the Union as slave states.
  - B. Slavery was abolished in states north of Missouri's southern border.
  - C. Slavery was not allowed in states north of Missouri's southern boundary.
  - D. Slavery in the territories of Kansas and Nebraska was to be determined by popular sovereignty.
- \_\_\_ 23. What aspect of the Supreme Court's *Dred Scott* decision pushed the nation closer to the Civil War?
- A. The ruling allowed slaves in Missouri and in Illinois.
  - B. The ruling denied Congress the right to stop slavery in the territories.
  - C. The ruling denied Dred Scott the right to sue because he lived in Illinois.
  - D. The ruling allowed states to determine whether or not they favored slavery rather than having Congress make the determination.
- \_\_\_ 24. The first oil strike in the United States took place in
- A. Louisiana.
  - B. Oklahoma.
  - C. Pennsylvania.
  - D. Texas.
- \_\_\_ 25. The concept of *sectionalism* implied that
- A. each section of the United States had the right to different interests, cultures, and policies.
  - B. each section of the nation had different economic interests, but all were aided by protective tariffs.
  - C. each section of the nation had different economies and priorities, and each section favored its own above all others.
  - D. each section of the United States had to compromise somewhat with other sections for the good of the total economy.

### ANSWERS TO UNIT 3 QUESTIONS

1. A
2. C
3. A
4. B
5. B
6. D
7. D
8. C
9. B
10. C
11. A
12. A
13. C
14. D
15. D
16. A
17. A
18. B
19. D
20. B
21. C
22. D
23. B
24. C
25. C



## THE CIVIL WAR AND RECONSTRUCTION

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1860 - 1877

This unit covers one of the most painful periods in our history – a time when brother fought brother and families often found themselves on opposite sides of the conflict. The period after the war was also painful for those in the South.

The events covered in this unit are:

- **the election of 1860**
- **the Civil War, 1861-1865**
- **the Homestead Act, 1862**
- **the Emancipation Proclamation, 1862**
- **the Freedmen's Bureau, 1865**
- **President Lincoln's assassination, 1865**
- **Reconstruction, 1865-1877**
- **the western Indian wars, 1866-1887**
- **the completion of the transcontinental railroad, 1869**
- **the mail order business, 1872**
- **key inventions of the period, 1873-1879**

### The Election of 1860

**Importance:** By the election of 1860, deep divisions existed among Americans on the future of the country. Within weeks of the election of Abraham Lincoln, the southern states had begun to secede.

When the Democrats met in Charleston, South Carolina, for the national convention in 1860, a fight over the platform split the party. The supporters of Stephen A. Douglas of Illinois controlled the platform committee. They wanted to campaign on the issue of popular sovereignty. Southern Democrats wanted a platform requiring Congress to protect slavery wherever it went. When the committee adopted Douglas's position, delegates from the Deep South walked out of the convention.

Northern Democrats met later and nominated Stephen Douglas for president. Southern Democrats met separately in Baltimore and nominated Vice President John Breckinridge of Kentucky for president. Whigs organized the Constitutional Union Party and named John Bell of Tennessee as their presidential candidate on a platform of supporting the Union.

The Republicans met in Chicago, where they nominated Abraham Lincoln of Illinois. The Republican platform was against slavery, although the party said it would not try to end slavery in the slave states. It also supported a protective tariff, proposed a plan to give free western land to settlers, and called for the construction of a transcontinental railroad with one end in the North. None of these measures would benefit the South. The Republican Party and its presidential candidate, Abraham Lincoln, appeared to be against everything southerners wanted.

The election amounted to a revolution in politics. For the first time, a party getting votes from only one section of the nation won the election. Abraham Lincoln received 1.9 million votes (a minority of the votes cast) and was elected president. Almost all of Lincoln's electoral votes were from the free states. He won without receiving a single electoral vote from the states in the South.

On December 20, 1860, a little more than a month after Lincoln's election, South Carolina left the Union. By February 1, 1861, Florida, Georgia, Alabama, Mississippi, Louisiana, and Texas had also voted to secede from the Union. On February 4, 1861, delegates from each of these states met in Montgomery, Alabama, and formed a new nation called the Confederate States of America. Jefferson Davis of Mississippi was elected president.

## The Civil War, 1861-1865

**Importance: The war that was fought to preserve two very different political, social, and economic visions ended by changing familiar ways of life in both the North and the South.**

Within weeks of Lincoln's inauguration, the Confederacy had taken control of all but four federal garrisons in the South. The only southern garrisons left under Union control were Forts Jefferson, Pickens, and Taylor in Florida and Fort Sumter in South Carolina. History records April 12, 1861, as the date the Civil War began. On that day, Confederate troops opened fire on the Union troops at Fort Sumter.

Both the North and the South were confident of victory. Southerners believed that their military training and leaders and the power of "King Cotton" to gain foreign support would bring them victory. The North, however, had more resources. It had a much larger population, a much larger industrial base, and more miles of railroad.

The North had three military objectives. It planned to capture the Confederate capital at Richmond, to control the Mississippi River, and to blockade southern ports to prevent munitions and supplies from arriving from foreign ports. It believed that the war would be a short one if the South could be split in half at the Mississippi and its ports shut down. Although they were wrong that the war would be a short one, their objectives succeeded.

The South's objective was to take the war into northern areas hoping for a speedy end. However, after their first major victory at the Battle of Bull Run, near Washington, D.C., southern commanders did not pursue the Union Army into Washington and attempt to capture the Union capital. In 1863, Confederate Commander Robert E. Lee took his troops into the North after a victory at Chancellorsville. However, Lee suffered heavy losses at the Battle of Gettysburg and was forced to retreat. The strategy of taking the war to the northern homefront failed.



There were more than 10,000 battles and skirmishes during the war. Most of those were fought on southern soil. On April 9, 1865, General Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House in Virginia.

The nation's civil war had cost over \$10 billion and the lives of almost 700,000 troops. Probably another 500,000 were wounded. Most of the damage from the battles was to southern farms, plantations, towns, and cities. At the end of the war, most of the South lay in ruins. It would not fully recover until the twentieth century.

## The Homestead Act, 1862

**Importance:** This legislation allowed any citizen, or immigrant who planned to become a citizen, to homestead a parcel of land and gain title to the land after living on it for five years. This legislation drew the East and West closer together and helped in the settlement of western lands.

President Abraham Lincoln signed the Homestead Act into law in May 1862. The law provided that any adult citizen, or any person who intended to become a citizen, who had never borne arms against the U.S. government could claim 160 acres of surveyed public land in the West.

Homesteaders paid a small filing fee for a temporary land claim and then had to meet basic requirements to receive a free and clear title to the land. They had to live on the land for five years, build a dwelling, and plant crops. If the homesteader was willing to pay \$1.25 an acre, he could obtain the land after only six months' residence.

The Homestead Act opened the West to millions of settlers who could never have afforded the cash purchase of such acreage. By the close of the century, over 600,000 farmers had received clear titles to over 80 million acres of public land.

## The Emancipation Proclamation, 1862

**Importance:** With the Emancipation Proclamation, President Lincoln made slavery the issue of the war.

By the fall of 1862, sentiment in the North regarding slavery began to change. Many northerners now believed that it was time to abolish slavery, not necessarily out of sympathy for the slaves, but to get back at the South. In September 1862, as the Civil War raged, President Lincoln decided to free the slaves in an effort to pressure the Confederacy into surrendering.

Lincoln's Emancipation Proclamation stated that unless the South surrendered by January 1, 1863, "all persons held as slaves within any State or designated part of a State . . . in rebellion against the United States shall be then, thenceforward, and forever free." For three months and nine days, the southern states had a choice. If they elected to surrender and end the war, slavery would be continued in the South. If they did not surrender, slavery would end. The Confederate leaders chose to continue the fight.

Despite its language, the Emancipation Proclamation did not initially free a single slave. It applied only to those states that had seceded from the Union, leaving slavery in the border states. It also did not apply to those parts of the Confederacy that had already come under Union control.

## The Freedmen's Bureau, 1865

**Importance:** The Freedmen's Bureau helped African Americans gain access to the rights that they had been denied during slavery.

In March 1865, the U.S. government established the Bureau of Refugees, Freedmen, and Abandoned Lands. The original purpose of the agency, which soon became known as the Freedmen's Bureau, was to help both the former slaves and poor whites cope with their everyday problems by offering them clothing, food, and other necessities.

After a while, the bureau's focus changed so that it became concerned mainly with helping the freedmen adjust to their new circumstances. The Freedmen's Bureau helped southern blacks find jobs and homes. It negotiated labor contracts between the former slaves and their new employers. The bureau built hospitals and schools and provided teachers and teacher-training programs. It helped African Americans search for lost relatives and get married. It also helped ensure that the freedmen got fair trials.

Concerned with other issues, Congress ended the program in 1872. Its major legacy was in education, but it was underfunded and understaffed and unable to prepare thousands of poor blacks to succeed on their own.

## President Lincoln's Assassination, 1865

**Importance:** The assassination of President Lincoln changed the course of Reconstruction and perhaps the history of our nation.

On Good Friday, April 14, 1865, only five days after Lee's surrender, Abraham Lincoln turned to his wife, Mary Todd Lincoln, and said, "I never felt so happy in my life." That evening the couple and some friends went to Ford's Theatre to see a British play, *Our American Cousin*.

The play was nearly over when John Wilkes Booth, an actor who had been loyal to the Confederacy, entered Lincoln's theater box. At 10:15 p.m., timing his action with the play's biggest laugh, Booth shot the president in the back of the head. Lincoln was carried to a boarding house near the theater. He died there at 7:22 the following morning.

After shooting the president, Booth leaped from the box, shouting the state motto of Virginia, *Sic Semper Tyrannis* ("Thus ever be to tyrants"). During his jump, Booth caught his right spur on the flag displayed in the president's box. He fell, breaking his foot, and escaped the theater. He slipped out of Washington without getting caught.

Booth was able to elude his pursuers for several days. On April 26, 1865, federal troops and secret service agents found him hiding in a barn in Virginia and moved in to capture him. Acting against orders, Sergeant Boston Corbett fired into the barn and hit Booth in the neck. Booth died the next day.

Booth changed history in a way he did not intend. He killed President Lincoln to punish him for the war, but Booth's action hurt the South instead. Lincoln planned to bring the southern states back into the Union as quickly and easily as possible. Instead, after Lincoln's death, his plan was eventually replaced with a much harsher congressional plan.



## Reconstruction, 1865-1877

**Importance:** Reconstruction was the period of rebuilding – the Union, homes, businesses, infrastructure, economies, society, and lives. For the South, the Reconstruction period was very painful.

During the closing days of the Civil War, President Lincoln developed a plan to rebuild the South and restore the southern states to the Union as quickly and easily as possible. Lincoln's Reconstruction plan had two basic steps: (1) All southerners, except for high-ranking Confederate civil and military leaders, would be pardoned after taking an oath of allegiance to the United States; and (2) when 10 percent of the voters in each state had taken the oath of loyalty, the state would be permitted to form a legal government and rejoin the Union. In addition, states had to ban slavery in their constitutions and provide free public education for blacks.

After President Lincoln's assassination, more radical national leaders increased the requirements to rejoin the Union. Southern states underwent three distinct phases of Reconstruction – a political Reconstruction, a congressional Reconstruction, and finally a military Reconstruction. Each phase had more stringent requirements for the states hoping to reenter the Union. As a part of the Reconstruction process, states were required to adopt three new Constitutional amendments. The Thirteenth Amendment outlawed slavery. The Fourteenth Amendment made blacks citizens and provided equal protection under the law and due process of law to all citizens. The Fifteenth Amendment forbade states from denying the right to vote based on race, color, or previous condition of servitude.

The southern states reentered the Union throughout a period from 1866 to 1876. Some states took longer than others to gain readmission because they passed Black Codes, state laws designed to restrict the freedoms given to former slaves. Examples of such restrictions included prohibiting former slaves to serve on juries, vote, carry weapons, hold public office, own land, travel without permits, be out after local curfews, or assemble in groups without white people in attendance.

Reconstruction's end began with the passage of the Amnesty Act of 1872, which restored the right to vote and to hold office to most former Confederates. The more radical Congress members who had presided over Reconstruction were no longer in office, and northern businessmen and political leaders turned their attentions to growing economic problems and corruption in government.

Reconstruction formally ended with the election of 1876. The results of the election were disputed in three southern states. The southern Democrats agreed to give their electoral votes to Republican Rutherford B. Hayes in return for the Republicans' promise to remove all federal troops from the South. This meant that Republicans would no longer support Republican state governments and give federal protection to blacks. Hayes was elected and withdrew the last troops from the southern states in March 1877.

## The Western Indian Wars, 1866 - 1887

**Importance:** Although the Indian wars of the western territories were not clearly defined as specific battles and wars, the final push to take lands from the Indians began with a series of battles launched in 1866 after the Civil War ended.

The Indian Removal Act of 1830 had uprooted and moved the Native Americans to the western territories. Around 1850, the Bureau of Indian Affairs adopted a policy toward Indians known as the "concentration policy." Efforts were focused on confining the Indians to certain sections of the western territories, away from the thousands of settlers traveling to such areas as California and Oregon. The federal government's intention was not to protect the Indians but to gain more lands for white settlements. Treaty after treaty shifted land from Indian reservations to settlements for the hordes of Americans moving westward, and for the railroads rapidly following the settlers west.

The Sand Creek Massacre of 1864 had resulted in the deaths of 450 Indian men, women, and children by military forces at Sand Creek, Colorado. Although the Indian warriors attempted to surrender, everyone in their encampment was killed, and scalps were put on display. The Indian tribes began to organize and fight back. In 1866, the Sioux, led by Chief Red Cloud, ambushed an army unit, killing all 82 soldiers. Those two battles led to a national debate on "Indian policies," which led to the creation of a Peace Commission.

The Indians were to be removed to two areas of land that were undesirable for farming: the Black Hills of North and South Dakota and the land that would become Oklahoma. These two major reservations were managed by the U.S. government. Attempts to concentrate the Indians in these two reservations led to almost a quarter-century of struggle and warfare between the Native Americans and the federal government. However, the different Indian tribes never united in an organized campaign against the federal soldiers. At the end of the Civil War, white settlers in the western territories outnumbered Indians 10 to 1, and there was little doubt that the number of settlers would continue to increase.

Chiefs Sitting Bull and Crazy Horse of the Sioux resisted efforts to take Sioux land in the Black Hills in 1874 once gold was discovered there. Their most famous victory came at the Battle of Little Big Horn when George Custer led 246 soldiers into battle. All were killed in what is known as "Custer's Last Stand." A Nez Perce chief tried to save his people from the reservations by leading them on a 1,600-mile trek to Canada. They were attacked by the army at points all along their route from Oregon and Idaho. They were finally captured just 30 miles short of the Canadian border and returned to an Oklahoma reservation. A final major battle of the western Indian wars came in 1890 at the Battle of Wounded Knee, where 170 Sioux and 29 soldiers were killed and hundreds more wounded.

However, it was not just the military that destroyed the Indians' way of life on the Plains; it was also the arrival of the railroad. The railroads transported more troops and settlers to the western plains, including hunters who killed the buffalo on which the Indians depended for food.

In 1886, Apache Chief Geronimo surrendered to the U.S. Army, marking the final surrender of the Native Americans to the white settlement of the western territories. In 1887, the government adopted the Dawes Act, which was designed to end the Indian way of life. The legislation dissolved individual ownership of lands by Indian tribes and restricted the Indians to small, infertile reservation areas.



## Completion of the Transcontinental Railroad, 1869

**Importance:** The successful linkage of East and West which occurred on May 10, 1869, at Promontory Summit, Utah, revolutionized the American West.

With passage of the Pacific Railway Act of 1862, Congress authorized two railroad companies to begin work on a transcontinental railroad. The Union Pacific would start in Omaha, Nebraska, and move west. The Central Pacific would start in Sacramento, California, and move east. On May 10, 1869, the two rail lines met at Promontory Summit in Utah. One of the railroad tycoons, Leland Stanford of the Union Pacific Railroad, was helped by workers to drive a ceremonial golden spike joining the two rail lines. East and West were now connected. Goods and freight, people and settlers, army troops, and cattle could be shipped from one coast to the other, making the whole United States a marketplace. Travel from coast to coast was reduced from four to six months to about a week.

Construction of the transcontinental railroad was considered an engineering marvel of the 1800s. The Union Pacific laid 1,087 miles of track; the Central Pacific laid 690 miles, much of it through mountainous terrain. Each railroad received land grants along the right-of-way, and the federal government paid \$16,000 for each mile built over an easy grade, \$32,000 in the high plains, and \$48,000 for each mile in the mountains. The enormous amounts spent resulted in financial scandals.

Most of the workers were immigrant laborers, particularly Irish for the Union Pacific and Chinese for the Central Pacific. Many Civil War veterans also worked for the Union Pacific. Thousands died during the building of the railroad lines due to the difficult terrain, resistance of the Native Americans, and grueling workdays.



## The Mail Order Business, 1872

**Importance:** The expansion of the nation into the western territories left millions of farmers and housewives dependent upon local general stores for products. But advances in railroad lines made the mail order catalog possible, and a new way of buying and selling was born in 1872.

As farmers, miners, and ranchers settled the vast American West, businesses followed. Farmers in remote or rural areas were limited to only the supplies available at the nearest general store, where prices were usually high. A new way of buying began in 1872 when Aaron Montgomery Ward decided to start a mail-order business. His plan was to eliminate the middleman and sell goods directly to the consumers. He could buy large quantities of goods at lower prices, then sell them directly to farmers and ranchers throughout the country for a profit.

Ward printed a free catalog to advertise his goods. His first "catalog" was a single sheet listing 163 products and instructions for ordering. A customer paid for the ordered merchandise when the items arrived; if the items were not satisfactory, Ward refunded the money including shipping fees. He built a reputation for honesty and dependability with his money-back guarantees, and soon rural people throughout the nation began to buy from the mail-order catalog rather than at the nearest general store. The competition lowered prices, and Ward's catalog soon expanded from a small four-page pamphlet to a 500-page book.

As the mail-order business succeeded, Ward was joined by Richard Sears. Their catalogs became a staple in every rural household. By the late 1800s, a rural family could order a complete

home, all of the furnishing and decorations, all farming supplies and equipment, clothes, medicines, and even luxury items from the Ward's and Sear's catalogs. It changed the buying habits of a nation.

## Key Inventions That Changed America, 1874-1879

**Importance: Barbed wire changed the open ranges of the American West, while the patents for the telephone and the incandescent electric lamp changed all of America.**

Settlement of the Great Plains had slowed in the mid-1800s because there was so little timber or stone for fencing. In 1874, Joseph Glidden patented barbed wire. It quickly changed the open ranges of the American West as farmers and ranchers fenced off their property with the new wire. Ranchers relied heavily on the new barbed wire to separate purebred livestock from other cattle and horses and to control breeding stock. Range wars developed in the 1880s as ranchers found themselves cut off from grazing land and water. Eventually, the open ranges that had been home to roaming cattle herds went out of existence, and a way of life in the Wild West was lost.

In 1876, Alexander Graham Bell patented the telephone, leading the nation into a new era of communications. Bell's development of the telephone came from his attempts to improve the telegraph. While working on that, he was also working on a way to transmit speech electrically. According to a famous story, the first telephone message by Bell was to his assistant: "Mr. Watson, come here; I want you." In 1877, Bell founded the Bell Telephone Company, which developed into one of the nation's leading utilities. As we chat away on cell phones today, it is difficult to remember a time when telephones were not a part of America's way of life.

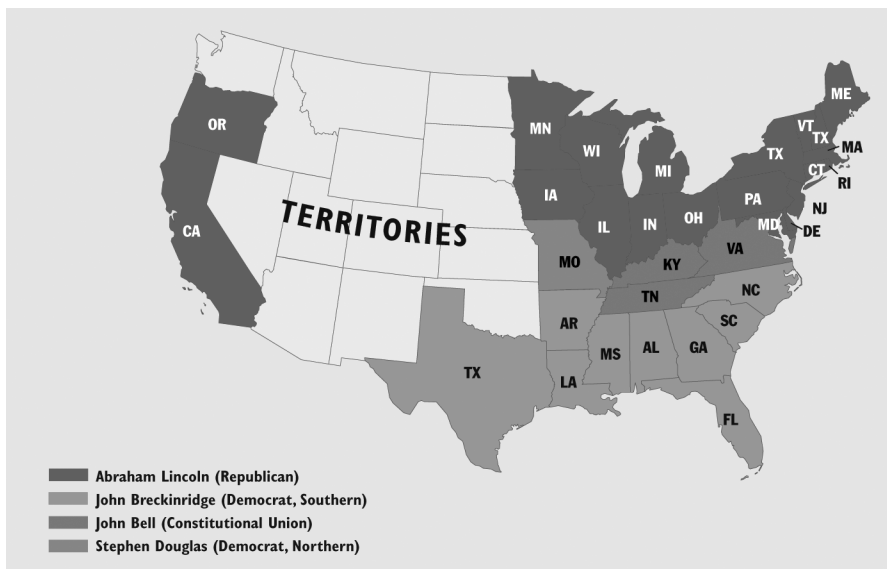
A third invention of the period was Thomas Edison's invention of the incandescent electric light in October 1879. (Incandescent lamps make light by using electricity to heat a thin strip of material, called a filament, until it gets hot enough to glow.)

This invention by Edison and others certainly changed America. In 1881, Edison built the world's first central electric power plant, the Pearl Street Station, in New York City. Soon after, all of the nation's major cities were wired for electrical power, and rural areas lined up to become a part of this progress. By 1890, Edison had organized his various businesses into the Edison General Electric Company. In 1892, it merged with another company and became the General Electric Company.

## UNIT 4 THE CIVIL WAR AND RECONSTRUCTION

**Directions:** Write your answer in the space provided.

Use the map and chart on the presidential election of 1860 to answer Questions 1-4.



Candidate	Popular Vote	Electoral Vote
John Bell (Constitutional Union)	592,906	39
John C. Breckinridge (Southern Democratic)	848,356	72
Stephen A. Douglas (Democratic)	1,382,713	12
Abraham Lincoln (Republican)	1,865,593	180
<b>Totals</b>	<b>4,689,568</b>	<b>303</b>

- \_\_\_\_ 1. What percentage of the nation's electoral votes did Lincoln's opponents win?
- A. 23 percent
  - B. 31 percent
  - C. 41 percent
  - D. 51 percent
- \_\_\_\_ 2. How many states did Democrat Stephen A. Douglas carry in the 1860 election?
- A. 0
  - B. 1
  - C. 3
  - D. 12

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 3. Who won the popular vote in 1860?
- A. John Bell
  - B. John C. Breckinridge
  - C. Stephen A. Douglas
  - D. Abraham Lincoln
- \_\_\_ 4. The map indicates that, in the presidential election of 1860,
- A. the western states favored the Democratic candidate.
  - B. the South was solidly behind the Democratic candidate.
  - C. the New England area favored the Republican candidate.
  - D. the Midwest favored the Constitutional Union candidate.
- \_\_\_ 5. Which state was the first to leave the Union?
- A. South Carolina
  - B. North Carolina
  - C. Missouri
  - D. Georgia
- \_\_\_ 6. Who was the president of the Confederate States of America?
- A. Jefferson Davis
  - B. Robert E. Lee
  - C. Alexander Stephens
  - D. Robert Toombs
- \_\_\_ 7. Which of the following was NOT a strategy of the Union Army during the Civil War?
- A. A plan to capture the Confederate capital at Montgomery in order to shorten the war
  - B. A plan to prevent southern goods from being exported abroad to raise money for the war
  - C. A plan to blockade southern ports and prevent munitions and supplies from foreign supporters from reaching the South
  - D. A plan to seize control of the Mississippi River to control the flow of supplies and munitions shared among southern states



Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 8. Where did the Civil War start?
- A. Appomattox Court House
  - B. Fort Sumter
  - C. Montgomery, Alabama
  - D. Washington, D. C.
- \_\_\_ 9. One of the South's advantages going into the war was
- A. its military leaders.
  - B. its larger population.
  - C. its widespread railway system.
  - D. the number and variety of factories.
- \_\_\_ 10. How long did the Civil War last?
- A. 2 years
  - B. 3 years
  - C. 4 years
  - D. 5 years
- \_\_\_ 11. How did the Homestead Act help Abraham Lincoln win reelection during the Civil War?
- A. The Act established nonslave states in the western territories during the Civil War.
  - B. The Act provided free land to Civil War veterans willing to serve in the Union Army for at least five years.
  - C. The Act took public land out of the hands of wealthy investors and gave it to everyday working people.
  - D. The Act provided free land to settlers willing to claim, improve, and live on public land for five years, so it was very popular with voters.
- \_\_\_ 12. The Emancipation Proclamation
- A. ended slavery in the United States on January 1, 1863, and freed all existing slaves.
  - B. provided that slavery could continue in the South if the South would surrender by January 1, 1863.
  - C. declared war against South Carolina and all other states and territories that had joined the Confederacy.
  - D. provided that no repercussions would be taken against the southern states if the South surrendered by January 1, 1863.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 13. The major accomplishment of the Freedmen's Bureau after the Civil War was in
- A. education.
  - B. employment.
  - C. labor contracts.
  - D. property management.
- \_\_\_ 14. Which of the following is true of President Lincoln's assassination?
- A. Lincoln was assassinated just before Lee's official surrender to General Grant.
  - B. Lincoln was assassinated while attending a play with his wife at Ford's Theatre.
  - C. Lincoln was assassinated by a bitter Confederate soldier who had lost his family in the war.
  - D. Lincoln was assassinated by John Wilkes Booth who, in turn, was killed by members of the president's Secret Service staff.
- \_\_\_ 15. Which of the following statements about Reconstruction is true?
- A. Reconstruction lasted until 1872, when the Amnesty Act was passed.
  - B. Reconstruction finally ended when the northern radicals in Congress were defeated.
  - C. As part of Reconstruction, the southern states were required to ratify the 13th, 14th, and 15th Amendments.
  - D. Reconstruction was divided into four separate stages: presidential, political, congressional, and military.
- \_\_\_ 16. What did the Thirteenth Amendment to the U.S. Constitution do?
- A. It abolished slavery.
  - B. It made blacks citizens.
  - C. It gave blacks the right to vote.
  - D. It gave blacks the right to own property.
- \_\_\_ 17. What did the Fourteenth Amendment to the U.S. Constitution do?
- A. It abolished slavery.
  - B. It made blacks citizens.
  - C. It gave blacks the right to vote.
  - D. It gave blacks the right to own property.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

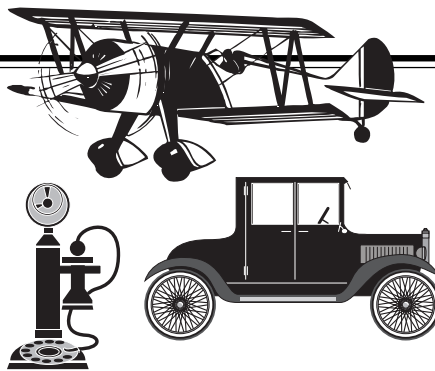
- \_\_\_ 18. What did the Fifteenth Amendment to the U.S. Constitution do?
- A. It abolished slavery.
  - B. It made blacks citizens.
  - C. It gave blacks the right to vote.
  - D. It gave blacks the right to own property.
- \_\_\_ 19. The legislation that led to the placement of Indians in the western territories was the
- A. Dawes Act.
  - B. Indian Removal Act.
  - C. Indian Wars.
  - D. Trail of Tears.
- \_\_\_ 20. The Dawes Act
- A. restricted the Indian tribes to reservations.
  - B. gave Indian land in the Southeast to the federal government.
  - C. authorized military escorts for the Indian tribes to Indian territory.
  - D. authorized a one-time payment of \$1,000 to every Indian man, woman, and child.
- \_\_\_ 21. Which of the following was MOST important in ending the Indian way of life in the western territories?
- A. Railroad construction cut through native Indian lands.
  - B. Railroads brought white settlers into western territories.
  - C. Army troops concentrated Indians on small reservations.
  - D. Railroads and railroad hunters killed the buffalo upon which the Indian depended.
- \_\_\_ 22. When the Union Pacific and Central Pacific met at Promontory Summit,
- A. each railroad received a \$50,000 bonus.
  - B. a golden spike was used to ceremonially unite the two lines.
  - C. they were only about 500 miles from where the Union Pacific started.
  - D. the president of the United States was on hand to give a dedication speech.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 23. Which is NOT true about the transcontinental railroad?
- A. Each railroad received land grants along the railroad right-of-way.
  - B. The Central Pacific Railroad used Chinese immigrants as laborers.
  - C. Travel time from coast to coast was cut from 4-6 months to about a week.
  - D. Construction of the railroad was one of the most financially sound enterprises during the century.
- \_\_\_ 24. Which event or events contributed MOST to the success of the mail-order business in the late 1800s?
- A. The growth of the Pony Express
  - B. Settlement of the western frontier territory and expansion of railroad lines
  - C. The development of the U.S. Postal Service and third-class postage rates for catalogs
  - D. The spread of immigrants into western territories settling cities that provided postal services
- \_\_\_ 25. What was the MOST significant change to the frontier brought about by Glidden's invention of barbed wire?
- A. The damaging barbed wire caused serious wounds for ranch animals.
  - B. The new type of fencing allowed ranchers to control breeding of cattle stock.
  - C. The new style of fencing protected farmers' crops from wandering herds of cattle.
  - D. The new type of fencing brought an end to the concept of open range land in the West
- \_\_\_ 26. Which invention of the late nineteenth century was MOST effective in changing life in American cities?
- A. The telegraph
  - B. The telephone
  - C. The transcontinental railroad
  - D. The incandescent electric light

#### ANSWERS TO UNIT 4 QUESTIONS

1. C
2. B
3. D
4. C
5. A
6. A
7. A
8. B
9. A
10. C
11. D
12. B
13. A
14. B
15. C
16. A
17. B
18. C
19. B
20. A
21. D
22. B
23. D
24. B
25. D
26. D



## THE EMERGENCE OF MODERN AMERICA

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1877 - 1930

This unit covers the period of time when the United States developed as an industrial power. The events covered in this unit include:

- **labor and the great strikes, 1877-1894**
- **the New South**
- **the Oklahoma land runs, 1889-1895**
- **the Spanish-American War, 1898**
- **the Industrial Revolution in America**
- **regulation of business**
- **the progressive movement and the reform era, late 1800s-early 1900s**
- **the Wright Brothers' flight, 1903**
- **the Panama Canal Treaty, 1904**
- **Henry Ford's Model T, 1908**
- **changes in civil rights, 1890s-1900s**
- **the 16th and 17th Amendments, 1913**
- **the United States and World War I, 1917**
- **the Nineteenth Amendment, 1920**
- **the Great Migration, 1920s-1960s**
- **prosperity and the Roaring Twenties**

### **Labor and the Great Strikes, 1877-1894**

**Importance:** The growth of national labor unions during the Gilded Age led to clashes between unions and management, particularly from 1870 to the end of the century. Major strikes included the Great Railroad Strike of 1877, the Haymarket Riot of 1886, the Homestead Strike of 1892, and the Pullman Strike of 1894.

As millions of immigrants poured into America's cities and rural workers abandoned the farms for city life, the nation reached the point where there was finally a surplus of workers for unskilled or semiskilled jobs. Depressions in the 1870s and again in the 1890s, as well as a recession in the 1880s, had resulted in widespread unemployment. Abuses of workers and

working conditions led to the organization of a variety of craft and labor unions designed to protect workers from business management. (Craft unions were organizations of workers engaged in a particular trade, or craft, such as carpenters, masons, or cigar makers.) The largest unions were the American Federation of Labor (AFL), formed in 1886 as a loose confederation of craft or trade unions, and the United Mine Workers (UMW), formed in 1890.

During the late 1800s, there were thousands of labor strikes (work stoppages) throughout the nation. Four of those strikes were particularly harmful and damaged the nation's support of the labor movement. The first of these involved railroad workers.

Railroads had cut workers' salaries during the depression of 1877. Rail workers in West Virginia decided to go on strike over the wage cuts. The "Great Railroad Strike of 1877," as it is known, spread throughout the country and shut down the nation's transportation system. Both consumers and businesses who relied on freight shipping suffered. In Pennsylvania, the strikers rioted, and state police fired on the strikers, killing at least ten. In retaliation, the workers set fire to freight cars and company buildings and even tore up railroad tracks. President Hayes was eventually forced to use the U.S. Army to calm the conflict and end the strike. While initial sympathies had been with the union, the damages to consumers and businesses and the violence and destruction of railroad property turned public opinion against the union. Membership in the railroad workers union dropped to less than 50,000 members from a high of over 300,000.

Another major labor event is known as the Haymarket Riot of 1886. Workers of the McCormick Reaper Works were fighting with company managers over the issue of an eight-hour workday. Labor organizers held a mass meeting at Haymarket Square in Chicago; an unknown person threw a bomb, causing the deaths of eight policemen and wounding many others. Even though the bomber was never identified, people again lost sympathy for the organized workers.

In 1892, steel workers went on strike at Homestead, Pennsylvania, against the Carnegie Steel Company, the nation's largest steelworks factory. After months of conflict and refusals to negotiate, company superintendent Henry Frick decided to bring in nonunion workers to replace the striking union members. He hired the Pinkerton Detective Agency to protect the nonunion workers. The armed guards guaranteed violence when they led the workers to the plant. In the battle with the striking labor union members, at least ten workers were killed. Pennsylvania's governor brought in over 8,000 state police to take over the plant and protect the strikebreakers. Once again, the workers lost valuable support from the general public because of the violence.

In the 1890s, the nation was again suffering from a depression. The American Railway Union (ARU) went on strike because of wage cuts caused by the depression. This strike is known as the Pullman Strike because the union refused to handle any Pullman cars (luxury sleeping or parlor cars built for railroads in the town of Pullman, Illinois). Again, the strike of a local group turned into a national strike. The federal government took the position that the striking railroad workers were illegally stopping the delivery of U.S. mail. A federal court judge issued a court order that demanded the workers end the strike. ARU leader Eugene V. Debs refused to order his workers to end the strike, and President Cleveland sent Army troops to restore order. Debs and other leaders of the union were jailed for violating the judge's injunction, and the strike came to an end.

Repeated use of state and federal forces to handle labor disputes, the suffering of businesses and consumers during strikes, the violence that occurred during many strikes, and the issuing of a federal court order against illegal work stoppages all combined to end a difficult period of labor-management conflict at the end of the century.



## The New South

**Importance:** In the 1870s, southerners recognized the need to present a new image of themselves to the world and to stimulate economic development. The vision of a “New South” depended on increasing industrialization and diversified agriculture.

Georgia journalist Henry W. Grady was the first to use the term *New South* to describe southern progress in the late 1800s, reportedly in an 1874 *Atlanta Daily Herald* editorial. In the article, Grady described the need for Georgia and the rest of the South to become more like the industrialized North. Grady made speeches and wrote articles and editorials promoting the idea and urged northern financiers to provide the necessary capital for southern businesses to rebuild and expand.

The rural South had all of the ingredients needed for a growing industrial economy: a large and cheap labor supply; abundant natural resources and raw materials including timber, cotton, and other agricultural products; a plentiful supply of water for power; and access to a growing transportation system to ship materials to factories and products from factories to markets.

Between 1860 and 1900, industrial production in the South quadrupled. Birmingham and Chattanooga became the heart of massive steel- and iron-producing industries. Sugar refineries developed in Louisiana, textile mills flourished in Georgia and South Carolina, tobacco processing expanded in North Carolina and Virginia. Railroad tracks expanded to more than double what had existed before the Civil War.



## The Oklahoma Land Runs, 1889-1895

**Importance:** In the late 1880s, land in the Oklahoma Territory was made available free of charge to anyone, regardless of gender or skin color, who could get to it first.

In the late 1800s, the country was in a financial depression. Several years of drought had caused severe problems for the nation’s farmers. A new political party, the People’s (Populist) party, had been formed to help the small farmers. Women were beginning to organize and demand the right to vote. And pressure was building on the federal government to open Oklahoma Territory to white settlement.

The first land run took place in April 1889. Between 50,000 and 75,000 people came from all over the country and the world to stake claims to some 2 million acres of land that had once belonged to the Native Americans. To be able to take part in the run, a person had to be the head of a family, be at least 18 years old if a male or 21 years old if a female, and be an American citizen or have filed a declaration of intention to become one. After staking a claim to a 160-acre lot, a successful homesteader had to file paperwork at the land office and pay a \$14 filing fee. He or she also had to settle on the claim within six months or risk losing it.

Some people illegally entered the area early. Those who were not caught hid until after the start time and then staked their claims. These people were called “sooners,” and Oklahoma came to be known as the “Sooner State.” Additional land runs took place in 1891, 1892, 1893, and 1895. The 1893 run was the largest, with over 6 million acres in what had been designated as Cherokee hunting land. In all, some 10 million acres of land were opened to settlement.



For the whites, it was a chance to start over. For the American Indians, who thought they had a permanent home in Oklahoma, it was a time of sadness, anger, and despair. Many African Americans took part in the land runs. For a time, black leaders hoped to establish an all-black state in Oklahoma for those who had formerly been slaves. That effort never materialized, but black pioneers did found and settle several all-black towns, including Boley, Langston, and Taft.

## The Spanish-American War, 1898

**Importance:** What has been called “a splendid little war” and the “newspapers’ war” was a brief conflict between the United States and Spain over the fate of neighboring Cuba. However, it led America into a period of imperialism.

By the 1890s, Spain had very little of what had initially been a vast empire in North, Central, and South America. It controlled only Cuba, Puerto Rico, the Philippines, and Guam. Cuba, in particular, had repeatedly tried to break away from Spain and establish its independence. Cuba’s economy was tied to sugar exports, most of which were shipped to the United States, which was considered an economic ally of Cuba.

As Cuban revolutionaries worked for freedom, Spanish control became more and more severe. Finally, the conflict escalated into outright guerilla warfare. American newspapers sent reporters to Cuba. The two largest U.S. newspapers – the *New York World*, published by Joseph Pulitzer, and the *New York Journal*, published by William Randolph Hearst – used stories about the Spanish and Cuban warfare in a circulation contest. The newspapers filled their pages with stories of mistreated Cubans and Spanish atrocities. Their reports were not always accurate, but they were always sensational. The term *yellow journalism* was used to describe overly exaggerated stories that sacrificed accuracy for reader appeal.

Two events led the United States into war. First, a group of Cuban rebels stole a letter, written by the Spanish ambassador to the United States, that was very critical of U.S. President William McKinley. The rebels made the so-called De Lome letter public, and the American public was outraged. Second, a U.S. battleship, the *Maine*, mysteriously exploded while in the harbor of Havana, Cuba, killing over 260 Americans. Reckless newspaper reporters blamed Spain. Although there was never any proof that the ship had been bombed or destroyed by underwater mines, American newspapers demanded retaliation. Congress pushed a reluctant president to prepare for war. Officially, Spain declared war on the United States on April 24, 1898.

Within sixteen weeks it was over. The United States gained control of Cuba, Puerto Rico, the island of Guam, as well as the Philippines. As had been promised, the United States left Cuba as a free nation, although the Army managed the island for over two years before allowing elections to set up a Cuban government. Even after the Army turned control of the government over to an elected representative, the U.S. Congress placed restrictions on Cuba that made it a protected U.S. ally and that gave the Navy control of Guantanamo Bay for a naval base.

Puerto Rico was administered by the U.S. military for almost two years, then it was allowed some measure of independence. Today, it is a self-governing commonwealth associated with the United States. The Philippines and Guam became home to important U.S. naval bases. They did not gain their independence until after World War II.

During this period of expansion in the Pacific, the United States also annexed Hawaii and a part of Samoa and became a major influence in the Pacific. The United States looked beyond its borders to new territories in the Pacific in the hope of expanding trading partnerships with foreign nations and expanding defensive bases around the world.

## Industrial Revolution in America

**Importance:** At the turn of the century, America made the transition from a rural, agricultural nation into an urban, industrial nation.

As the nineteenth century drew to a close, America was changing in every section of the nation. The New South had grown into an economic and political power. The West had been settled. The Midwest had become the heartland of American agriculture. And the industrial Northeast continued to grow.

The Industrial Revolution that marked this change in America was successful because of (1) an abundance of natural resources, including land, timber, coal, oil, and iron; (2) coast-to-coast transportation and communication systems; (3) a large labor force consistently reinforced by waves of immigrants from other parts of the world; (4) newly discovered and developed power sources, including electricity, steam turbines, and diesel engines; (5) bountiful agricultural production to supply materials for textile industries, meat-packing and meat-processing industries, canneries, and timber industries; (6) a strong economy with a stable banking system and adequate capital for business investments to provide money for growth and expansion; and, (7) a patent-protected and capital-financed sense of inquiry that led the United States to move to the forefront of the world's invention stage.

As factories developed in the cities and factory jobs became plentiful, more people moved from rural farm areas into the cities, expanding the economic and political power and importance of urban areas. During this same time, life on rural farms became much more difficult. The invention of sophisticated farming equipment meant fewer jobs for untrained workers, and the growth of commercial farms signaled the end of the era of the small, family-owned farm.

## Regulation of Business

**Importance:** The Sherman Antitrust Act of 1890 was the first federal legislation to outlaw business practices that interfere with trade and that reduce economic competition.

As America's businesses grew, they required capital (money) to carry on operations, build and expand factories, develop and install equipment, and hire and pay workers. Most businessmen needed outside financial help from people called investors. As a result, a new type of business structure called the corporation developed. Corporations sold ownership shares (stock) in their businesses to investors to raise the capital needed to operate or expand. People who invested in these corporations were called stockholders, and they received a share of the corporations' profits called dividends.

Our economy is based on the free enterprise system, in which businesses compete for customers. In the 1880s and 1890s, some businessmen within the same industry began to work together to control the prices of raw materials and supplies and the prices of manufactured goods. These efforts to stabilize the economy also reduced or eliminated competition.

Some businesses merged into trusts. In a trust, major stockholders of several companies within an industry pool their shares of stock and place them under the control of a group of trustees who run all of the companies in the trust as though they were really just one company. Trusts had the power to corner all of the raw materials, to make special deals with banks for financing and with railroads for shipping, and to run smaller companies out of business. A trust could undercut the prices charged for goods by smaller companies until those companies failed.

Then the trust could raise its prices to recover the profits lost. It could all but eliminate any competition within an industry.

Standard Oil Company became the nation's first trust in 1882, and soon it controlled over 90 percent of the nation's refining capacity. Its main stockholder, John D. Rockefeller, amassed a fortune of more than \$800 million by 1892.

Trusts led to monopolies, in which one company (or trust) controlled an entire industry. These monopolies set and controlled prices for consumers as well as prices for those industries who sold to monopolies. Leaders of these monopolies gained not only great financial wealth but also great political power.

At the end of the 1800s, there were so many trusts that Congress passed the Sherman Antitrust Act of 1890. The legislation authorized Congress to start proceedings to dissolve the trusts. It was largely unenforced until 1903 when President Theodore Roosevelt convinced Congress to support his "trust-busting efforts." The federal government has used the Sherman Antitrust Act to break up Standard Oil Company and the American Tobacco Company. In the 1980s, the Sherman Act was used to break up American Telephone & Telegraph Company. In the 1990s, the legislation was used against Microsoft.



## **The Progressive Movement and the Reform Era, Late 1800s - Early 1900s**

**Importance: The progressive movement left its mark on America. Many reforms – suffrage, prohibition, labor laws, direct elections, antitrust legislation – were enacted during the progressive movement.**

During the late 1800s and early 1900s, the progressive movement swept the country. Progressives believed that government – local, state, and national – was best equipped to correct the ills of society. They had faith in the idea of progress, the belief that humans could keep improving society to make it better and better.

The progressive movement, which was actually a series of movements, worked to reform society in three main ways. First, progressives wanted government to fight poverty and improve the living conditions of its citizens. Progressives worked hard to reform prisons, improve working conditions, outlaw alcohol (the temperance movement), and extend voting rights to women (the suffrage movement). Second, they wanted to break up large corporations and regulate business. They hoped to decrease corporations' voice in government. Third, they wanted voters to have more influence in government. Progressives had great faith in the people's ability to improve society.

The reform movements were largely due to changes in industry and agriculture. Many people left farms to work in the cities' manufacturing plants. Such moves did not always improve financial or housing conditions. Another cause of the reform movements was the influence of the Populist Party. Populists made voters more aware of problems facing the nation in the 1890s. By 1900, the party had little political power, but its earlier work caused Americans to understand the need for governmental and social reform.

Inventions of the late 1800s and early 1900s made it easier for reformers to spread the word about conditions they felt needed correction. Reformers now had at their disposal typewriters, telephones, and wireless telegraph. All of these were put to use to deliver the calls for reform quickly across the country.

## **The Wright Brothers' Flight, 1903**

**Importance:** America's aviation industry literally began on December 17, 1903, when Orville and Wilbur Wright made the first airplane flight at Kitty Hawk, North Carolina.

At the turn of the twentieth century, flying meant gliding. In 1903, an article in the *New York Times* suggested that it might take a million years to develop a motorized airplane. But just eight days later, two men proved the newspaper wrong.

Orville and Wilbur Wright, two brothers with a love of flying, ran a bicycle shop in Dayton, Ohio. The money they made went into their hobby – building an airplane that could be powered by a gasoline engine. They practiced with glider flights and developed a 750-pound plane powered by a four-cylinder gasoline engine.

They carried their plane to Kitty Hawk, North Carolina. There Orville made the first manned flight of a powered plane – a distance of 120 feet, remaining in the air for about 12 seconds. It wasn't much of a flight, but it was a tremendous start to a new industry. Later in the day, they were able to remain in the air for over a full minute, flying a distance of 852 feet. The two visionaries were credited with creating the Wright Flyer, the first heavier-than-air machine to realize controlled and sustained flight with a pilot aboard.

In May 1906, the two brothers received a patent for their invention. They faced competition and patent infringements, particularly in Europe, which ignored the U.S. patents. Eventually, the U.S. Army bought its first military aircraft from the Wright Brothers, and the brothers established the Wright Company to manufacture them. They were involved in lawsuits over patent infringements for a number of years, and their business suffered. Finally, in 1915, the Wright Company was sold to a group of investors.

## **The Panama Canal Treaty, 1904**

**Importance:** As a measure of the United States's new position of leadership in the Pacific, the nation desired a short waterway to connect the Atlantic and Pacific Oceans. The result of that desire was the Panama Canal.

Before the 1900s, ships wanting to sail from the Atlantic Ocean to the Pacific Ocean (and vice versa) had to sail southward and around the treacherous Cape Horn at the tip of South America. The idea of a connecting link between the Atlantic and Pacific Oceans had been a dream since the 1500s. The United States became more interested in a canal after the discovery of gold in California.

The two most-often-suggested routes were across the Isthmus of Panama (then a part of Columbia) and across Nicaragua. The United States originally favored the Nicaragua route. In 1879, a French company attempted to construct a canal through Panama, but the project proved to be far too difficult and expensive, and the French abandoned the project. In 1899, the French company offered to sell the project to the United States for \$40 million. In 1902, Congress approved the Panama route.

Negotiations between the United States and Columbia, however, did not go well. Columbia, which favored the canal, asked for far too much money to grant rights to the United States. Impatient to begin work on the canal, President Theodore Roosevelt supported a Panama independence movement. A Frenchman who represented the French company that had started and abandoned the canal project organized rebels in Panama, and they declared their

independence from Colombia. Almost immediately, the United States extended diplomatic recognition to the newly dependent nation of Panama. The French company's representative negotiated a treaty giving the United States control over the 10-mile-wide canal zone for \$10 million and an annual rental fee of \$250,000. Panama had, almost overnight, become a protected territory of the United States, and the United States was free to go ahead with plans to build a canal through the isthmus of Panama.

The Panama Canal was a difficult construction project, made all the more dangerous because of the yellow fever and malaria contracted by the workers. U.S. Army Surgeon General William C. Gorgas led a campaign against mosquitoes that carried the yellow fever and malaria diseases. The campaign was so successful that yellow fever was eliminated from the Isthmus of Panama by 1905.

The canal runs for only 50 miles, but took 10 years to build because of the harsh terrain and difficult working conditions. When it was finished, it was considered an engineering marvel. The canal built by Chief Engineers John Stevens and George Washington Goethals was a lake-and-lock system. A complicated series of locks on either side of manmade Lake Gatun raise and lower water levels so that ships can safely cross from one ocean to the other. The United States spent about \$400 million to build the canal. It was completed in 1914, just before the outbreak of World War I. The canal has proven its worth many times over for U.S. freight and shipping and for the U.S. Navy, providing quick access from one ocean to another.

The United States retained control of the Panama Canal until December 1999. The return of control over the canal to Panama was a result of the 1977 Carter-Torrijos Treaty.

## Henry Ford's Model T, 1908

**Importance: The introduction of the Model T Ford automobile gave American consumers an inexpensive, durable car they could afford. It led to the American love affair with the automobile and to the development of an assembly line production method that changed American industry.**

Henry Ford did not invent the "horseless carriage," as the automobile was first called. But he was the first American to make the horseless carriage available at a price the average American could afford. Ford organized the Ford Motor Company in 1903, and in 1908 he produced the first of the Model T Fords.

The Model T was available in one color only – black. It was a basic, durable, relatively inexpensive car with absolutely no luxuries that sold for \$850. Americans fell in love with it and nicknamed it the "Tin Lizzie."

The car sold so well that Ford could not produce enough cars to meet the public's demands. To meet the demand, Ford developed the moving assembly line to build his cars faster. He dropped the time required to make a Model T Ford from almost 13 hours to just 1-1/2 hours. Instead of 10,000 cars a year, Ford's assembly line produced 10,000 cars a week. And, as production speeded up and sales increased, prices decreased. The Model T really did become a car the average American family could afford to own. By 1916, the car's price had dropped to \$360.

Ford Motor Company discontinued the Model T in 1927. By that time, it had sold over 15 million Model T cars, and Henry Ford had succeeded in changing America in two vital ways. First, he changed the way American production worked through his assembly line. Second, he changed America's relationship with the automobile. Through the Model T, everyone could

travel, everyone could live in one area and work in another, everyone could easily and conveniently go to different stores and to distant stores looking for better products or lower prices or both. Suburbs became a practical reality; businesses could move out of the inner cities and into suburban areas because customers could easily follow in their cars. Mobility became a part of the American consciousness. Roads and bridges were built because the people demanded them. Prosperity was no longer limited to towns located on the railroad tracks; any town could prosper with the growth in highways. The federal government took the leadership role in highway construction. By 1920, there were over 9 million automobiles on America's highways. Ten years later, there were 27 million.

In the early days, the automobile industry was dominated by the Ford Motor Company and the General Motors Company, both of which were headquartered in "Motor City," Detroit, Michigan. These companies created a new industry, and that industry fueled other industries – parts suppliers, service and repairs, insurance, petroleum and gasoline, motels, and even fast-food restaurants.

### **Changes in Civil Rights, 1890s - 1900s**

**Importance: African Americans' call for full civil rights during this period led to the formation of a number of important organizations, including the National Association for the Advancement of Colored People, the NAACP.**

Following passage of the Civil Rights Act of 1875, African American citizens struggled to hold on to the liberties gained during the Civil War. Many states passed Jim Crow laws that led to the separation, or segregation, of races. Blacks and whites were separated in prisons, in theaters, on railroad cars, in restaurants, in schools, in housing neighborhoods, and even in restrooms and at water fountains.

In 1896, the U.S. Supreme Court decision in the case of *Plessy v. Ferguson* upheld racial segregation by ruling that separate public facilities for blacks and for whites were legal so long as those facilities were "equal." The Court's decision opened the door for more Jim Crow laws. Soon, sports, parks, playgrounds, hospitals, orphanages, funeral homes, and even cemeteries were added to the list of separate-but-equal public facilities.

Black protests against such segregation grew. A number of organizations grew in response to the separate-but-equal culture.

Educator W. E. B. DuBois, aided by William Trotter, drew together a group of black educators and professional men at a meeting near Niagara Falls, New York. This group, known as the Niagara Movement, demanded an end to discrimination based on race or color. As racial unrest and riots spread across the country, the National Association for the Advancement of Colored People (the NAACP) was founded in 1909 by a group of black and white liberals seeking to end segregation. The goal of the NAACP was to work for the rights of black Americans.

With the southern states' passage of Jim Crow laws, thousands of blacks moved north hoping to escape the oppressive atmosphere. But the northern states also practiced segregation in neighborhoods, schools, and jobs. In 1910, the National Urban League formed to help blacks fight segregation and take advantage of the opportunities available in the North. The interracial group helped blacks find jobs and housing and adjust to living in northern cities.

## **The Sixteenth and Seventeenth Amendments, 1913**

**Importance:** In 1913, two far-reaching constitutional amendments were ratified. The amendments established the federal government's right to collect income taxes and changed the method of electing U.S. senators.

Our founders rejected the idea of income taxes, but income taxes were collected during the Civil War. Intended to finance the war effort, they were eliminated after the war ended. In the 1890s, there were efforts to collect taxes on incomes, but the U.S. Supreme Court ruled those taxes illegal. President William Howard Taft suggested a way around the Court's ruling by recommending a constitutional amendment legalizing the imposition of federal income taxes.

The Sixteenth Amendment was passed by Congress in 1909 and ratified in 1913. It grants the federal government the right to collect income taxes on the incomes of U.S. citizens. Since then, income taxes have been a major method of financing our nation's government. The tax rate has fluctuated from the initial 1 percent of earnings in the bottom bracket to a rate of 91 percent for the top bracket during World War II.

Originally, the U.S. Constitution called for each state's legislature to choose its U.S. senators. (The Constitution called for the direct election of a state's delegates to the U.S. House of Representatives.) This procedure eventually caused problems, with charges of corruption and bribery in the selection of senators. The direct election of senators was first proposed in the 1820s. The Populists made the direct election of U.S. senators a part of the party's platform. Oregon was the first state to enact the direct election of senators, and other states followed suit.

In the summer of 1912, Congress passed the Seventeenth Amendment, which changed the method of electing U.S. senators. The amendment was ratified in 1913, and senators are now elected directly by the voters of each state.

## **The United States Entered World War I, 1917**

**Importance:** In 1917, President Woodrow Wilson asked Congress to declare war on Germany. He urged Americans to "make the world safe for democracy." The war was brutal. When it was over, the map of the world had changed. It also marked the United States as a world power.

World War I began in Europe in 1914 following disputes between nations over trade, naval and military power, and colonies. On June 28, 1914, Archduke Franz Ferdinand of Austria-Hungary was assassinated by a Serbian nationalist. Austria-Hungary declared war against Serbia. France, Great Britain, and Russia joined the war as allies of Serbia. Germany and the Ottoman Empire (today's Turkey) joined the war as allies of Austria-Hungary.

The United States, separated from the warring nations by the Atlantic Ocean, tried to remain neutral. Two key events drew America into the war. The first event was the publication of an intercepted telegram sent to Mexico by German Foreign Secretary Alfred Zimmermann. In the telegram, Germany asked Mexico to ally itself with Germany and fight the United States. In exchange, Germany offered to return Texas, Arizona, and New Mexico to Mexico after a U.S. defeat. Americans were outraged. The second was the sinking of five American ships by German submarines in mid-March. On April 2, 1917, President Woodrow Wilson asked Congress to declare war against Germany to "make the world safe for democracy."

The first American troops arrived “over there” in Europe in the summer of 1917, under the command of John “Black Jack” Pershing. In all, some 4 million Americans took part in the war, and over 50,000 Americans lost their lives.

Worldwide, the war involved 31 countries. More than 61 million people served in the military during the war. More than 10 million servicemen died during the war, and over 13 million civilians lost their lives due to starvation, disease, or war injuries. The cost of the war, including destroyed property, was more than \$350 billion. New countries were carved out of what had been the Austro-Hungarian Empire. Most of the blame for the war fell on Germany, which had to give up all overseas territories and one-seventh of its land. German military powers were cut sharply, and it incurred enormous war debts that it could not repay. The humiliation Germans felt after the war led, in great part, to World War II.

After the war ended, U.S. President Wilson led an effort to organize a League of Nations. He hoped that the organization would end secret diplomacy between nations, restore freedom of the seas, adjust national boundaries to allow self-government by all people, and ensure justice and peace throughout the world. The U.S. Senate, however, did not approve membership in the League of Nations.

## **The Nineteenth Amendment, 1920**

**Importance: The Nineteenth Amendment gave women the right to vote.**

The issue of giving women the right to vote is as old as the United States. In the 1770s, Abigail Adams, wife of John Adams, warned her husband to give women the right to vote or men would regret not doing so. Adams, however, did not follow his wife’s advice.

The movement to extend suffrage to women began in the early 1800s. Susan B. Anthony and Elizabeth Cady Stanton were early leaders in the women’s suffrage movement in the 1840s. In 1878, a constitutional amendment was proposed that provided “The right of citizens to vote shall not be abridged by the United States or by any State on account of sex.” This same amendment was introduced in every session of Congress for the next forty-one years.

Finally, in 1919, Congress passed the amendment. In August 1920, Tennessee became the thirty-sixth state to ratify the Nineteenth Amendment. Women were able to vote for the first time in November 1920.

## **The Great Migration, 1920s-1960s**

**Importance: Fifty years after the Civil War, almost 90 percent of African Americans lived in the South. The Great Migration created the first large, urban black communities in the North.**

Between 1916 and 1930, one of the largest population movements inside the United States took place. Over 1 million African Americans moved from the South to the North and West. This movement came to be called the “Great Migration,” and it continued well into the 1960s.

Overproduction in the 1920s created an agricultural depression, forcing tenants (many of them African American) off farms. In the South, African Americans had few economic opportunities; most well-paying jobs went to whites. Better jobs and higher pay were available in the North. In fact, northern companies actively recruited African Americans for jobs.



There were other reasons for the migration. Few blacks could vote in the southern states, while the North offered the hope of full citizenship rights. Public schools for blacks were poor in the South but better in northern cities. Health care was better in the North. Segregation in the South kept blacks from hotels, restaurants, and recreation areas, but the North offered access to these facilities.

Because they usually did not have enough money to move everyone at once, black families first sent their young men to get jobs. Most were unskilled and found work in the meat-packing plants, shipyards, and steel mills. When the young men had saved enough money, they sent for the rest of their families.

Blacks generally improved their lives by moving north. But they were also crowded into segregated housing and faced prejudice.

By 1960, about 40 percent of all blacks lived outside the South, while 75 percent of all blacks lived in cities. By transforming their rural southern backgrounds to fit their new urban homes, African Americans created a new black culture.

## Prosperity and the Roaring Twenties

**Importance:** In the decade after World War I, the American economy boomed and the age of consumerism was born.

Following World War I, America entered a period of tremendous expansion and prosperity. The decade of the 1920s was known as the “Jazz Age” and the “Roaring Twenties” as Americans celebrated and partied their way out of the despair of the war years.

In 1920, nationwide prohibition (banning the manufacture or sale of alcoholic beverages) went into effect. Prohibition led to a rise in organized crime as gangs provided illegal liquor to speakeasies and other private clubs. Jazz and the blues provided the music that was the backdrop for the period.

During the 1920s, the United States became the richest country in the world. America's cities grew as thousands fled the farms, attracted by factory jobs in the cities. The economy soared as technology and mass production fueled the growth of businesses. Construction boomed. The output of factories turned from war materials to consumer products – automobiles, radios, appliances, and all kinds of modern conveniences. Mass production, the manufacture of identical products in large quantities, enabled businesses to produce those products in larger numbers and at lower prices. Between 1919 and 1929, industrial production nearly doubled in the United States. Factory jobs provided steady work, and wages reached an all-time high. Money was available that had not been there before.

The decade of the 1920s was also known for easy credit. The installment plan had been developed to allow citizens to purchase new property and delay the payment over a period of months or even years. In short order, the nation's citizens began to go into debt. Consumer products like radios, electric refrigerators, vacuum cleaners, and many other appliances became regular sights in American homes. No longer was it best to save and sacrifice for something new; suddenly, citizens could just buy what they wanted and pay on the installment plan.

People thought that the good times of the Roaring Twenties would last forever. Alas, they did not.

## UNIT 5 THE EMERGENCE OF MODERN AMERICA

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**Directions:** Write your answer in the space provided.

- \_\_\_ 1. Which events caused major declines in union membership during the late nineteenth century?
- A. Antiunion legislation and trust-busting activities reduced union power.
  - B. A rapid rise in employment ended many people's need for union membership.
  - C. Violence and disruptions caused by union strikes led many people to resent the unions.
  - D. Confederations of unions merged, resulting in less power for local union members and leaders.
- \_\_\_ 2. In what state did the Great Railroad Strike of 1877 start?
- A. Kentucky
  - B. New York
  - C. Pennsylvania
  - D. West Virginia
- \_\_\_ 3. Which of the following was NOT used to break up the labor strikes in the late 1800s?
- A. Negotiators
  - B. Nonunion workers
  - C. Federal and state military forces
  - D. The Pinkerton Detective Agency
- \_\_\_ 4. What did the term *New South* imply?
- A. The Old South had fostered a system of slavery, while the New South did not allow slavery.
  - B. The New South was an industrial power, transportation center, and business success rather than an agricultural economy.
  - C. Northern financial investments in the South concentrated power and influence in northern hands rather than southern hands.
  - D. Because immigrants moving to America tended to migrate to the South because of the climate and job opportunities, many southerners were new to the South.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 5. Which of the following ingredients for a successful industrial economy did the South NOT offer?
- A. A large and inexpensive supply of labor
  - B. An abundant water supply for inexpensive power
  - C. Plentiful natural resources and raw materials for manufacturers
  - D. An organized, unionized work force trained for a variety of business ventures
- \_\_\_ 6. The land given away in the Oklahoma land runs
- A. totaled only 2 million acres.
  - B. was divided into lots of 640 acres.
  - C. had belonged to the Native Americans.
  - D. was only available to naturalized citizens.
- \_\_\_ 7. Which of the following was NOT an important factor in U.S. involvement in the Spanish-American War?
- A. The sinking of the battleship *Maine*
  - B. The sensationalism of "yellow journalism"
  - C. Public outrage over the De Lome letter criticizing the U.S. president
  - D. Spain's invasion of the New Mexico, Texas, and California territories
- \_\_\_ 8. What was the most significant result of the Spanish-American War?
- A. It led the nation into an era of imperialism.
  - B. It led the nation into an era of isolationism.
  - C. It solidified the power of American newspapers.
  - D. Massive amounts of land that had been Spain's were turned over to the United States.
- \_\_\_ 9. Which of the following factors helped end the U.S. foreign policy of isolationism?
- A. Treaties between the United States and Russia that led to the purchase of Alaska
  - B. U.S. expansions in the Pacific, including acquisitions from the Spanish-American War
  - C. Growing industrialism in the United States that led to a need for foreign markets of U.S. goods
  - D. Completion of settlements from the east to the west coast and from the Canadian border to the Mexican border

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 10. Which of the following was not required for America's Industrial Revolution?
- A. An expanding labor force
  - B. A foreign or international marketplace partner
  - C. A stable banking system with capital for investments
  - D. An abundant supply of natural resources and raw materials
- \_\_\_ 11. How did trusts lead to monopolies that controlled entire industries?
- A. Trusts were allowed to have investors, or stockholders, who could combine their money and gain control of a given industry.
  - B. Trusts allowed larger companies to gain special loans and deals with banking interests so that they could buy up smaller companies.
  - C. Trusts were mergers of small groups of businesses that combined their power and became "mega-businesses," dominating whole industries.
  - D. Trusts allowed companies to corner the market on resources, control shipping costs, control product pricing, and eliminate competitors in a given industry.
- \_\_\_ 12. Antitrust legislation was used to break up
- A. American Airlines.
  - B. Bethlehem Steel.
  - C. the Standard Oil Company.
  - D. Wal-Mart.
- \_\_\_ 13. Which of the following best describes the progressive movement of the early twentieth century?
- A. The progressive movement was based on a faith in people's ability to influence and improve all areas of society.
  - B. The progressive movement was an antibusiness, antigovernment movement where people relied on individual initiative.
  - C. The progressive movement was a political movement attempting to control monopolies, trusts, and large businesses.
  - D. The progressive movement was based on a belief that the free enterprise system with unregulated business would make America a world power.



Use the political cartoon above to answer Questions 14 and 15.

- \_\_\_ 14. What part of the progressive movement is depicted in the political cartoon?
- A. The suffrage movement
  - B. The child labor movement
  - C. The temperance movement
  - D. The movement to reform prisons
- \_\_\_ 15. What caption BEST describes the content of the political cartoon?
- A. "Take a stand for women's rights!"
  - B. "Put an end to alcoholic beverages!"
  - C. "Take up arms to defend the nation!"
  - D. "Exercise your freedom to bear arms!"

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 16. Where did the Wright Brothers make the first manned flight of a powered plane?
- A. Atlanta, Georgia
  - B. Dayton, Ohio
  - C. Kitty Hawk, North Carolina
  - D. Madison, Wisconsin
- \_\_\_ 17. Why was the construction of the Panama Canal important?
- A. The canal provided a military buffer for the U.S. Navy's Southern Fleet.
  - B. The canal connected the United States and Great Britain in a joint venture.
  - C. The canal made the trip between the Atlantic and the Pacific Oceans much shorter.
  - D. The canal enabled the United States to acquire land for bases in Panama, the Virgin Islands, and Colombia.
- \_\_\_ 18. The United States began construction on the Panama Canal
- A. once a cure for yellow fever was discovered.
  - B. five years after gold was discovered in California.
  - C. after Panama declared its independence from Columbia.
  - D. when Nicaragua agreed to give the canal zone to the United States.
- \_\_\_ 19. To help meet the demand for the Model T, Henry Ford
- A. offered the car in only one color.
  - B. paid his workers higher wages to work longer hours.
  - C. developed the moving assembly line to build cars faster.
  - D. arranged for special loan interest rates for automobile purchases.
- \_\_\_ 20. Which of the following does NOT explain how the growth of the early automobile industry changed our nation?
- A. People moved out of the cities and into suburbs.
  - B. Growth of towns was no longer limited to those located next to railroad tracks.
  - C. The interstate highway system was constructed to connect cities throughout the nation.
  - D. Roads and bridges were constructed throughout the nation to accommodate the drivers.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 21. The principle of separate-but-equal facilities for blacks and for whites was established by which Supreme Court decision?
- A. *Brown v. Board of Education*
  - B. the *Dred Scott* case
  - C. *Plessy v. Ferguson*
  - D. *Roe v. Wade*
- \_\_\_ 22. What was the ultimate goal of Jim Crow laws?
- A. To return slavery to the southern United States
  - B. To provide legal segregation of blacks and whites
  - C. To allow black children and white children to attend the same schools but not the same theaters
  - D. To allow blacks and whites to share public facilities, transportation, hospitals, funeral homes, cemeteries, playgrounds, and orphanages
- \_\_\_ 23. All of the following worked to improve the rights of black Americans EXCEPT
- A. the back-to-Africa movement.
  - B. the NAACP.
  - C. the National Urban League.
  - D. the Niagara Movement.
- \_\_\_ 24. The Sixteenth Amendment
- A. repealed prohibition.
  - B. legalized federal income taxes.
  - C. extended voting rights to women.
  - D. provided for the direct election of U.S. senators.
- \_\_\_ 25. The Seventeenth Amendment
- A. repealed prohibition.
  - B. legalized federal income taxes.
  - C. extended voting rights to women.
  - D. provided for the direct election of U.S. senators.

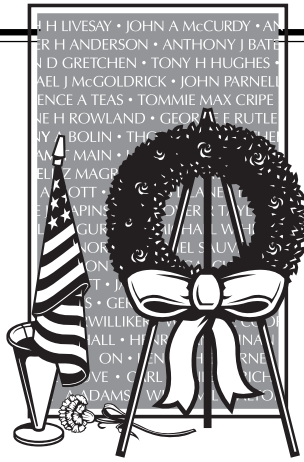
Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 26. What event(s) led to U.S. involvement in World War I?
- A. The assassination of Archduke Ferdinand
  - B. The sinking of the U.S. battleship, the *Maine*
  - C. The bombing of Pearl Harbor and attacks by Japan on Pacific islands
  - D. The sinking of American ships and efforts to involve Mexico in war against the United States
- \_\_\_ 27. The Nineteenth Amendment
- A. repealed prohibition.
  - B. legalized federal income taxes.
  - C. extended voting rights to women.
  - D. provided for the direct election of U.S. senators.
- \_\_\_ 28. Which of the following was NOT a reason for the Great Migration?
- A. There was less segregation in the North.
  - B. African Americans disliked the climate in the South.
  - C. There were more economic opportunities in the North.
  - D. An agricultural depression forced many blacks off farms.
- \_\_\_ 29. Which of the following was the most lasting effect of the Roaring Twenties?
- A. Jazz
  - B. Prohibition and illegal bootlegging
  - C. The migration of farmers to the cities
  - D. The installment plan method of purchasing items over time



## ANSWERS TO UNIT 5 QUESTIONS

1. C
2. D
3. A
4. B
5. D
6. C
7. D
8. A
9. B
10. B
11. D
12. C
13. A
14. C
15. B
16. C
17. C
18. C
19. C
20. C
21. C
22. B
23. A
24. B
25. D
26. D
27. C
28. B
29. D



## DEPRESSION AND WAR

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1930 - 1945

This unit covers a dramatic period in our nation's history. In 1929, the country – and the world – went into a deep, prolonged depression. It wasn't until World War II that the country recovered.

The events covered in this unit include:

- **the Great Depression, 1930s**
- **Roosevelt's New Deal, 1930s**
- **World War II, 1939-1945**
- **the GI Bill of Rights, 1944**
- **the birth of the United Nations, 1945**
- **the Cold War, 1945-1989**
- **the Truman Doctrine, 1947**
- **the Marshall Plan, 1948**
- **the Berlin Airlift, 1948**
- **the Korean War, 1950-1953**

### ✚ The Great Depression, 1930s

**Importance:** In 1929, the United States entered the longest depression in the country's history. Almost everyone was affected, and the hard times did not end until the beginning of World War II.

In his March 1929 inaugural address, President Herbert Hoover confidently declared that the end of poverty was near. Most people believed that the good times of the "Roaring Twenties" would last forever. But at the same time, the stock market was unstable, some banks had closed, and factories were beginning to lay off workers.

Throughout our history, the U.S. economy has experienced the ups and downs of the business cycle. The business cycle has four phases — prosperity, recession, depression, and recovery. During the *prosperity* phase, the economy expands. More goods are produced, prices rise, more workers are hired, and they earn higher wages. Eventually, the economy begins to slow down, a *recession*. Too many goods on hand mean there are surpluses, and prices begin to fall. Production decreases, and workers are laid off. Unemployment increases, and people have less money to spend. Some producers go out of business. The result is a *depression*.

Before 1930, most depressions in the United States corrected themselves. When surpluses are reduced, demand begins to increase and factories begin to rehire workers, a *recovery*. As more workers are rehired, there is more money available to be spent. Over time, the economy enters into a period of prosperity again. A full business cycle can last anywhere from two to six years. What made the Great Depression so bad was that it lasted more than ten years. When surpluses were used up in the early 1930s, the economy did *not* improve.

What caused the Great Depression? One cause was that the people of the United States were borrowing money to buy houses, cars, and household goods. They had borrowed more money than they could afford to repay. This hurt the banks that had loaned the money and the businesses waiting for their payments.

Many factories produced more goods than they could sell. When the demand for their goods fell, the businesses had to cut back on production and the number of workers until the goods sold. This left workers without money to repay the bank loans that had been so easy to get. Farmers were also guilty of overproduction. The surplus crops caused prices to decline. European farmers recovered from World War I and were able to return to raising crops. That added to the worldwide overproduction. The decline in farm income meant farmers could not repay their debts or buy goods from suppliers.

After World War I, Americans wanted to trade with other nations. But high tariffs made it difficult for other countries to sell their goods in the United States to get money with which to repay wartime loans and buy American products.

Another cause of the Great Depression was speculation in the *stock market*, the place where shares of stock in corporations are bought and sold. To make things worse, many people had bought stock with borrowed money, hoping the value of the stock would rise and they could sell it and finish paying off the loan. This practice forced the prices of stocks up, making them higher than they were really worth. Many banks had also purchased large amounts of stock.

On October 24, 1929, the bubble of prosperity burst when the value of stocks suddenly dropped. On that day alone, 13 million shares of stock changed hands. Investors tried to sell their stocks at any price. Thousands of stockholders across the country lost a great deal of money. The market continued to fall. On October 29 — now known as “Black Tuesday” — over 16 million shares of stock were sold. By the end of 1929, the loss in stock value was \$40 billion. By 1933, stocks were worth less than 20 percent of what they had been worth in 1929.

When the stock market crashed, banks lost a lot of money. When depositors learned this, lines formed at bank doors all over the country as people tried to take out their savings. Banks that could not meet their customers’ demands for cash failed. People who had money in the closed banks could not get it out. Over 650 banks closed during the first year of the depression. In 1930, 1,300 banks failed, and another 1,000 failed in 1931.

Millions lost their savings, their land, their homes, their jobs, their farms, and their factories. The nation's economy spiraled into a downward dive. Businesses closed their doors, factories shut down. By 1932, the unemployment rate was 25-30 percent. Workers seeking jobs could find nothing; many took to the rails looking for any kind of work. Bread lines and soup kitchens were common sights in large cities. The depression lasted throughout most of the 1930s.

## ✚ Roosevelt's New Deal, 1930s

**Importance:** The many programs of the New Deal were intended to help people recover from the depression. These programs also laid the groundwork for many of today's social programs.

In 1932, Democrat Franklin Delano Roosevelt was elected president and began what he termed a "New Deal" for the American people. Roosevelt had no clear idea about how to deal with the depression, but he and his advisors developed a number of programs to *relieve* the suffering of the unemployed, to help the economy *recover*, and to *reform* the defects in the economy to ensure such a disaster would never again threaten the nation.

The major New Deal programs are listed in the table on page 100. Most of Roosevelt's programs were called by their initials and became known as the "alphabet agencies." In all, the New Deal established fifty-nine alphabet agencies. Some of those agencies, such as the Social Security Administration, are still in existence.

Although some of these programs worked better than others, together they provided the nation with the chance for recovery that it so desperately needed. The New Deal did not end unemployment, and it did not bring the depression to a halt. But it paved the way for recovery, and it showed Americans that they could believe in government again. (See chart on next page.)

## ✚ World War II, 1930 - 1945

**Importance:** World War II brought the United States out of the Great Depression. It also changed the role of women, helped attack prejudice and discrimination, and made the United States into a superpower.

As the United States struggled to recover from the Great Depression, the world was once again plunged into war. To bring their countries out of the depression, Germany, Italy, Japan, and the Soviet Union built up militarily and tried to expand the power and territory of their nations. In 1936, Germany and Japan signed an alliance, and Germany and Italy formed the Berlin-Rome Axis. In August 1939, Germany and the Soviet Union signed a nonaggression pact. America, Great Britain, France, and other nations watched warily. However, when Germany invaded Poland in September 1939, Great Britain and France declared war on Germany. Again, the United States tried to remain neutral.

President Roosevelt tried to provide arms to the Allies (Great Britain, France, and others) if they paid cash and used their own ships to transport them (the "cash-and-carry" policy). When Great Britain could no longer pay cash, he developed the lend-lease program to loan military materials to the Allies. When Germany turned and invaded the Soviet Union, the United States offered it aid.

President Roosevelt worked to limit Japanese expansion in the Far East, cutting off oil and metal sales and later freezing Japanese assets in the United States. Negotiations between the two countries broke down. On December 7, 1941, Japanese planes launched a surprise attack

<b>Program/ Legislation</b>	<b>Date Created</b>	<b>Purpose</b>
Civilian Conservation Corps (CCC)	1933	Provided jobs for young single men building forest trails and roads, planting trees to reforest the land and control flooding, and building parks.
Federal Emergency Relief Administration (FERA)	1933	Provided federal funds for state and community relief efforts.
Tennessee Valley Authority (TVA)	1933	Built dams on the Tennessee River to control flooding and generate electricity.
Public Works Administration (PWA)	1933	Put people to work building roads, buildings, bridges, and other construction projects.
Federal Deposit Insurance Corporation (FDIC)	1933	Insured individual savings accounts so that people did not lose their money if banks failed or closed their doors.
Civil Works Administration (CWA)	1933	Provided temporary federal jobs for the unemployed.
Securities and Exchange Commission (SEC)	1934	Regulated stocks and gave stock information.
Federal Housing Administration (FHA)	1934	Insured loans for construction, renovation, or repair of homes.
Works Progress Administration (WPA)	1935	Employed out-of-work Americans to repair roads, build or repair bridges, paint murals, write guidebooks, put on plays and musical performances, and create statues in parks.
Rural Electrification Administration (REA)	1935	Brought electricity to areas that had not had it.
National Youth Administration (NYA)	1935	Provided job training and part-time work for college students.
National Labor Relations Act	1935	Guaranteed the right of employees to organize and to bargain collectively with their employers. Created the National Labor Relations Board to hear unfair labor practices.
Social Security Administration (SSA)	1935	Created a system for retirement and unemployment insurance.

on the American naval fleet stationed at Pearl Harbor, Hawaii. Almost 2,500 Americans were killed in the attack, 19 U.S. ships were sunk or damaged, and 150 planes were destroyed. In response, and with great anger, the United States declared war on Japan. Three days later, Germany and Italy declared war on the United States.

Some 16 million men and women served in the nation's armed forces during the war. Americans also turned their labor skills to building the planes, ships, guns, tanks, and supplies needed to win the war. Women left the home and joined the work force to replace the millions of men who had left their jobs to enlist. Soon women who had previously been homemakers were working in factories, building ships and airplanes, and making bullets and bombs. Even children contributed. They collected scrap metal to be recycled; they gathered plants used to make parachutes; they bought war stamps, a child's allowance equivalent of the adult war bonds used to finance the war.

To ensure that there were adequate supplies for the troops, the government imposed rationing. The government regulated the supply of cars, gasoline, tires, farm equipment, fuel oil, shoes, tobacco, coffee, sugar, meat, butter, and other food items.

The United States fought the war on two major fronts – the Europe-North Africa Front and the Pacific Front. The Allies worked together to defeat Nazi Germany, first stopping the advances of Adolf Hitler. In 1942, the Soviet Union stopped German advances into Russia and took the offensive. In 1943, the Allies defeated Germany's Afrika Korps to end the war in North Africa. In 1944, on D-Day, the Allies landed on the Normandy beaches to recapture France and push the German Army back into its homeland. Germany surrendered on May 7, 1945. May 8 was declared VE Day, or Victory in Europe Day.

In the Pacific, the Allies used a "leap frog" strategy to move from island to island, capturing some islands and going around others, pushing the Japanese through the Central Pacific back to their homeland. By 1945, Japan had lost most of its empire, but military planners believed that it might take a full year to complete the invasion of the Japanese homeland. They estimated that at least one million American troops would die in the effort, plus many times that number among the Japanese military and civilians.

Instead of an attack on the Japanese homeland, U.S. President Harry Truman, who had taken office upon Roosevelt's death in April 1945, ordered the use of a new weapon developed during the war, an atomic bomb. On August 6, 1945, the United States dropped an atomic bomb on Hiroshima, Japan. Three days later, as Japan still refused to surrender, another bomb was dropped on Nagasaki, Japan. The following day, Japan surrendered, bringing World War II to its close and the nuclear era to its official beginning.

One of the horrors of World War II was Adolf Hitler's efforts to kill all of the Jews in Europe. Before the war came to an end, some 6 million Jewish men, women, and children had been murdered on Hitler's orders. By the thousands, they had been rounded up and packed into transport trains and shipped to concentration camps such as Auschwitz, Treblinka, Bergen-Belsen, and Buchenwald.

Many thousands suffocated on the overcrowded trains. Others died of disease or starvation in the camps. Millions were shot or gassed in huge buildings where canisters of poisonous gas were released from shower heads. Their bodies were burned in gigantic crematoriums as part of Hitler's "final solution" to what he called the "Jewish problem," the wiping out of a race of people. The Nazis also murdered thousands of gypsies, Jehovah's Witnesses, political prisoners, and other "undesirables."

## ✚ The GI Bill of Rights, 1944

**Importance:** The Servicemen's Readjustment Act, better known as the GI Bill of Rights, brought the "American dream" within reach of thousands of young men and women and dramatically changed American society.

While World War II was still being fought, plans were being made to switch back from a wartime economy to a postwar economy. How would the nation avoid a depression similar to the one after World War I? Over 16 million men and women were serving in the armed forces. What was to become of them? How would the country avoid massive unemployment?

On June 22, 1944, 16 days after D-Day, President Roosevelt signed into law the Servicemen's Readjustment Act of 1944. Returning veterans could borrow up to \$2,000 to buy a house or start a business. The bill provided unemployment benefits of \$20 a week, for up to 52 weeks, until they found a job. It also provided up to \$500 a year for tuition, fees, books and other education materials and living expenses for veterans attending a college or trade school.

The legislation was a huge success. By 1949, more than 8 million veterans had taken advantage of the educational benefits. Higher education was no longer just for the elite or wealthy. Before the war, only about 160,000 U.S. citizens graduated from college each year. By 1950, that number had increased to 500,000. American colleges and universities expanded to accommodate the new students.

The low-interest home loans were so successful that some say the GI Bill created America's suburbs. Home ownership was no longer an out-of-reach dream.

The original GI Bill expired in 1956. Similar bills have been passed since then. The current legislation is called the Montgomery GI Bill.

## ✚ The Birth of the United Nations, 1945

**Importance:** The United Nations is central to global efforts to solve problems that challenge humanity.

After World War I, President Woodrow Wilson proposed a League of Nations that would help promote international cooperation and keep world peace. The League was formed, but the United States never ratified the League of Nations treaty. For many reasons, the League was not able to fulfill its prime mission.

The idea for the United Nations was born during wartime conferences among the Allied nations. The nations wanted to create an organization that would replace the League of Nations. President Roosevelt first used the phrase "United Nations" in 1942 in a Declaration by United Nations.

In April 1945, representatives from 50 countries met in San Francisco, California, to write the charter for the United Nations. The charter stated the organization's main goal – to promote peace among the member nations – and outlined the structure of the organization. The charter was signed in June, and the United Nations officially came into existence in October 1945. The United Nations has grown from the original 51 members to today's 191 members. The UN's principal headquarters is in New York City.

The main bodies of the United Nations are the General Assembly and the Security Council. All member nations are part of the General Assembly. The Security Council has five permanent members with veto power – the United States, the United Kingdom, France, Russia, and China – and ten other countries with two-year terms.

## ✚ The Cold War, 1946-1989

**Importance: The Cold War dominated international relations for forty years after World War II. It also led to an arms buildup, a space race, and numerous local conflicts.**

At the end of World War II, two military superpowers existed with enough force and military strength to threaten each other and world peace – the United States and the Soviet Union. The ending of the war brought about a new type of conflict between these two nations, a conflict called a *Cold War* that lasted for four decades, involved an “arms race” of weapons development between the two military powers, and, in an age of nuclear warfare, repeatedly threatened world destruction.

The Cold War began, in part, because the Soviet Union wanted to control all of the nations surrounding its borders after World War II. In that way, it felt that it would be safe from attacks like those suffered in World Wars I and II. On the other hand, the United States feared the spread of communism and believed that all nations should determine their own form of government and elect their own leaders, a philosophy known as “self-determination.”

In the years between World War II and the fall of the Soviet Union in 1989, the two military powers challenged each other time after time. The Soviet Union sought to spread communism throughout Europe and Asia, and even into the western hemisphere with its support of Fidel Castro in Cuba. The United States sought to block the spread of communism and allow self-determination for all nations.

## ✚ The Truman Doctrine, 1947

**Importance: In 1947, President Truman addressed Congress and put forth the Truman Doctrine, which guided U.S. foreign policy for the next forty years.**

Following the end of World War II, American political leaders believed that the Soviet Union was based on an economic policy that would eventually collapse internally. They did not want outright warfare with the Soviet Union, but they did believe that a policy of *containment* was necessary to keep the Soviet Union and its political system, communism, from expanding to include other nations.

Under the Truman Doctrine, the United States pledged to provide economic and military aid to help other countries, threatened by communism, beginning with Greece and Turkey. Truman’s policy of attempting to stop the spread of communism completely changed the United States from the isolationist nation it had been up to that point.



## ✚ The Marshall Plan, 1948

**Importance:** Secretary of State George C. Marshall's plan to pump millions of dollars into western Europe to aid in reconstruction after World War II signaled a shift in American foreign policy.

Even two years after the end of World War II, much of Europe remained in ruins. European countries struggled to rebuild their nations but lacked the financial resources to do so. As the people faced severe hardships, the Communist Party made significant political gains in many European countries.

U.S. Secretary of State George C. Marshall argued that only the United States had the financial resources to help rebuild Europe. He convinced Congress that U.S. economic aid would reduce the growing influence of the Communist Party in Europe and that it would also increase consumer markets for American-produced goods.

Under what became known as the Marshall Plan, the United States poured just over \$13 billion into sixteen western European countries, including Germany and Italy, between 1948 and 1951. The United States also offered economic reconstruction aid to eastern Europe, but the Soviet Union refused to participate in the program.

The assistance took the form of food, fuel, raw materials, machinery, loans, goods, and advisors. The plan helped rebuild the economies of several western European nations, including France, Great Britain, and West Germany.

## ✚ The Berlin Airlift, 1948

**Importance:** Relations between the United States and the Soviet Union grew increasingly tense in a confrontation over the fate of Germany. The Berlin Airlift saved the city from communism.

When World War II ended, Germany was divided into four zones administered by the four victorious Allied nations – the United States, Great Britain, France, and the Soviet Union. Berlin, the capital, which was located within the Soviet sector, was also divided into four areas.

Cooperation among the four powers began to break down in 1947. The Soviets were also upset because the Marshall Plan meant that they could no longer use poverty to spread communism. The United States, Great Britain, and France announced their intention to merge their portions of occupied Germany into a unified state (West Germany). The Soviet Union began to harass shipments from the western zones into Berlin. In June 1948, the Soviet Union established a blockade of Berlin. Joseph Stalin, the leader of the Soviet Union, believed that the blockade would force the other nations to end their efforts to create a Republic of West Germany or, at the very least, force them to give control of all of the city of Berlin to the Soviet Union. He did not want West Berlin to serve as the capital of the newly created German Republic.

President Truman did not want the type of confrontation that would have occurred if trucks had attempted to cross the blockade and deliver food and supplies to the Berlin citizens. But he could not allow over two million West Berlin citizens to starve. Rather than attempt to cross the blockade, he airlifted food, clothing, coal, and supplies into West Berlin in what is known as the Berlin Airlift.

For almost a full year – 321 days – British and American planes landed at Tempelhof, Gatow, and Tegel airports every day to unload tons of supplies for West Berlin. At the height of the airlift, a plane landed in Berlin every minute. They made more than 278,000 flights over Soviet-occupied land to the blockaded city. Finally, Stalin realized that the blockade was not going to be effective and that the United States and Great Britain could continue to supply West Berlin residents indefinitely. The blockade was lifted in May 1949.

## ✈ The Korean War, 1950-1953

**Importance: The Korean War was a first test of the United Nations and the Truman Doctrine.**

At the end of World War II, Korea had been partitioned into two countries. The Soviet Union installed a communist government in North Korea, while the United States helped hold free elections and install a democratic government in South Korea. The dividing line between the two nations was 38 degrees north latitude, or the 38th parallel.

In 1950, North Koreans overran the 38th parallel and invaded South Korea, claiming as justification their hopes to reunite the two nations into one country. The United Nations approved sending troops to Korea. President Truman called it a “police action” rather than a war. About 90 percent of the troops were American, under the leadership of General Douglas MacArthur. At first, the United Nations forces were successful in driving the North Korean troops out of South Korea, pushing them back towards the Yalu River, the border with China. However, Communist China reinforced the North Korean soldiers and forced the UN soldiers back below the 38th parallel into South Korea.

Mounting a counteroffensive, the U.S. Eighth Army fought to push the Communist armies back to the 38th parallel. Most of the remainder of the fighting in that war was confined to areas just above and below the 38th parallel. By the time an armistice officially ended the fighting in July 1953, over 1.5 million Americans had fought in the war. Over 50,000 American lives were lost, over 103,000 servicemen were wounded, and over 8,000 were classified as missing in action.

General MacArthur attempted to use success in North Korea to push on into Communist China and the Soviet Union, but President Truman refused to allow that escalation of the war and removed MacArthur from command. In 1952, former General Dwight D. Eisenhower, a military hero who had commanded the Allied forces in World War II, was elected president and helped negotiate the peace of 1953. The 38th parallel was once again made the division between the two Korean nations. United Nations peacekeepers were assigned, and remain today, to ensure the safety of the border.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## UNIT 6 DEPRESSION AND WAR

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**Directions:** Write your answers to the following in the space provided.

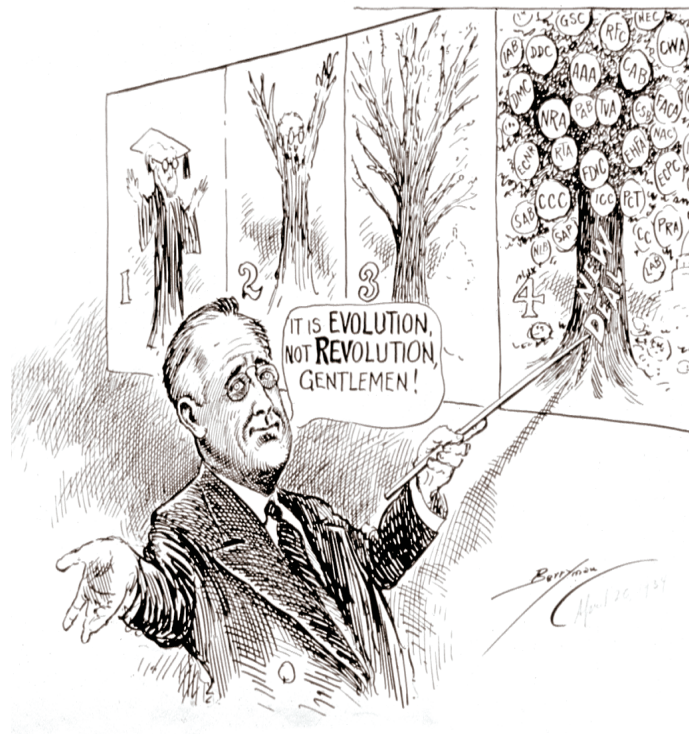
- \_\_\_ 1. What phase of the business cycle is characterized by increasing demand and rehiring of workers?
- A. Depression
  - B. Prosperity
  - C. Recession
  - D. Recovery
- \_\_\_ 2. Which of the following was NOT a cause of the Great Depression?
- A. Overborrowing
  - B. Overproduction
  - C. Speculation in the stock market
  - D. European goods that flooded the American markets
- \_\_\_ 3. To what does "Black Tuesday" refer in the United States?
- A. The crash of the stock market
  - B. The Japanese attack on Pearl Harbor
  - C. The death of four-term President Franklin D. Roosevelt
  - D. The end of World War I on Tuesday, November 11, at 11:00 a.m.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 4. Which of the following statements best represents the image in the following photograph?
- A. People would rather have jobs than handouts.
  - B. Detroit was hardest hit by the Great Depression.
  - C. If you wanted to find a job, you had to advertise yourself.
  - D. There were few safeguards to help those unemployed by the Great Depression.



- \_\_\_ 5. All of the following were New Deal agencies EXCEPT
- A. CCC.
  - B. FHA.
  - C. NRA.
  - D. WPA.
- \_\_\_ 6. Which of the following New Deal programs was NOT focused on providing employment?
- A. CCC
  - B. CWA
  - C. FDIC
  - D. WPA



- \_\_\_ 7. Why did the cartoonist describe the New Deal by saying "It is evolution, not revolution, gentlemen"?
- A. The New Deal came about gradually.
  - B. The New Deal was a revolutionary idea.
  - C. The New Deal was a creative, well-designed program.
  - D. The New Deal was created in response to World War II.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 8. Who were the major U.S. allies during World War II?
- A. France, Great Britain, China
  - B. Germany, Japan, Italy
  - C. Great Britain, France, Soviet Union
  - D. Great Britain, Italy, Germany
- \_\_\_ 9. What led the United States to enter World War II?
- A. The Japanese attack on Pearl Harbor
  - B. An attack by Nazi Germany against France
  - C. The capture of Pacific Island bases by Germany
  - D. The defense of England against German bombing
- \_\_\_ 10. Which of the following statements about World War II is NOT true?
- A. The United States tried to stay out of the fighting.
  - B. The Germans, led by Adolf Hitler, killed over six million Jews.
  - C. Most civilians were against U.S. involvement in World War II and in Europe's problems.
  - D. The United States entered the age of nuclear energy with the dropping of atomic bombs on Japan.
- \_\_\_ 11. Which of the following statements best describes this photograph?
- A. Women worked alongside men during the war.
  - B. Women made major contributions to the war effort.
  - C. The war offered women a way to increase their earnings.
  - D. The women's rights movement started during World War II.



Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 12. Which of the following statements best describes the GI Bill of Rights?
- A. The GI Bill of Rights set out the basic rights and responsibilities of military personnel.
  - B. While an important piece of legislation, the GI Bill of Rights had little effect on the economy.
  - C. The GI Bill of Rights offered specific benefits for those who agreed to enlist in the armed services.
  - D. The GI Bill of Rights provided educational and economic benefits to those who had served during World War II.
- \_\_\_ 13. What was the purpose of the United Nations?
- A. To mediate world conflicts
  - B. To police the building of nuclear weapons
  - C. To try world leaders who break international laws
  - D. To provide armed forces for nations that are attacked
- \_\_\_ 14. Where is the headquarters of the United Nations?
- A. Geneva, Switzerland
  - B. London, England
  - C. New York City, United States
  - D. Paris, France
- \_\_\_ 15. The Cold War was mainly "fought" between
- A. the United Nations and Korea.
  - B. the United States and Germany.
  - C. the Allied Powers and the Axis Powers.
  - D. the United States and the Soviet Union.
- \_\_\_ 16. Which of the following was NOT part of the Cold War?
- A. The Marshall Plan
  - B. Advances in nuclear warfare
  - C. The "race" to develop military weapons
  - D. A confrontation between communism and self-determination

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 17. The Truman Doctrine was
- A. a foreign policy of economic and military aid to contain the spread of communism.
  - B. a foreign policy of nonproliferation of nuclear weapons after the use of the atomic bomb.
  - C. a foreign policy of involvement in the League of Nations to ensure world peace and stability.
  - D. the U.S. foreign policy of isolationism in order to keep the United States out of Europe's affairs.
- \_\_\_ 18. The primary purpose of the Marshall Plan was
- A. to ensure that Europe did not fall to communism.
  - B. to open more opportunities for cooperation with the Soviet Union.
  - C. to provide humanitarian aid and relief to allies who suffered in World War II.
  - D. to increase the imperialistic position of the United States in Allied treaty negotiations.
- \_\_\_ 19. The 1948 Berlin Airlift was in response to a Berlin crisis created by
- A. the Soviet closing of land routes to Berlin, blockading the city.
  - B. freezing winter weather following the destruction of World War II.
  - C. U.S. desires to open European markets for U.S. consumer goods and services.
  - D. efforts of Allied forces to get around the Berlin Wall dividing East and West Germany.
- \_\_\_ 20. What national boundary was mandated at the 38th parallel after World War II?
- A. The boundary between China and Taiwan
  - B. The boundary between North Korea and South Korea
  - C. The boundary between East Germany and West Germany
  - D. The boundary between North Vietnam and South Vietnam



**ANSWERS TO UNIT 6 QUESTIONS**

1. D
2. D
3. A
4. A
5. C
6. C
7. A
8. C
9. A
10. C
11. B
12. D
13. A
14. C
15. D
16. A
17. A
18. A
19. A
20. B



## THE UNITED STATES AS WORLD LEADER

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### 1950s - TODAY

This unit covers the period after the Korean War up to the present. It was during this period that the United States became a "superpower."

Events included in this unit include:

- **the growth of suburbs, 1950s**
- **television, 1950s**
- **the Supreme Court decision in *Brown v. Board of Education of Topeka*, 1954**
- **the Montgomery bus boycott, 1955**
- **the Interstate Highway Act, 1956**
- **the Bay of Pigs and the Cuban Missile Crisis, 1961-1962**
- **the assassination of President Kennedy, 1963**
- **the Gulf of Tonkin Resolution and the Vietnam War, 1964-1973**
- **the Civil Rights Act of 1964 and the Voting Rights Act of 1965**
- **the Supreme Court decision in *Miranda v. State of Arizona*, 1966**
- **the assassination of Dr. Martin Luther King, Jr., 1968**
- **the moon landing, 1969**
- **Supreme Court decisions, 1971-1973**
- **Watergate, 1972**
- **the Iranian hostage situation, 1979**
- **the fall of the Berlin Wall, 1989**
- **the Persian Gulf War, 1991**
- **the Oklahoma City bombing, 1995**
- **September 11, 2001**
- **Operation Enduring Freedom, 2001**
- **Operation Iraqi Freedom, 2003**



## The Growth of Suburbs, 1950s

**Importance:** The decades after World War II saw a population shift from the cities to the areas surrounding the cities.

After World War II, the population of the United States began to grow sharply. Young men and women who had struggled through the depression of the 1930s and the war of the 1940s believed that the worst was over. People who had put off getting married now did so, and they began to start families. So many children were born in the postwar period that it became known for its *baby boom*. That period lasted from 1946 to about 1964.

With the increasing population came a demand for more housing. Returning veterans were able to secure low-interest loans through the GI Bill of Rights. Homebuilders answered the demand by building houses in the areas around central cities. One of the first suburbs, or planned communities, was Levittown on New York's Long Island. All of the single-family homes in the community had four rooms, no basements, and the same floor plan. They sold for \$6,999. In the ten-year period between 1948 and 1958, 13 million homes were built in the United States; 11 million were built in the suburbs.

With the increase in housing came an increase in the economy as the new homeowners bought new furniture, new appliances, and new automobiles. The new suburbs also led to new roads, new schools, new office buildings, and shopping centers.



## Television, 1950s

**Importance:** Television has been an important influence on American culture and on American public opinion.

Television, which had been developed in the 1930s, had a tremendous influence on American culture after World War II. In 1950, only 9 percent of the nation's households had a television. By 1955, that percentage had spiraled to 65 percent; by 1979, 99 percent of American households had televisions. In the 1950s, there were three major television networks, and two colors – black and white. At first, television programs ran only six or seven hours *a day*.

As televisions began to appear in more and more households, television viewing began to replace family games and conversation as the evening entertainment of choice. Even food changed. Frozen TV dinners were developed to shorten the time spent preparing evening meals. They were designed to be eaten in front of the television set, not at a dining table. Family living rooms were arranged around the television.

In addition to changing the nation's entertainment habits, television contributed greatly to our nation's cultural and educational growth. Television allowed Americans to travel throughout the nation and the world from the safety of their living rooms. It presented live news so that viewers could see events as they actually happened and not as groups of editors or broadcasters interpreted them.



## The Supreme Court Decision in *Brown v. Board of Education of Topeka*, 1954

**Importance:** The 1896 U.S. Supreme Court ruling in *Plessy v. Ferguson* established the separate-but-equal doctrine. In 1954, that doctrine was overturned by the Supreme Court's decision in *Brown v. Board of Education*.

In 1950, seven-year-old Linda Brown, a black student, tried to enroll in an all-white school in Topeka, Kansas. When she was not allowed to enroll, the NAACP helped Brown's father sue the Topeka Board of Education. The case, referred to as *Brown v. Board of Education*, reached the U.S. Supreme Court. In its 1954 ruling, the Court said separate-but-equal schools were unconstitutional. It ordered racial integration of schools "with all deliberate speed." After nearly sixty years of court-approved segregation, the ruling in the *Plessy* case was finally overturned.

The lawsuit was one of many brought by the NAACP against segregated school systems because black leaders saw education as the route for social and economic improvement for African Americans. Time after time, NAACP attorneys proved that black schools were not equal to white schools and were, in fact, distinctly unequal in facilities, materials, supplies, staffing, and funding. In the 1954 case, the lawyers were able to prove that black children were being psychologically damaged by the dual and unequal schools. The Court ruled that segregated schools were inferior because they stigmatized black students. The NAACP's attorneys included Thurgood Marshall, later an associate justice of the U.S. Supreme Court.

The Supreme Court's ruling did not translate into an immediate end to segregated schools in any section of the nation. Southern states were especially reluctant to integrate school systems, and it took many years of individual lawsuits and even the protection of federal troops before segregated schools became a part of the nation's past.



## Montgomery Bus Boycott, 1955

**Importance:** The Montgomery bus boycott ushered in a movement that would forever change race relations in America.

The successful desegregation of transportation systems in the South began at 5:30 p.m. on Thursday, December 1, 1955. Rosa Parks, a middle-aged black seamstress was "bone weary" from a long day of work. She boarded a public bus in Montgomery, Alabama, paid her fare, and sat down in the first empty seat just behind the "whites only" section. At a stop by a theater, six white passengers got on the bus. The driver ordered all blacks to move to the back. Three rose to move; Mrs. Parks stayed where she was. The driver called for a policeman. Mrs. Parks was arrested, booked, fingerprinted, and briefly jailed. She had violated a city ordinance that gave bus drivers the right to decide where passengers sat.

News of her arrest quickly spread among the black community. A group of black ministers gathered to discuss ways to support her. They asked Atlanta-born Dr. Martin Luther King, Jr., to be their spokesperson. They also agreed to *boycott* the city buses until black passengers were treated with courtesy, black bus drivers were assigned to primarily black routes, and seating would be on a first-come, first-served basis.

Car pools were formed in black neighborhoods, and black-owned taxi cabs charged only a dime for a ride to or from work. In a matter of weeks, the city's bus revenue fell by 65 percent. The boycott lasted almost one year.

In November 1956, the U.S. Supreme Court ruled that segregation on public transportation was unconstitutional. When the Supreme Court decision officially reached Montgomery on December 21, Dr. King and a white minister boarded a city bus and rode through the streets without incident. The Montgomery bus boycott was over, but the movement for civil rights was just beginning.

## **The Interstate Highway Act, 1956**

**Importance:** Passage of the Highway Act of 1956 approved an interstate highway system that was to have a significant influence on American life. As one of the largest public works programs in the history of the nation, it stimulated the economy and opened new highways for travel between the nation's major cities and for transporting goods.

During his service in Europe in World War II, General Eisenhower had seen how effective the German multilane highways, called the autobahn, were for moving military materials, troops, and supplies rapidly across the nation. He believed that the United States needed such a network of expressways not just for defense purposes and military uses, but to connect the major cities of the nation and facilitate the rapid transport of goods and products from one market to another.

The National Interstate and Defense Highways Act, also known as the Federal Highway Act of 1956, approved the development of 41,000 miles of multilane, divided expressways connecting all of the nation's major cities and covering every state in the Union. Today, over 50,000 miles of interstate highways run throughout the nation, and interstate trucking firms are a major part of the nation's economy. In addition, the modern highways have promoted growth in urban and suburban areas, increased the nation's dependence upon the automobile, and provided for the development of narrow strips running beside the interstates.

Modern interstate highways that run north-south are given odd numbers; those that run east-west are given even numbers.

## **Bay of Pigs and the Cuban Missile Crisis, 1961-1962**

**Importance:** Two events in the 1960s defined U.S. relationships with our neighbor to the south, Cuba. Cuban activities led the world to the brink of World War III in 1962.

In 1961, forty-three-year-old John Fitzgerald Kennedy was inaugurated the youngest U.S. president. Kennedy and his wife, Jacqueline, represented a set of lofty and ambitious ideals and hopes for America's future. The program that President Kennedy wanted to establish for this country was known as the "New Frontier," and it called for sweeping social and economic changes in domestic policies. Unfortunately, Kennedy faced a difficult Congress and made very little progress with his domestic programs.

President Kennedy's first major foreign policy efforts fared little better than his domestic programs. President Kennedy continued a program, begun under President Eisenhower, to aid anti-Castro Cuban immigrants who planned to invade Cuba, overthrow Communist dictator Fidel Castro, and lead a revolution to establish Cuba as a democracy. Kennedy supported the invasion, which was planned for April 1961.

Over two thousand Cuban exiles landed as an invasion force at the Bay of Pigs on Cuba's southern coast. They immediately faced hostile terrain and strong opposition from Cuban

military forces. President Kennedy realized that the invasion had stalled, but refused to allow the U.S. Air Force to intervene by launching air attacks on Cuba. The exiles' invasion lasted only two days and was a complete failure. Kennedy took full responsibility for the Bay of Pigs disaster even though he had only authorized a plan already in place and developed by the Central Intelligence Agency.

The next crisis between the United States and Cuba came in October 1962. American reconnaissance planes discovered evidence that Soviet nuclear missiles were being installed in Cuba. Those missiles were capable of hitting most of the eastern coast of the United States. President Kennedy knew that the missiles posed a threat to the United States and had to be removed, yet he could not afford to be humiliated again after the failed Bay of Pigs invasion.

Rather than launch attacks on Cuba and the missile sites, President Kennedy placed a naval blockade around Cuba to stop the Soviet Union from transporting additional missiles to the island. He also demanded that the existing missiles be removed. For a few days, the world stood at the brink of another major war as Soviet ships sailed towards Cuba and the U.S. Navy stood offshore, ready to attack if the blockade was challenged.

In the standoff, Soviet Premier Khrushchev was the first to blink. He turned his ships around rather than risk running the blockade. He offered to remove Soviet missiles from Cuba if the United States would pledge not to invade Cuba. President Kennedy quickly agreed to Khrushchev's demands, and the missile crisis ended. President Kennedy's prominence as a world leader rose with his deft handling of the Cuban missile crisis. Although military advisors had encouraged him to attack Cuba and destroy the missile sites, he had chosen a less aggressive plan and prevented an open encounter with the Soviet Union in the midst of the Cold War.

## The Assassination of President Kennedy, 1963

**Importance:** During his brief years in office, President Kennedy did not achieve spectacular accomplishments, but his assassination in 1963 made him a martyr. He became a mythical figure of an ideal American president.

President John Fitzgerald Kennedy, elected at age 43, was the first Roman Catholic and the first person of Irish descent to attain the presidency of the nation. He was a popular, handsome, and charismatic figure. President Kennedy and his wife, Jacqueline, inspired a nation with their grace, charm, and elegance.

Kennedy had been elected with a slim margin of votes and lacked a "popular mandate" for his programs. He faced a traditional and difficult Congress and was able to achieve few of his plans. He did garner support for U.S. space explorations, the development of the Peace Corps, and the establishment of the Alliance for Progress with Latin American countries. However, he could not gain support for improvements in education, civil rights, care for the elderly, health care, or other goals of his New Frontier program.

On November 22, 1963, Kennedy and his wife were in Texas making a series of stops for public speeches. In Dallas, they rode in an open limousine through the streets when shots rang out from the sixth story of a Texas schoolbook depository. The young president was struck in the head and died minutes later in a nearby hospital. A stunned nation watched on television in horror and disbelief.

Police arrested Lee Harvey Oswald for the president's assassination. Oswald himself was later assassinated on national television by local night club owner Jack Ruby.

President Kennedy's death, his funeral, and his family's grief and suffering afterward had a tremendous impact on Americans. He became a martyr and his wife and children became symbols of that mythical status as well.

A federal commission, the Warren Commission, investigated the president's assassination and ruled that Oswald had acted independently in killing Kennedy. Millions of Americans were never satisfied with the Commission's report and believe, to this day, that a conspiracy resulted in Kennedy's death. Lacking concrete evidence, the assassination has become the stuff of myths and legends.

## Gulf of Tonkin Resolution and the Vietnam War, 1964-1973

**Importance:** The Gulf of Tonkin Resolution led to an increased American military presence in Vietnam and the escalation of the Vietnam War.

Vietnam had been a French colony, which the Japanese seized during World War II. As the war ended and Japan was defeated, the French wanted Vietnam returned to their control. Many within Vietnam, however, wanted to be an independent nation and refused to accept French control again. The Soviet Union backed the rebels, led by Ho Chi Minh, while the United States supported the French claims. Conflicts between the revolutionaries who wanted an independent nation and the French authorities continued until 1954, when French forces needed military assistance and appealed to the United States for help.

President Eisenhower was unwilling to commit troops to aid the French, and France was forced to negotiate a settlement at a conference held in Switzerland. The Geneva Accords, as the settlement was called, divided Vietnam into two parts along the 17th parallel. North Vietnam was to be controlled by Ho Chi Minh and his supporters, who were communists. South Vietnam fell under the control of U.S.-supported Ngo Dinh Diem. Almost from the beginning, the two sections of the divided country struggled, as North Vietnam wanted to reunite the country under communist control and South Vietnam wanted to reunite the nation under a democratic form of government. Both Presidents Eisenhower and Kennedy supported the South Vietnamese government and gave aid in the form of weapons and military advisors.

Realizing that Ngo Dinh Diem could not unify his people, President Kennedy supported a coup to overthrow Diem's government and establish a new regime. After President Kennedy was assassinated, Lyndon B. Johnson took office and inherited Vietnam as a major foreign policy problem.

There were just over 15,000 American troops in Vietnam in 1963. During President Johnson's first months in office, he sent 5,000 more military advisors to Vietnam. In the Gulf of Tonkin, a U.S. naval ship, the *Maddox*, was fired upon by North Vietnamese torpedo boats. President Johnson requested and Congress approved a measure authorizing the president to take all necessary measures to protect American forces and prevent further aggression in Vietnam. This was known as the Gulf of Tonkin Resolution, and it was passed on August 7, 1964. That resolution gave the president the authority to expand the war.

Television brought the war into Americans' living rooms. As the Vietnam War dragged on, antiwar sentiments increased, and the country became divided. This time, the division did not lead to civil war, but it did cause wounds that were not healed when the war supposedly ended with a cease-fire agreement on January 27, 1973.

As American military forces left Vietnam, fighting resumed between North and South Vietnam. In 1975, the communists took control of South Vietnam. The fall of South Vietnam ended almost twenty years of U.S. involvement in Vietnam. More than 58,000 American soldiers were killed and over 300,000 were wounded in the war. It had been the longest war in U.S. history, and it was the only defeat the United States had suffered. In addition to the loss of lives and the millions of dollars spent on Vietnam, the war led to a reluctance to use military force and a distrust of the government.

## The Civil Rights Act of 1964 and the Voting Rights Act of 1965

**Importance:** These two pieces of legislation were the most far-reaching and important civil rights legislation since Reconstruction.

In June 1963, President Kennedy went on national television and described segregation as a moral crisis for the country. Later that month, he sent to Congress the strongest civil rights bill in history. Unfortunately, he did not live to see its passage.

However, in July 1964, President Lyndon B. Johnson signed that bill into law. After decades of protests, boycotts, lawsuits, and violence, Congress outlawed segregation in all public places. The legislation outlawed segregation by employers, by business owners, by unions, by schools, by states, and by state agencies.

The legislation authorized the federal government to withhold funds from any projects, agencies, or schools where discrimination existed. It also set up the Equal Employment Opportunity Commission (EEOC) to work against discrimination in the workplace.

Many southern states prevented or made it very difficult for blacks to vote. Sometimes they were required to pay a poll tax or take a literacy test. The Voting Rights Act of 1965 was signed into law on the heels of what was known as the “freedom summer” of 1964. Voter registration drives were held throughout the South as civil rights organizations and leaders tried to bring about change at the ballot box.

Thousands of young college students, many from northern states, came to the South to help organize the voter registration drives. They were often met by threats and sometimes violence.

The Voting Rights Act outlawed all literacy tests. It allowed the federal government to move into a state and register voters where local authorities were using restrictions to prevent blacks from voting.

## Supreme Court Decision in *Miranda v. State of Arizona*, 1966

**Importance:** The U.S. Supreme Court’s ruling in *Miranda v. State of Arizona* changed police procedures and required that suspects be informed of their rights at the time they were taken into custody.

In 1963, a young teenager named Ernesto Miranda was arrested for armed robbery. After he was arrested, he signed a confession admitting to the robbery and to kidnapping and raping a teenage girl. Based largely on that confession, Miranda was convicted. Miranda’s attorneys appealed the conviction, arguing that he had not been properly informed of his rights to have lawyers with him and that the signed confession was, therefore, not legally admissible.



Miranda's case went all the way to the U.S. Supreme Court, which overturned the conviction, ruling that criminal suspects must be warned of their rights before they are questioned by police. As a result of the Supreme Court decision, all suspects arrested now must receive their "Miranda warning" as police explain that defendants have a right to remain silent, that whatever they say can and will be used against them in a court of law, that they have the right to an attorney, and that, if they cannot afford an attorney, one will be appointed for them. Any evidence gathered from a suspect before his or her Miranda rights are explained is not admissible in a court of law.

## The Assassination of Dr. Martin Luther King, Jr., 1968

**Importance:** With the death of Dr. Martin Luther King, Jr., African Americans lost their most eloquent spokesman for civil rights.

Dr. Martin Luther King, Jr., first came to prominence in the civil rights movement during the Montgomery bus boycott. During his years of study, Dr. King developed a nonviolent approach to social change. He based his ideas on the writings of Henry David Thoreau, the author of *On Civil Disobedience*, and on the teachings of India's Hindu leader, Mahatma Gandhi. He believed in a four-pronged approach for gaining civil rights for all Americans: direct, nonviolent actions; legal redress; ballots; and economic boycotts.

As head of the Southern Christian Leadership Conference (SCLC), Dr. King often traveled two or three thousand miles a week spreading the message of nonviolence. From the South, Dr. King spread his message to other parts of the nation. King worked tirelessly with other African American leaders to register black voters and ensure voting rights for African Americans. He worked with attorneys to use lawsuits rather than violence to bring about social change. His economic boycotts involved both industry boycotts and lunch counter sit-ins. Dr. King was often the target of death threats.

On April 4, 1968, Dr. King was in Memphis, Tennessee, to organize support for 1,300 striking sanitation workers. As Dr. King stood on the balcony of a Memphis motel, a shot from a high-powered rifle rang out. Martin Luther King, Jr., was dead at the hands of an assassin.

On March 11, 1969, James Earl Ray, a forty-year-old high school dropout, was tried and convicted for King's murder.

## Man Lands on the Moon, 1969

**Importance:** The landing of two U.S. astronauts on the moon's surface on July 20, 1969, marked a huge success story for a space program that had been in competition with the Soviet Union since 1958.

The National Aeronautics and Space Administration, NASA, was created in 1958 and was immediately behind in the space race between the United States and the Soviet Union. In October 1957, the Soviets had launched *Sputnik 1*, the world's first satellite. In 1961, they launched the first manned spaceship under the command of Cosmonaut Yuri Gagarin. Americans reacted to the Soviet successes with dismay, and the nation's leaders pushed American space programs with the creation of NASA and with large appropriations to train astronauts for space flights.

In his inaugural address in January 1961, President John F. Kennedy challenged NASA to do what no one had done before – to land a man on the moon. Less than a month after Gagarin’s flight, Alan B. Shepard, Jr., rode a small capsule atop a Mercury-Redstone rocket that blasted off from the launch pad at Cape Canaveral, Florida. Shepard’s flight, America’s first manned space flight, meant that the space race was on between the world superpowers. In 1962, American astronaut John Glenn became the first American to orbit Earth.

With the Apollo missions, the U.S. space agency tackled the task of landing a man on the moon. These lunar exploration flights led to Apollo 11, when astronaut Neil Armstrong achieved something no man had ever done. He stepped out of the Apollo spacecraft and onto the surface of the moon at 4:17 p.m. Eastern Daylight Time, July 20, 1969. His now famous words were, “That’s one small step for man, one giant leap for mankind.” Armstrong was followed down the ladder of the spacecraft by astronaut Buzz Aldrin. The two men collected 46 pounds of moon rocks, which they brought with them back to Earth.

The two astronauts planted a United States flag on the moon’s surface and left a sign that reads:

Here Men from the Planet Earth  
First Set Foot on the Moon.  
July 1969 A.D.  
We Came in Peace for All Mankind.

## Supreme Court Decisions, 1971-1973



**Importance:** During most of the 1970s, the U.S. Supreme Court was noted for its moderation. Three critical and precedent-setting cases in the early 1970s were, however, very controversial.

1971: *Swann v. Charlotte-Mecklenburg Board of Education*

In a case brought against the Charlotte-Mecklenburg Board of Education in North Carolina, the Supreme Court ruled that communities that had segregated schools because of segregated residential patterns had to employ “forced busing” to correct the segregation and to achieve integration.

1972: *Furman v. Georgia*

In a case brought against the state of Georgia, the U.S. Supreme Court overturned the existing statutes on capital punishment. The Court set strict guidelines on the use of capital punishment, and for several years there were no executions held in the United States.

1973: *Roe v. Wade*

The most controversial of the 1970s court decisions was the Supreme Court’s 7 - 2 ruling in the case of *Roe v. Wade*. The Court ruled that state laws that had forbidden women to have abortions were unconstitutional. The ruling meant that women had a constitutional right to abortions during the first three months of a pregnancy; after the initial three months, a fetus had to be protected by the government. The basis of the Court’s decision was that a woman had a constitutional right to privacy and that that right included the right to abort a fetus during the first trimester of a pregnancy.

The Court’s ruling opened an argument that continues today as pro-choice advocates argue for a woman’s right to choose to have an abortion, and pro-life or right-to-life advocates argue that the life of an unborn child trumps a woman’s right to an abortion.

## Watergate, 1972

**Importance:** Watergate was the primary political scandal of the late 1900s. It seriously damaged the public's trust of government.

In June 1972, police arrested a group of men for breaking into and “bugging” the Democratic National Committee offices at the Watergate building in Washington, D.C. Investigative reporters discovered that some of the burglars had worked for a committee to reelect President Richard Nixon. Nixon denied any connection between the burglary and the White House. However, the reporters uncovered additional information that pointed to a cover-up at the highest level of government. When the burglars were tried in early 1973, one of them talked. What emerged was a story of the abuse of power by the White House.

During its investigations, the U.S. Senate committee discovered that Nixon had tape-recorded all of his Oval Office conversations. President Nixon continued to deny any involvement in Watergate and refused to give up the tapes. Eventually the Supreme Court ruled that the president had to turn over the tapes. When the tapes were reviewed, they showed that President Nixon knew of the Watergate burglary and had tried to cover it up. A number of people connected to the administration were convicted of Watergate-related crimes. The House of Representatives prepared to impeach President Nixon, but he resigned on August 8, 1974. The new president, Gerald Ford, pardoned Nixon rather than see him tried in criminal court.

The Watergate affair showed first and foremost that no person was above the law, not even the president. The affair also led Americans to become more cynical about their government, a situation that continues to this day. And it popularized the practice of using investigative reporting teams to dig up and use all sorts of information to attract the eye of the reading and television-viewing public.

## Iran Hostage Situation, 1979

**Importance:** The capture of 53 American hostages by Middle Eastern fundamentalist revolutionaries in Iran and the holding of those hostages for 444 days not only caused ridicule of the United States but also led to an epidemic of hostage-taking by terrorists around the world.

From the 1950s through the late 1970s, the United States had supported the shah (ruler) of Iran with public support and military assistance. In 1979, however, the shah was overthrown by fundamentalists among the Iranian people and fled the country. He entered the United States to seek medical treatment for cancer.

Some 500 Iranian “students” stormed the U.S. embassy in Tehran and captured over 60 American diplomatic personnel. They demanded that the shah be returned to Iran. After letting some hostages go, the students held the remaining 53 hostages for 444 days.

President Jimmy Carter froze Iranian assets in the United States and tried diplomatic negotiations. Despite international support, he was unable to get the hostages released. One military effort to rescue the hostages was a failure. Carter's inability to “save face” by rescuing the American hostages played a major part in his defeat for reelection in November 1980.

Iran released the American hostages on the day of Ronald Reagan's inauguration in January 1981.

## Fall of the Berlin Wall, 1989

**Importance:** The fall of the Berlin Wall and the opening of the German Democratic Republic for private travel symbolized the end of the Cold War and a new era in international relationships.

At the close of World War II in 1945, the Allied powers – the United States, Great Britain, France, and the Soviet Union – had agreed to divide the defeated Germany into four sections with control of one sector being in the hands of each of the countries. In 1947, France, Great Britain, and the United States merged their sectors into a new Republic of West Germany. The Soviet-controlled sector of Germany became the German Democratic Republic (East Germany). Berlin, which lay entirely within East Germany, was also divided into east and west.

Between 1949 and 1961, millions of East Germans fled to the freedom of West Berlin. In 1961, East German leader Walter Ulbricht ordered the construction of a wall to separate the two parts of the city. On August 13, 1961, the German Democratic Republic began to block off East Berlin from West Berlin by means of barbed wire and antitank obstacles. Streets were torn up, and barricades of paving stones erected. Tanks and armed troops were positioned at intervals along the wall. Inhabitants of East Berlin and the GDR were no longer allowed to enter West Berlin. Soon the temporary barrier was replaced with a solid wall topped by razor-sharp wire.

The Berlin Wall ran a length of 96 miles around West Berlin. Behind the wall in East Germany, a lighted no man's land was created. A deep trench was cut behind the open area to prevent vehicles from driving through or crashing into the wall. There was a patrol track and a corridor with guard dogs. At points along the wall, watchtowers were built for the guards who overlooked the wall and the open field behind it. A second concrete wall was constructed inside the first. Persons trying to escape faced a daunting task. East German citizens who tried to escape were shot as they reached the open area.

One of the first victims was Peter Fechter, an 18-year-old citizen of East Berlin, who tried to escape over the wall. He was shot by East German troops and bled to death beside the wall. Close to 200 people were killed trying to escape over the Berlin Wall.

The wall served to keep East Germans imprisoned. But more than anything else, the wall was a symbol of the separation between eastern powers, including the Soviet Union and China, and the western powers, led by Great Britain and the United States. It was also a propaganda disaster for East Germany and the entire communist bloc. In 1987, President Ronald Reagan made a famous speech at a gate in the wall that called on Soviet leader Gorbachev to "tear down this wall."

As the Cold War ended and communist control of eastern Europe eroded, the Berlin Wall served no purpose. On November 9, 1989, an East German leader announced that the border would be open for private trips abroad; tens of thousands of East Germans gathered at the checkpoints and demanded to visit West Berlin. In the days and weeks that followed, citizens came to the wall with sledgehammers and demolished it. Souvenir seekers began to take away parts of the Berlin Wall; by 1991, it had vanished almost completely. Some parts of the wall were given away as symbolic gestures of the new openness. For example, a large chunk of the Berlin Wall is now a part of the Reagan Presidential Library in California. In 1997, a small red line was painted on the pavement at the crossing known as "Checkpoint Charlie" to commemorate where the Berlin Wall had been. In 1998, a wall memorial was erected in Berlin.

## The Persian Gulf War, 1991

**Importance:** The Persian Gulf War, Operation Desert Storm, was the United States's first full-scale military operation after Vietnam.

President George H. W. Bush faced an international crisis in August 1990 when Iraq invaded Kuwait, hoping to seize Kuwait's oil and gain a port on the Persian Gulf. The United Nations demanded that Iraq withdraw. The United States led a coalition of twenty-six nations to free Kuwait. "Operation Desert Shield" was the name given to a five-month buildup of military forces in Saudi Arabia and the Persian Gulf region. President Bush and other world leaders hoped that Iraq would leave Kuwait; they set a deadline of January 15, 1991, for Saddam Hussein to withdraw his troops.

When he refused, Operation Desert Shield turned into Operation Desert Storm. Beginning on January 16, 1991, the allies bombed Iraq for one month before ground troops landed under the leadership of General Norman Schwarzkopf. In one hundred hours, the U.S.-led troops freed the Kuwaiti people and pushed Iraq back across its borders. On March 3, Iraq accepted the terms of a cease-fire, and the fighting ended.

Left behind was an ecological disaster. Retreating Iraqi troops had blown up and set fire to oil wells across the country. Over 10 million barrels of oil had been released into the Persian Gulf, polluting the water for years.

## Oklahoma City Bombing, 1995

**Importance:** The bombing of the Murrah Federal Building in Oklahoma City was the most horrific case of domestic terrorism in American history. It also revealed the depth of anger and the danger of antigovernment separatist groups within the nation.

On April 19, 1995, just after 9:00 a.m., a bomb in a rental truck exploded outside the Alfred P. Murrah Federal Building in Oklahoma City. The building housed regional offices for the Secret Service, the Drug Enforcement Agency (DEA), the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), and other agencies. It also housed a day-care center.

The bomb, a homemade device of fertilizer and fuel oil, blew off the side of the building and killed 168 men, women, and children. The American public watched in horror as rescue workers pulled bodies from underneath the rubble.

Initial speculations about the bombers ranged from communists to Islamic terrorists. Later two Americans were arrested, charged, and eventually convicted of the bombing – former soldiers and turned antigovernment militiamen Timothy McVeigh and Terry Nichols. McVeigh was convicted in 1997 and was executed in 2001. Nichols was found guilty of conspiracy and murder and given a life sentence.

Prosecutors believed that the bombing was motivated by strong antigovernment sentiments growing out of the 1993 government raid on the religious group called the Branch Davidians near Waco, Texas. The raid and subsequent standoff resulted in the deaths of more than 80 Branch Davidians. The Oklahoma City bombing took place on the second anniversary of the raid. Whatever the motivation behind McVeigh's actions, his bombing of the federal building and killing of 168 people focused America's attention on the growing numbers of antigovernment, militant hate groups that had sprung up across the country in the 1980s and 1990s

## September 11, 2001

**Importance: On September 11, the United States was attacked by terrorists in the worst disaster since Pearl Harbor.**

At 8:45 a.m. on September 11, 2001, millions of Americans were finishing breakfast, driving their children to school, dressing for or heading to work, and either listening to the radio or watching morning news shows. One minute later, at 8:46 a.m., our world changed.

News reports said that an airplane filled with passengers had flown into the North Tower of New York City's World Trade Center. Fire and thick smoke poured from the top floors of the building. People were shocked by what they thought was a terrible accident. Minutes later, cameras caught a second passenger jet as it flew into the South Tower at 9:03. Instantly, any idea of an accident was forgotten. The United States had been attacked, and it was not over yet.

As stunned Americans watched the World Trade Center burning, American Airlines Flight 77 bound for Los Angeles was hijacked. It left Dulles International Airport in Washington, D.C., crossed the Potomac River, and crashed into the Pentagon, the symbol of the nation's military establishment. One hundred twenty-four people were killed on the ground, and seventy-six were injured. All of the passengers and crew members of Flight 77 were killed.

At 9:59 a.m., as millions were glued to their television sets, the South Tower of the World Trade Center collapsed, killing those occupants still in the building as well as those firefighters, police officers, Port Authority officers, and rescue personnel who had been trying to save those trapped inside. Twenty-nine minutes later, at 10:28 a.m., the North Tower fell. A total of 2,774 people were killed, and over 2,000 were injured. At about 5:30 p.m., a third tower in the World Trade Center Complex collapsed, and, the next day, another building within the complex collapsed.

Most of the thirty-seven passengers on United Flight 93 were businessmen who left Newark International Airport at 8:41 a.m. By 9:35, with the Twin Towers and the Pentagon in flames, a thickly accented voice came over the Flight 93 intercom, "This is your captain. There is a bomb on board. We are returning to the airport." In the passenger cabin, three men had taken control. When several passengers called spouses and friends to tell them they were being hijacked, the passengers learned of the other events of the morning. Realizing that their hijacked plane was about to be used as a weapon, a number of the passengers rushed the hijackers and the cockpit. There was silence for a few minutes, then the telephones went dead. The airplane crashed in a rural area in southwestern Pennsylvania, killing all aboard. No one knows the intended target of the hijackers; possibilities include the Capitol, the White House, or even Camp David, the presidential retreat. Whatever the terrorists had planned, the brave men and women aboard Flight 93 stopped yet another devastating attack on that day.

## Operation Enduring Freedom, 2001

**Importance:** The purpose of Operation Enduring Freedom was to punish those responsible for the attack of September 11.

Right after September 11, President George W. Bush declared a national emergency and called upon Congress to give him war powers. The United States determined that al-Qaeda was responsible for the September 11 attack. Al-Qaeda was based in Afghanistan, where the terrorist organization was protected by the political and religious Taliban. U.S. government leaders gave the Taliban an ultimatum to close terrorist training camps and hand over al-Qaeda leaders. The Taliban government refused.

President Bush led a coalition of seventy nations in an attack on Osama bin Laden's camps in Afghanistan. The operation was called "Enduring Freedom," and it began on October 7, 2001. On December 22, 2001, America's military leaders met in Kabul, Afghanistan, for a ceremony marking the inauguration of the Afghan interim government. By the end of March 2002, the Taliban had been removed from power and the al-Qaeda network in Afghanistan had been destroyed. Osama bin Laden, however, had escaped and continued to direct his terrorist activities.

America's war on terrorism involved more than just military operations. One step in the war on terrorism was the creation of the Department of Homeland Security. Homeland Security is responsible for our nation's overall safety. Its specific role is still evolving and includes everything from maintaining our borders to protecting our nation's critical installations. By 2005, this cabinet-level organization had a budget of \$41 billion and 180,000 employees. U.S. officials have also worked with other nations to seize financial assets of groups like al-Qaeda and to disrupt their international fund-raising activities.

## Operation Iraqi Freedom, 2003

**Importance:** Following the attacks of September 11, 2001, the United States became more concerned about nations that might have weapons of mass destruction that could be used by terrorists throughout the world. One such nation was Iraq.

In September 2002, President Bush addressed the United Nations about the danger posed by Iraq and that country's violations of UN resolutions. In November 2002, the UN Security Council unanimously adopted Resolution 1441 warning Iraq that it faced "serious consequences" if it continued to violate the various UN resolutions.

On March 19, 2003, President Bush addressed the nation to explain that our nation was at war once again. In discussing what was called "Operation Iraqi Freedom," President Bush said,

*My fellow citizens, at this hour, American and coalition forces are in the early stages of military operations to disarm Iraq, to free its people and to defend the world from grave danger. . . . Our nation enters this conflict reluctantly – yet, our purpose is sure. The people of the United States and our friends and allies will not live at the mercy of an outlaw regime that threatens the peace with weapons of mass murder. We will meet that threat now, with our Army, Air Force, Navy, Coast Guard and Marines, so that we do not have to meet it later with armies of fire fighters and police and doctors on the streets of our cities.*

Once again, the United States led a coalition of nations to oust Iraq's dictator Saddam Hussein. Most of the fighting forces are, however, American and British.

On May 1, 2003, President Bush declared the combat phase of the war with Iraq ended, although the Iraqis still needed our help to regain control of their country. Saddam Hussein was captured by U.S. troops in December 2003. American involvement in Iraq, however, did not end with his capture. With some assistance from coalition nations, American troops remained in Iraq to help the country elect a new, free government and to rebuild following the destruction of Hussein's reign and the war. In exchange for their help, U.S. soldiers face daily threats from terrorists trying to seize control of Iraq.



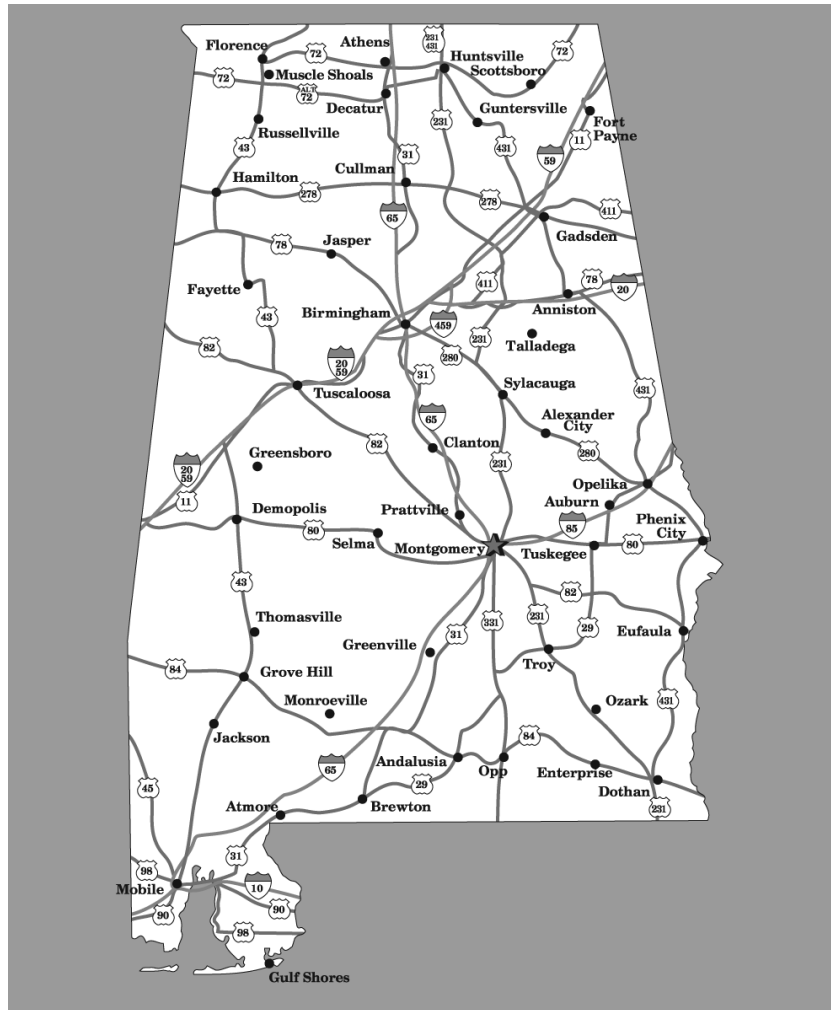
## UNIT 7 THE UNITED STATES AS WORLD LEADER

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**Directions:** Write your answers in the space provided.

- \_\_\_ 1. The growth of the suburbs was mainly fueled by
- A. the baby boom.
  - B. a new method of building houses.
  - C. more available land at the cities' edge.
  - D. the low-cost home loans available through the GI Bill.
- \_\_\_ 2. Which of the following is the most significant change brought about by the growth of television?
- A. Americans now have access to live news.
  - B. Television viewing changed family entertainment choices.
  - C. Frozen, quick-to-prepare meals called "TV dinners" were developed.
  - D. Television contributed to Americans' cultural and educational growth.
- \_\_\_ 3. Which of the following was established by the ruling in *Brown v. Board of Education*?
- A. Separate-but-equal facilities for blacks and whites
  - B. Forced busing to achieve racial integration of schools
  - C. Realization that segregated schools stigmatized black students
  - D. Realization that separate schools for blacks were unequal in facilities, materials, supplies, and staffing
- \_\_\_ 4. Which of the following was NOT a demand of those who took part in the Montgomery bus boycott?
- A. Black passengers were to be treated with courtesy.
  - B. Seating on the buses would be on a first-come, first-served basis.
  - C. Segregation on public transportation, such as buses, was to be declared unconstitutional.
  - D. Black drivers were to be assigned to bus routes that served primarily black passengers.

5. What was the model behind the interstate highway system proposed by President Eisenhower?
- A. France's interstate network
  - B. Germany's autobahn network
  - C. California's express highway system
  - D. New York's four-lane highway system



6. Examine the map shown above of the state of Alabama. What conclusion can be drawn about the interstate highways in Alabama?
- A. Odd numbers are used for interstate highways that run from east to west.
  - B. Even numbers are used for interstate highways that run from north to south.
  - C. Three-digit numbers are used for perimeter roads connected to federal interstate highways.
  - D. The directional route of interstate highways is not related to the numbering of those highways.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 7. The Bay of Pigs failure involved
- A. Cuban exiles invading Cuba.
  - B. American troops invading Cuba.
  - C. American troops invading Korea.
  - D. American troops and Cuban revolutionaries attacking Fidel Castro.
- \_\_\_ 8. President Kennedy blockaded Cuba and risked war with the Soviet Union because
- A. the Soviets were trying to invade Cuba in the western hemisphere.
  - B. the Soviets had located missiles in Cuba only 90 miles from the U.S. mainland.
  - C. the Soviets were providing military aid and equipment and economic support to Fidel Castro.
  - D. the Soviets were trying to overthrow the Cuban government, and Cuba was in our hemisphere.
- \_\_\_ 9. Which of the following was NOT an accomplishment of President Kennedy's brief administration?
- A. Establishing the Peace Corps
  - B. Promoting U.S. space explorations
  - C. Passage of the Voting Rights Act of 1965
  - D. Establishing the Alliance for Progress with Latin American nations
- \_\_\_ 10. Why were so many Americans never satisfied with the Warren Commission's conclusions on President Kennedy's assassination?
- A. Because the popular president had many enemies who wanted him killed
  - B. Because the links between Oswald and the Soviet Union were never fully explained
  - C. Because the Warren Commission's report failed to address charges of a conspiracy
  - D. Because the accused assassin was killed before a trial or investigation of the assassination could be held
- \_\_\_ 11. The Geneva Accords
- A. divided Vietnam into two parts.
  - B. gave Vietnam back to the Japanese.
  - C. made Vietnam an independent nation.
  - D. dictated that the United States would take over responsibility for Vietnam.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 12. What did the Gulf of Tonkin Resolution accomplish?
- A. It allowed the United States to send military advisors into Vietnam.
  - B. It gave the president of the United States war powers without congressional approval.
  - C. It reduced antiwar protests in the United States by reducing U.S. troop strength in Vietnam.
  - D. It established the Gulf of Tonkin as the boundary between North Vietnam and South Vietnam.
- \_\_\_ 13. Which of the following was the most long-lasting outcome of U.S. involvement in Vietnam?
- A. The undeclared war against North Vietnam was the longest war in U.S. history.
  - B. U.S. citizens' support for the military declined for decades after the defeat in Vietnam.
  - C. The North Vietnamese communists took control of South Vietnam after U.S. troops left.
  - D. The success of antiwar protesters divided the nation into those favoring and opposing war.
- \_\_\_ 14. What made the Civil Rights Act of 1964 more effective in ending racial discrimination than previous civil rights legislation?
- A. It allowed the federal government to move into a state and register voters for elections.
  - B. It authorized the federal government to withhold federal funds for projects where discrimination existed.
  - C. It outlawed all forms of discrimination based on race rather than targeting specific aspects of discrimination.
  - D. It was supported by a popular mandate of the citizens after years of boycotts, protests, lawsuits, and violence.
- \_\_\_ 15. Before passage of the Voting Rights Act of 1965, southern states used all of the following tactics to suppress the black vote EXCEPT
- A. poll taxes.
  - B. voter drives.
  - C. literacy tests.
  - D. threats of violence.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 16. What did the U.S. Supreme Court decision in *Miranda v. Arizona* establish?
- A. The legal steps and procedures for lawful investigations
  - B. The illegal nature of racial profiling by any state or federal police official
  - C. The rights of citizens accused of crimes to be protected from incriminating themselves
  - D. The rights of federal law enforcement officials to violate state borders in pursuit of criminals
- \_\_\_ 17. Which of the following was NOT a primary strategy of Dr. Martin L. King, Jr., to promote social change in the United States?
- A. Boycotts of elections to reduce voter participation
  - B. Lawsuits as a measure of legal redress to force social changes
  - C. Voter registration drives to increase the numbers of black voters
  - D. Industry boycotts to force financial pressures that would change industry behaviors
- \_\_\_ 18. Which nation was the first to launch a satellite into space?
- A. Germany
  - B. Great Britain
  - C. The Soviet Union
  - D. The United States
- \_\_\_ 19. Who was the first man to land on the surface of the moon?
- A. Astronaut Neil Armstrong
  - B. Cosmonaut Yuri Gagarin
  - C. Astronaut John Glenn
  - D. Astronaut Alan B. Shepard, Jr.
- \_\_\_ 20. Which U.S. Supreme Court decision set strict guidelines for the use of capital punishment?
- A. *Roe v. Wade*
  - B. *Furman v. Georgia*
  - C. *Miranda v. State of Arizona*
  - D. *Swann v. Charlotte-Mecklenburg*

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 21. The most direct cause of Richard Nixon's resignation from the presidency was
- A. the release of the movie *All the President's Men*.
  - B. a break-in at his opponent's campaign headquarters.
  - C. the attempted cover-up of abuses of power by the White House.
  - D. the electronic bugging of his opponent's campaign headquarters.
- \_\_\_ 22. How did the Iran hostage situation contribute to President Carter's defeat for reelection in 1980?
- A. President Carter suffered a loss of public support when the hostages were captured.
  - B. President Carter suffered a loss of prestige when the hostages could not be rescued.
  - C. President Carter was held responsible for the loss of soldiers' lives in the failed military effort to capture the terrorists.
  - D. President Carter was held responsible for the hostage capture when he allowed the shah of Iran to be treated for cancer in the United States.
- \_\_\_ 23. How did the fall of the Berlin Wall symbolize the end of the Cold War?
- A. The wall was a symbol of the freedom of West Berlin.
  - B. The wall was a symbol of East Germans' desire to move to the West.
  - C. The wall was designed to prevent the reunification of the German republic.
  - D. The dismantling of the wall removed a symbolic separation of East and West.
- \_\_\_ 24. Which did prosecutors believe was Timothy McVeigh's motivation for the Oklahoma City bombing?
- A. The increase of federal personal income tax
  - B. The federal government's raid on the Branch Davidian compound
  - C. Legislation restricting handguns and automatic machine guns from private ownership
  - D. Resentment toward the ATF because of restrictions on production and distribution of alcoholic beverages
- \_\_\_ 25. What actions led to the Persian Gulf War of 1990?
- A. Iraqi troops' destruction of OPEC oil fields
  - B. Saddam Hussein's development of weapons of mass destruction
  - C. Saddam Hussein's use of biological weapons against the Kurdish people of Iran
  - D. Saddam Hussein's invasion of Kuwait to seize Kuwaiti oil fields and a port on the Persian Gulf

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

- \_\_\_ 26. What happened on September 11, 2001?
- A. Saddam Hussein finally withdrew from Kuwait.
  - B. Terrorists attacked New York and the Pentagon.
  - C. The Japanese attacked the naval base at Pearl Harbor.
  - D. George Bush was elected president of the United States.
- \_\_\_ 27. Who was held responsible for the events of September 11, 2001?
- A. Saddam Hussein and Iraq
  - B. The Kuwaiti royal family
  - C. The forces of the shah of Iran
  - D. Al-Qaeda terrorists based in Afghanistan
- \_\_\_ 28. Which military action was a direct result of the September 11, 2001, attack on the United States?
- A. Operation Desert Shield
  - B. Operation Desert Storm
  - C. Operation Enduring Freedom
  - D. Operation Iraqi Freedom



- \_\_\_ 29. Based on the photograph shown above, what war do you think these soldiers were involved in?
- A. Iraq War
  - B. Revolutionary War
  - C. Vietnam War
  - D. World War II

## ANSWERS TO UNIT 7 QUESTIONS

1. D
2. D
3. C
4. C
5. B
6. C
7. A
8. B
9. C
10. D
11. A
12. B
13. B
14. B
15. B
16. C
17. A
18. C
19. A
20. B
21. C
22. B
23. D
24. B
25. D
26. B
27. D
28. C
29. A