**U.S. History EOC Study Guide**

**Building a Nation (Colonization-ca. 1877)**

**Unit 1: Exploration and Colonization**

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1. **Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America**
   * 1. Spain
        1. Treaty of Tordesillas – Pope divides the New World between Spain and Portugal
        2. Sought to establish claims to territory; to secure gold, silver, and ag. Produce; to convert Indians to Catholicism
        3. settled the West Indies, Mexico, Central America, and South America
        4. founded St. Augustine (the oldest city in the United States); founded Santa Fe (second oldest city in the United States)
     2. France
        1. Sought to acquire fish, trade with the Indians and convert the Indians to Catholicism
        2. Settled and explored the St. Lawrence, Great Lakes region and the interior of North America (Champlain, Marquette and Joliet)
     3. England
        1. Virginia
           1. Jamestown (1607) – founded by the joint-stock company Virginia Company of London; about 100 settlers; unaccustomed to work, but they began cultivating tobacco; become a royal charter
        2. Massachusetts
           1. Plymouth (1620) – Pilgrims come over on the Mayflower; led by William Bradford
           2. Massachusetts Bay (1630) – organized under the joint-stock company Massachusetts Bay Company; led by John Winthrop; established the Puritan Ethic
        3. D
2. **Analyze religious development and its significance in colonial America (e.g. religious settlements, and the Great Awakening**
   * 1. Southern (Chesapeake) – Anglican Church dominates
        1. Second largest colonial membership
        2. Much less influence in colonies than in England, though being a member carried great status
     2. Middle – most religiously diverse region containing Quakers, Catholics, Presbyterians
        1. Quakers – under William Penn, this faith had minimal church structure; “Inner Light” was the guide to salvation; belief in pacifism and religious tolerance
        2. Catholic Church – Maryland; however they were unpopular in the colonies, often denied voting or office-holding rights
        3. Presbyterians – located in the frontier and backcountry; many were of Scots/Irish descendents
     3. New England – Congregational Church (Puritans)
        1. Largest denomination in the colonies
        2. Belief in predestination
        3. Intolerant of other religions and/or differing views
           1. Roger Williams – promoted separation of church and state and called for fair payment to Native American’s for their land; settled Rhode Island
           2. Anne Hutchinson – banished for holding Bible readings and claiming the individuals could interpret scripture
        4. d
     4. Great Awakening – Starting in the 1720s, and under the leadership of Jonathan Edwards, it stimulated religious conversions and strong religious emotion through itinerate preachers and mass revival meetings
        1. Outcomes – split churches, but also promoted religious diversity and therefore tolerance in America
     5. d
3. **Describe significant aspects of the variety of social structures of colonial America**
   * 1. Southern (Chesapeake) – male-dominated with the population more dispersed and separated due to the agricultural nature of development
     2. Middle – tended to be the most diverse region in all aspects
     3. New England – family-owned farmers formed the community which centered around the church
4. **Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America (e.g. social, political, and economic)**
   * 1. Southern (Chesapeake) – plantation economy producing indigo, rice and tobacco; wealthy planter society with indentured servants and slaves; a struggling group of small farmers occupied the frontier (backcountry)
     2. Middle – family-sized farmers produced wheat, corn and oats; long rivers allowed fur trade with Indians in the interior; small businesses popped up in the more urban areas
     3. New England – family farms for subsistence purposes; lumber, ship building, whaling, fishing became common, eventually leading to manufacturing ; but available land and economic success took a toll on the theocratic nature of the colony
     4. Indentured servitude – impoverished Europeans sign contracts to work from four to seven years in exchange for passage to the New World; decreases after Bacon’s Rebellion (a poor backwood’s population – many of them former indentured servants – posed a threat to the security and the power structure of the colony).
     5. Slavery – begins in 1619; by 1750 ¾ of slave population is in the South
5. **Explain the origins and development of colonial governments**
   * 1. Virginia House of Burgess (1619) – landowning male colonists could elect representatives to the colonial legislature; the New World’s first elected legislature.
     2. Mayflower Compact (1620) – plans for self-government; established citizen lawmakers, rule by the majority, and fair treatment of persons under the law
     3. New England Town Meetings – church meetinghouse in the center of town with farms on the outskirts; freemen (originally propertied and church members) conducted town affairs
     4. Fundamental Orders of Connecticut (1639) – led by Thomas Hooker, it becomes the first successful written constitution; propertied loyal male citizens could choose a legislature (which choose the governor)
     5. Types of Charters
        1. Royal – Eight; the monarch selected the governor and appointed the members of the governor’s council (except Massachusetts); qualified voters elected the lower house (colonial assembly)
        2. Proprietary – three; proprietor selected the governor; eligible voters elected the colonial assembly
        3. Self-governing – colonists directly or indirectly elected the governor and members of both houses

**Unit 2: Creating a Nation**

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1. **Evaluate the influence of Enlightenment ideas on the development of American government as embedded in the Declaration of Independence**
   * 1. Right of revolution
     2. Life, liberty, and the pursuit of happiness (was property)
     3. Consent of the governed
     4. Against the King, not Parliament; being denied the Rights of Englishmen (these rights find their way into the Bill of Rights)
2. **Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war**
   * 1. Proclamation Line of 1763 – prohibited colonists from settling west of the Appalachian Mountains; Britain hopes to . . .
        1. Protect the fur trade with the Indians
        2. Remove a cause of Indian uprisings
        3. Prevent colonial settlements beyond the control of the British authorities
     2. Acts of Parliament
        1. Sugar (1764) – to raise money for colonial defense it taxed molasses; colonists smuggled in sugar
        2. Stamp (1765) – passed to raise money; the same tax existed in Great Britain; it taxed dice, playing cards, newspapers, marriage licenses; Colonist convene the Stamp Act Congress, riot, and boycott goods; it is repealed
        3. Declaratory (1766) – effort by the British to save face after the Stamp Act is repealed; England could pass any laws for the colonies
        4. Townshend (1767) – passed to raise money and regulate trade; taxed imports: glass, paint, lead, paper, tea; colonists boycott British goods; repealed
     3. Boston Massacre (1770) – British troops are in the cities to enforce laws; a mob in Boston taunts the soldiers; five colonists are killed
     4. Boston Tea Party (1773) – Tea shipped from Britain to the colonies was now exempt from taxations; the cheapest tea ever, but it now undercut colonial merchants; this action defies British authority and destroys British property
     5. Intolerable Acts (1774) – to punish Massachusetts and assert British authority
        1. Closed Boston Harbor until the colonists paid for the destroyed tea
        2. Authorized the quartering of troops in any colonial town
        3. Permitted British officials accused of crimes in Massachusetts to stand trial in Britain
        4. Curtailed self government in Massachusetts
     6. First Continental Congress (1774) – met in Philadelphia; addressed a “Declaration of Rights and Grievances” to King George III and voted to boycott British goods
3. **Identify the impetus for the Constitutional Convention (limitations of government under the Articles of Confederation), and analyze the events and outcomes of the Convention (i.e. the “bundle of compromises)**
   * 1. Weaknesses of the Articles of Confederation
        1. No chief executive
        2. Each state got one vote in the legislature
        3. Congress could not tax the people directly
        4. Each state could issue its own money
        5. Congress could not recruit an army
        6. Congress could not regulate interstate commerce
        7. American government lacked international power
     2. Successes of the Articles
        1. Small farmers, frontier settlers, and city workers were happy. Debtors liked the cheap money.
        2. Passed the Land Ordinance of 1785 and the Northwest Ordinance of 1787
           1. Both established the systematic settlement of what is now Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota with an emphasis on education, “bill of rights,” and the prohibition of slavery
     3. Bundle of Compromises
        1. Representation – the Virginia Plan (based on population) and the New Jersey Plan (based on equal rep.) was settled with the Connecticut Compromise
           1. House of Representatives (population) and the Senate (equal rep.)
        2. Slavery – 3/5 Compromise: slaves were to be counted as 3/5 of a person for population for representation and for taxation purposes
        3. Tariffs – Congress was given the power to levy tariffs on import but not on exports
        4. Presidency – given a four-year term with the complex Electoral College
4. **Interpret the ideas and principles expressed in the U.S. Constitution**
   * 1. Popular sovereignty, limited government, federalism, checks and balances, separation of powers, judicial review
     2. Delegated, or enumerated, powers – primarily financial and military; Elastic Clause
     3. Reserved powers – 10th Amendment: “reserved to the states”- education, voting requirements, marriage laws, traffic laws, etc.
     4. Concurrent powers – shared by both the federal and state governments
5. **Explain the development of the Bill of Rights, and assess various debates of the day**
   * 1. Key rights
6. **Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g. Embargo Act, Monroe Doctrine)**
   * 1. XYZ Affair (1798) – conflict with the French over French hassling U.S. shipping during Adams’ administration; U.S. sought a negotiation, but the French did not recognize our diplomats; the U.S. stood up to a European power and helped the Federalist Party in America
     2. Alien and Sedition Acts (1798) – four laws directed against politically active anti-Federalist foreigners; attempted to stifle criticism of the Adams administration; one could not defame the president, had to wait 14 years to become a citizen (up from 5), and gave the president the power deport foreigners or enemies during wartime
     3. Louisiana Purchase (1803) – 820,000 sq. mile territory purchased from France during Jefferson’s administration; launches the expansion of the American continent; expanded scientific investigation; Lewis and Clark Exploration
     4. Embargo Act of 1807 – during Jefferson’s Administration, it protested British and French interference with American shipping; it barred American vessels from European ports; failed by hurting American manufacturing and agriculture
     5. War of 1812 – between the U.S. and Great Britain; Causes . . .
        1. Britain’s seizure of American ships and impressing American sailors
        2. American resentment of Britain
        3. American belief that Britain and Canada were arming Indians
        4. American ambitions to annex Canada and Florida
     6. Monroe Doctrine (1823) – foreign policy issued during the presidency of James Monroe; it stated the European colonization of the Western Hemisphere was over, and that the U.S. would not interfere in the affairs of Europe; we did not have the force to back it up

**Unit 3: Antebellum America**

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1. **Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century**
   * 1. Louisiana Purchase – expansion of American territory; eliminates the French influence in America; brings about the removal of Southeastern Indian tribes
     2. American System – program set forth by Henry Clay to unite and develop the country’s economy through a national bank, a protective tariff, and internal improvements
     3. Manifest Destiny – American Expansionist mindset; brings about the Oregon Trail and exploration of the Northwest and West Coast; brings about increased conflict with Plains Indians; Annexation of Texas and the Mexican War are connected to this; promoted by. . .
        1. Land-hungry Americans
        2. Patriots fearful of Britain’s design for that land
        3. Eastern merchants wanting the Pacific Coast for trade
        4. Democratic-minded people seeking to spread freedom, individualism
        5. Nationalist who sought America’s greatness
2. **Analyze the evaluate federal and state policies toward American Indians in the first half of the nineteenth century**
   * 1. Cherokee Removal
3. **Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth Century (e.g. the Lowell system, immigration, changing technologies, transportation innovations)**
   * 1. Lowell Mills – employed young women in a strict environment
     2. Immigration in the early-to-mid 1800s
        1. Irish - fleeing poverty from the Potato Famine; settled in eastern cities
        2. German - fleeing political persecution; entire families and communities settled in the Midwest
     3. Turnpikes, canals, and steamboats –
        1. National (or Cumberland) Road – from Cumberland, Maryland, to Vandalia, Illinois. Partly financed by federal funds.
        2. Wilderness Road – road through the Cumberland Gap connecting NC to KY and TN.
        3. Erie Canal – Connected the Great Lakes to the Hudson River creating an all-water route from the Great Lakes to the Atlantic Ocean. Reduces transportation costs eastward by 85%.
        4. Clermont was the first successful steamship; built by Robert Fulton
     4. Agricultural Advancements –
        1. Liberal land policies moved Americans westward
        2. Eli Whitney’s cotton gin
        3. John Deere’s self-cleaning steel plow
        4. Cyrus McCormick’ reaper
4. **Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period**
   * 1. Missouri Compromise (1820) – issue: the admission of new states and slavery; Henry Clay devised the compromise
        1. Maine is separated from Massachusetts and becomes a free state
        2. Missouri entered as a slave state
        3. All other territory in the Louisiana Purchase north of 36’30’ was closed to slavery (it left far less territory open to slavery than closed to slavery
     2. Annexation of Texas (1845) – Southerners supported it, northerners did not – they feared the extension of slavery, the increased Southern representation in the House of Representatives, and possible war with Mexico
     3. Mexican War (1846-48) –
        1. Caused by
           1. Annexation of Texas
           2. Boundary dispute
           3. American ambition to acquire additional Mexican land
        2. Treaty of Guadalupe Hidalgo
           1. Rio Grande is the southern boundary of Texas
           2. California and New Mexico ceded to the U.S.
           3. U.S. paid Mexico $15 million
     4. Compromise of 1850 – Issue: Slavery in California and the rest of the newly acquired territory; Henry Clay once again came up with a compromise
        1. California admitted as a free state
        2. The rest of the Mexican Cession was divided into the territories of New Mexico and Utah and was to follow popular, or squatter, sovereignty
        3. Texas was given $10 million in exchange for a strip of land assigned to New Mexico
        4. Slave trade, but not slavery, was prohibited in Washington D.C.
        5. Strict fugitive slave law was adopted to make it easier for Southerners to recover runaway slaves found in the North
     5. Kansas-Nebraska Act (1954) – it repeals the Missouri Compromise
        1. Divided the remaining land of the Louisiana Purchase into Kansas and Nebraska
        2. Authorized the people in these territories to determine the status of slavery according to popular sovereignty
        3. Bleeding Kansas ensues
     6. Dred Scott Case (1857) – Issue: a black slaver had been taken by his master into the Minnesota region, which according to the Missouri Compromise was free territory. Did residence in a free territory make him a free man? The Supreme Court said “No.” Black men are not citizens and could not bring suit in federal court.
        1. Slaves are property
        2. Congress may not deprive any person of the right to take property into federal territory
        3. Missouri Compromise was unconstitutional
     7. John Brown’s Raid (1959) – fanatical abolitionist led a band of 20 men in a raid on a federal arsenal at Harper’s Ferry, Va., in the hopes of acquiring the weapons and leading a slave rebellion.
     8. Crittenden Amendments – last effort at compromise before the Civil War; proposed two amendments to the Constitution. . .
        1. Prohibiting the federal government from interfering with slavery in the Southern states
        2. Restoration of the Missouri Compromise line
5. **Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society**
   * 1. Transcendentalism – philosophical movement of the 1830s and 40s that proposed the general goodness of man and nature; self-reliance, inner spirituality and independence were key elements
        1. Leaders were Ralph Waldo Emerson (*Nature* and *Self-Reliance* Essays), Henry David Thoreau (*Walden* and *Civil Disobedience)*, and Walt Whitman (*Leaves of Grass*)
     2. The Arts and Letters –
        1. Romanticism –
        2. Hudson River School – landscape paintings which expressed a romantic love of nature, a religious awe of God’s creation, a scientific interest in natural history, resentment against society’s growing industrialization and urbanization, and patriotic pride in America’s countryside.
        3. The Penny Press – newspapers with serialized stories and news presented very lively; increased advertising space to increase circulation
        4. Lithography –reproducing images from flat surfaces; made it possible to produce on paper or other materials works of art in quantity and at low cost
     3. Women’s issues – see below
6. **Identify the major characteristics of he abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it**
   * 1. Argument against slavery –
        1. Morally wrong
        2. Transgressed religious teachings and violated the ethics of the Bible
        3. Resulted in cruel and inhuman treatment
        4. Degraded slave owners
        5. Violated democracy
     2. Frederick Douglass – former slave
     3. William Lloyd Garrison – published antislavery newspaper, the *Liberator*
7. **Analyze the women’s rights and suffrage movements and the impact of women on other reform movements in the antebellum period**
   * 1. Seneca Falls –
        1. Goals –Right to vote; overcoming the “cult of domesticity”
        2. Supporters – middle-class women; some male abolitionists; Quakers
        3. Leaders – Elizabeth Cady Stanton and Lucretia Mott
        4. Methods – Published a Declaration of Sentiments; held an annual convention
8. **Compare and contrast the economic, social, and cultural differences of the North and South during the Antebellum period**

**Unit 4: Civil War and Reconstruction**

I can. . .

1. **Identify and analyze the technological, social, and strategic aspects of the Civil War**
   * 1. Advantages of the North –
        1. Control of two-thirds of the states
        2. Larger population
        3. Manufacturing base (90% of nation’s industry)
        4. 20,000 miles of railroads
        5. Three-fourths of the nation’s financial resources
        6. Control of the navy and merchant marine
     2. Advantages of the South –
        1. Geographically compact group of eleven states
        2. Fighting a defensive war
        3. Held the interior
        4. Shorter lines of communication
        5. Loyalty of military commanders
        6. Knowledge of terrain and the skills to go with it
        7. Overseas friends of aristocracy
     3. Stalemate in the East –
     4. Northern victories –
     5. Final years -
2. **Explain the influence of Abraham Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War**
   * 1. Presidential Reconstruction
        1. Preservation of the Union was the goal of the war
        2. Suspension of habeas corpus
        3. Emancipation Proclamation
        4. Gettysburg Address
3. **Describe the basic provisions and immediate impact of the 13th, 14th, 15th Amendments to the Constitution**
   * 1. 13th Amendment – Abolition of slavery
     2. 14th Amendment – Citizenship to all born or naturalized in the United States; citizens guaranteed due process of law and equal protection under the law
     3. 15th Amendment – cannot be denied the right to vote based on race
4. **Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States**
   * 1. Presidential Reconstruction
        1. Lincoln’s beliefs
           1. Southern states had never seceded, since not state could legally do so
           2. The Rebellion was primarily the work of specific individual Southerners
           3. Reconstruction was the task of the president because only the president has the Constitutional power to pardon acts against the government
           4. Reconstruction should be lenient
        2. Plan
           1. All southerners (except high Confederate military and government leaders) be pardoned upon taking an oath of allegiance to the Union
           2. When 10% had do so, the state was permitted to form a legal state government (10% Plan)
     2. Congressional Reconstruction
        1. Radical Republicans – wanted to punish the South for what they had done
        2. Concerns – believed the President’s plan did not do enough to protect the Civil Rights of former slaves; feared terroristic organizations would go unchecked; didn’t want to lose political power (Congress or the Republican Party)
        3. Civil Rights Act of 1866 – an attempt to weaken the Black Codes
        4. Freedman’s Bureaus – helped blacks with food, clothing, work, and schooling
        5. 14th Amendment – due process of law and equal protection of the laws
        6. First Reconstruction Act – rejected the newly created reconstruction governments of all states except Tennessee; Divided the South into five military districts
        7. Impeachment of Johnson – attempt to remove Andrew Johnson from office for violating the Tenure of Office Act (when he removed his Sec. of War Edwin Stanton from office without Senate approval); Johnson was not removed from office

**Rebuilding a Nation (ca. 1877-ca.1914)**

**Unit 5: Industrialization and Urbanization**

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1. **Evaluate the impact of the new inventions and technologies of the late nineteenth century**
   * 1. Transcontinental Railroad – Pacific Railway Act of 1862 called for two RR to build this, funded by the U.S. Government
        1. Central Pacific RR – Sacramento, CA building eastward; used Chinese-American labor; encountered the Sierra Nevada’s- blasting through the mountains and the snow storms
        2. Union Pacific RR – Omaha, NE building westward; Irish, former soldiers of the Civil War, former slaves; encountered the difficult of Native tribes attacking the workers and sabotaging the trains
        3. Met at Promontory Point, UT
        4. Significant corruption in the building
2. **Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries**
   * 1. Business consolidation and incorporation
        1. Vertical monopoly –
        2. Horizontal monopoly –
        3. Incorporation – provided the opportunity of securing capital, limiting liability, transferring shares, and the creation of perpetual life of the corporation after the death of owners
     2. Robber Barons/Captains of Industry
        1. Railroads – Cornelius Vanderbilt (New York Central RR)
        2. Oil – John D. Rockefeller (Standard Oil Company) eventually owned 90% of all oil refining in America; created trusts
        3. Steel – Andrew Carnegie (Carnegie Steel Company, then US Steel Corporation), the first corporation worth over a billion dollars; controlled 60% of America’s steel production
        4. Meat-Packing – Gustavus Swift and Philip D. Armour
        5. Cigarette Manufacturing – James B. Duke
     3. dd
3. **Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists**
   * 1. Labor issues -
     2. Social Darwinism -
     3. Gospel of Wealth -
4. **Explain the challenges and contributions of immigrants of the late nineteenth century**
   * 1. Chinese Exclusion Act of 1882 – prohibition of Chinese immigrant labor
     2. New vs. Old Immigrants –
        1. Old immigrants – those who had always immigrated to America, and were therefore favored: English, Scottish, Irish, Germans, Scandinavians
        2. New immigrants – Slavic immigrants from the Balkans and Russia, Italians, Greeks
     3. Ellis Island – served as the chief processing center for immigrants at the turn of the century; located in New York Harbor; immigrants had to endure both physical and legal examinations
5. **Explain the causes and impact of urbanization in the late nineteenth century**
   * 1. Industrial Revolution – urbanization and factory expansion; both bring not only immigrants to the cities, but also young farmers from the Midwest and West
     2. Ethnic enclaves – pockets of ethnic communities in America’s cities
     3. Assimilation – becoming a part of the greater whole; immigrants becoming Americanized; public school was a way to accomplish this
     4. Change in big cities politics – machine politics utilizing the immigrant neighborhoods as a voting block
     5. Public health and crime – increases as population swells in the cities; new immigrants are blamed for the problem

**Unit 6: Reintegration of the South and the Incorporation of the West**

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1. **Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole**
   * 1. Sharecropping – only option for poor southerner, both black and white, to make a living by farming a portion of a landowners land, only to pay as rent part of what is harvested; contracts were often written in order to keep the sharecropper in a perpetual state of indebtedness
     2. Terrorist organizations – The KKK, White Citizens Council, Red Shirts, etc. are formed to intimidate blacks and deny them their new constitutional freedoms
2. **Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century**
   * 1. Jim Crow America – solidified by *Plessy v. Ferguson*, in which the Supreme Court upheld separate facilities for blacks and whites (established the “separate but equal” doctrine
     2. Booker T. Washington – born into slavery; worked for economic equality in farming/trades; blacks should learn vocational/mechanical/technical skills; blacks and whites could be socially separate; founded Tuskegee Institute; famous for his Atlanta Compromise speech and his book, *Up From Slavery*
     3. W.E.B. du Bois – Strove for immediate equality in all areas: economic, political and social; spoke of the Talented Tenth of the black community; helped form the NAACP; wrote *The Souls of Black Folk*
3. **Identify and evaluate the influences on the development of the American West**
   * 1. Transcontinental Railroad – Built from 1863-1869 connecting Omaha, NE to Sacramento, CA; established the Central Pacific and Union Pacific Railroads to complete the federal government financed endeavor;
     2. Cattle Kingdom – The long drive connecting southern Texas to the middle Great Plains; formation of cow towns; range wars
     3. Farming the Plains – Homestead Act of 1862 gave 160 acres to those who settled and worked the land for five years; showed the governments willingness to settle the west; farming brought barbed wire
     4. Influence of the Frontier- Frederick Jackson Turner’s Frontier Thesis stated that the existence of a frontier was the chief influence in shaping a distinctive American way of life
4. **Analyze significant events for Native American Indian tribes, and their responses to those events in the late nineteenth century**
   * 1. The Indian Problem and the Indian Wars
     2. The End of the Indian Wars and the Close of the Frontier
        1. Battle of Little Bighorn (1876) – George Armstrong Custer’s Last Stand
        2. Dawes Act (1887) – well intentioned, but did not benefit Native Americans
           1. Each Native American family head would be allotted 160-acre farm out of reservation lands
           2. Each allottee who adopted “habits of civilized life” be granted citizenship
           3. “surplus” reservation lands remaining after the allotments be available for sale to settlers
        3. Wounded Knee
5. **Identify and explain significant issues and components of the Populist movement and their impacts**
   * 1. Granger Movement – farmers form the Patrons of Husbandry to fight against the railroads and grain elevators; they form cooperatives; they get involved in state politics
     2. Cheap money and inflation – farmers lobby for this to create higher prices and an easing of their debt burden; they call for the free coinage of silver and printing of greenbacks
     3. Populist Party – forms out of the Farmers’ Alliances; most famous leader was William Jennings Bryan in the election of 1896; and it adopts a political platform favoring . . .
        1. Free coinage of silver
        2. A graduated income tax
        3. Government ownership of telephone, telegraph, and railroad systems
        4. The secret ballot and the direct election of Senators

**Unit 7: Increasing Influence and Challenges**

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1. **Explain the origins and accomplishments of the Progressive Movement**
   * 1. Sources of progressive strength – farmers, urban middle classes, workers, writers (muckrakers), political leaders
     2. Goals of progressives
        1. Political reforms – attempted to wipe out machine politics and business domination of government
        2. Social and Economic reforms – wanted to protect farmers, industrial workers, urban poor, and consumers; wanted to expand government regulation over the economy to protect the public interest
     3. Successes
        1. Political –
           1. Election action

Initiative – citizens propose legislation directly

Referendum – citizens vote directly on a policy or piece of legislation

Recall- voters can remove an elected official before his/her term is completed

Secret ballot- voting is secret

Direct primaries- voters vote for the candidates instead of the parties choosing for the people

* + - * 1. New local government systems

Council manager

City manager

* + - * 1. Direct election of senators (17th Amendment)
        2. National women’s suffrage (19th Amendment)
      1. Social and economic –
         1. Consumer protection under the Pure Food and Drug Act and the Meat Inspection Act
         2. Factory inspection laws
         3. Worker’s compensation laws
         4. Child labor laws
    1. Weaknesses –
       1. Uneven record; mostly at the state level, so some states were very active while others were nonexistent
       2. The courts were often an obstacle, ruling many reforms as a violation of the “due process” clause of the 14th Amendment
       3. Political machines got around the reforms

1. **Analyze the efforts to achieve women’s suffrage in the early twentieth century**
2. **Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries**
   * 1. Purchase of Alaska – bought from Russia
     2. Acquisition of Hawaii – American missionaries settled here in the early 1800s; American economic interests with the sugar and pineapple industries; American hope for a naval coaling station/base; the U.S. simply took it
     3. Spanish-American War – see below
3. **Analyze the causes and consequences of the Spanish-American War**
   * 1. Causes
        1. Economic interests – sugar and tobacco interests
        2. Humanitarian interests – Americans sympathized with the Cuban peoples hope for independence from Spain
        3. Yellow Journalism – William Randolph Hearst’s New York *Journal* and Joseph Pulitzer’s New York *World* sensationalize the events between the Spanish and the native Cubans
        4. De Lome Letter – the Spanish Minister is critical of President McKinley
        5. Sinking of the U.S.S. Maine – U.S. battleship explodes in Havana Harbor killing 260 Americans; the U.S. blames Spain
     2. Consequences
        1. Teller Amendment – the U.S. pledges not to take over Cuba after the war is over
        2. Treaty of Paris
           1. Cuba is free from Spanish control
           2. Puerto Rico and Guam are ceded to the U.S.
           3. The U.S. purchases the Philippines for $20 million
4. **Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism**
   * 1. Treaty of Paris – see provisions above
     2. American Relations with Cuba – the U.S. establishes the Platt Amendment to deal with Cuba
        1. Cuba was not allowed to sign any treaties that threatened its independence
        2. U.S. was given the authority to intervene to preserve Cuban life, liberty, and property
        3. U.S. received Guantanamo Bay
     3. American Relations with Puerto Rico – Commonwealth status; Puerto Ricans are U.S. citizens
     4. Filipino Opposition to U.S. rule – U.S. and the Philippines fought a war because the Filipinos did not want the U.S. to control it. It lasted longer and cost more lives than the Spanish-American War
     5. Building the Panama Canal – the U.S. purchases the rights to build the canal from the failed French company; helps create a revolution in Colombia to bring about an independent Panama; builds the canal
     6. Roosevelt Corollary to the Monroe Doctrine – Teddy Roosevelt’s extension of the Monroe Doctrine that stated the U.S. reserved the right to correct “chronic wrongdoing” by any country in the Western Hemisphere
     7. Dollar Diplomacy – Taft’s policy of extending economic influence in Latin America
     8. American Relations with Mexico –
     9. Good Neighbor Policy – FDR’s policy of Friendship, Trade and Defense with Latin America
     10. American Relations with China – Open Door policy reserve the right of nations to share equal in trading rights in China; all countries must guarantee China’s territorial integrity

**Challenges at Home and Abroad (ca. 1914-1945)**

**Unit 8: The United States in a Changing World**

I can. . .

1. **Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles**
   * 1. Causes –
        1. Nationalism –
           1. France seeks a return of land taken from it by Germany
           2. Subject nationalities in Austria-Hungary want freedom; Poles seek a Polish State
           3. Intense patriotism creates warlike measures
        2. Imperialism –all the major European nations are competing for the same overseas resources and possessions
        3. Militarism –
           1. Peacetime conscription occurs across Europe
           2. Industrialization is allowing each country to expand military weaponry to challenge each other’s might
        4. Alliances form
     2. Significant events –
        1. Unrestricted Submarine Warfare – Germany’s strategy to break the English supply lines; helps bring the U.S. into the war
        2. Allied Propaganda – All nation’s help rally their citizens by calling on them to join the military or home-front organizations, finance the war, or conserve resources
        3. Zimmerman Note – German attempt to pull the U.S. into a conflict with Mexico
        4. U.S. Economic interests – we loaned billions to the Allies before we entered the war
        5. Increasing Government power – President is granted the authority to create boards and agencies to oversea the war
        6. Punishing Espionage and Sedition – Schenck case: you can’t yell fire in a crowded theater; clear and present danger is all the government has to prove
        7. Mobilizing for War –
           1. War Industries Board allocates resources
           2. War Labor Board mediates labor disputes
           3. Fuel Administration coordinates conservation policies
           4. Food Administration coordinates conservation policies
           5. Railroad Administration takes control of America’s railroads
     3. Treaty of Versailles –
        1. Territorial Changes – Germany loses land; new European nations created
        2. Colonial Loses – Germany cedes colonies to the Allies
        3. Disarmament – Germany military reduction
        4. War Guilt and Reparations – Germany forced to accept responsibility
        5. League of Nations – the U.S. does not join
2. **Describe and evaluate the impact of scientific and technological innovations of the 1920s**
   * 1. Automobile – Ford’s assembly line produces millions. Cars revolutionize the following
        1. social patterns by allowing more individualism
        2. city expansion and the creation of the suburbs
        3. tourism industry
        4. interstate roads and all of the accompanying industries (diners, gas stations, etc.)
     2. Movies
        1. Creates national heroes: Charlie Chaplin, Rudolph Valentino, Mary Pickford
     3. Radio
        1. Creates national uniformity of news and entertainment
     4. Flight
        1. Adopted by the military
        2. Transportation of material goods and resources
        3. Creates national heroes- Charles Lindbergh and Amelia Earhart
     5. Consumer society
        1. Many people by major items for the first time on credit (installment plans)
3. **Identify and evaluate the impact of new cultural movements on American society in the 1920s**
   * 1. Harlem Renaissance – rebirth of African-American culture and arts; centered in Harlem, NY; benefitted from growing black prosperity and white patronage
        1. Poets such as Langston Hughes, Claude McKay and Arna Bontemps are the most famous
     2. The “flapper” – new “rebellious” behavior of young women during the Prohibition Era; smoking, drinking, dancing, showing more leg, shorter hair
     3. Sports – Leisure time, the radio, and money allow people to escape into these events
     4. Jazz and Blues – artists such as Bessie Smith and Louis Armstrong
        1. Artists perform at clubs such as the Savoy and the Cotton Club
4. **Identify the characteristics of social conflict and social change that took place in the early 1920s**
   * 1. Immigration –
        1. SE Europeans (New Immigrants) were being restricted due to the new National Origins Act of 1924 – only 2% of each country’s national representation in the U.S. as of the 1890 census is allowed in each year
        2. Palmer Raids targeted immigrant communities during the First Red Scare (fear of communism)
        3. Sacco and Vanzetti trial signaled that America was tired of foreigners and quick to judge them
        4. A new and expand KKK also targeted immigrants
     2. Prohibition –
        1. This is the 18th Amendment to the U.S. Constitution – it bans the manufacturing, distribution and selling of alcoholic beverages
        2. Enforced by the Volstead Act
        3. It never completely ended alcohol use or abuse; it did create new criminal activities such as bootlegging and speakeasies
     3. Scopes Monkey Trial –
        1. Dayton, TN trial covering the issue of evolution in public schools
        2. John T. Scopes taught evolution and was defended in court by Clarence Darrow; the prosecution was headed by William Jennings Bryan
        3. No scientific evidence was allowed in court
        4. Scopes was found guilty and paid a fine (the ACLU paid it for him)
        5. The case symbolized the growing chasm between urban and rural America
     4. Consumer culture – radios, refrigerators, cars, vacuum cleaners
5. **Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression**
   * 1. Overexpansion – industries just made too much; this was a product of a prosperous decade and the inability to slow down
     2. Unsound investments – people playing the stock market purchased to many stocks (through their brokers) on margin (borrowing the money and then repaying after the stock price rose and you sold it for a profit)
     3. Unsound credit – too much installment buying
     4. Income inequality – the vast majority of the wealth in America was owned by as little as 5% of the wealthiest earners
     5. Decline in international trade – WWI reparations and recovery created competing tariffs to protect local businesses
6. **Explain the economic, environmental, and social impact of the Great Depression on American society**
   * 1. Economic
        1. Stock market loses –
        2. Bank failures –
     2. Environmental
        1. Dust Bowl – Texas and Oklahoma panhandle region primarily, though the entire Great Plains region suffered somewhat; years of overproduction, poor crop rotation, and then years of drought
     3. Social
        1. Many families in the Dust Bowl area were forced to move out West (Okies)
        2. Unemployment was at 25% - 60% plus in many cities
7. **Evaluate the impact of the New Deal on various elements of American society (e.g., social, political, environmental, economic)**
   * 1. Social –
        1. Provided work relief and gave people wages for actually working;
     2. Political –
        1. Increased government management, control, and responsibility; Democrats became the party of the working man
     3. Environmental –
        1. Created administrations that dealt with rural electrification; soil erosion; cleaning America’s parks; and created thousands of government buildings
           1. Sample programs: Agricultural Adjustment Administration, Civilian Conservation Corps; Rural Electrification Administration; Tennessee Valley Authority; Works Progress Administration; Public Works Administration
     4. Economic –
        1. Increased government spending; increased government deficits; introduced regulation of financial institutions; however, it did not lower unemployment enough to pull the U.S. out of the Depression
           1. Sample reforms: Home Owners Loan Corporation; Federal Deposit Insurance Corporation; Securities and Exchange Commission

**America Since World War II (1945-present)**

**Unit 9: America at War**

I can. . .

1. **Describe circumstances at home and abroad prior to U.S. involvement in World War II**
2. **Identify the significant military and political aspects of World War II**
   * 1. Neutrality Acts – America would not trade with countries at war; allow Americans on ships of countries at war; and would not make loans to countries at war
     2. U.S. aide to the Allies –
        1. Cash and Carry – belligerents could purchase war materials on condition that they paid cash and carried the goods away in their own vessels
        2. Destroyer-Naval Base Deal – U.S. traded 50 “over-age” destroyers to Britain in exchange for military bases on British territory in the Western Hemisphere
        3. Lend-Lease – goods could be lent or leased to any nation whose defense was deemed necessary for the defense of the United States
     3. European Theater –
        1. Future U.S. President Dwight Eisenhower is the Supreme Allied Commander
        2. D-Day- June 6, 1944, Allied forces storm the beaches of Normandy
     4. Pacific Theater –
        1. Island hopping strategy –
        2. Bombing of Hiroshima and Nagasaki – Aug. 6 and Aug. 9, 1945
3. **Analyze dimensions of the Holocaust and the Allies’ response to the Holocaust and war crimes**
4. **Evaluate the social, political, and economic impacts of World War II on the home front and abroad**
   * 1. Social impacts –
        1. Worldwide death toll
        2. Refugees and displaced persons
     2. Political impacts –
        1. U.S. and Soviet Union emerge as world powers
        2. Asian and African colonial peoples become nationalistic
     3. Economic impacts –
        1. Most costly war: both military expenditures and property damage
        2. European and Asian nations ravaged by military action faced difficult economic recovery
        3. Communism spreads from Soviet Union to Eastern and Central Europe, as well as several Asian nations
5. **Identify and evaluate the scientific and technological developments in America during and after World War II**
   * 1. Manhattan Project – plan to create the first Atomic Bomb
6. **Analyze the social, cultural, and economic changes at the onset of the Cold War era**
7. **Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present**
   * 1. Divided Europe – Soviets do not remove troops after the war; an Iron Curtain separates Soviet occupied/controlled satellites and Western Europe; German division is negotiated and set up at Yalta and Potsdam Conferences- divided into four zones of occupation between the British, French, Americans and Soviets
     2. Truman Doctrine (1947)– U.S. will support “free peoples who are resisting attempted subjugation by military minorities or by outside pressures.”
     3. Marshall Plan (1948-51) – Economic aide (food, fuel, raw materials, machinery, etc.) provided to countries devastated by WWII (Soviets and her satellites reject it)
     4. North Atlantic Treaty Organization (NATO) (1949) – U.S., Canada, and 10 Western European countries form this mutual defense pact; to protect signatories from an armed Soviet attack
     5. Berlin Airlift (1948-49) – Soviets blockade all truck and train outlets to West Berlin; U.S. engages in a 11 month airlift, flying in thousands of tons of supplies; Soviets lifted the blockade
     6. Fall of China (1949) – U.S.-backed Chiang Kai-shek loses to Communist Mao Tse-Tung; China is now Communist
     7. Korean War (1950-53) – the Peninsula had been divided at the 38th parallel since WWII; northern part was occupied by the Soviets; the north invaded the south and eventually gained help from the Chinese; a U.S. backed U.N. force defended the South; cease-fire agreement was signed; the U.S. still stations troops in South Korea
     8. Eisenhower Doctrine (1957) – U.S. will use economic and military power to prevent Communists from gaining control in the Middle East
     9. U2 incident – the U.S. got busted
     10. Berlin Wall is built (1961)
     11. Cuba –
         1. Bay of Pigs (1961) – several thousand Cuban exiles (armed and trained by the U.S.) attempt to overthrown Castro; a disaster
         2. Cuban Missile Crisis (1962) – U.S. discovers that the Soviets are building missile launch sites in Cuba; Kennedy demands they are dismantled and destroyed with missiles and bombers removed; it is done
     12. Vietnam – after the French are defeated by the Vietminh (supported by the Chinese and Soviets) in 1954, Vietnam is divided at the 17th parallel; elections were to be held in 1956 (never happened); U.S. supported the pro-Western republic that formed in the South; the U.S. and South Vietnamese Army fought the Vietcong (South Vietnamese guerrillas) and North Vietnamese Army; the U.S. pulled out in 1973; South Vietnam fell to the North in 1975
     13. Space Race – Soviets put a man in space first, but the U.S. Apollo 11 lands on the moon (Neil Armstrong, Edwin “Buzz” Aldrin, and Michael Collins) July, 1969
     14. Arms Race – first the A-Bomb, then the H-Bomb; both the U.S. and Soviet Union have them by the early 1950s
     15. Détente – easing of tensions between the Soviet Union and the U.S. during Nixon’s Administration
8. **Describe and evaluate the political and social impact of the Vietnam War**
   * 1. The New Left -

**Unit 10: Changes at Home**

I can. . .

1. **Analyze major domestic issues and responses of the administrations from Truman to present**
   * 1. Fair Deal – Truman’s effort to improve civil rights, health insurance, and aid to education
     2. Second Red Scare –
        1. HUAC – House Un-American Activities Committee:
        2. McCarthyism – led by Joseph McCarthy of Wisconsin. He accused many of Communism, but could never present any names. He even went after the Army.
     3. The New Frontier – Kennedy’s program of new opportunities in technology, science, and social relations. Many of his plans are carried out under Johnson after his assassination
     4. The Great Society – Lyndon Baines Johnson’s domestic agenda that included the Civil Rights Act, Voting Rights Act, Head Start, Medicare and Medicaid, the Higher Education Act, and the Appalachian Development Act. Was often financially derailed by the growing expenditures and problems with Vietnam
2. **Evaluate the impact of innovations in technology and communication on American society**
3. **Identify the events and influential individuals of the Civil Rights, Human Rights, and Counterculture Movements and assess their impact**
   * 1. Civil Rights –
        1. Brown v. Board of Education – Landmark case that ruled “separate but equal is inherently unequal.” Basically overturns the “separate but equal” doctrine established with Plessy v. Ferguson. Schools will now need to integrate with all deliberate speed.
        2. Little Rock Nine – Arkansas desegregation issue. Eisenhower is forced to federalize the Arkansas National Guard to protect nine African-American students as they enter and then attend Central High School. The Governor, Orval Faubus, would not integrate, and then did not provide enough protection for the students
        3. Birmingham, 1963 – most famous for
           1. MLK’s “Letter from Birmingham City Jail” – written to the local white clergy who were critical of his “stirring up trouble” in Birmingham. He said he was tired of hearing the word “wait” and that the white moderate was the movement’s biggest obstacle
           2. The Children’s March – 1000 young boys and girls walk out of school and march in the cause. Hundreds are thrown in jail and many have fire houses and attack dogs turned on them by Eugene “Bull” Conner’s Public Safety force. News cameras get it all
        4. March on Washington, 1963 – this is when 250,000 descend on D.C. to March for Jobs and Freedom. King delivers the “I Have a Dream” Speech
        5. Civil Rights Act of 1964 – you cannot discriminate in public facilities
        6. Voting Rights Act of 1965 – ends discriminatory practices that prevented equal access to voting
     2. Human Rights –
        1. Native American Activism –
        2. Women’s Liberation Movement -
     3. Counterculture Movements –
        1. Hippies and Drugs –
        2. Music Revolution –
        3. Sexual Revolution –
4. **Evaluate the impact of changes in the national economy on contemporary American society**
5. **Identify the major contemporary social, environmental, and political issues (e.g., immigration, global warming, terrorism) the groups involved, and the controversies engendered by those issues**
   * 1. Social –
     2. Environmental –
     3. Political –
6. **Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future**