

# United States History 1866-Present



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# *Forward*

This supplemental instructional tool was a collaborative effort by a group of high school U.S. History teachers in preparation revised Texas curriculum. A backward design was utilized to ensure that the curriculum addressed all of the the Texas Essential Knowledge and Skills (TEKS). This book is organized into 12 Units, with each unit composed of a Essential Questions and Topic Take Aways, Academic Language, Points to Remember (Summaries of key points for each unit), and a glossary of academic language for each unit. The development of all components of this book designed using several sources in combination which are cited in the next page. The use of any materials for this supplemental book are used in accordance with the Fair Use Act.

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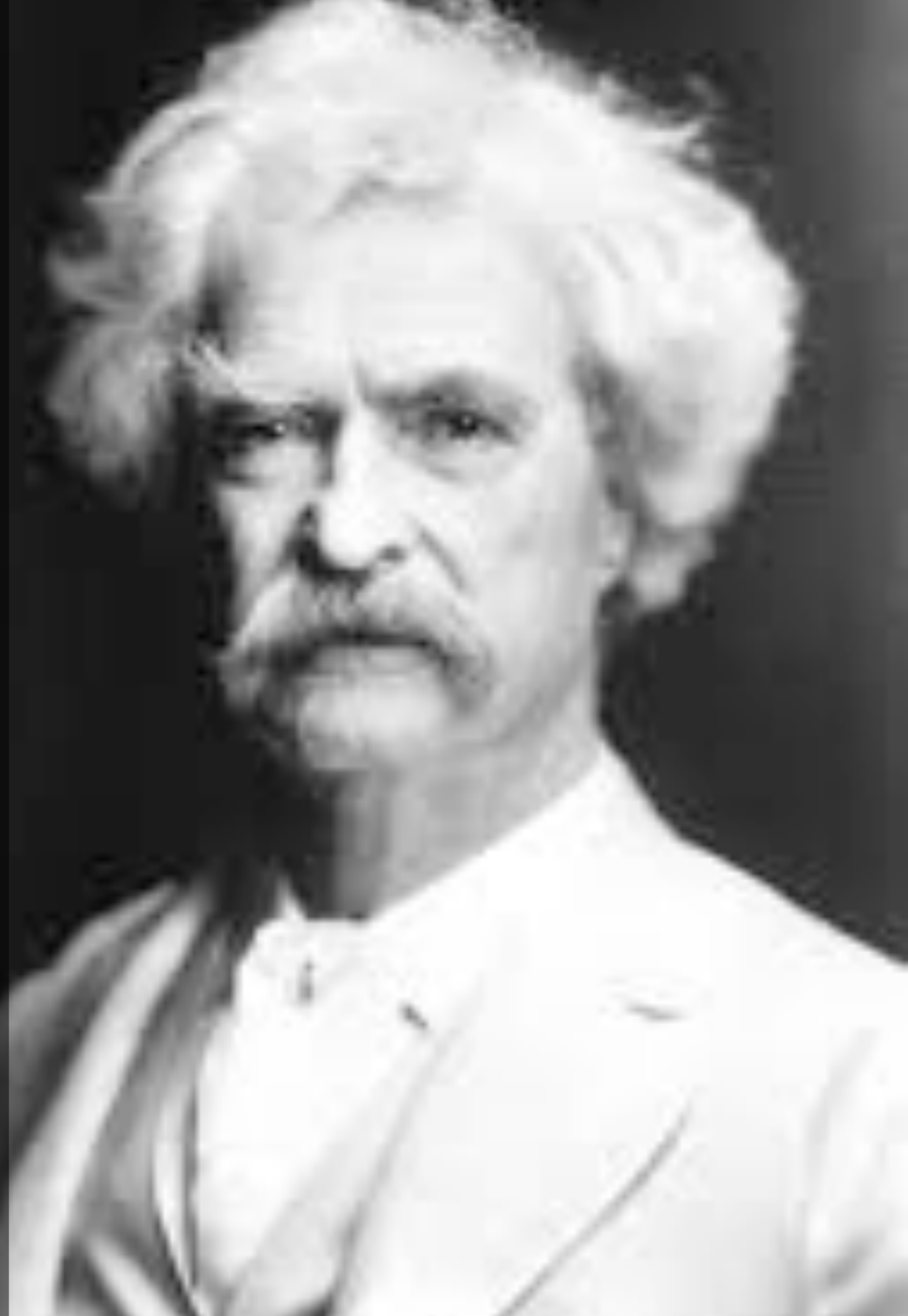
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# The Gilded Age

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“To be “gilded” is to be coated in gold, so the phrase “The Gilded Age” refers directly to the opulent tastes and jaded sensibilities of America’s wealthy during this period. many negative effects on individuals particularly immigrants, children, and women. “

Mark Twain





# Unit 1 The Gilded Age-1

## Unit 1: The Gilded Age & The West (1877-1900)

**Enduring Understanding:** Post Reconstruction the focus of the America becomes Westward expansion and evolving from an agricultural based economy to the development of industry. As America begins evolving into a larger more industrialized nation, many effects of growth including accomplishments of individuals, business, and the nation overshadow many negative effects on individuals particularly immigrants, children, and women.

**Essential Question:** What are the key characteristics of this the post-reconstruction era between 1877-1900 that led to Mark Twain's defining this era as the Gilded Age.

**Concepts:** Expansion, Industrialization, Corruption, Exclusion, Assimilation, Immigration, Nativism, Populism, Entrepreneurship, Free-enterprise, Urbanization, Americanization, Settling of the West

**Topic/Take-Away:** The expansion of the United States involved the growth of industry and the desire for individuals to own their own property. The availability of land and opportunity led to significant immigration to the United States by people seeking the "American Dream".

**Topic/Take-Away:** The **Westward Expansion**, era of the United States had many positive and negative effects on the development of the country including increased immigration, development of the west, and closing of the frontier.

**Topic/Take-Away:** The increase of industry created opportunities for many individuals to prosper but most of those who did prosper did it through corruption and political influence. The vast majority of individuals lived modest and difficult lives, struggling to survive due to difficult economic situations and rough terrain of the West.

**Topic/Take-Away:** During this period, early forms of discrimination against immigrants, Native Americans, and other individuals created difficult challenges for these groups. Although these groups were often mistreated and seen as inferior, some historically important individuals begin to attempt to improve social conditions for the less privileged.

## *Academic Language:*

- Primary source
- Secondary source
- Bias
- Political Cartoons
- GNP
- Entrepreneur
- Mass transit
- Telegraph
- Telephone
- Alexander Graham Bell
- Thomas Edison
- Mark Twain
- Populism
- Gilded Age
  - Graft
  - Corruption
  - Laissez faire
  - Political machine
  - Robber barons
  - Captains of Industry
- Patronage
- Spoils system
- Charles Darwin
- Social Darwinism
- Party Bosses
- Boss Tweed
- Industrialization
- Urbanization
- Big business
  - Unions
  - Andrew Carnegie
  - John D. Rockefeller
  - Trusts
  - Monopoly
  - Social Gospel
  - Philanthropy
  - Edwin Drake
  - Vertical Alignment
  - Horizontal Alignment
- Segregation
  - Plessy v. Ferguson
- Jim Crow
- Black Codes
- KKK
- Segregation
- Ida B. Wells
- Booker T. Washington
- Poll Tax
- Grandfather Clause
- Lynching
- New immigration
  - Ellis Island
  - Angel Island
  - Galveston Island
  - Nativism
  - Tenements
  - Chinese Exclusion Act of 1882
  - American Dream
  - Gold Rush
  - Child labor
  - Hull House
  - Jane Addams
- Unions/Labor
  - Civil service
  - AFL
  - Knights of Labor
  - Samuel Gompers
- Indian Policies/Events
  - Reservation
  - Homestead Act of 1862
  - Assimilation
  - Dawes Act
  - Indian schools
  - Wounded Knee
  - General Cluster
  - Little Big Horn
- Westward Expansion
  - Transcontinental Railroad
  - Homestead Act 1882

## Guiding Questions

1. What are the major characteristics defining the **Westward Expansion** and the **Gilded Age** (*US2B – RS*)

2. What are the significant events of this era? How does the sequential occurrence of these events establish the importance of this period? (*US2C – SS*)

3. What effect did the political issues such as the development of **political machines**, **civil service** reform, the growth of **Populism** and **Indian policies** have on America during the period? (*US3A-RS*)

4. How did economic issues such as **industrialization**, the growth of **railroads**, rise of **entrepreneurship**, **free enterprise**, and the pros and cons of **big business** influence the country and individuals during era? (*US83B – RS*)

5. How did the **Social Gospel** and **philanthropy** of industrialists attempt to improve many of the social issues affecting women, minorities, immigrants, and children due to **urbanization**, **industrialization**? (*US3C – RS*)

6. How did many of the immigrants try to improve their lives in pursuit of the “**American Dream**”? (*US3D – RS*)

7. How did physical features of the U.S. affect the settlement of areas such as the Great Plains, the Klondike as people sought to own their own land and pursue economic opportunities such as the **Gold Rush**? (*US12A – RS*)

8. What caused individuals to seek to immigrate to the U.S. and what were the consequences of the large amount immigrants both positive and negative including legislation such as the **Chinese Exclusion Act of 1882**? (*US13B – RS*)

9. How did the **Transcontinental Railroad** and the **Homestead Act** lead to the closing of the frontier? (*US15A– SS*)

10. How did policy of **laissez-faire** and the relationship between the federal government and private business evolve to create change including passage of the **Interstate Commerce Act and anti-trust acts**, ? (*US15B – RS*)

11. How did **Andrew Carnegie** contribute to both political and social development of America during this time period? (*US24B – SS*)

12. What political and social pressures forced immigrants and Native Americans to **assimilate** to the American way of life? (*US26B – SS*)

13. What technologies and innovations developed during this era and how did they influence the growth of American? (*US27A – RS*)

14. How did innovation such as the **telephone**, **telegraph**, **electric light**, and various forms of **mass transit** improve the standard of living in the United States? (*US28A – RS*)

15. How does the perspective of primary and secondary sources provided insight into the events, people, and issues of this time period? (*US 29A, C, D, E, F, G, H– SS*)

## Glossary of Academic Language - The Gilded Age

1. **AFL:** American Federation of Labor. A union of SKILLED workers from one or more trades which focused on collective bargaining (negotiation between labor and management) to reach written agreements on wages hours and working conditions. The AFL used strikes as a major tactic to win higher wages and shorter work weeks.
2. **Alexander Graham Bell:** invented the telephone
3. **American Dream:** The widespread belief that the United States is a land of opportunity and that individual initiative and hard work can bring economic success.
4. **Andrew Carnegie:** Creates Carnegie Steel. Gets bought out by banker JP Morgan and renamed U.S. Steel. Andrew Carnegie used vertical integration by buying all the steps needed for production. Was a philanthropist. Was one of the "Robber barons"
5. **Angel Island:** The immigration station on the west coast where Asian immigrants, mostly Chinese gained admission to the U.S. at San Francisco Bay. Between 1910 and 1940 50k Chinese immigrants entered through Angel Island. Questioning and conditions at Angel Island were much harsher than Ellis Island in New York.
6. **Assimilation:** the social process of absorbing one cultural group into harmony with another
7. **Bias:** a partiality that prevents objective consideration of an issue or situation
8. **Big business:** commercial enterprises organized and financed on a scale large enough to influence social and political policies
9. **Black Codes:** laws passed in the south just after the civil war aimed at controlling freedmen and enabling plantation owners to exploit african american workers
10. **Booker T. Washington:** African American progressive who supported segregation and demanded that African American better themselves individually to achieve equality.
11. **Boss Tweed:** Leader of the Democratic Tammany Hall, New York political machine
12. **Captains of Industry:** company owners such as Carnegie and Rockefeller who some followers thought had a positive impact on the country in terms of businesses
13. **Charles Darwin:** English natural scientist who formulated a theory of evolution by natural selection (1809-1882)
14. **Child labor:** Children were viewed as laborers throughout the 19th century. Many children worked on farms, small businesses, mills and factories.
15. **Chinese Exclusion Act of 1882:** United States federal law passed on May 6, 1882, following revisions made in 1880 to the Burlingame Treaty of 1868. Those revisions allowed the U.S. to suspend immigration, and Congress subsequently acted quickly to implement the suspension of Chinese immigration, a ban that was intended to last 10 years.
16. **Civil service:** A system of hiring and promotion based on the merit principle and the desire to create a nonpartisan government service.
17. **Corruption:** inducement (as of a public official) by improper means (as bribery) to violate duty (as by committing a felony)
18. **Dawes Act:** An act that removed Indian land from tribal possession, redivided it, and distributed it among individual Indian families. Designed to break tribal mentalities and promote individualism.
19. **Edwin Drake:** American pioneer in oil industry; became first to drill for petroleum
20. **Ellis Island:** an island in New York Bay that was formerly the principal immigration station for the United States
21. **Entrepreneur:** a person who starts up and takes on the risk of a business
22. **Galveston Island:** an island at the entrance of Galveston Bay
23. **General Cluster:** After the Civil War, Custer was dispatched to the West to fight in the Indian Wars.
24. **Gilded Age:** 1870s - 1890s; time period looked good on the outside, despite the corrupt politics & growing gap between the rich & poor



25. **GNP:** Gross National Product - the sum of all goods and services produced in a nation in a year
26. **Gold Rush:** a large migration of people to a newly discovered gold field
27. **Graft:** the practice of offering something (usually money) in order to gain an illicit advantage
28. **Grandfather Clause:** A clause in registration laws allowing people who do not meet registration requirements to vote if they or their ancestors had voted before 1867.
29. **Homestead Act 1882:** the Chinese Exclusion Act prohibited the immigration of Chinese laborers for ten years.
30. **Homestead Act of 1862:** This allowed a settler to acquire 160 acres by living on it for five years, improving it and paying about \$30
31. **Horizontal Alignment:** is the consolidation of holdings across multiple industries
32. **Hull House:** Settlement home designed as a welfare agency for needy families. It provided social and educational opportunities for working class people in the neighborhood as well as improving some of the conditions caused by poverty.
33. **Ida B. Wells:** African American journalist. published statistics about lynching, urged African Americans to protest by refusing to ride streetcars or shop in white owned stores
34. **Indian schools:** These places were created in order to forcibly assimilate Indian children to white culture. They cut their hair, converted them to Christianity, forced them to change their language and used various other ways to make Indian children act like white Americans.
35. **Industrialization:** the development of industries for the machine production of goods
36. **Jane Addams:** the founder of Hull House, which provided English lessons for immigrants, daycares, and child care classes
37. **Jim Crow:** Term for the racial segregation laws imposed in the 1890s
38. **John D. Rockefeller:** Established the Standard Oil Company, the greatest, wisest, and meanest monopoly known in history
39. **KKK:** Stands for Ku Klux Klan and started right after the Civil War in 1866. The Southern establishment took charge by passing discriminatory laws known as the black codes. Gives whites almost unlimited power. They masked themselves and burned black churches, schools, and terrorized black people. They are anti-black and anti-Semitic.
40. **Knights of Labor:** 1st effort to create National union. Open to everyone but lawyers and bankers. Vague program, no clear goals, weak leadership and organization. Failed
41. **Laissez faire:** the doctrine that government should not interfere in commercial affairs
42. **Little Big Horn:** General Custer and his men were wiped out by a coalition of Sioux and Cheyenne Indians led by Sitting Bull and Crazy Horse
43. **Lynching:** putting a person to death by mob action without due process of law
44. **Mark Twain:** United States writer and humorist best known for his novels about Tom Sawyer and Huckleberry Finn (1835-1910)
45. **Mass transit:** public transportation systems that carry large numbers of people
46. **Monopoly:** exclusive control or possession of something
47. **Nativism:** a policy of favoring native-born individuals over foreign-born ones
48. **New immigration:** The second major wave of immigration to the U.S.; between 1865-1910, 25 million new immigrants arrived. Unlike earlier immigration, which had come primarily from Western and Northern Europe, the New Immigrants came mostly from Southern and Eastern Europe, fleeing persecution and poverty. Language barriers and cultural differences produced mistrust by Americans.
49. **Party Bosses:** party leaders, usually in an urban district, who exercised tight control over electioneering and patronage

50. **Patronage:** (politics) granting favors or giving contracts or making appointments to office in return for political support
51. **Philanthropy:** Charitable donation to public causes
52. **Plessy v. Ferguson:** a 1896 Supreme Court decision which legalized state ordered segregation so long as the facilities for blacks and whites were equal
53. **Political Cartoons:** Picture, images, or drawings that make political statements of the day about current issues and events.
54. **Political machine:** well organized political organization that controls election results by awarding jobs and other favors in exchange for votes
55. **Poll Tax:** a tax of a fixed amount per person and payable as a requirement for the right to vote
56. **Populism:** the political doctrine that supports the rights and powers of the common people in their struggle with the privileged elite
57. **Primary source:** text that tells a first-hand account of an event; original works used when researching (letters, journals)
58. **Reservation:** land set aside by the United States government for Native Americans
59. **Robber barons:** People who'd built fortunes by swindling investors and taxpayers, and bribing officials
60. **Samuel Gompers:** United States labor leader (born in England) who was president of the American Federation of Labor from 1886 to 1924 (1850-1924)
61. **Secondary source:** information gathered by someone who did not take part in or witness an event
62. **Segregation:** a social system that provides separate facilities for minority groups
63. **Social Darwinism:** The application of ideas about evolution and "survival of the fittest" to human societies - particularly as a justification for their imperialist expansion.
64. **Social Gospel:** Movement led by Washington Gladden - taught religion and human dignity would help the middle class overcome problems of industrialization
65. **Spoils system:** The practice of rewarding supporters with government jobs. Jackson made this practice famous for the way he did it on a wide scale.
66. **Telegraph:** machine invented by Samuel Morse in 1837 that used a system of dots and dashes to send messages across long distances electronically through a wire
67. **Telephone:** device for transmitting sound over long distances through wires patented in 1876; invented by Alexander Graham Bell and Elisha Gray
68. **Tenements:** Poorly built, overcrowded housing where many immigrants lived
69. **Thomas Edison:** United States inventor
70. **Transcontinental Railroad:** Completed in 1869 at Promontory, Utah, it linked the eastern railroad system with California's railroad system, revolutionizing transportation in the west
71. **Trusts:** legally formed combinations of corporations or companies
72. **Unions:** organizations of workers who bargain with employers as a group
73. **Urbanization:** the social process whereby cities grow and societies become more urban
74. **Vertical Alignment:** a style of management control, vertically integrated companies in a supply chain are united through a common owner.
75. **Westward Expansion:** territorial acquisitions as settlers began moving westward beyond the Appalachian Mountains
76. **Wounded Knee:** In 1890, after killing Sitting Bull, the 7th Cavalry rounded up Sioux at this place in South Dakota and 300 Natives were murdered and only a baby survived.

## Chapter 2

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# The Progressive Era

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"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat."

-Theodore Roosevelt, Paris, France, April 23, 1910



# Unit 2 Plan - The Progressive Era

## Unit 3: Progressive Era

**Enduring Understanding:** After the Gilded Age America went through a radical set of changes that affected the way that things were done. Changes included political reform, economic growth, and social reforms. Many of these changes continue to affect us to this day. Many of these changes were brought about by a series of very strong leaders who were willing to try and turn around the way that Americans thought and lived.

**Essential Question:** What were the key changes occurring during this era in the areas of political reform, economic growth, and social reform.

**Concepts:** Reform, Power, Civic participation, Economic systems, Conservation, Environmentalism, Progressivism, Technological Innovations, Nativism, Immigration, Populism, Socialism

**Topic/Take-Away:** Individuals in a democracy can change the power structure of a society by initiating reform leading to less corruption and system abuse.

**Topic/Take-Away:** The values and beliefs of a society directly affect the outcome of social issues either in a positive or negative manner. Social activism can have either a positive or negative effect on the living conditions of a society's lower economic levels.

**Topic/Take-Away:** The development of new technologies has a direct influence on how efficiently a society's economic system functions and on whether it continues to grow.

**Topic/Take-Away:** During this period, early forms of discrimination against immigrants, Native Americans, and other individuals created difficult challenges for these groups. Although these groups were often mistreated and seen as inferior, some historically important individuals begin to attempt to improve social conditions for the less privileged.

**Topic/Take-Away:** How did Communism and the Red Scare affect our national attitude?



## Academic Language:

- Primary source
- Secondary source
- Bias
- Political Cartoons
- GNP
- Progressive Era
  - Progressivism
  - Muckraker
  - Jacob Riis
  - Commission Plan
  - Robert La Follette
  - Direct primary
  - Initiative
  - Referendum
  - Recall
  - Alice Paul
  - Temperance
  - Prohibition/Volstead Act
  - Socialism
  - Communism
- Social Darwinism
- Ida Tarbell
- Elizabeth Cady Stanton
- Lucretia Mott
- Suffrage
- Child Labor
- Temperance
- Jane Addams
- Hull House
- Theodore Roosevelt
  - Square deal
  - Northern Securities
  - United Mine Workers
  - Arbitration
  - Hepburn Act
  - Upton Sinclair
  - Trusts
  - Trust buster
  - *The Jungle*
  - Meat Inspection Act
  - Pure Food and Drug Act
- Conservation
  - Newlands Reclamation Act
  - Gifford Pinchot
  - John Muir
  - National Forest
  - National Park
  - ICC
  - Yosemite
  - Yellowstone
- William H. Taft
  - Joseph G. Cannon
  - Chinese Exclusion Act/Immigration Policy
  - Mann-Elkins Act
  - Open Door Policy
  - Dollar Diplomacy
  - Payne-Aldrich Tariff
  - Richard Ballinger
  - Syndicate
  - Insubordination
  - Children's Bureau
- Woodrow Wilson
  - Progressive Party
  - New Nationalism
  - New Freedom
  - Income tax
  - Federal Reserve Act
  - Federal Trade Commission
  - Unfair trade practices
  - NAACP
  - Bull Moose
  - Monopoly
  - Underwood Tariff
  - Federal Trade Commission
  - Clayton Antitrust Act
  - 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Amendments

## Guiding Questions

1. What are the major characteristics defining the **Progressive Era**? (*US2B – RS*)
2. What are the significant events of this era? How does the sequential occurrence of these events establish the importance of this period? (*US2C – SS*)
3. What effect did the political issues such as the development of the **Initiative, Referendum, and Recall** have in the reduction of the corruption of the Gilded Age? How is it relevant within the local community? (*US5A-RS*)
4. How did passage of the **16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> amendments** impact the daily life of Americans? (*US5A-RS*)
5. What was the impact of **muckrakers** and **reform** leaders such as **Upton Sinclair, Susan B. Anthony, Ida B. Wells, Jane Addams, and W.E.B. Dubois** on society? (*US5B-SS*)
6. What are the characteristics of **third parties**? What was the impact of **third parties**, including the **Populist** and **Progressive Parties**? (*US5C-SS*)
7. How did **immigration** issues, **Social Darwinism**, **eugenics**, **race relations**, **nativism**, **Prohibition**, and the **changing role of women** change our national view point? (*US6A-RS*)
8. What role did **John Muir** and **Gifford Pinchot** play in the development of the **National Forest, National Park, and Federal Wildlife Preserves**? (*US14B-SS*)
9. How did the development of the **Interstate Commerce Act**, and the **Pure Food and Drug Act** change the relationship between the federal government and private business? (*US15B-RS*)
10. How did foreign policy issues such as the **Chinese Exclusion Act of 1882**, the **Open Door Policy, Dollar Diplomacy** and immigration quotas affect the economic growth of the United States? (*US15C-SS*)
11. How did **Jane Addams** contribute to both political and social development of America during this time period? (*US26D – SS*)
12. How did changes in transportation, communication, and **technical innovations** improve the standard of living for Americans? (*US28A-RS*)
13. How does the perspective of **primary and secondary sources** provided insight into the events, people, and issues of this time period? (*US 29A, C, D, E, F, G, H– SS*)

## Points to Remember

### General Characteristics of the Progressive Era

1 Progressive Era (1890 – 1920) – based on Progressivism, a collection of ideas, theories, and actions on how to fix America’s problems, particularly with rise of industrialization and urbanization in U.S. Progressives, people who believed in the ideas of Progressivism, believed that the government should take a more active role in fixing America’s problems. Some believed that a commission plan should replace the current (spoils or patronage) system, where a group of commissioners with expertise would hire qualified people to work for governmental departments.

2 Some general characteristics of the Progressive Era include:

- Making government more efficient and responsive to people’s needs, partly through the passage of the 16th, 17th, 18th, and 19th Amendments to the U.S. Constitution;
- Changing the way that decisions were made in elections and laws;
- Improving the rights of broader sectors of society including women, workers, racial minorities, the disadvantaged, and children, partly as a result of the Social Gospel Movement;
- Passing laws to protect the American consumer society;
- Passing laws to break up trusts and monopolies in order to improve competition among the business sector;
- Reforming the national banking system to ensure that the money wasn’t too centralized in one part of the country; and
- Highlighting issues such as social welfare and conservation.

### Muckrakers’ Influence on Progressivism

3 Muckrakers were a group of journalists who investigated social conditions and political corruption that developed during the Gilded Age and as a result of their work, society became more aware of the problems that existed and became less tolerant of them.

4 Jacob Riis was an important muckraker who wrote *How the Other Half Lives*, a book that talked about the awful conditions in cities that resulted from poverty, disease, and crime in immigrant neighborhoods.

5 Ida Tarbell was a muckraker that focused on the corrupt business of Standard Oil in her book, *The History of the Standard Oil Company*. In her book, Tarbell describes some of the tactics used by Rockefeller and the Standard Oil Company to “muscle” other companies (oil, railroad, or otherwise) to get what they wanted. She became a primary example of investigative journalism.

6 Upton Sinclair was a muckraker that wrote *The Jungle*. Although it was initially meant to be a book about life in Chicago and the immigrant experience, it turned into a book that exposed the poor working conditions for factory workers in the meat-packing industry and the unsanitary conditions that led to unhealthy meat products being sold to consumers. The book caused such uproar that it eventually led to legislation meant to protect consumers from unhealthy products. The Meat Inspection Act required the federal government to inspect all meat sold and also set standards for cleanliness in meatpacking plants. The Pure Food and Drug Act forced all foods and drugs sold to the public to have standards and labels.

### General Political Issues and Improved Political Participation

7 Socialism is an economic system that focuses on everyone contributing to one another’s economic well-being. Under socialism, everyone owns everything needed to produce more resources and everyone benefits equally. Communism is a movement based on the ideas of socialism that tries to create a classless, moneyless, and stateless social order among people.

Both socialism and communism gained popularity as a result of the unfair political and social conditions in America in the late 1800s and early 1900s. As a result, the government began to feel the need to react.

8 As people became aware of the inequalities in society, they started to demand that government do more about it by possibly establishing social programs to alleviate some of the problems. However, it was unknown how the government would pay for it.

The 16th Amendment to the U.S. Constitution was ratified in 1913 and allowed Congress to require the payment of taxes without having to go through the states or worry about census information in order to get the payments. The 16th Amendment to the Constitution became known as the “income tax amendment” because it was decided that the taxes would be gathered through taxes on the money made while people worked. The amendment, which would be supported by federal laws, required that people and businesses report how much individuals were being paid and that those individuals getting paid pay a tax on their income.

9 Many people felt that too much power was concentrated at the top and that it might be part of the reason for corruption in government. State legislatures were responsible for electing the senators that would represent each state in the federal House of Senate until 1913 when the 17th Amendment to the U.S. Constitution was passed. The 17th Amendment to the Constitution required the direct election of senators be the people of each state, taking out state legislatures and allowing for the “direct election of senators.”

10 Progressives felt that people should have a more direct influence on the efficiency and effectiveness of government. Robert La Follette was a governor of Wisconsin that thought that political parties should require each state to decide on who would run on behalf of that party, what resulted was a direct primary, a party election where each party chooses its candidate.

11 Three other reforms were introduced and implemented in government:

- Initiative – group of citizens could introduce legislation (law) and require legislators to vote on it
- Referendum – allowed a proposed legislation (law) to be submitted to voter for approval
- Recall – allowed voters an opportunity to remove an elected official from office for wrong-doing through a signed petition.

### **Social Darwinism, Nativism, Immigration, and Race Relations**

12 Social Darwinism continued to play an important role in American society in the early 1900s. Social Darwinists used

Darwin’s original theory of “survival of the fittest” to justify the idea that some people were stronger and smarter than others and should therefore be rewarded for the strengths with greater riches and power. The weaker people were typically poor and powerless under Social Darwinist theory. Social Darwinism also increased the practice of Eugenics. Eugenics focused on promoting the reproduction of certain types of people with certain hereditary traits and reducing the reproduction of people with other types of hereditary traits. While the practice mostly died out by the 1930s (when it was linked to the Nazi movement), it was practiced by different governments and individuals in the early 1900s.

13 Nativism was directed to Asian, Jews and Eastern Europeans in the early 1900’s, while it had been directed toward the Irish in the 1840’s and 1850’s. In 1882, Congress passed the Chinese Exclusion Act which barred Chinese immigration for 10 years and prevented Chinese in America from becoming citizens. It was renewed in 1892, made permanent in 1902, and not repealed until 1943.

14 While discrimination against immigrants continued, Jane Addams helped to found Hull House with the intention of helping immigrants, women, children and anyone else who was disenfranchised from society.

Hull House was established in a dilapidated mansion and became a night school for adults, a kitchen, an art gallery, a resting place and anything else that people needed to help get themselves out of poverty or poor living conditions. Jane Addams was also involved in the women’s suffrage movement and is considered one of the greatest social activists of the Progressive Era.

15 The National Association for the Advancement of Colored People (NAACP) wanted to get full political rights for African Americans and end racial discrimination. It was founded in 1909 by, among others, W.E.B. DuBois. DuBois was a civil rights leader throughout the late 1800s and early 1900s who fought and protested against discrimination of blacks in the education, work, and politics. As a civil rights leader, he believed that blacks needed to gain political rights before they could focus on economic prosperity because those political rights would help all blacks gain power.

Ida B. Wells was also a leading figure in the early civil rights movements for blacks. She was a journalist who documented and



wrote about the lynchings of African Americans who competed with whites in the South. Wells was also a noted feminist, supporting the women's suffrage movement and establishing several women's organizations.

### **The Women's Suffrage Movement and Temperance**

16 Suffrage refers to the right to vote. The Women's Suffrage Movement started in the mid-1800's. The 14th and 15th Amendments protected voting rights for African American males and women wanted these amendments to be applied to them also, but they were not. Elizabeth Cady Stanton and Lucretia Mott were two of the Women's Suffrage Movement leaders who organized the first women's rights conference in 1848. As the movement continued, Susan B. Anthony worked closely with her mentor, Elizabeth Cady Stanton, in organizing protests, picketing, and hunger strikes to fight for women's voting rights.

17 Susan B. Anthony and Elizabeth Cady Stanton both fought in favor of temperance, or restraint from the use of alcohol. People who followed the temperance movement believed that the root of many societal problems came from males' use of alcohol. In 1874, the Women's Christian Temperance Union (WCTU) formed to reduce the use of alcohol and eventually aimed to enact prohibition. Prohibition referred to laws that banned the creation, consumption, sale, or purchase of alcohol.

18 Frances Willard was the national president of the WCTU between 1879 and 1899 and was important in influencing the passage of the 18th Amendment (which prohibited the manufacture, purchase, sale, or transport of alcohol), and the 19th Amendment, which provided women with the right to vote.

19 Although the Women's Suffrage Movement temporarily split up between 1860 and 1890, the National American Woman Suffrage Association (NAWSA), led by Alice Paul, the head of the NAWSA's congressional committee, pressured President Woodrow Wilson to pursue a national amendment for women's suffrage by lobbying, or using different (economic, political, or social) tactics to persuade a politician to act or vote in a particular way. The 19th Amendment, guaranteeing a woman's right to vote was finally passed in June 1919. By August 1920, all states had ratified the amendment to the Constitution.

### **Theodore Roosevelt, Congress, Big Business, and Reform**

20 Theodore (Teddy) Roosevelt was a wealthy politician from the state of New York. He was governor of New York when he was asked to run as Vice-President under William McKinley who was president of the United States at the time. Big business tycoons were unhappy because Roosevelt had begun fighting monopolies and trusts in New York state and they wanted to put him in a less powerful position. When President McKinley was shot in 1901 and died of complications, Vice-President Roosevelt took the oath of office and became the youngest president in American history.

21 Roosevelt re-established faith in the presidency because he decided that Americans should get a "square deal" as he fought big business' corruption practices. His Square Deal program focused on three C's: Control of Corporations, Consumer Protection and Conservation.

22 Roosevelt made good on his fulfillment of the first "C" of the 3 C's of his Square Deal by taking on big business.

Northern Securities was a company created by E.H. Harriman of the Union Pacific Railroad and James J. Hill and J.P. Morgan of Great Northern and Northern Pacific Railroads. Harriman, Hill and Morgan created Northern Securities to settle a dispute over stocks in order to compromise and ensure that all three continued to benefit from the railroad business. They created a trust of sorts.

In one of his first actions as president, Roosevelt sued Northern Securities because he felt the corporation was in violation of the Sherman Antitrust Act. While the Sherman Antitrust Act was a federal law that had been around since 1890, no one had successfully used it to fight monopolies and trusts until President Roosevelt. The Sherman Antitrust Act was a federal law that:

- Kept businesses from doing things that limited competition in the market; and
- Required the federal government to investigate and pursue trusts, companies and organizations that were in suspicion of violating the law.

- In a 1904 Supreme Court case, Northern Securities was found to be in violation of the Sherman Antitrust Act and Roosevelt continued his crusade to break apart trusts and monopolies.

23 The United Mine Workers (UMW) was a union made up of 150,000 miners that dug coal in Pennsylvania and called a strike because they wanted a pay increase, to work fewer and to be dealt with (negotiated with) as a union. When they couldn't come to an agreement about miners' contracts with the owners, Roosevelt suggested that they should consider arbitration, or a settlement given to them by someone outside the dispute. The owners didn't agree and Roosevelt had to threaten to take over the coal mines with the army and have the army run them. The owners of the coal mine finally agreed to arbitration.

24 The Congress during Roosevelt's presidency was also responsible for fighting big business corruption. For example, the Bureau of Corporations was a department under the Department of Commerce and Labor set up by Congress in 1903. The Bureau of Corporations was the department that was responsible for investigating and issuing reports about corporations, their possible misuse of power, and their overall activities.

25 The Hepburn Act was a national law passed by Congress aimed at improving the power of the Interstate Commerce Commission or ICC. The law gave the ICC the power to set railroad rates. Over time, railroad companies realized that they could work with the ICC to set rates and regulations that limited competition and kept other companies from entering the railroad industry.

### **Theodore Roosevelt and Conservation**

26 Roosevelt also made good on the 2nd "C" of his Square Deal: Conservation. Roosevelt was an avid outdoorsman and spent lots of time hunting, hiking and camping. His love of the outdoors made conservation an important facet of his work and he oftentimes credited for expanding national parks and forests.

In 1902, Roosevelt supported the passage of the Newlands Reclamation Act. The law allowed the federal government to use money from federal land sales to pay for irrigation and land development projects in the U.S.

27 Roosevelt also appointed Gifford Pinchot as head of the U.S. Forest Service to make sure that timber wasn't abused in the West by controlling the amount used on federal grounds.

John Muir was a conservationist friend of Gifford Pinchot. They differed in their perspectives of what land should be used for because Pinchot saw land as a resource that should be conserved, but used and Muir saw land as something that had beauty and should be appreciated as such. Muir helped influence the development of the National Parks System by convincing congressmen, and later, President Roosevelt, that the only way to conserve the land was through federal regulation and management.

The National Parks Service was established in 1916, partly because of the work and emphasis that Roosevelt, Pinchot, and Muir put on conservation in their lifetimes. Yosemite, Yellowstone and other parks continue to thrive as a result of their efforts.

### **William Howard Taft – The 2nd Progressive President**

28 William Howard Taft was considered the second progressive president. When Teddy Roosevelt decided that he would not serve second (full) term, but rather, would just finish up his 2nd term in office (really only his first full term), he supported his Vice-President, William Howard Taft to take over as president. Taft learned a lot from his work with Theodore Roosevelt and felt that he should continue what Roosevelt had started. Taft became president in 1908.

29 William H. Taft continued fighting trusts by trying to create competition in the market. When he called congress in to pass laws regarding tariffs, the Democratic congress pushed back, aiming to raise tariffs rather than reduce them. When Taft backed down, Progressives and Republicans grew frustrated with Taft. When Taft brought a lawsuit against U.S. Steel, a trust that Teddy Roosevelt had helped to establish, Taft angered Roosevelt so much that he decided to join the "Bull Moose" or Progressive Party. Roosevelt argued that there was a difference between a "good trust" and a "bad trust" and the focus should remain on breaking up the bad ones. Taft said that any corporation that limited competition was automatically bad.

## **The Election of 1912 and Woodrow Wilson, the 3rd Progressive President**

30 Although there were actually four different people running for president in 1912, it was considered a three-party election because no one believed that Eugene Debs would impact the election in any significant way. The Election of 1812 had Taft running as a Republican, Roosevelt was running as a Progressive, and Woodrow Wilson running as a Democrat. Roosevelt's New Nationalism focused on helping women, children, and workers. He wanted workers to receive compensation if they were injured at work. Wilson's program, known as the New Freedom, focused on free enterprise and the belief that Roosevelt was too favorable to big business. Because Roosevelt and Taft split the vote in 1912, Wilson won the election, being the first Democrat to win since 1892.

## **Woodrow Wilson and Economic Policy**

31 A lot of Woodrow Wilson's policies focused on establishing a stronger economic system in the U.S. Because of the passage of the 16th Amendment in 1913, Woodrow Wilson and Congress had to find a way to enforce the income tax. Through the Underwood Tariff, the federal government could tax the earnings of individuals and corporations.

32 Wilson helped establish the Federal Reserve System by signing the Federal Reserve Act, a banking system of 12 regional banks headed by a presidentially-appointed Board of Governors and a membership of private and public banks. Its job is to monitor the banking practices of the U.S. and establish monetary policy for the country.

33 Wilson also established the Federal Trade Commission (FTC) to investigate companies that were involved in unfair trade practices. The Clayton Anti-Trust Act made agreements between companies illegal and made it illegal to discriminate on prices for some over others.

## **Woodrow Wilson and Social Policy**

34 Wilson's most important contribution to social policy in the U.S. was his passage of the Keating-Owen Child Labor Act, the Adamson Act, and the Federal Farm Loan Act. The Keating-Owen Child

Labor Act made it illegal for children under the age of 14 to work in factories and established the national effort against child labor. The Adamson Act ensured that railroad workers would not work more than an 8-hour work day. The Federal Farm Loan Act gave farmers long-term loans at low rates.

## Glossary of Academic Language Progressive Era

1. **16th amendment:** Amendment to the United States Constitution (1913) gave Congress the power to tax income.
2. **17th amendment:** Passed in 1913, this amendment to the Constitution calls for the direct election of senators by the voters instead of their election by state legislatures.
3. **19th Amendments:** The constitutional amendment adopted in 1920 that guarantees women the right to vote.
4. **Alice Paul:** head of the National Woman's party that campaigned for an equal rights amendment to the Constitution. She opposed legislation protecting women workers because such laws implied women's inferiority. Most condemned her way of thinking.
5. **Arbitration:** (law) the hearing and determination of a dispute by an impartial referee agreed to by both parties (often used to settle disputes between labor and management)
6. **Bias:** a partiality that prevents objective consideration of an issue or situation
7. **Bull Moose:** a member or supporter of the US Progressive Party founded to support the presidential candidacy of Theodore Roosevelt in 1912
8. **Child Labor:** Children were viewed as laborers throughout the 19th century. Many children worked on farms, small businesses, mills and factories.
9. **Children's Bureau:** investigated and publicized problems with child labor
10. **Chinese Exclusion Act/Immigration Policy:** was a United States federal law signed by Chester A. Arthur on May 6, 1882, following revisions made in 1880 to the Burlingame Treaty of 1868. Those revisions allowed the U.S. to suspend Chinese immigration, a ban that was intended to last 10 years.
11. **Clayton Antitrust Act:** New antitrust legislation constructed to remedy deficiencies of the Sherman Antitrust Act, namely, it's effectiveness against labor unions
12. **Commission Plan:** a municipal government that combines legislative and executive authority in the members of a commission
13. **Communism:** a form of socialism that abolishes private ownership
14. **Conservation:** the preservation and careful management of the environment and of natural resources
15. **Direct primary:** a primary where voters directly select the candidates who will run for office
16. **Dollar Diplomacy:** Term used to describe the efforts of the US to further its foreign policy through use of economic power by guaranteeing loans to foreign countries
17. **Elizabeth Cady Stanton:** United States suffragist and feminist
18. **Federal Reserve Act:** a 1913 law that set up a system of federal banks and gave government the power to control the money supply
19. **Federal Trade Commission:** an independent agency of the United States federal government that maintains fair and free competition
20. **Gifford Pinchot:** head of the U.S. Forest Service under Roosevelt, who believed that it was possible to make use of natural resources while conserving them
21. **GNP:** former measure of the United States economy
22. **Hepburn Act:** This 1906 law used the Interstate Commerce Commission to regulate the maximum charge that railroads to place on shipping goods.
23. **Hull House:** Settlement home designed as a welfare agency for needy families. It provided social and educational opportunities for working class people in the neighborhood as well as improving some of the conditions caused by poverty.
24. **ICC:** a former independent federal agency that supervised and set rates for carriers that transported goods and people between states
25. **Ida Tarbell:** A leading muckraker and magazine editor, she exposed the corruption of the oil industry with her 1904 work A History of Standard Oil.
26. **Income tax:** Tax paid to the state, federal, and local governments based on income earned over the past year.



27. **Initiative:** allowed all citizens to introduce a bill into the legislative and required members to take a vote on it
28. **Insubordination:** disobedience to authority
29. **Jacob Riis:** A Danish immigrant, he became a reporter who pointed out the terrible conditions of the tenement houses of the big cities where immigrants lived during the late 1800s. He wrote *How The Other Half Lives* in 1890.
30. **Jane Addams:** the founder of Hull House, which provided English lessons for immigrants, daycares, and child care classes
31. **John Muir:** United States naturalist (born in England) who advocated the creation of national parks (1838-1914)
32. **Joseph G. Cannon:** Speaker of the House who helped President Taft pass a tariff bill.
33. **Lucretia Mott:** A Quaker who attended an anti-slavery convention in 1840 and her party of women was not recognized. She and Stanton called the first women's right convention in New York in 1848
34. **Mann-Elkins Act:** (WT) 1910, gave right to prevent new rates if challenged in courts, communication now regulate directly by the Interstate Commerce Commission
35. **Meat Inspection Act:** Law that authorized the Secretary of Agriculture to order meat inspections and condemn any meat product found unfit for human consumption.
36. **Monopoly:** (economics) a market in which there are many buyers but only one seller
37. **Muckraker:** a journalist who uncovers abuses and corruption in a society
38. **NAACP:** National Association for the Advancement of Colored People
39. **National Forest:** area of federally-owned land where logging and grazing are permitted under more heavily-managed conditions
40. **National Park:** a tract of land declared by the national government to be public property
41. **New Freedom:** Woodrow Wilson's domestic policy that, promoted antitrust modification, tariff revision, and reform in banking and currency matters.
42. **New Nationalism:** Roosevelt's progressive political policy that favored heavy government intervention in order to assure social justice
43. **Newlands Reclamation Act:** 1902 act authorizing federal funds from public land sales to pay for irrigation and land development projects, mainly in the dry Western states
44. **Northern Securities:** A railroad trust that was sued by the Sherman Antitrust Case, one of the first trusts to be busted
45. **Open Door Policy:** A policy proposed by the US in 1899, under which ALL nations would have equal opportunities to trade in China.
46. **Payne-Aldrich Tariff:** Signed by Taft in March of 1909 in contrast to campaign promises. Was supposed to lower tariff rates but Senator Nelson N. Aldrich of Rhode Island put revisions that raised tariffs. This split the Republican party into progressives (lower tariff) and conservatives (high tariff).
47. **Political Cartoons:** a cartoon relating to politics, especially party politics
48. **Primary source:** text that tells a first-hand account of an event; original works used when researching (letters, journals)
49. **Progressive Era:** time at the turn of the 20th century in which groups sought to reform America economically, socially, and politically
50. **Progressive Party:** Also known as the "Bull Moose Party", this political party was formed by Theodore Roosevelt in an attempt to advance progressive ideas and unseat President William Howard Taft in the election of 1912. After Taft won the Republican Party's nomination, Roosevelt ran on the Progressive party ticket.
51. **Progressivism:** the political orientation of those who favor progress toward better conditions in government and society
52. **Prohibition/Volstead Act:** This act passed in 1919 strictly prohibited the manufacture and sale of alcoholic beverages to include liquors, wines, and beers.
53. **Pure Food and Drug Act:** the act that prohibited the manufacture, sale, or shipment of impure or falsely labeled food and drugs

54. **Recall:** the act of removing an official by petition
55. **Referendum:** a legislative act is referred for final approval to a popular vote by the electorate
56. **Richard Ballinger:** Taft's Secretary of the Interior, allowed a private group of business people to obtain several million acres of Alaskan public lands
57. **Robert La Follette:** Progressive Wisconsin governor who attacked machine politics and pressured the state legislature to require each party to hold a direct primary
58. **Secondary source:** information gathered by someone who did not take part in or witness an event
59. **Social Darwinism:** The application of ideas about evolution and "survival of the fittest" to human societies - particularly as a justification for their imperialist expansion.
60. **Socialism:** a political theory advocating state ownership of industry
61. **Square deal:** President Theodore Roosevelt's plan for reform; all Americans are entitled to an equal opportunity to succeed
62. **Suffrage:** the right to vote
63. **Syndicate:** an association of companies for some definite purpose
64. **Temperance:** restraint or moderation, especially in regards to alcohol or food
65. **The Jungle:** This 1906 work by Upton Sinclair pointed out the abuses of the meat packing industry. The book led to the passage of the 1906 Meat Inspection Act.
66. **Theodore Roosevelt:** 26th president, known for: conservationism, trust-busting, Hepburn Act, safe food regulations, "Square Deal," Panama Canal, Great White Fleet, Nobel Peace Prize for negotiation of peace in Russo-Japanese War
67. **Trust buster:** Nickname for Teddy Roosevelt because of his actions against monopolies including the breaking up of Rockefeller's Standard Oil Company.
68. **Trusts:** Firms or corporations that combine for the purpose of reducing competition and controlling prices (establishing a monopoly). There are anti-trust laws to prevent these monopolies.
69. **Underwood Tariff:** Pushed through Congress by Woodrow Wilson, this 1913 tariff reduced average tariff duties by almost 15% and established a graduated income tax
70. **Unfair trade practices:** trading practices which derive a gain at the expense of the competition
71. **United Mine Workers:** A 1902 coal worker's strike called for an eight-hour work day and higher wages. Theodore Roosevelt stepped in and threatened the use of troops to settle the strike. It was the first time the government stepped in a labor dispute, but the result was improved conditions for the mine workers.
72. **Upton Sinclair:** muckraker who shocked the nation when he published *The Jungle*, a novel that revealed gruesome details about the meat packing industry in Chicago. The book was fiction but based on the things Sinclair had seen.
73. **William H. Taft:** 27th US president, took over presidency after Theodore Roosevelt, strengthened ICC, trust buster
74. **Woodrow Wilson:** 28th president of the United States, known for World War I leadership, created Federal Reserve, Federal Trade Commission, Clayton Antitrust Act, progressive income tax, lower tariffs, women's suffrage (reluctantly), Treaty of Versailles, sought 14 points post-war plan, League of Nations (but failed to win U.S. ratification), won Nobel Peace Prize
75. **Yellowstone:** Signed into a national park in 1871 by Ulysses S. Grant, it is the first ever national park in the world, established in Wyoming, Montana and Idaho
76. **Yosemite:** a series of waterfalls in Yosemite National Park in California

Chapter 3

# Freedom Week

“Those who deny freedom to others deserve it not for themselves.”

Abraham Lincoln







# Freedom Week

## Unit 3: Celebrate Freedom Week

**Enduring Understanding:** Freedom oftentimes comes at a cost. The founding documents, including the United States Declaration of Independence and the United States Constitution reflect many of the principles that Americans value both in society and in our democratic republic.

### Essential Question: What is freedom?

**Concepts:** Constitutional Republic, Belief System, Values, Democracy, Federalism, Republicanism, Limited Government, Checks and Balances, Individual Rights, Popular Sovereignty, Bicameralism, Liberty, Egalitarianism, Individualism, Populism, and Laissez-Faire, Terrorism, Nativism, Racism, Discrimination, Civil Rights

**Topic/Take-Away:** Constitutional principles develop a foundation upon which the U.S. Constitution is written. The U.S. Constitution sets up a framework for how our government will run and the rights provided to individuals and inherent to guaranteeing sovereignty. Federalism, Republicanism, Limited Government, Checks and Balances, Individual Rights, Popular Sovereignty, and Separation of Powers are among the seven constitutional principles that form the foundation for our government.

**Topic/Take-Away:** The Bill of Rights establishes the first ten amendments to the Constitution and dictate individual rights as well as rights given to state governments; but, there are many events throughout history that have occurred that have necessitated the expansion of laws and rights to different groups of people.

## Academic Language:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Federal Government
- State Government
- “all men are created equal”
- E Pluribus Unum or “Out of Many, One”
- “In God We Trust”
- Suffrage
- Civil Rights
- 13th, 14th, 15th, 17th, 19th Amendments
- Executive Orders
- Ben Rush
- John Hancock
- John Jay
- John Witherspoon
- John Peter Muhlenberg
- Charles Carroll
- Jonathan Trumbull, Sr.
- Alexis de Tocqueville
- Abraham Lincoln
- Frederick Douglass
- W.E.B. Dubois
- Booker T. Washington
- Ida B. Wells
- Marcus Garvey
- Malcolm X
- Martin Luther King, Jr.
- Elizabeth Cady Stanton
- Susan B. Anthony
- Voting Rights Acts
- Plessey v. Ferguson
- Brown v. Board of Education of Topeka Kansas
- Schenck v. United States
- Terrorist Attacks in New York City
- September 11, 2001



## Guiding Questions

1. What are the major contributing factors to attaining freedom?
2. How do the founding documents, including the Declaration of Independence and the U.S. Constitution, demonstrate American commitment to ensuring freedom?
3. What are some of the barriers to attaining freedom?
4. What are some of the Constitutional Amendments and national laws that have been created to ensure that different people's freedoms are attained?
5. Who are some of the important people that have fought for different types of freedom for the people of the United States?
6. What are some of the key events throughout history that have called into question American freedom or expanded American freedom?
7. What are some of the principles and mottos that Americans have adopted and demonstrate their dedication to the process of ensuring freedom?

## Glossary of Academic Language Freedom Week

1. **"all men are created equal"**: basic belief of the Declaration of Independence
2. **"In God We Trust"**: U. S. Department of Treasury states placed this motto on United States coins because of the increased religious sentiment existing during the Civil War; 1955 President Dwight D. Eisenhower signed a public law requiring all money have the motto
3. **13th amendment**: abolished slavery
4. **14th amendment**: Declares that all persons born in the U.S. are citizens and are guaranteed equal protection of the laws
5. **15th Amendment**: citizens cannot be denied the right to vote because of race, color, or previous condition of servitude
6. **17th Amendment**: Direct election of senators
7. **19th Amendment**: gave women the right to vote
8. **Abraham Lincoln**: 16th President of the United States saved the Union during the Civil War and emancipated the slaves; was assassinated by Booth (1809-1865)
9. **Alexis de Tocqueville**: French political writer noted for his analysis of American institutions (1805-1859)
10. **Ben Rush**: A doctor, scientist, and published books about medicine and mental illnesses.
11. **Bill of Rights**: a statement of fundamental rights and privileges (especially the first ten amendments to the United States Constitution)
12. **Booker T. Washington**: African American progressive who supported segregation and demanded that African American better themselves individually to achieve equality.
13. **Brown v. Board of Education of Topeka Kansas**: 1954 - The Supreme Court overruled Plessy v. Ferguson, declared that racially segregated facilities are inherently unequal and ordered all public schools desegregated.
14. **Charles Carroll**: Signer of the Declaration of Independence who showed patriotism at the time of the Revolutionary War helping to pave the way for a greater acceptance of Catholics in the new nation
15. **Civil Rights**: the rights of full citizenship and equality under the law
16. **Declaration of Independence**: the document recording the proclamation of the second Continental Congress (4 July 1776) asserting the independence of the colonies from Great Britain
17. **E Pluribus Unum**: national motto of the USA; "out of many, one"
18. **Elizabeth Cady Stanton**: United States suffragist and feminist
19. **Executive Orders**: regulations originating from the executive branch. Executive orders are one method presidents can use to control the bureaucracy.
20. **Federal Government**: a government with strong central powers
21. **Frederick Douglass**: United States abolitionist who escaped from slavery and became an influential writer and lecturer in the North (1817-1895)
22. **Ida B. Wells**: African American journalist. published statistics about lynching, urged African Americans to protest by refusing to ride streetcars or shop in white owned stores
23. **John Hancock**: American revolutionary patriot who was president of the Continental Congress
24. **John Jay**: United States diplomat and jurist who negotiated peace treaties with Britain and served as the first chief justice of the United States Supreme Court (1745-1829)
25. **John Peter Muhlenberg**: an American clergyman, Continental Army soldier during the American Revolutionary War, he served in the United States House of Representatives and United States Senate from Pennsylvania; Founding father

26. **John Witherspoon:** American Revolutionary leader and educator (born in Scotland) who was a signer of the Declaration of Independence and president of the college that became Princeton University (1723-1794)
27. **Jonathan Trumbull, Sr.:** Governor of Connecticut; Trumbull was the only governor to support the position of the colonies. He had long been a supporter of colonial rights and during the war supplied General Washington with food, clothing, and munitions.
28. **Malcolm X:** Black Muslim who argued for separation, not integration. He changed his views, but was assassinated in 1965.
29. **Marcus Garvey:** African American leader during the 1920s who founded the Universal Negro Improvement Association and advocated mass migration of African Americans back to Africa. Was deported to Jamaica in 1927.
30. **Martin Luther King, Jr.:** U.S. Baptist minister and civil rights leader. A noted orator, he opposed discrimination against blacks by organizing nonviolent resistance and peaceful mass demonstrations. He was assassinated in Memphis, Tennessee. Nobel Peace Prize (1964)
31. **Plessey v. Ferguson:** a challenge to the jim crow laws. the supreme court that as long as both races were given the same privileges, it was ok, a "separate but equal" idea
32. **Schenck v. United States:** Supreme court decides that any actions taken that present a "clear and present danger" to the public or government isn't allowed, this can limit free speech
33. **September 11, 2001:** Al-Qaeda terrorists, living in the U.S., hijacked several commercial airliners and crashed them into the Pentagon and World Trade Center.
34. **State Government:** the government of a state in the United States
35. **Suffrage:** a legal right guaranteed by the 15th amendment to the US constitution
36. **Susan B. Anthony:** social reformer who campaigned for women's rights, the temperance, and was an abolitionist, helped form the National Woman Suffrage Association
37. **United States Constitution:** the constitution written at the Constitutional Convention in Philadelphia in 1787 and subsequently ratified by the original thirteen states
38. **Voting Rights Acts:** increased opportunities to register and allowed attorney general to prevent state interference in the voting process
39. **W.E.B. Dubois:** 1st black to earn **Ph.D.** from Harvard, encouraged blacks to resist systems of segregation and discrimination, helped create NAACP in 1910

# Rise to World Power

“Neutrality is a negative word. It does not express what America ought to feel. We are not trying to keep out of trouble; we are trying to preserve the foundations on which peace may be rebuilt.”

Woodrow Wilson



# Unit 4 Plan - Rise to World Power

## Unit 4: The Rise to World Power

**Enduring Understanding:** A nation's beliefs and values may lead to involvement in a conflict. The United States made an effort to transition into a world power after the economic growth and the end to westward settlement during the Gilded Age. Expansionist and democratic ideals led the United States to partake in international issues across the world.

**Essential Question:** To what extent did United States expansionist ideals influence American foreign policy decisions pertaining to international conflicts including the Spanish-American War and World War I?

**Concepts:** Change, Conflict, Power, Innovation, Compromise, Checks and Balances, Internationalism, Expansionism, Militarism, Nationalism, Isolationism, American Sovereignty

**Topic/Take-Away:** Foreign policy decisions by a nation's government often reflect the beliefs and values of its people at the time. The people of the United States in the early 1900s felt the need to get involved in the Spanish American War as a result of yellow journalism and Americans' desire to eliminate unfair treatment of others in Cuba.

**Topic/Take-Away:** Foreign issues affect a nation politically, economically and socially. Wilson's attempt to promote an idealistic progressive foreign policy failed as dangerous military involvements threatened in both Latin America and the North Atlantic. With the beginning of World War I, Wilson tried to remain isolated and neutral, but pressures from the long-standing economic ties to Great Britain and France made it difficult to ignore American interests in Europe. America's social and political ideals also influenced the pressure that Americans put on Wilson to "preserve the world for democracy." Entering World War I in response to Germany's unrestricted submarine warfare, Wilson turned America's participation into a fervent ideological crusade for democracy that successfully stirred the public to a great voluntary war effort, but at some cost to traditional civil liberties.

**Topic/Take-Away:** After America's limited but important contribution to the Allied victory, a triumphant Wilson attempted to construct a peace based on his idealistic Fourteen Points. European and senatorial opposition, and especially Wilson's own political errors, doomed American ratification of the Versailles Treaty and participation in the League of Nations.



## Academic Language

- Imperialism
- U.S. Expansionism
- Isolationism
- Internationalism
- Alfred Thayer Mahan
- Henry Cabot Lodge
- Sanford B. Dole
- Missionaries
- Theodore Roosevelt
- Spanish American War
  - U.S.S. Maine
  - Yellow journalism
  - William Randolph Hearst
  - Joseph Pulitzer
  - Treaty of Paris of 1898
  - Hawaii, Guam and Philippines
- Panama Canal
- World War I
- German Proclamation
- Sussex Pledge
- Unrestricted Submarine Warfare
- U-Boat
- Zimmerman Telegram
- Espionage Act
- *Schenck v. United States* (1919)
- Vaccines
- Pasteurization
- Plasma
- Antibiotics
- American Expeditionary Forces
- General John J. Pershing
- Modern Warfare
  - Trench Warfare
  - Machine Guns
- Airplanes
- Tanks
- Poison Gas
- Meuse-Argonne Offensive
- Battle of Argonne Forest
- Self-Determination
- League of Nations
- Fourteen Points
- Treaty of Versailles
- Alvin York

## Guided Reading Questions

1. What were the characteristics of the isolationist and expansionist time period of the late 1800s and the early 1900s? **(US2B – RS, US2A – SS)**
2. How did expansionism play a role in the political and economic growth of the United States in the late 1800s and early 1900s? **(US4B – SS)**
3. What were the causes of the Spanish-American War and how did the causes contribute to the U.S. becoming a World Power? **(US4A – RS)**
4. What role did Henry Cabot Lodge, Alfred Thayer Mahan, Theodore (Teddy) Roosevelt, Sanford B. Dole and missionaries play in the U.S. becoming a world power? **(US4A – RS)**
5. How did the acquisition of Guam, Hawaii, the Philippines and Puerto Rico play an important role in American expansionism? **(US4B – SS)**
6. How does the acquisition of Guam, Hawaii, the Philippines and Puerto Rico demonstrate the establishment of new boundaries resulting from statehood or international conflicts? **(US12B – SS)**
7. What were the political and economic effects of the Spanish-American War on the United States and how did the effects of the war contribute to the U.S. becoming a world power? **(US15D – RS)**
8. What's the difference between internationalism and isolationism and how did isolationism and neutrality play a role in Woodrow Wilson's international policy during World War I? **(US4F – RS)**
9. What were the causes of World War I and the reasons for the U.S. entering the war? **(US4C – RS)**
10. How did the reasons for the U.S. entering World War I contribute to the U.S. becoming a World Power? **(US4C – RS)**
11. What were some of the constitutional issues brought up by *Schenck v. United States* (1919) and what did the Supreme Court decide with regard to free speech in a time of war? **(US19B – RS)**
12. How did canned food and the polio vaccine play an important role in the war effort during World War I? **(US27B – SS)**
13. What were four technological innovations that developed during World War I and how did they contribute to a stalemate on the Western Front? **(US4E – SS)**
14. What was the American Expeditionary Forces (AEF), who was General John J. Pershing, and how did they contribute to the American effort during World War I? **(US4D – SS)**
15. What was the significance behind the Battle of Argonne Forest? **(US4G – SS)**
16. Who was Alvin York and how did he receiving the Medal of Honor show the importance of the role of people from different races and genders during World War I? **(US26F – SS)**
17. What was Woodrow Wilson's Fourteen Points, what was the Treaty of Versailles, and how were they specifically connected? **(US4F – RS)**
18. How do the details of the Treaty of Versailles demonstrate changes in political boundaries in Europe resulting from statehood or international conflicts? **(US12B – SS)**
19. What were the economic effects of World War I on the United States? **(US15D – RS)**
20. What are some of the pros and cons of U.S. participation in international organizations? **(US19E – SS)**

Summary

## Points to Remember

### General Characteristics of the Time of Expansionism and Imperialism

1 U.S. Expansionism refers to the idea that the United States should grow politically, economically, and geographically in order for the country to benefit from different types of human and physical resources. Once the United States had completed in settling the West through the late 1800s, it became important to many to look beyond the geographical borders of mainland North America for additional resources to benefit the American people. While people felt that going to war to conquer other lands was unnecessary, many felt that imperialism was not necessarily a bad option. Imperialism refers to the economic and political domination of a strong nation over weaker nations. Some imperial countries took control over other territories, invested capital, and sold products. Others created protectorates – they protected local leaders against rebellion or invasion. American used Social Darwinism to explain the need to expand power abroad. Other European imperialist countries included Great Britain, France, Russia, and Germany.

2 Some Americans still believed in isolationism. Isolationism refers to the idea that a country should separate themselves from other countries and avoid getting involved in international affairs. Isolationists also believe that their country should focus on domestic issues in order to benefit the people within that country politically, socially, and economically. Expansionists and imperialists believed in internationalism, the belief that their country should get involved in issues regarding other countries in order to make sure that the country continues to benefit from others' resources. They also want to make sure that the country maintains a certain level of power from other countries' perspective.

3 The U.S. wanted to expand its Navy in order to expand its power. The Influence of Seapower Upon History is a book written by Alfred Thayer Mahan that largely influenced Henry Cabot Lodge and Albert Beveridge, two powerful senators to push for the construction of a top-notch Navy. In the book, Mahan explains that throughout history, the countries that have proven to be world powers generally had the strongest navy. Lodge

and Beveridge take this to mean that in order for the U.S. to gain international power, it must expand its navy. While Theodore “Teddy” Roosevelt was a “Rough Rider” at the time, he too was greatly influenced by the book and The Influence of Seapower Upon History started to impact the way many Americans view the United States' role in the world.

4 Americans expanded across the Pacific Ocean in an effort to trade with Asian and oversea markets. Because many missionaries were active in Hawaii and China, it became easier for the American influence to spread throughout Asia. Missionaries were people who worked to improve the lives of others, oftentimes with a religious motivation, by providing education, help in developing infrastructure, and through agricultural efforts. The U.S. began to favor Hawaii by exempting them from trade tariffs and in return Hawaii eventually gave U.S. exclusive rights to a naval base at Pearl Harbor, giving Hawaii a boom in sugar and economy. In 1891 Queen Liliuokalani, who disliked the influence of American settlers, became queen. By 1893 a group of planters, supported by U.S. Marines forced the queen to give up her power after she tried to impose a new constitution that expanded her power. Planters and settlers set up a temporary government and elected Sanford B. Dole (as in Dole Bananas) as the first president of the Republic of Hawaii. Dole was essential in getting Hawaii to become part of the United States through annexation.

### The Spanish-American War – Events, Politics and People

5 Cuba was a Spanish colony in the late 1800s. Jose Martí was a Cuban revolutionary leader who wanted Cuban independence and led the first Cuban Revolution in 1868. However, when it failed, Martí was exiled to the United States and he began to raise money, using American businessmen for support, to begin a new rebellion. In February 1895, Martí and his new followers began a new rebellion and they seized control and set up an independent nation by September.

6 The U.S. was neutral during most of the episode, but William Randolph Hearst (owner of the New York Journal) and Joseph Pulitzer (owner of the New York World) wrote yellow journalism, or exaggerated stories, about Spanish attacks on Cubans. As tensions grew and Cuban rebels

began destroying American property to get the Americans to respond, the country became divided over the issue of Cuban independence. In one instance William Randolph Hearst published a letter from the Spanish Ambassador to the U.S. that called then-President William McKinley weak for seeking admiration from the Americans. As the Spanish put Cubans in concentration camps and stories leaked out about it, Americans pressured the President to intervene.

7 Cubans continued to attack American property hoping for American intervention. In 1898, the U.S.S. Maine, anchored in Havana, Cuba exploded and killed 266 American officers and sailors. Although it is unknown why the ship exploded, Americans blamed Spain. After much pressure, McKinley authorized Congress to declare war on Spain.

8 In 1898, the U.S. began its war with Spain in what became known as the Spanish-American War. The U.S. blockaded Cuba in order to ensure that no more Spanish ships could enter the area. At the same time, an American fleet in British Hong Kong attacked a Spanish fleet in the Philippines, which was another Spanish colony at the time.

On their way to destroy Spanish warships in the Philippines, American troops seized the island of Guam, another Spanish possession in the Pacific.

The U.S. advanced in Santiago Harbor, Cuba and San Juan Heights where the United States won. Theodore “Teddy” Roosevelt was second in command of the Rough Riders, under Colonel Leonard Wood. The Rough Riders were a group of volunteer cavalry that included cowboys, miners and law officers. Roosevelt gained national recognition and was put in the national spotlight for his participation in the Spanish-American War and eventually prompted him to continue a political career.

9 The Spanish-American War came to an end with the Treaty of Paris of 1898. In it, Cuba was declared an independent country. The United States U.S. acquired Puerto Rico, Guam, and paid Spain \$20 million for Philippines. Filipino hostility grew as the United States set up concentration camps in the Philippines, but by April 1902, the hostility had subsided as education, transportation and health care reform won

over most Filipino support. In 1846, Filipinos were given their independence by the United States.

### **Results of Spanish-American War & Panama Canal**

10 An amendment to the Treaty of Paris of 1898 was added to ensure that Cuba continued to be closely related to the United States. The Platt Amendment set up a military government in Cuba, it also stated that:

- Cuba couldn't make treaties with other countries;
- Cuba had to allow the U.S. to buy or lease naval stations in Cuba;
- Cuba had to keep a low debt so that others wouldn't invade in an effort to enforce payment; and
- The U.S. had a right to intervene to protect Cuban independence.

The Cubans reluctantly signed the amendment, but it was ultimately repealed in 1934.

11 After a war between China and Japan, and a Japanese victory, the two countries signed a treaty where (what is now) Korea was given independence and a part of Manchuria was given to Japan. Because China was worried that Japan would become too powerful, they forced Japan to return part of Manchuria and forced China to lease the Russians a part of their land. By leasing land to Russia, that land would become the central part of Russia's sphere of influence in China. Sphere of Influence refers to an area where a foreign nation controls economic development in one area. In 1900, William McKinley became president of the United States and his secretary of state John Hay suggested that China have an Open Door Policy, so that all countries could trade with China openly.

12 Chinese nationalists began to form underground groups to combat foreign influence. A group of individuals known as Boxers began to take over foreign embassies, killing people from other countries and taking prisoners. Eventually, the Boxer Rebellion was quashed as international allies went in to put an end to the rebellion. After President McKinley

was shot in September 1901, Theodore “Teddy” Roosevelt took over as President of the United States. Roosevelt was the youngest president to ever be elected and he wanted the U.S. to become a world power. He negotiated peace between Japan and Russia who had gone to war over the issues of the Spheres of Influence in China and Manchurian land. Because he negotiated peace, Roosevelt won the Nobel Peace Prize and Russia and Japan agreed to recognize Chinese independence and respect the Open Door Policy.

13 In 1903, Panama was a protectorate of Colombia. When the Panamanians decided that they wanted independence, the United States supported them because they had previously signed a treaty with Great Britain that gave the U.S. the only rights to build and control any canal built in Central America. When the Colombian government forbade the U.S. from building the canal, the U.S. supported the Panamanian revolution because most Panamanians were in favor of building it. Panama won its independence with help from the United States and a ten-year effort to build the (1904-1914) began, shortening the distance between the Atlantic and Pacific Oceans by about 8,000 nautical miles. While the canal was being built tens of thousands of workers were hospitalized because of malaria or yellow fever. This led to the development of a vaccine to avoid getting ill from yellow fever. Eventually, many efforts went towards ending the spread of the disease. The Panama Canal was completed in 1914 and between 1914 and 1999 the U.S. controlled the Panama Canal.

14 In 1904, Teddy Roosevelt issued the Roosevelt Corollary to the Monroe Doctrine. In an effort to keep others from trying to gain control of areas of Latin America, Roosevelt stated that the United States would intervene in Latin American affairs when necessary in order to maintain economic and political stability in Western Hemisphere. William H. Taft became president after Roosevelt in 1908 and believed that American business leaders should continue to support international efforts in Asia and Latin America in order to have everyone benefit. Taft’s ideas became known as his Dollar Diplomacy.

Introduction to World War I and its Causes

15 Woodrow Wilson became president in 1912, just as tensions over imperialism began in Europe. Prussia began a series of wars to unite Germany in the 1860’s and finally united Germany by 1871. Germany allied with Austria-Hungary and Italy as tensions grew between Germany and France over land and imperialist policies. The alliance between Germany, Austria-Hungary, and Italy later became known as the Triple Alliance, and eventually the Central Powers. France and Germany each began to build up their militaries as the military alliances were formed. France allied with Russia and Great Britain eventually joined the alliance in the early 1900’s when it began an arms race with Germany. France, Russia, and Great Britain’s alliance was eventually known as the Triple Entente or the Allies.

16 Nationalism refers to intense pride in one’s homeland, and self-determination, the idea that nations should have their own country and government was pretty intense. The Balkans was a region within the Ottoman Empire and the Austro-Hungarian Empire. However, nationalism led certain groups to believe that they needed to establish their own government based on their own national and ethnic origins.

As tensions grew between the military alliances, it became evident that the military alliances were supporting different sides of the nationalists versus the established governments. One of the nationalist groups was a Bosnian group that thought they should be independent of Austria-Hungary.

In June 1914, the heir to Austro-Hungarian throne Archduke Franz Ferdinand was killed by a Bosnian revolutionary. As a result of the military alliances, on July 28, 1914 Austria-Hungary declared war on Serbia, believing they had prompted the attack. In August 1, 1914 – Germany declared war on Russia because they were allied with Serbia and began to mobilize militarily, while Germany had allied with Austria-Hungary. In August 1914 – Germany declared war on France and World War I had begun.

17 Wilson wanted neutrality but immigrant influence forced people to take sides. Most Americans and American business were tied to the war



on the Triple Entente's side because money had been loaned and it would only be paid back if the Allies won. Still, while most

18 Germans began to use U-boats, or submarines, to go around British Navy blockades of Europe. Germany threatened to sink any ship that entered water around Britain in what began to be called the German Proclamation. Attacking civilian ships was in direct violation of international treaty. Germans hit the Lusitania, a British passenger ship and killed 1200 passengers, 128 of which were Americans. Americans warned Germany and Germany promised not to sink any merchant ships through the Sussex Pledge. German official Arthur Zimmermann sent a telegram to the German ambassador to Mexico and proposed that Mexico ally itself with Germany. In return, Mexico would regain the territory previously lost to the United States through the U.S.-Mexican war of the mid-1800s. The telegram was intercepted by British intelligence and leaked to U.S. newspapers. In February of 1917, Germany began unrestricted submarine warfare and sank four U.S. merchant ships. While Wilson had done his best to remain neutral, the German actions and tensions rising in the United States because of business and controversy over Wilson's inaction cause him to ask Congress to declare war on Germany. The U.S. declared war on Germany on April 6, 1917.

### **Events and Technology of WWI (at home)**

19 The U.S. built up its army but avoided conscription, or a draft. Instead, the U.S. used selective service and 2.8 million Americans are drafted. African Americans are recognized for their efforts during the war despite being discriminated against in the Army and women served for the first time officially as clerics, radio operators, electricians, pharmacists, photographers, chemists and torpedo assemblers. Army nurses were the only women to go abroad. The roles of African Americans and women would eventually lead to a greater desire for rights in the United States after the war.

20 At the homefront, people worked to help out the war effort in whatever way they could. For example:

- The War Industries Board (WIB) and National War Labor Board (NWLB) were established to support the war efforts at home through regulation and industrialization.
- People planted victory gardens to preserve food, bought Liberty bonds and Victory bonds to raise money.
- In exchange for wage increases, 8-hour workdays, union organizing rights and collective bargaining, local labor leaders agreed not to disrupt war production with a strike.
- Women went to work in manufacturing, shipping, and railroads and eventually returned home.
- African Americans gained wartime employment. 300,000 to 500,000 African Americans moved North for the "Great Migration," and significantly changed the racial makeup of Northern cities.
- Mexicans moved north and provided labor for farmers and ranchers as well as manufacturing jobs in cities, still facing discrimination and hostility because of race.

21 The Espionage Act of 1917 was a national law that established consequences for providing information to, or spying on behalf of, other countries. The Sedition Act of 1918 made it illegal to criticize the president or government.

Schenck v. the United States (1919) was a landmark court case where Schenck was distributing propaganda, or flyers and other printed materials, against the war. When he was arrested for being in violation of the Espionage Act of 1917, he sued the United States government for violating his freedom of speech. When the case was heard by the Supreme Court, the court ruled that the U.S. could limit an individual's freedom of speech if the words constituted a "clear and present danger."

## **Events and Technology of WWI (abroad)**

22 The development of technology and innovations also played an important role during World War I. The desire for canned food increased dramatically during World War I as people worked to get food out to soldiers and canned food allowed for the food to be preserved longer on route and during the war.

23 Warfare changed as troops dug trenches as a means of protection. Trench Warfare allowed soldiers to stay in protected trenches for long periods of time, oftentimes standing in their own wastes and water from rain as leaders planned their next attack. This sometimes resulted in trench foot, the growth of a fungus on soldiers' feet that took over and sometimes required amputation. Unfortunately, the advent of advanced military technologies such as rapid-fire machine guns, poison gas, land and sea mines, tanks, submarines, and airplanes made it so soldiers (and their leaders) oftentimes hesitated to go into "No Man's Land" for fear that many would not survive any type of aggressive attack. Airplanes that dropped small bombs and had machine guns attached were also used for air battles while submarines continued to be used in the sea.

The use of advanced technological warfare and trenches led to a stalemate, or lack of movement on both sides, on the Western Front. The Western Front referred to the fighting that grew from the West as American soldiers supported British efforts.

24 Russia pulled out of the war because Vladimir Lenin overthrew the Russian government and set up a Communist one. He pulled Russia out in order to focus on his new government while removing Germans from Russia in exchange for territory.

25 In 1918, General John J. Pershing was commander of the American Expeditionary Forces which launched a massive attack on Germany's Western Front after the Battle of Argonne Forest. The battle was important because it aimed to capture an important train station that connected the German Army to France. During the offensive, a soldier by the name of Alvin York led an attack on the Germans, taking 32 machine guns, killing 28 German soldiers, and taking 132 German

captives. When the Allies won the Meuse-Argonne Offensive in November 1918, Germany signed an armistice – or cease-fire – that ended the war. Alvin York was the most decorated American soldier during World War I and he received the Medal of Honor.

## **Events of WWI, Political Boundaries, Isolation & Neutrality as Effects of WWI**

26 Before the Treaty of Versailles was signed in 1919, Woodrow Wilson developed his Fourteen Points. Wilson's Fourteen Points was his plan to come to an appropriate resolution to the "Great War." In it, he proposed that countries should be allowed to trade freely and avoid secret alliances. He also proposed that every country had a right at self-determination, or the right to determine their own form of government and focus on their own sovereignty, or power over themselves. The plan also developed the foundation for the League of Nations, an organization made up of nations called to preserve peace and prevent future wars.

27 Unfortunately for Wilson, he became ill immediately before the signing of the treaty and was unable to convince his own Congress that he should be allowed to participate in the development of The Treaty of Versailles. By the time Wilson got better, the Treaty of Versailles had been signed and it stripped Germany of its armed forces and made it pay reparations to the Allies that it could not afford to pay. The Treaty also required Germany to acknowledge guilt for the outbreak and devastation caused by World War I.

## Academic Language Glossary Rise to World Power

1. **Airplanes:** used mainly for scouting enemy ground forces. Later used as fighters (attack other planes) or as bombers.
2. **Alfred Thayer Mahan:** a United States Navy officer, geo-strategist, and educator. His ideas on the importance of sea power influenced navies around the world, and helped prompt naval buildups before World War I. Several ships were named USS Mahan, including the lead vessel of a class of destroyers. His research into naval History led to his most important work, The Influence of Seapower Upon History, 1660-1783, published in 1890
3. **Alvin York:** killed 25 machine-gunners and captured 132 German soldiers when his soldiers took cover; won Congressional Medal of Freedom
4. **American Expeditionary Forces:** The US forces led by General John Pershing who fought with the allies in Europe during WW1
5. **Antibiotics:** chemicals that inhibit the growth of or kill other microorganisms
6. **Battle of Argonne Forest:** defeat of the Germans by French and American troops in France in October 1918
7. **Espionage Act:** This law, passed after the United States entered WWI, imposed sentences of up to twenty years on anyone found guilty of aiding the enemy, obstructing recruitment of soldiers, or encouraging disloyalty. It allowed the postmaster general to remove from the mail any materials that incited treason or insurrection.
8. **Fourteen Points:** the war aims outlined by President Wilson in 1918, which he believed would promote lasting peace; called for self-determination, freedom of the seas, free trade, end to secret agreements, reduction of arms and a league of nations
9. **General John J. Pershing:** led the American Expeditionary Force; urged that the AEF operate as an independent fighting force, under American command; was made General of the Armies of the United States, which is the highest rank given to an officer
10. **Hawaii, Guam and Philippines:** Name the countries that we gained imperialistically.
11. **Henry Cabot Lodge:** Chairman of the Senate Foreign Relations Committee, he was a leader in the fight against participation in the League of Nations
12. **Imperialism:** a policy of extending your rule over foreign countries
13. **Internationalism:** the doctrine that nations should cooperate because their common interests are more important than their differences
14. **Isolationism:** a policy of non participation in international economic and political relations
15. **Joseph Pulitzer:** United States newspaper publisher (born in Hungary) who established the Pulitzer prizes (1847-1911)
16. **League of Nations:** an international organization formed in 1920 to promote cooperation and peace among nations
17. **Machine Guns:** These weapons fire a very fast stream of bullets for a long time (500-600 bullets/min)
18. **Meuse-Argonne Offensive:** also called the Battle of the Argonne Forest, was a part of the final Allied offensive of World War I that stretched along the entire western front. The whole offensive was planned by Marshall Ferdinand Foch to breach the Hindenburg line and ultimately force the opposing German forces to surrender;
19. **Missionaries:** people sent out to carry a religious message; also focuses on converting non-Christians to Christianity
20. **Modern Warfare:** modern destructive weapons - rapid-fire machine guns, poison gas, artillery, armored tanks, zeppelins, airplanes equipped with machine guns, submarines with torpedoes,
21. **Panama Canal:** a ship canal 40 miles long across the Isthmus of Panama built by the United States (1904-1914)

22. **Pasteurization:** partial sterilization of foods at a temperature that destroys harmful microorganisms without major changes in the chemistry of the food
23. **Plasma:** colorless watery fluid of blood and lymph containing no cells and in which erythrocytes and leukocytes and platelets are suspended
24. **Poison Gas:** a gas that is poisonous to breath or contact
25. **Sanford B. Dole:** 1894 wealthy, plantation owner and politician who was named President of New Republic of Hawaii. He asked US to annex Hawaii.
26. **Schenck v. United States (1919):** This decision that upheld the Espionage Act of 1917 and concluded that a defendant did not have a First Amendment right to freedom of speech against the draft during World War I. Ultimately, the case established the "clear and present danger" test.
27. **Self-Determination:** the ability of a government to determine their own course of their own free will
28. **Spanish American War:** In 1898, a conflict between the United States and Spain, in which the U.S. supported the Cubans' fight for independence
29. **Sussex Pledge:** A promise Germany made to America, after Wilson threatened to sever ties, to stop sinking their ships without warning.
30. **Tanks:** heavy armored vehicle which could travel over barbed wire and across enemy trenches
31. **Theodore Roosevelt:** 26th president, known for: conservationism, trust-busting, Hepburn Act, safe food regulations, "Square Deal," Panama Canal, Great White Fleet, Nobel Peace Prize for negotiation of peace in Russo-Japanese War
32. **Treaty of Paris of 1898:** ended Spanish-American War, gave US Cuba, Puerto Rico, Guam, Philippines
33. **Treaty of Versailles:** the treaty imposed on Germany by the Allied powers in 1920 after the end of World War I which demanded exorbitant reparations from the Germans
34. **Trench Warfare:** war from inside trenches enemies would try killing each other with machine guns and tanks, and poison gas
35. **U-Boat:** German submarine
36. **U.S. Expansionism:** Taking control of another nation's territory through political, economic, or military means; similar to imperialism as practiced in the 1890s.
37. **U.S.S. Maine:** Ship that explodes off the coast of Cuba in Havana harbor and helps contribute to the start of the Spanish-American War
38. **Unrestricted Submarine Warfare:** A policy that the Germans announced on January 1917 which stated that their submarines would sink any ship in the British waters
39. **Vaccines:** dose of a disabled or destroyed pathogen used to stimulate a long-term immune defense against the pathogen. A weakened form of the virus is given to the person so their immune system can build up immunity to the virus.
40. **William Randolph Hearst:** United States newspaper publisher whose introduction of large headlines and sensational reporting changed American journalism (1863-1951)
41. **World War I:** a war between the allies (Russia, France, British Empire, Italy, United States, Japan, Rumania, Serbia, Belgium, Greece, Portugal, Montenegro) and the central powers (Germany, Austria-Hungary, Turkey, Bulgaria) from 1914 to 1918
42. **Yellow journalism:** Journalism that exploits, distorts, or exaggerates the news to create sensations and attract readers
43. **Zimmerman Telegram:** March 1917. Sent from German Foreign Secretary, addressed to German minister in Mexico City. Mexico should attack the US if US goes to war with Germany (needed that advantage due to Mexico's proximity to the US). In return, Germany would give back Tex, NM, Arizona etc to Mexico.



Chapter 5

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# Transition to Modern America

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“Capitalism is the legitimate racket of  
the ruling class.”

Al Capone



# Transition to Modern America

## Unit 5: Transition to Modern America

**Enduring Understanding:** The United States is made up of people who oftentimes have conflicting values. As a result of such conflicting values, Americans don't necessarily agree about how the American landscape should look. Because of changing demographics, politics, and social issues, Americans will oftentimes connect to find compromise, agree to disagree, or build something different altogether.

**Essential Question:** To what extent did the urban-rural conflict over social values, both real and imagined, bring about changes in American politics and society in the 1920s?

**Concepts:** Economic Cycle, Consumerism, Innovation, Industrialization, Migration, Cultural Development, Social Darwinism, Prohibition, Nativism, Eugenics, Isolationism, Immigration

**Topic/Take-Away:** Industrialization, technological innovations and the expansion of markets create economic effects that often have positive and negative consequences. Some of the positive consequences of industrialization and the expansion of markets in the 1920s included increased prosperity among consumers in the United States and increased accessibility to information and travel.

**Topic/Take-Away:** Migration impacts cultural development of societies due to interactions with the environment and other cultures. In the early 1920s, quick access to transportation and travel meant increased migration. The Harlem Renaissance provided African Americans the opportunity to establish a sense of nationalism while promoting the culture established in urban areas throughout the South and North because of urbanization. Immigrants from around the world came to the United States and encountered nativist groups including the Ku Klux Klan who favored policies that countered immigration.

**Topic/Take-Away:** Decisions concerning the use of economic resources impact individuals and societies politically, socially and economically. Consumerism in the 1920s influenced the way the market set parameters. The development of the stock market allowed for common citizens to participate in the growth of industry, banks, and businesses by purchasing sections of corporations known as stocks. Lack of regulation impacted the way the stock market followed procedures and as a result, the process was corrupted, causing the U.S. citizens millions of dollars.

### Key Academic Terms to Know

- Urbanization
- Red Scare
- Mitchell Palmer
- Anarchists
- Sacco and Vanzetti Case
- Nativism
- Ku Klux Klan
- 1921 Emergency Quota Act
- 1924 Immigration Act
- Prohibition
- bootlegging
- “Speakeasies”
- Al Capone
- Organized Crime
- Volstead Act
- Jazz Age
- Marcus Garvey
- Langston Hughes
- Ella Fitzgerald
- The Great Migration
- Harlem Renaissance
- Tin Pan Alley
- “Flappers”
- F. Scott Fitzgerald
- *The Great Gatsby*
- Glenn Curtiss
- Charles Lindbergh
- Social Darwinism
- Evolution
- Creationism
- Scopes “Monkey” Trial
- Clarence Darrow
- William Jennings Bryan
- Assembly Line
- Mass production
- Henry Ford
- Model T
- “*Laissez-Faire*” Economics
- Warren G. Harding
- Normalcy
- Teapot Dome Scandal
- Calvin Coolidge
- Consumerism

## Guided Reading Questions

1. What were the characteristics of the 1920s (the Roaring and Not-So-Roaring 20s or the Jazz Age)? **(US2B – RS, US2A – SS)**
2. How did nativism and the Red Scare play a role in American culture in the 1920s and how did the Sacco and Vanzetti case, the Palmer Raids, the Ku Klux Klan and federal immigration quota acts demonstrate America’s nativist attitudes?
3. How did Al Capone, speakeasies, and organized crime go against the eighteenth amendment to the U.S. Constitution, the Volstead Act, and the era of prohibition in the 1920s?
4. How did Marcus Garvey, Langston Hughes, and Ella Fitzgerald contribute to the development of the Harlem Renaissance and how did their contributions to culture in the 1920s impact American Society and the rest of the world? **(US25B – RS, US6B – SS, US25C - SS)**
5. How did Tin Pan Alley contribute to the cultural movements of the 1920s and how was it reflective of the mixing of ideas of the 1920s? **(US25B – RS)?**
6. How did William Jennings Bryan and Clarence Darrow play an important role in the development of the Scopes “Monkey” Trial and how did that demonstrate the significance of their contributions to society in the 1920s? **(US6B – SS)**
7. How did Glen Curtiss and Charles Lindbergh contribute to the development of aviation and how did that demonstrate the significance of their contributions to society in the 1920s? **(US5B – SS)**
8. How did Henry Ford and the enhancement of the assembly line contribute to the growth of mass production in the 1920s and how did that influence the growth of consumerism in the U.S.? **(US16A – SS)**
9. What were some of the causes and effects, good things and bad things, that resulted from the changing demographic patterns in the U.S. during the 1920s including the Great Migration and urbanization? **(US13A – SS)**
10. How did Warren G. Harding’s “Return to Normalcy,” reduced taxes, and increased technology contribute to some of the causes for economic growth and prosperity in the 1920s? **(US16A – SS)**
11. How did the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System all contribute to the beginning of the Great Depression? **(US16B – RS)**
12. Why is 1929 considered a pivotal year in American History and what are the causes of the year’s importance as a transitional year? **(US2D – SS)**

Topics

Point

Summary

## Points To Remember

### General Characteristics of the Roaring and Not-So-Roaring 20s (Jazz Age)

1 The 1920s was a time of economic prosperity after World War I. The United States focused on isolationism as its involvement in World War I had caused many Americans to believe that it was time to focus on domestic issues rather than international issues.

2 Immigration grew tremendously after World War I and as a result, nativism once again grew among many Americans who now feared immigrants might threaten the “American way of life.” Specifically, the overthrow of the Russian government by the socialist Bolshevik party, made many Americans fear that communist ideas might overpower democratic ideals. The first “Red Scare” enhanced nativist ideas as many actions were taken to identify and limit the rights of possible communists in the United States.

3 The role of African Americans in the United States changed, partly because of their successful participation in the American war effort during World War I, both at home and abroad. The Great Migration during and after World War I saw many African Americans moving from the South to cities in the North and Midwestern part of the U.S. to get jobs. Immigration and the Great Migration were two of the main causes for further urbanization in the United States.

4 Because many African Americans settled in the North and a new sense of confidence existed among the African American population because of their new role during and after World War I, a social, cultural, and political movement known as the Harlem Renaissance began to take hold in the United States. Jazz, a popular music among African Americans, which combined African beats and European melodies, became a source of popular music throughout the United States and influenced music like ragtime and later, rock and roll. The time when jazz flourished later became known as the Jazz Age.

5 Women’s successful participation in World War I also contributed to a change in the way that many women perceived themselves. Women were also more confident as a result of their participation and felt that they too had a right to express themselves and have their ideas taken more seriously. The passage of the 19th Amendment in 1920 gave them more opportunities in employments, education, and society.

6 Technology, innovations and consumerism increased economic activity in the 1920s. As a result of these differing factors, the advent of credit, government’s laissez-faire economic policies, there was an economic boom in

the 1920s. This contributed to the “Roaring 20s” nickname given to the time period. Unfortunately, the “Roaring 20s” would also see some bad decision-making with regards to consumerism and government policies and this would eventually lead to the Great Depression of the 1930s.

### A Return to Normalcy, “Laissez-Faire Policies” and the Growth of Consumerism and Technology

7 Warren G. Harding was elected president of the United States in 1920 with his promise to “return to normalcy.” Normalcy referred to the idea that the United States should return to a life (like the life before World War I) where everything was “normal.” He, like many other Americans believed that the United States should focus on isolationism that encouraged a strong independent economy without foreign influence. While his policies were mostly “laissez-faire” (which meant that the government did not interfere with business), he was still plagued by accusations of corruption and the Teapot Dome Scandal. In the Teapot Dome Scandal, Harding’s secretary of the interior, Albert Fall, was charged with taking \$300,000 in bribes for leasing (renting with a contract for a certain amount of time) oil-rich land in Teapot Dome, Wyoming. He was charged after Harding had already died in 1923 and was the first cabinet member in the U.S. to be sent to prison.

8 Harding’s “laissez-faire” policies also had an impact in other facets of the economy. For example, his “America First” campaign encouraged industrialization by increasing taxes on imports (tariffs) and lowering taxes on the wealthy and corporations. The belief was that the reduction in taxes would allow business to prosper, thereby increasing the number of people they would employ to work in different facets of industry.

9 After Harding’s death in 1923, his Vice-President Calvin Coolidge, became president. Coolidge continued Harding’s “laissez-faire” policies and similarly allowed the stock market to develop without much oversight. The stock market is a public entity where people can buy and sell stocks (or shares [parts] of a corporation). A corporation is a company that has many shareholders (part owners of the company) and aims to make a profit by manufacturing and selling a product or service. Because many people believed that they could now purchase parts of a company, make a profit, and become wealthy, the stock market grew tremendously in the 1920s, further growing economic activity at the time.

10 As individuals made money and gained employment in the different areas that were beginning to “boom,” companies began advertising products through catalogs and by the late 1920s, on the radio. Consumerism is the belief that one needs to purchase products and show them off in order to demonstrate a



level of success. Consumerism grew tremendously in the 1920s as many companies began to offer lines of credit. Credit meant that people could buy things and pay for them, little by little, while enjoying the products they had purchased. Speculation also occurred, as people bought things, not for personal use, but to make a profit. From household items, to stocks in the stock market, to real estate, people were purchasing items with the intent of selling them and making a profit.

11 Government's "laissez-faire" policies and the growth of economic activity also spurred innovations. Innovations were things that, much like technology, made people's lives easier or better. Radio became a regular household item, as did refrigerators and cars. While Henry Ford introduced the Model T in 1905, it was in the 1920s that he perfected the assembly line, which allowed for the growth of the automobile industry in ways people never imagined. The mass production of cars, or creation of cars in huge numbers, tripled from 8 to 24 million in the 1920s. The assembly line allowed for one person to do one specific task to help create the automobile before the part or parts moved on to the next person. A car could be produced every 8 minutes.

12 Glen Curtiss followed Henry Ford's innovative ideas with the development of a plane that could land on water. While the Wright Brothers were credited with using an engine like Ford's in their first airplane in Kitty Hawk, North Carolina, Curtiss' use of naval aviation convinced the Secretary of the Navy to buy the first aircraft. Curtiss continued to develop larger "flying boats" and he later built the first airplane to cross the Atlantic Ocean for the U.S. Navy.

13 Charles Lindberg was also a symbol of the development of technology and the growth of innovation. He became the first person to fly across the Atlantic Ocean in his plane "the Spirit of St. Louis" in a thirty-three hour flight from Long Island to Paris, France in 1927.

14 While consumerism and economic prosperity had reached many facets of American life, a group of writers known as "The Lost Generation" chose to reject American materialism and oftentimes critiqued the materialism through their literature. Ernest Hemingway wrote about the horrors of World War I and how the U.S. lacked spirituality in *A Farewell to Arms*, while F. Scott Fitzgerald (who wrote *The Jazz Age* and *The Great Gatsby*) wrote about how material wealth could ultimately lead to tragedy through the characterization of a wealthy, but lonely and unhappy young man.

## **Immigration, Nativism, and the Red Scare**

15 Immigration to the United States grew in the 1920s as World War I came to an end and the United States began to focus on isolationism. However, because the United States faced a small recession in the early 1920s before the economic boom, many Americans were unhappy that immigration was once again rising. Because the Bolsheviks had taken over the Russian government, many nativists believed that immigrants should be kept out because they might pose a threat to the "American way of life." The Emergency Quota Act of 1921 was a law aimed at limiting the number of immigrants to 3% of the total number of people from certain nationalities already in the United States. The 1924 Immigration Act (also known as the National Origins Act) made immigrant restriction permanent by limiting the immigration to 2% of people from countries already represented in the United States, but excluded immigrants from the Western Hemisphere.

16 Membership in the Ku Klux Klan (KKK), a racist and nativist organization that believes in the superiority of Anglo Saxon Protestants, also rose in the 1920s. Once again, many of the acts of terror that the Ku Klux Klan initiated prior to the Civil War were seen throughout the United States. KKK members led movements against Catholics, Jews, immigrants and African Americans.

17 Meanwhile, the fear of socialism and communism extended throughout the United States as it became evident that the Bolsheviks had been successful in overthrowing the Russian government and immigration continued to rise. While communists threatened to spread their revolution throughout Europe, the first Red Scare created a sense of panic in the United States. Many believed that communists and anarchists were similar. Anarchists believed that there should be no form of government and many began threatening government officials' homes and livelihoods through bombings and personal attacks.

18 Attorney General Mitchell Palmer was one of the government officials attacked by anarchists. Palmer became convinced that there was a national plot to overthrow the government. In 1920, Palmer ordered the arrest of over 4,000 people in different cities throughout the United States in what became known as the Palmer Raids. While most were released, approximately 600 were later deported to their nations of origin.

19 Two anarchists, Nicola Sacco and Bartolomeo Vanzetti were accused of having murdered a man during a robbery. Although there was not a lot of evidence supporting the claim, the judge was one-sided throughout the trial. Ultimately, Sacco and Vanzetti were convicted by a jury and executed in 1927.



Although it was never disproven the Sacco and Vanzetti Case continues to be an example of the hysteria caused by the Red Scare in many historians' eyes.

### **Frances Willard, Temperance, Prohibition and Organized Crime**

20 Frances Willard was a feminist who was also an outspoken supporter of temperance; staying away from alcohol. Willard was president of the National Women's Temperance Movement and worked for women's rights, suffrage, and prison reform for women. However, her work with her organization to ban the use, sale, transport, purchase and sale of alcohol created enough pressure in Congress to pass the 18th Amendment to the United States Constitution.

21 The 18th Amendment enacted prohibition. Prohibition made it illegal to manufacture, transport, buy, sell or use alcohol in the United States. Although the 18th Amendment enacted prohibition, it was the passage of the Volstead Act, a national law, which gave the federal government the right to enforce it.

22 While the federal government did their best to enforce the Volstead Act, bootlegging was still common among distributors and consumers of alcohol. Bootlegging was the illegal manufacturing, transportation, purchase, sale, and use of alcohol. It was called "bootlegging" because people who ignored prohibition oftentimes carried the alcohol in their boots next to their legs. Bootlegging was especially popular in underground bars called speakeasies. Speakeasies only allowed certain people in and it was recommended that you would let as few people know about them as you could, so you had to "speak easy" in order to keep the secret from getting out.

23 Bootlegging and speakeasies both needed a source and people like Al Capone knew that they could make a lot of money manufacturing, transporting, and selling alcohol. Al Capone was a leader of an organized crime ring that made, moved, and sold alcohol illegally. His business ran mostly out of Chicago, but he was known to transport alcohol all over the United States. Unfortunately, because of the illegal nature of bootlegging, Al Capone's organized crime family was also known to have been violent and terroristic in nature. While Capone was chased for years by the federal government, the Department of Treasury ultimately arrested Capone for failing to pay his taxes on businesses he had set up as a "front" for his illegal bootlegging operations.

24 People who felt that the money that could be made off of the sale of alcohol and limiting violence were more important than prohibition eventually pushed to have the 18th Amendment repealed. It was finally repealed in 1933 with the passage of the 21st Amendment to the United States Constitution.

### **The Great Migration, The Harlem Renaissance and the Changing Role of Women**

25 Between 1910 and 1930, African Americans moved from the South to the Midwestern part of the U.S. and the North in huge numbers. Many settled in urban areas including places like Chicago, Cleveland, Detroit, and New York in what became known as the Great Migration. Although most African Americans sought job opportunities and were treated relatively better than in the South, many still faced racism and discrimination. Organizations like the National Urban League and the National Association for the Advancement of Colored People (NAACP) helped African Americans to adjust to their new lives and provided legal, economic, and social support as they became accustomed to their new surroundings.

26 Because of the large number of African Americans that were now inhabiting northern cities but still facing racism and discrimination, many African Americans created smaller communities within the larger cities. Harlem, in the northern part of Manhattan in New York City, was inhabited by 200,000 African Americans and became a cultural center for the Harlem Renaissance. The Harlem Renaissance was an important part of the Jazz Age. The 1920s is oftentimes called the Jazz Age because it was during this time that jazz became a popular form of music among many Americans. Jazz combined African beats and European melodies into a symphony of music not previously popular among most Americans. However, with the social, political and cultural movement among African Americans that later became known as the Harlem Renaissance, jazz took hold across the United States.

27 However, the Harlem Renaissance also incorporated ideas that extended beyond music. Art and dance were other forms of artistic expression that African Americans now extended, partly as a result of their newfound confidence about their role in American society. They were optimistic about their futures and similarly found strength in African American communities like Harlem. Langston Hughes became one of the first world-renowned African American writers who focused on poems, novels, plays and newspaper columns about overcoming racial prejudice. Ella Fitzgerald's vocals began to take over radio airwaves as her interpretations of jazz classics reached audiences of all races and backgrounds. She is still regarded as one of the best female vocalists of all time. Marcus Garvey was a political activist and leader among the African American community. He emphasized negro nationalism, a form of racial pride that accentuated helping other African Americans through business and interactions among the African American communities. Later, Garvey became more controversial as he advocated the "Back-to-Africa" movement, which aimed to get African Americans to return to Africa; it was relatively unsuccessful.

28 Many different types of music were influenced by jazz and its expanded popularity. Blues, ragtime, and later rock and roll were oftentimes melded together to form different sounds. Tin Pan Alley, a section of New York City, became a popular place to get together with other musicians and write songs, mixing genres and ideas pertaining to music.

29 Women also played a different role in society. Women's newfound right to vote (the 19th Amendment was passed in 1920), their participation in World War I, and the reduction of work in the household as a result of technology all made it possible for women to do things differently than they had in the past. More women joined the workforce, became economically independent, and began to change their behavior in public. Women were now drinking and smoking in public and oftentimes dressed in shorter dresses that revealed more than the traditional dress for women. They oftentimes cut their hair short and danced high-energy dances like the Charleston. Women known as "flappers" were oftentimes representative of the new woman and dressed and acted in unconventional ways.

### **Change and the Scopes "Monkey" Trial of 1925**

30 The changing roles of women, African Americans, and the growth of consumerism oftentimes put one group of people against another: traditionalists, who believed that things should not necessarily change if the changes weren't necessary, and modernists, who thought that change was necessary in order to make progress.

31 Perhaps no event in the 1920s demonstrates the differences between traditionalists and modernists throughout the United States more than the Scopes "Monkey Trial." Tennessee had passed a law making it illegal to teach evolution in public schools. Evolution is based on Darwin's Theory of Evolution which stated that men and women evolved from ape-like creatures over thousands of years. Tennessee legislators believed that it contradicted the bible's account of creationism, or the belief that men and women were created by God.

32 In 1925, John Scopes, a biology teacher was asked to teach the Theory of Evolution by a group who sought to fight the Tennessee state law. Scopes taught the Theory of Evolution and was arrested. William Jennings Bryan, who had run for president of the United States unsuccessfully three times during the Gilded Age, represented the state. Clarence Darrow, a famous attorney, defended John Scopes. The trial was broadcast over the radio and people attended the trial from miles around. Darrow put Bryan on the stand and asked a long series of questions about the ways that the bible contradicted

itself. The series of questions took up the majority of the trial, but Scopes was ultimately convicted. His \$1 fine was later set aside.

33 The importance of the Scopes "Monkey Trial" was not based on the trial itself, but rather in the way that it put traditionalists against modernists. Many changes in the United States represented bad things to traditionalists while modernists saw those changes as opportunities to move forward and "evolve." The Scopes "Monkey Trial" demonstrates how those ideas were usually at odds with one another throughout the 1920s. Women's changing roles versus their traditional roles, the "new" African American versus the "old" African American, the changing demographics of increased immigration versus nativists, the rich versus the poor, and the materialistic versus the spiritual were all different battles going on in the heart of America.

### **Causes of the Great Depression**

34 Towards the end of the 1920s, many people had taken advantage of the consumerist ideas that had taken over the United States. For example, the manufacturing industry had begun to produce cars, radios and refrigerators in huge numbers as a result of the assembly line. However, because some consumers did not have the money to buy these products, overproduction made it so that many manufacturers had to keep products in their factories, while others were staying at the stores. Overproduction caused slow-downs in sales, which caused manufacturers to produce less, which caused them to fire employees that they could no longer afford to pay for work. Those employees were now out of money, and so they consumed less, creating an economic cycle of slow-down, recession and eventually, economic depression.

35 Speculation referred to the idea of buying something for the sole purpose of selling that product or service and making a profit. Stock speculation made it so that many people bought stocks for corporations on margin. Buying a stock on margin meant that they put a 10% down-payment on the stock and the rest would be paid over time. By selling those shares, but not having the money invested, the corporation was believed to be worth more than it actually was. When stocks would go down, investors might not make their payments or worse, sell the stock at full price, taking money away from the corporation and selling something that had less worth than when the shares were initially sold. Stockholders would often make margin calls to sell their stocks before they lost more money, making corporations lose value and hurting the stock market. On October 29, 1929, the stock market prices fell so much that it was estimated that the U.S. lost \$10-\$15 million in what became known as Black Tuesday, the day of the Stock Market Crash.

36 Banks make money by investing depositors' money in other businesses, allowing them to pay depositors interest on their deposits. For the most part, bankers were honest in the 1920s. However, some dishonest bankers were making improper decisions and setting up investments that were not good for their business, or the banking industry. Because the Federal Reserve System had no way to regulate banks' transactions, people were oftentimes given credit and the opportunity to invest, without much documentation or proof that they could handle payments; this created a shaking banking industry that eventually caused people to lose faith and hold on to their money, slowing down economic activity further.

37 Finally, in an attempt to focus on the U.S. economy, the third Republican president of the 1920s (after Harding and Coolidge) Herbert Hoover passed the Hawley-Smoot Tariff Act, which set the American tariff at its highest rate ever. This made it difficult for American producers to trade with international businesses because other countries set up their own high tariffs in response to the U.S.'s high tariff. Again, this slowed down economic activity.

## Academic Language Glossary Transition to Modern America

1. **"Flappers"**: Young women of the 1920s that behaved and dressed in a radical fashion
2. **"Laissez-Faire" Economics**: Theory that opposes governmental interference in economic affairs beyond what is necessary to protect life and property.
3. **"Speakeasies"**: Secret bars where alcohol could be purchased illegally
4. **1921 Emergency Quota Act**: An act designed to restrict the flow of immigrants into the U.S. A nation would have to fulfill a quota in order to continue sending immigrants. The requirement for a nationality was to have 3% of its total population living in the U.S. during the 1910 census. This was favorable for Southern and Eastern Europe who many immigrants had already moved to the U.S. by 1910.
5. **1924 Immigration Act**: A United States federal law that limited the number of immigrants who could be admitted from any country to 2% of the number of people from that country who were already living in the United States in 1890, according to the Census of 1890, and banned immigration of Asians. The law was aimed at further restricting the Southern and Eastern Europeans who were immigrating in large numbers starting in the 1890s, as well as prohibiting the immigration of East Asians and Asian Indians. These efforts were due in part to keep America a Protestant country.
6. **Al Capone**: United States gangster who terrorized Chicago during Prohibition until arrested for tax evasion (1899-1947)
7. **Anarchists**: people who oppose organized government
8. **Assembly Line**: mechanical system in a factory whereby an article is conveyed through sites at which successive operations are performed on it
9. **bootlegging**: the act of making of transporting alcoholic liquor for sale illegally
10. **Calvin Coolidge**: Became president when Harding died. Tried to clean up scandals. Business prospered and people's wealth increased
11. **Charles Lindbergh**: United States aviator who in 1927 made the first solo nonstop flight across the Atlantic Ocean (1902-1974)
12. **Clarence Darrow**: Defended John Scopes during the Scopes Trial. He argued that evolution should be taught in schools.
13. **Consumerism**: a movement advocating greater protection of the interests of consumers
14. **Creationism**: the literal belief in the account of creation given in the Book of Genesis
15. **Ella Fitzgerald**: The first and last truly great scat singer, had enormous range and perfect enunciation
16. **Evolution**: a process in which something passes by degrees to a different stage (especially a more advanced or mature stage)
17. **F. Scott Fitzgerald**: a novelist and chronicler of the jazz age. his wife, zelda and he were the "couple" of the decade but hit bottom during the depression. his novel THE GREAT GATSBY is considered a masterpiece about a gangster's pursuit of an unattainable rich girl.
18. **Glenn Curtiss**: Was an American aviation pioneer and founder of the Curtiss Aeroplane and Motor Company, now part of Curtiss-Wright Corporation. His company sold the first airplanes in the USA. Huge industrial enterprise during WWI
19. **Harlem Renaissance**: A period in the 1920s when African- American achievements in art and music and literature flourished.
20. **Henry Ford**: United States manufacturer of automobiles who pioneered mass production (1863-1947)
21. **Jazz Age**: Name for the 1920s, because of the popularity of jazz- a new type of American music that combined African rhythms, blues, and ragtime
22. **Ku Klux Klan**: founded in the 1860s in the south; meant to control newly freed slaves through threats and violence; other targets: Catholics, Jews, immigrants and others thought to be un-American
23. **Langston Hughes**: African American poet who described the rich culture of african American life using rhythms influenced by jazz music. He wrote of African

- American hope and defiance, as well as the culture of Harlem and also had a major impact on the Harlem Renaissance.
24. **Marcus Garvey:** African American leader during the 1920s who founded the Universal Negro Improvement Association and advocated mass migration of African Americans back to Africa. Was deported to Jamaica in 1927.
  25. **Mass production:** the production of large quantities of a standardized article (often using assembly line techniques)
  26. **Mitchell Palmer:** Was head of the Witch hunt that was related to the red scare that occurred around the time of the Russian revolution. He jailed anyone who spoke of communism or anarchy. The people who were put in jail were treated terribly.
  27. **Model T:** the first widely available automobile powered by a gasoline engine
  28. **Nativism:** a policy of favoring native-born individuals over foreign-born ones
  29. **Normalcy:** a return to "normal" life after the war.
  30. **Organized Crime:** a business operation that supplies illegal goods and services for profit
  31. **Prohibition:** the action of prohibiting or inhibiting or forbidding (or an instance thereof)
  32. **Red Scare:** a period of general fear of communists
  33. **Sacco and Vanzetti Case:** Nicola Sacco and Bartolomeo Vanzetti were Italian immigrants charged with murdering a guard and robbing a shoe factory in Braintree; Mass. The trial lasted from 1920-1927. Convicted on circumstantial evidence; many believed they had been framed for the crime because of their anarchist and pro-union activities.
  34. **Scopes "Monkey" Trial:** a high school biology teacher was accused of teaching Darwinism in class instead of the biblical account of creation; the trial that pitted the teaching of Darwin's theory of evolution against teaching Bible creationism
  35. **Social Darwinism:** The application of ideas about evolution and "survival of the fittest" to human societies - particularly as a justification for their imperialist expansion.
  36. **Teapot Dome Scandal:** a government scandal involving a former United States Navy oil reserve in Wyoming that was secretly leased to a private oil company in 1921
  37. **The Great Gatsby:** A novel depicting the picturesque idea of the self-made American man and entrepreneur who rose from obscurity. was written by F. Scott Fitzgerald. (pages 742-7430)
  38. **The Great Migration:** The migration of thousands of African-Americans from the South to the North. African Americans were looking to escape the problems of racism in the South and felt they could seek out better jobs and an overall better life in the North.
  39. **Tin Pan Alley:** is the name given to the collection of New York City-centered music publishers and songwriters who dominated the popular music of the United States in the late 1800's and early 1900's.
  40. **Urbanization:** the social process whereby cities grow and societies become more urban
  41. **Volstead Act:** The Act specified that "no person shall manufacture, sell, barter, transport, import, export, deliver, furnish or possess any intoxicating liquor except as authorized by this act." It did not specifically prohibit the purchase or use of intoxicating liquors
  42. **Warren G. Harding:** president who called for a return to normalcy following WWI
  43. **William Jennings Bryan:** United States lawyer and politician who advocated free silver and prosecuted John Scopes (1925) for teaching evolution in a Tennessee high school (1860-1925)



Chapter 6

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# The Great Depression and New Deal

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"I pledge you, I pledge myself, to a new deal for the American people."

Franklin Delano Roosevelt



# The Great Depression and the New Deal

## Unit 6: The Great Depression and the New Deal

**Enduring Understanding:** Careless decisions pertaining to economic activity and international interdependence and policy hurts the American economy and its people. The United States establishes a precedent pertaining to economic and social intervention in the lives of its citizens during the Great Depression and continues that policy to date.

**Essential Question:** To what extent did Franklin D. Roosevelt's New Deal impact the U.S. economy during the Great Depression?

**Concepts:** Social Welfare, Deficit Spending, Isolationism, Nationalism, Scarcity, Federalism, Recession, Depression, Solvency, Unemployment, Strict Construction, Judicial Interpretation

**Topic/Take-Away:** The great crash of 1929 led to a severe, prolonged depression that devastated the American economy and spirit, and resisted Hoover's limited efforts to correct it. The crash was caused by over speculation of stocks, unregulated banking practices, overproduction and high tariffs. .

**Topic/Take-Away:** The Great Depression was characterized by scarcity of food and resources from a social perspective, drought in farming areas, bank closures, unemployment, and increased government spending and involvement in people's lives.

**Topic/Take-Away:** Roosevelt's New Deal tackled the Great Depression with massive federal programs designed to bring about relief, recovery, and reform. The social welfare programs aimed at improving the economic conditions of individuals by putting them back to work, providing them with certain resources to provide temporary relief, and reforming laws to protect consumers and businesses alike. When he attempted to increase the number of Supreme Court justices from 9 to 13 in order to ensure that more of his measures were upheld, the "separation of powers" and "checks and balances" constitutional principles went into effect.

## Academic Language:

- Stock Market Crash
  - “Black Tuesday” (October 29, 1929)
  - Speculation
  - Overproduction
  - Unregulated Banking Practices
  - Tariffs
- Federal Reserve Board
- Herbert Hoover
  - “Rugged Individualism”
- Deportation
- Repatriation
- Unemployment
- Shantytowns
- “Hooverilles”
- “Hoover blankets”
- Soup Lines
- Soup Kitchens
- Dust Bowl
- John Steinbeck’s *Grapes of Wrath*
- “Wizard of Oz”
- Dorothea Lange
- Franklin D. Roosevelt (FDR)
- “Fireside chats”
- Eleanor Roosevelt
- New Deal
  - “Alphabet Soup”
  - The “Hundred Days”
  - The “3 R’s: Relief, Recovery, and Reform”
  - Relief
    - Emergency Banking Relief Act (1933)
      - “Bank holiday” (March 1933)
    - Civil Works Administration (CWA, 1933)
    - Civilian Conservation Corps (CCC, 1933)
  - Recovery
    - Agricultural Adjustment Act (AAA, 1933)
- Public Works Administration (PWA, 1933)
- Federal Housing Administration (FHA, 1934)
- Reform
  - Federal Deposit Insurance Corporation (FDIC, 1933)
  - Securities Exchange Commission (SEC, 1934)
  - Tennessee Valley Authority (TVA, 1934)
- 2<sup>nd</sup> New Deal
  - National Labor Relations Act (also known as the Wagner Act, 1935)
  - Social Security Act (SSA, 1935)
    - Long-term entitlement program
    - Solvency
  - Works Progress Administration (WPA, 1935)
- Father Charles Coughlin
- Sen. Huey P. Long
- The “Indian New Deal”
- FDR’s court-packing scheme (1937)
  - Constitutional issues
  - Federalism
  - Executive Branch
  - Legislative Branch
  - Judicial Branch
    - Supreme Court
- Strict Construction
- Judicial Interpretation
- 20<sup>th</sup> Amendment (1933) – “Lame Duck” Amendment
- 21<sup>st</sup> Amendment (1933) – Repeal of Prohibition

## Guiding Questions

What were the characteristics of the **Great Depression** and **Franklin D. Roosevelt's New Deal**? *(US2B – RS, US2A – SS)*

What were some of the most important people, concepts, events and dates connected to the **Great Depression** and **Franklin D. Roosevelt's New Deal**? *(US2C – SS)*

What were the factors that led to the **Stock Market Crash of 1929** and how did “**Black Tuesday**” contribute to **Great Depression**? *(US2D – SS)*

6. How did the effects of the **Great Depression** affect the U.S. economy and society, specifically with regard to Mexican and European **deportation** and **repatriation**? *(US16C – RS)*

7. How did the effects of the Great Depression affect the U.S. economy and society, specifically with regard to **unemployment**? *(US16C – RS)*

What were the economic and geographic factors (both human and physical) that contributed to the development of the **Dust Bowl** and how did people react to it? *(US12A – RS, US13A - RS)*

8. How do **New Deal** programs and agencies, including the **Federal Deposit Insurance Corporation (FDIC)**, the **Securities Exchange Commission (SEC)**, and **Social Security Administration (SSA)**, continue to affect U.S. citizens' lives today? *(US16E – SS)*

In what way can **Social Security**, which was created during the **Great Depression**, be labeled as a “**long-term entitlement program**” with “**solvency**”? *(US11F)*

What were the differences between **Franklin Roosevelt's New Deal** policies and his opponents' (such as **Father Charles Coughlin** and **Senator Huey Long's**) perspectives on how to fix the economic effects of the **Great Depression**? *(US16D – RS)*

In what ways did **New Deal** legislation impact the historical roles of state and federal governments? *(US19A - RS)*

What **constitutional issues** were raised during the Great Depression and what were the ultimate outcomes of those conflicts? *(US19B – RS)*

What did **Franklin Roosevelt** propose needed to be done with the **Supreme Court**, why did he propose it, and why was it considered a “**court-packing scheme**”? *(US20B – RS)*

How did Roosevelt's intention to increase the number of justices on the U.S. Supreme Court demonstrate the relationship between the **legislative**, **executive**, and **judicial** branches of government *(US20B – RS)*

What is the difference between **strict interpretation** and **judicial interpretation** when it comes to defining what is in the United States Constitution? *(US21C)*



## Points To Remember

### Causes of the Great Depression

1 Towards the end of the 1920s, many people had taken advantage of the consumerist ideas that had taken over the United States. For example, the manufacturing industry had begun to produce cars, radios and refrigerators in huge numbers as a result of the assembly line. However, because some consumers did not have the money to buy these products, overproduction made it so that many manufacturers had to keep products in their factories, while others were staying at the stores. Overproduction caused slow-downs in sales, which caused manufacturers to produce less, which caused them to fire employees that they could no longer afford to pay for work. Those employees were now out of money, and so they consumed less, creating an economic cycle of slow-down, recession and eventually, economic depression.

2 Speculation referred to the idea of buying something for the sole purpose of selling that product or service and making a profit. Stock speculation made it so that many people bought stocks for corporations on margin. Buying a stock on margin meant that they put a 10% down-payment on the stock and the rest would be paid over time. Buy selling those shares, but not having the money invested, the corporation was believed to be worth more than it actually was. When stocks would go down, investors might not make their payments or worse, sell the stock at full price, taking money away from the corporation and selling something that had less worth than when the shares were initially sold. Stockholders would often make margin calls to sell their stocks before they lost more money, making corporations lose value and hurting the stock market. On October 29, 1929, the stock market prices fell so much that it was estimated that the U.S. lost \$10-\$15 million in what became known as Black Tuesday, the day of the Stock Market Crash.

3 Banks make money by investing depositors' money in other businesses, allowing them to pay depositors interest on their deposits. For the most part, bankers were honest in the 1920s. However, some dishonest bankers were making improper decisions and setting up investments that were not good for their business, or the banking industry. Because the Federal Reserve System had no way to regulate banks' transactions, people were oftentimes given credit and the opportunity to invest, without much documentation or proof that they could handle payments;

this created a shaking banking industry that eventually caused people to lose faith and hold on to their money, slowing down economic activity further.

4 Finally, in an attempt to focus on the U.S. economy, the third Republican president of the 1920s (after Harding and Coolidge) Herbert Hoover passed the Hawley-Smoot Tariff Act, which set the American tariff at its highest rate ever. This made it difficult for American producers to trade with international businesses because other countries set up their own high tariffs in response to the U.S.'s high tariff. Again, this slowed down economic activity.

### General Characteristics of the Great Depression and the New Deal – Economics, Geography, and Social Issues

5 A slow down in economic activity is referred to as an economic recession. However, once the slow-down in economic activity is so grave that people lose jobs in huge numbers, businesses struggle and begin to go bankrupt, and a lot of people start to put their efforts toward survival rather than success, the country goes into a depression.

6 The Great Depression was characterized by problems within the United States economy. Because people were unhappy with the use of margin calls and unregulated banking practices, many people pulled their money out of banks, making them go broke and making them close. Thousands of banks failed because of these pull-outs. People did not trust business owners and the wealthy as thirty percent (30%) of wealth was concentrated in five percent (5%) of the population. The tariffs imposed on foreign nations were only hurting the American consumers, driving American product prices up and forcing American consumers to limit their spending. Finally, the Federal Reserve Board, the committee of people who decide the United States banking policies, opted to reduce the amount of money supplied to the country. Many felt this was a way of concentrating the money among the wealthy and limiting economic activity among consumers.

7 The Great Depression of the United States was characterized by a high number of eligible Americans being out of work, or unemployment. Initially, the government did very little to help the American people.



President Herbert Hoover was the president of the U.S. when the stock market crashed in 1929 and is considered the first president during the Great Depression. However, Hoover believed in “rugged individualism,” the belief that if people worked hard enough, they would pull themselves out of difficult times or poverty and focus on success rather than survival once again. As a result of his belief in “rugged individualism,” Hoover and his administration did very little to enact laws to help the American people through social programs.

8 Unemployment made it so that people were out of work, but also struggling to pay bills, being removed from their homes, and seeking solace in entertainment that focused on better times. About 500,000 Mexican American workers were eventually forced to return to Mexico as a result of the Mexican Repatriation program. Repatriation referred to the “voluntary” migration of many Mexican Americans back to Mexico. However, most Mexicans in the United States who were not yet legal citizens were subject to deportation, or forced removal back to their homeland. In many cases, the economic difficulties caused other Americans to migrate from their homes or even become homeless.

9 Many Americans moved away from their homes, especially from rural areas to urban areas. People moved away from the Midwestern part of the United States when the “Dust Bowl” hit the Great Plains. As a result of soil turning to dust because farmers could not plant as they did in the past and drought plagued the area, people migrated away from rural areas and headed west. Other Americans moved to small villages of broken-down homes known as shantytowns. The shantytowns were oftentimes called “Hoovervilles” after President Herbert Hoover, because many believed that he was not doing enough to help the American people. “Hoover blankets” were the nicknames given to newspapers that people used to cover themselves from the cold during the Great Depression.

10 Americans also faced extreme poverty, making it difficult to feed themselves and their families. Around the United States, the first efforts that government worked on to help people consisted of soup kitchens. Soup kitchens were cafeterias, usually in gymnasiums or other open areas, where people could go to pick up soup (usually cabbage boiled in water with potatoes when they were available). Soup lines grew as people sought a way to combat the extreme poverty of the time that kept them from eating regular meals. People could spend hours on soup lines waiting for their opportunity to eat, or take a little soup to their homes.

11 People were disillusioned with their realities. They wanted a way to escape the difficult times that they were facing. As a result, movies such as Walt Disney’s “Snow White and the Seven Dwarfs,” “The Wizard of Oz,” “Mrs. Smith Goes to Washington” and “Gone with the Wind” became very popular. Radio shows allowed people to escape their reality as well and literature such as John Steinbeck’s *Grapes of Wrath* portrayed the difficult times people were going through. *Grapes of Wrath* was a book depicting the life of a family of farmers from Oklahoma who decided to migrate to California, largely as a result of the difficult times they were facing in the agriculture industry. *The Grapes of Wrath* won the National Book Award, the Pulitzer Prize, and the Nobel Prize for literature. Dorothea Lange was a photojournalist and photographer that captured what many people were going through during the Great Depression, especially in the rural United States. Her work has come to symbolize the hardships of the Great Depression through images.

12 While the Great Depression was also characterized by the United States presidencies of Herbert Hoover, Franklin D. Roosevelt was President of the United States for most of the Great Depression. President Roosevelt was a member of a wealthy family from the state of New York and distant cousin of former President Theodore (Teddy) Roosevelt, the first of the three Presidents during the Progressive Era. Franklin D. Roosevelt (FDR) was governor of the state of New York where he had begun social welfare programs where the government developed different ways to help people who were going through difficult times. While the stock market crashed in 1929, Roosevelt was able to create social welfare programs between 1929 and 1931. It eventually helped him get elected because he was different from President Herbert Hoover, who believed in “rugged individualism.”

### **New Deal Programs – The First “Hundred Days”**

13 During his campaign against President Hoover, FDR promised that good times would return, while Hoover tried to convince the American people that “the worst had passed.” FDR’s optimism was helped further along by his wife, Eleanor Roosevelt, a woman who represented the changing role of women because she had come to the political lime-light through the 1920s and had taken a very active role during FDR’s presidential campaign. Eleanor Roosevelt was also crucial in helping to gain the votes of minorities who, by that time had suffered greatly as a result of the Great Depression, partly because of discrimination and

racism. She was the most active First Lady once Roosevelt won the election in 1932. FDR was struck with polio in 1921 and his battle with the illness made him depend on Eleanor Roosevelt pretty heavily. By the time he was elected in 1932, very few people knew that he was mostly in a wheelchair and leg braces were oftentimes used to keep FDR standing.

14 FDR won the election by offering his plan known as the New Deal for the “forgotten man.” His New Deal consisted of a set of programs aimed at helping people through what FDR called the “Three R’s: Relief, Reform, and Recovery.” Relief referred to the idea that the people of the United States should be offered relief (assistance) for short-term needs. Recovery referred to the idea that the U.S. economy and its social problems needed short-term and long-term improvement from where it was at the time FDR took over. He intended that the recovery would start to improve, little by little, until it became a long-term recovery. Finally, FDR believed that the government and many economic practices among the government and people needed to be reformed; laws needed to be implemented to ensure that the same mistakes that people and government made in the 1920s could not occur again in years to come. He planned on getting laws passed to ensure his New Deal program in the first 100 days of his presidency. In many cases, he did. In the “First Hundred Days” of FDRs worked with Congress to pass many laws that would be crucial to his New Deal and immediate relief in different areas.

15 FDR got the support in passing many of his programs from the United States Congress but also the general public. In FDR’s “fireside chats” Roosevelt was given air time on the radio while approximately 35 million people listened. His soothing voice and likeable personality reassured the American public that FDR and Congress were working hard to provide the people with the relief they needed. FDR’s New Deal was nicknamed the “alphabet soup” because of the many acronyms for the different types of programs the New Deal enacted.

16 Relief focused on helping Americans improve their quality of life through some immediate support.

- The Emergency Banking Relief Act (EBA, 1933) was one of the New Deal’s first bills signed into law. After having declared a “bank holiday” where Roosevelt shut down the federal banking system to limit activity on March 6th, 1933; the EBA was passed on March 9th. The EBA gave the Executive Branch the power to regulate banking

transactions and foreign exchange while allowing the President to reopen banks.

- The Civil Works Administration (CWA, 1933) was a program that employed four million people in construction jobs that repaired schools, roads, and sewer lines. FDR’s critics argued that many jobs were useless, such as leaf-raking, which was considered by many a waste of money.

- The Civilian Conservation Corps (CCC, 1933) was a program that provided unskilled labor jobs to young, unmarried men between the ages of 17-23. During its time in existence, millions, possibly billions of trees were planted to re-forest America, over 800 parks were constructed nationally, and America’s natural resources became a focus again.

17 Recovery focused on improving the American people’s economic status and quality of life.

- The Agricultural Adjustment Act (AAA, 1933) paid farmers to limit them from planting crops and reduce surplus on those crops. This would raise prices and improve farmers’ incomes.

- The Public Works Administration (PWA, 1933) was developed to invest \$4 billion on 34,000 construction jobs in the creation of public buildings, bridges, highways, and water dams for the creation of hydroelectric power.

- The Federal Housing Administration (FHA, 1934) provided small loans for home construction. The Home Owners’ Loan Corporation (HOLC) later helped by providing loans so that people could continue paying mortgages on their homes.

18 Reform was focused on improving practices among Americans and government. The aim of reform was to create laws that kept Americans and their government honest about their practices and provided a clearer sense of the process for doing things right.

- The Federal Deposit Insurance Corporation (FDIC, 1933) was created in order to restore confidence in the banking system. It guaranteed that up to \$5,000 of Americans’ money would be insured if deposited in banks who participated in FDIC. It is still in existence today.

- The Securities Exchange Commission (SEC, 1934) was a committee created to ensure that the stock market was honest and protected investors from fraud and dishonesty. It monitors transactions and corporations that participate in the stock market. The SEC also exists today.

- The Tennessee Valley Authority (TVA, 1934) was considered by many to be the most ambitious part of the New Deal. It was aimed at developing hydroelectric power, increase agricultural activity, and improve the Tennessee Valley region through the creation of dams by creating jobs, low-cost housing and reforestation, among other services.

### **The Second New Deal and the Indian New Deal**

19 The Second New Deal refers to the second set of programs established by FDR in order to expand social and economic relief to the American people. In his address to Congress in 1935, Roosevelt stated that he wanted to focus on unemployment and illness, security for the elderly, and national aid to replace state aid. FDR accomplished a lot of this through several different programs.

- The National Labor Relations Act (also known as the Wagner Act, 1935) was created to protect the rights of laborers to organize and negotiate with employers in groups (collective bargaining). This ensured that workers' rights were protected under national law.

- The Social Security Administration (SSA, 1935) was created to establish a national retirement system for retired persons, protect unemployed persons through insurance, and provide public assistance to mothers with dependents, children, and the physically disabled. Social Security is a long-term entitlement program because it is a program that continues throughout the life of the individual and no one knows exactly when it will end. This makes it difficult to assess the cost of a program like Social Security. As a result, it is difficult to assess how much solvency the federal government has. It is difficult to assess whether or not the government can pay off the costs of the Social Security program.

- The Works Progress Administration (WPA, 1935) was a program that combined public works with the arts. While it invested \$4.8 billion in building bridges, schools, post offices, and roads (among other things),

it also invested in hiring writers, musicians, artists, actors and photographers in different facets of life in the United States.

20 The Indian Reorganization Act, also known as the Indian New Deal, was federal legislation during Roosevelt's time in office, that although not officially part of the New Deal programs, changed native society. When the Indian Reorganization Act was put into effect, the Dawes Act, which worked to "Americanize" Native Americans" was reversed. Natives were given back land that the federal government had taken away and were given sovereignty (complete control), including management of their assets (things of value) and a sound economic foundation for the natives living on reservations.

### **Opposition to the New Deal**

21 While most American supported the New Deal programs, there was opposition to the programs as well. Some people felt that the money was being poorly invested in jobs that were not productive for American society. For example, some believed that artists should not be paid for art, as was the case in through some WPA programs. Others believed that some jobs were useless, such as leaf-raking jobs established through CWA.

22 People like Father Charles Coughlin were opposed to FDR's policies because he believed that they did not go far enough. While Father Coughlin was initially FDR's supporter, he changed his mind about FDR when he began to feel that FDR's programs did not fulfill what he perceived to be FDR's promise to change the economic institutions that had caused the Great Depression.

23 Senator Huey Long from Louisiana, also believed that Roosevelt's policies did not go far enough. Senator Long was considered by many to be radical because of his belief that people should "share the wealth." He promised things like confiscating personal fortunes of people who had \$3 million or more in order to give \$4,000 to \$5,000 to families who needed it. Long was considered by many to be a "shady" character because he oftentimes surrounded himself with people who were less than honest, resorting to bribes and illegal activity to ensure that he remained in power in the state of Louisiana. Unfortunately, he was accidentally killed by his own bodyguard as his bodyguard tried to protect him from one of Long's enemies.

24 Perhaps the biggest opponent to many New Deal programs was the Supreme Court. When people sued and had their cases heard before the Supreme Court, eleven of sixteen New Deal laws were pronounced unconstitutional. The constitutional issues that were the focus of the Supreme Court's decisions were based on the balance of power between state governments and the federal government. The Supreme Court felt that many of the programs established through the New Deal went against the rights given to states under the U.S. Constitution and violated the principle of federalism, the shared powers between the federal government and state governments.

### **The “Court-Packing Scheme” and the Constitutional Amendments of the Great Depression**

25 After the Supreme Court rejected some of the New Deal laws and programs that went into effect, President Roosevelt began to feel that the Supreme Court justices might be out of touch with the needs of the American people because most were over seventy (70) years old. He proposed legislation that would allow the President to appoint a new justice for every justice over the age of 70. This would allow Roosevelt to increase the number of justices in the Supreme Court from nine (9) to fifteen (15). This became known as Roosevelt's Court-Packing Scheme.

26 If Roosevelt's proposal had been accepted, he would have had the opportunity to appoint justices that favored his policies and would have “tilted” the Supreme Court in his favor. However, many in Congress and the United States public felt that he was trying to upset the checks and balances principle of the U.S. Constitution by ensuring that the Executive Branch would have more power than the Legislative Branch and the Judicial Branch because the Executive Branch would now have the right to increase the number of justices based on their bias in favor of the Executive Branch's decisions. Roosevelt's Court-packing scheme was **rejected by Congress and a huge upset to the American public.**

### **The Legacy of the New Deal**

27 The New Deal and the time period of the Great Depression left several legacies to the role of government in people's lives. The legacy of the New Deal was that strict construction of the U.S. Constitution evolved into judicial interpretation. Strict construction refers to the idea that the Judicial Branch made decisions about whether or not laws were

constitutional based specifically on the words of the U.S. Constitution. However, it became evident throughout the New Deal and after Roosevelt's Court-Packing Scheme that the Supreme Court gave itself some room to interpret the meaning of the United States Constitution based on its own perspective and bias; this was known as judicial interpretation.

28 It was during the 1930s that the 20th Amendment to the Constitution was passed. It ensured that there were rules established for the rare instances where there might not be a president-elect. It also establishes the end of a presidential term and the beginning of a new presidential term. The 21st Amendment to the U.S. Constitution was enacted amidst the Great Depression. The American government realized that not only could it tax alcohol if sold in the legal market, but it would diminish crime in the underground world of bootlegging. Therefore, the 21st Amendment to the U.S. Constitution repealed the 18th Amendment and made drinking, transporting, purchasing and manufacturing alcohol legal once again.

29 The New Deal also left a legacy of increased government spending with regard to social programs to help people in need. Programs like Social Security, bank insurance (through FDIC), regulation of the banking industry through the Securities and Exchange Commission (SEC) and federal loans for people wanting to purchase homes, are all things that continue today. The New Deal now included facets of government spending with the need to invest in its own people to ensure that it helped to regulate an otherwise unstable market. It also ensured workers' rights to unionize, developed infrastructure, and focused the American people on conservation and preservation issues. The New Deal also emphasized the idea that unemployment and poverty were national issues that could effect the business cycle, not just individuals.

## Academic Language Glossary Great Depression and New Deal

1. **"Alphabet Soup"**: Term used to refer to the group of New Deal programs created to provide "Relief, Reform, and Recovery" for American citizens, banks, and businesses during the Great Depression.
2. **"Bank holiday" (March 1933)**: closing of banks for four days during the Great Depression, March 6-10. Roosevelt declared this holiday to prelude opening banks on a sounder basis.
3. **"Black Tuesday" (October 29, 1929)**: On this day the stock market boom had fell out, as millions of panicky investors ordered their brokers to sell, when there were practically no buyers to be found. After that stock prices continued to go down until they finally hit bottom.
4. **"Fireside chats"**: informal talks given by FDR over the radio; sat by White House fireplace; gained the confidence of the people
5. **"Hoover blankets"**: The nickname for old newspapers that people used during the '30s when sleeping for warmth, once again criticizing the president for not providing anything "but the newspaper."
6. **"Hoovervilles"**: shanty-towns that housed many who had lost everything. Shelters were built of old boxes and other discards.
7. **"Rugged Individualism"**: The belief that all individuals, or nearly all individuals, can succeed on their own and that government help for people should be minimal. Popularly said by Herbert Hoover.
8. **"Wizard of Oz"**: A 1939 movie that was an instant hit during the Depression because it allowed people to forget their troubles and focus on musicals and the characters in an entirely different world.
9. **2nd New Deal**: legislative program focusing on reform begun by FDR in 1935 when the first attempt to end the Depression failed
10. **20th Amendment (1933)**: The major effect of this was to severely cut down the "lame duck" period from the presidency.
11. **21st Amendment (1933)**: This repealed prohibition.
12. **Agricultural Adjustment Act (AAA, 1933)**: an act that created the Agricultural Adjustment Administration, which put mandatory restrictions on crop production, gave compensation/subsidies for non-production, and even gave compensation for destroying crops and livestock; later declared unconstitutional by Supreme Court
13. **Civil Works Administration (CWA, 1933)**: an administration that built and repaired infrastructure, hired skilled labor; employed 4 million in 5 months; Roosevelt canceled it in 1934 because he was afraid over how much it was costing; returned a year later (May 1935) as WPA
14. **Civilian Conservation Corps (CCC, 1933)**: A government program created by Congress to hire young unemployed men to improve the rural, out-of-doors environment with such work as planting trees, fighting fires, draining swamps, and maintaining National Parks. The CCC proved to be an important foundation for the post-World War II environmental movement.
15. **Constitutional issues**: types of cases heard in supreme court:
16. **Deportation**: the expulsion from a country of an undesirable alien
17. **Dorothea Lange**: United States photographer remembered for her portraits of rural workers during the Depression (1895-1965)
18. **Dust Bowl**: Region of the Great Plains that experienced a drought in 1930 lasting for a decade, leaving many farmers without work or substantial wages.
19. **Eleanor Roosevelt**: wife of Franklin Roosevelt and a strong advocate of human rights (1884-1962)
20. **Emergency Banking Relief Act (1933)**: March 6, 1933 - FDR ordered a bank holiday. Many banks were failing because they had too little capital, made too many planning errors, and had poor management. The Emergency Banking Relief Act provided for government inspection, which restored public confidence in the banks.



21. **Executive Branch:** the branch of the United States government that is responsible for carrying out the laws
22. **Father Charles Coughlin:** a critic of the New Deal; created the National Union for Social Justice; wanted a monetary inflation and the nationalization of the banking system
23. **FDR's court-packing scheme (1937):** aimed generally to overhaul and modernize all of the federal court system, its central and most controversial provision would have granted the President power to appoint an additional Justice to the U.S. Supreme Court for every sitting
24. **Federal Deposit Insurance Corporation (FDIC, 1933):** New Deal program to insure personal bank deposits up to \$5000; required commercial banks to separate themselves from investment brokerages.
25. **Federal Housing Administration (FHA, 1934):** expanded private home ownership among moderate-income families through federal guarantees of private mortgages, the reduction of down payments (from 30 to 10 percent), and the extension of payment form 20 to 30 years
26. **Federal Reserve Board:** the 7-member board governing the Federal Reserve System
27. **Federalism:** the idea of a federal organization of more or less self-governing units
28. **Franklin D. Roosevelt (FDR):** President Dem. (1933-1945) elected four times. First elected during the Great Depression, passed the New Deal and variety of programs designed to produce relief (government jobs for the unemployed), recovery (economic growth), and reform (through regulation of Wall Street, banks and transportation). He worked closely with Winston Churchill and Joseph Stalin during WWII (but died before the end of war - just after his last election). Expanded federal power dramatically
29. **Herbert Hoover:** Republican candidate who assumed the presidency in March 1929 promising the American people prosperity and attempted to first deal with the Depression by trying to restore public faith in the community.
30. **John Steinbeck's Grapes of Wrath:** 1939 - Steinbeck's The Grapes of Wrath was about "Okies" from Oklahoma migrating from the Dust Bowl to California in the midst of the Depression.
31. **Judicial Branch:** the branch of the United States government responsible for the administration of justice
32. **Judicial Interpretation:** A method by which judges modify the force of a constitutional provision by reinterpreting its meaning.
33. **Legislative Branch:** the branch of the United States government that has the power of legislating
34. **Long-term entitlement program:** Mandatory payments made by the federal government to people meeting eligibility requirements, such as Social Security, vets, welfare, medicare
35. **National Labor Relations Act:** A 1935 law, also known as the Wagner Act, that guarantees workers the right of collective bargaining sets down rules to protect unions and organizers, and created the National Labor Relations Board to regulate labor-management relations.
36. **New Deal:** the historic period (1933-1940) in the U.S. during which President Franklin Roosevelt's economic policies were implemented
37. **Overproduction:** too much production or more than expected
38. **Public Works Administration (PWA, 1933):** Made loans to private industries to build public works such as dams, ports, bridges, sewage plants, hospitals, governments buildings, and airports (recovery)
39. **Recovery:** gradual healing (through rest) after sickness or injury
40. **Reform:** a change for the better as a result of correcting abuses
41. **Relief:** the act of reducing something unpleasant (as pain or annoyance)
42. **Repatriation:** the act of returning to the country of origin

43. **Securities Exchange Commission (SEC, 1934):** Regulated stock market and restricted margin buying
44. **Sen. Huey P. Long:** Agitator who championed the "Share our wealth" program.
45. **Shantytowns:** Unplanned slum development on the margins of cities, dominated by crude dwellings and shelters made mostly of scrap wood, iron, and even pieces of cardboard.
46. **Social Security Act (SSA, 1935):** New Deal legislation providing pensions for workers reaching retirement age.
47. **Solvency:** the ability to meet maturing obligations as they come due
48. **Soup Kitchens:** places where the hungry could get a free meal
49. **Soup Lines:** soup kitchens were set up offering free or low cost food. breadlines were lines of people waiting to receive food provided by charitable organizations
50. **Speculation:** an investment that is very risky but could yield great profits
51. **Stock Market Crash:** Another leading component to the start of the Great Depression. The stock became very popular in the 1920's, then in 1929 it took a steep downturn and many lost their money and hope they had put in to the stock.
52. **Strict Construction:** way of interpreting the Constitution that allows the federal government to take only those actions the Constitution specifically says it can take
53. **Supreme Court:** the highest federal court in the United States
54. **Tariffs:** Taxes on imports or exports
55. **Tennessee Valley Authority (1934):** A relief, recovery, and reform effort that gave 2.5 million poor citizens jobs and land. It brought cheap electric power, low-cost housing, cheap nitrates, and the restoration of eroded soil.
56. **The "3 R's":** Programs designed for the problems of the Great Depression: 1. RELIEF for the needy; 2. economic RECOVERY; and 3. financial REFORM.
57. **The "Hundred Days":** The first 3 months of FDR's presidency.
- Put many new programs into action to try and help americans
58. **The "Indian New Deal":** aka the Indian Reorganization Act, John Collier as Commissioner of Indian Affairs put an end to the General Allotment Act which ordered that the lands owned in common by members of a tribe be broken into 160 acre pieces and allotted to individual Indians, making them private land owners like the rest of Americans. the Indian Reorganization Act stopped the allotment of Indian land, and funded money to help buy land for Indian tribes and let them govern themselves.
59. **Unemployment:** the state of being unemployed or not having a job
60. **Unregulated Banking Practices:** One cause of Great Depression: mismanagement and greed, too much speculation, Federal Reserve Board little control.
61. **Works Progress Administration (WPA, 1935):** New Deal program that provided relief to the unemployed in fields such as theatre, literature, entertainment, etc.

Chapter 7

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# America Reacts to World War

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“This is a war to end all wars.”

Woodrow Wilson



# America Reacts to World at War-1

## Unit 7: America Reacts to World at War 1939-1945

**Enduring Understanding:** The rise in dictatorships in Europe leads to the attack on Pearl Harbor., The US has to handle increased demands on industry and the contributions of new groups to get ready for WWII.

**Essential Question:** What are the key causes that lead the US to become involved in World War II and how did the home front react to get ready for the war?

**Concepts:** Expansion, Conflict, Nationalism, Militarism, Contributions, Patriotism, Totalitarianism.

**Topic/Take-Away:** The rise of Nazism, fascism, communism, and aggression in Europe lead to Pearl

Harbor and the United States becoming involved in a world war.

**Topic/Take-Away:** The U.S. office of war information was responsible for propaganda, patriotism, and getting news about the war to all Americans.

**Topic/Take-Away:** American, German, and Japanese Americans were interred and the Executive Order 9066 caused the relocation of Japanese Americans on the west coast.

**Topic/Take-Away:** The leadership of Franklin Roosevelt lead to the industry's rapid mobilization and the lend lease program.

## Academic Terms to Know:

- Franklin Roosevelt
- Lend Lease
- Political Cartoons
- Neutrality
- Totalitarianism
- Militarism
  - Dictatorship
  - Nazism
  - Adolph Hitler
  - Fascism
  - Benito Mussolini
  - German Expansion
  - Invasion of Poland
- Occupation of Austria  
Czechoslovakia
- Japanese Expansion
- China and Manchuria
- Pearl Harbor
- End of the Great Depression
- Urbanization
- Industrialization
- Rapid Mobilization
- Lend Lease
- Winston Churchill
- Medal of Honor Vernon Baker
- Home front
  - Disney
  - Rationing
- WACS- WAVES
- Ration Cards
- Volunteerism
- Victory Gardens
- War Bonds
- National Debt
- U.S. Office of War Information
  - Propaganda
  - Patriotism
  - Spying
  - Woman in the workplace
  - Rosie the riveter
  - Ethnic Minority opportunities



## Guiding Questions

1. What are the major characteristics defining The Era Leading up to WWII? (US-2A)RS
2. What is the absolute and relative chronology of events from the great depression leading to WWII? (US-2C)SS
3. How did Italian, German, and Japanese aggression and their dictatorships lead to the start of WWII including Pearl Harbor. . (US-7A)RS
4. What was the cause and result of Executive order 9066 and the internment of German, Italian, and Japanese Americans? (US.7A)RS
5. What was the function of The US Office of War Information? How did propaganda and news add to patriotism? (US-7C)RS

6. Explain how Patriotism on the home front inspired, enlistment, volunteerism, purchase of war bonds, and victory gardens. (US-7G)RS

### Unit 7: America Reacts to World at War 1939-1945

7. What opportunities and obstacles were created for woman and ethnic minorities in employment because of the war? (US-7G)RS
8. How did Franklin Roosevelt's leadership lead to the lend lease program and industries rapid mobilization? (US-7B) (US-24A)SS
9. How did WW II lead to the western migration and the growth of the suburbs and the Sunbelt? US17A RS
10. What is the importance of The Medal of Honor and how did its winners influence race relations? US17A SS

## Points to Remember

### American Isolationism as Tensions Grow in Europe and Asia

1 During the 1930s, most Americans favored isolationism, the idea that the U.S. should stay out of international affairs, remain isolated from the rest of the world, and focus on its own problems caused by the Great Depression. Franklin D. Roosevelt (FDR), the President of the U.S. throughout most of the Great Depression, favored internationalism, the idea of getting involved in foreign countries affairs, particularly if it benefitted the U.S. However, because FDR was mostly concerned with keeping the American people happy and helping them during the Great Depression, he continued to make decisions expanded government's influence on people's lives through economic policies in the New Deal.

2 The U.S. remained isolationist in the 1930s, both politically and militarily as countries in Europe and Asia began to expand. Other countries' belief in militarism, or expanding the military to protect their interests and themselves, made tensions grow in both Europe and Asia. While the U.S. supplied armaments to Great Britain and China during this time, FDR made sure that the U.S. appeared to favor neutrality, or not taking any sides throughout the 1930s. Winston Churchill, the Prime Minister of Great Britain, was also known as an honest and responsible leader who favored justice and supported democracy. He pleaded that FDR support Great Britain toward the end of the 1930s (the beginning of World War II) because Great Britain was being bombarded by German planes and he feared that Germany threatened democracy throughout Europe and the rest of the world.

### Totalitarianism in Europe

3 After World War I and before the Great Depression, Germany was made to pay back for reparations to European countries for all the damage caused by World War I. As a result of the Great Depression in Europe and Asia, certain people took advantage of others, promising them improved living conditions. Individuals grew very powerful and believed in totalitarianism, the belief that one individual should have complete control over a country's destiny, from a political and economic standpoint particularly. Changes in political boundaries caused by World War I such as the breakup of the German and Austro-Hungarian Empires, made new, small countries particularly vulnerable to the influence of stronger, totalitarian countries such as Russia, Italy, Spain, and Germany.

4 Three individuals took advantage of others by promising them improved standards of living while they went through difficult times: Joseph Stalin, Benito Mussolini, and Adolf Hitler. However, they also set up totalitarian states known as dictatorships, where all decisions about what would be best for the country would be made one single individual. Joseph Stalin was the General Secretary of the U.S.S.R. or Russia, a communist country that became communist after the Russian Revolution at the end of World War I. In the late 1930s Stalin helped industrialize Russia but in the process, sent many to correctional labor camps, deported and exiled many, and eventually executed hundreds of thousands of individuals who spoke up against his Stalinist regime. Stalin even convicted and executed many in his own party who he believed had plotted to overthrow his government.

5 Benito Mussolini formed the Fascist Party, which took over Italy in 1922. The Fascist Party believed in fascism, the idea that one's country comes before the individual and that the country's government is the ultimate authority about what is best in people's lives. A fascist government is also led through a dictatorship where government controls most of the economy and national security. Mussolini slowly took power away from the Italian constitution and ultimately made himself the only decision-maker. While Mussolini did many positive things for public works and education, he was ultimately seen as a dictator who had created a police state, where no one could disagree with him or his policies without facing serious consequences.

6 Adolf Hitler was part of the Nazi Party in the early 1920s. The Nazi Party believed in nazism, a form of fascism that also includes a level of racism and anti-Semitism, or hatred toward Jews. The believed that some should be allowed to dominate, discriminate and mistreat people that they believe to be racially inferior. Hitler fought in World War I and was disgusted by the outcomes of the war, where Germany was made to pay reparations in huge amounts that would dig Germany into a deeper depression than many of its European neighbors. He gained power because he convinced many Germans that nationalism, or extreme pride in one's nation and ethnic (bloodline and race) origin, should take priority over all other things. He convinced many Germans that Jews should be blamed for their economic problems and that those who did not believe similarly should be punished through violence. Hitler also believed in expansionism, the belief that countries should grow politically, economically, and geographically. As Hitler built up his military to take over other lands, British and French leaders allowed Hitler to keep a part of Czechoslovakia in order to keep him from expanding further. Their attempt at appeasement, or avoiding war by giving in to a country's demands, failed and Hitler took over the rest of Czechoslovakia and eventually Poland, starting World War II.

7 In 1939, Adolf Hitler planned to take over Poland. However, realizing that he did not want to fight a war on two fronts, he established a treaty with Joseph Stalin. The treaty became known as the Nazi-Soviet Non-Aggression Pact and stated that the Soviet Union (or Russia) would not come to the aid of Poland or other Western European countries if Germany invaded Poland. It also stated that the Russians would provide Germany with raw materials and the Germans would provide the Russians with materials that were created through industrialization. Finally, it stated that the Germans would give the Russians a strip of land between Europe and Asia and parts of Poland if the invasion of Poland was successful. The pact was supposed to last ten years, but only lasted two.

### **Tensions in Asia and the Attack on Pearl Harbor**

8 Japan wanted to expand the industrial economy that it had established in the late 1800s and early 1900s. However, it needed more of the raw materials to create new materials through industry and expand its markets to other consumers. As a result, its military and nationalist ideas began to look at other countries' resources to expand their own. Japan attacked Manchuria, a region in northeast China in 1931. It expanded its forces into China in 1937 and eventually went all the way to Indochina (the Southeast region of Asia) in 1941. By that time, the U.S. and Great Britain had grown concerned that Japan (who had by this time developed an alliance with Germany) would continue its expansionist and militarist actions and threaten countries where democracy had ruled. Together with Great Britain, the U.S. put an oil embargo on Japan and continued to provide China with weapons to support their efforts.

9 The U.S. began its support for China around 1937. The United States passed the Neutrality Act of 1935 in an effort to keep the U.S. out of war with Italy after Mussolini invaded Ethiopia (in Africa) and stated that it would not supply any country with military or financial support. The Neutrality Act of 1937 stated that the U.S. would not transport passengers or supplies to any country or individuals eager to go to war or "belligerents." It also stated that belligerent countries could only buy armaments from the U.S. if they were willing to carry them away themselves in what later became known as "cash and carry." FDR believed that this would help Great Britain and France because they were in control of the seas around Europe and it would allow the U.S. to continue providing its allies with support.

10 FDR did not apply the "cash and carry" clause of the Neutrality Act of 1937 to China because China and Japan never officially declared war on one another during their war. FDR continued to supply China with supplies through British ships that would use the "cash and carry" clause, while enforcing an embargo on Japan. China's leader, Chiang Kai-Shek, had good

diplomatic relations with the U.S. and the Soviet Union. However, he never trusted either of the two countries, feeling that they were both ultimately interested in their own interests in China. After the U.S. entered World War II, Chiang Kai-Shek and the Chinese government declared war on Japan, Germany, and Italy.

11 The Neutrality Act of 1939 was enacted and the Neutrality Acts of 1935 and 1937 were repealed after Germany invaded Poland and France and Great Britain declared war on Germany. FDR was worried that the "cash and carry" would accidentally help other countries like Germany. The Lend-Lease Act of 1941 eventually ended America's policy of neutrality by allowing the U.S. to sell, lend, or give war materials to countries that the American government wanted to support.

12 The attack on Pearl Harbor in Hawaii occurred on December 7, 1941 as the Japanese Empire attacked the American military base in order to prevent the Japanese from a military operation it was planning in Southeast Asia. Three hundred fifty-three Japanese fighters, torpedo planes and bombers attacked eight American battleships, sinking two of them, destroying 188 U.S. aircraft, and killing 2,402 Americans. The U.S. Congress declared war on Japan the following day, December 8, 1941. Military actions led Germany and Italy to declare war on the United States on December 11th and the U.S. declared war on those two countries as well. The U.S. had entered World War II.

### **Homefront - Discrimination in a Time of War**

13 The U.S. now focused on protecting itself from any apparent threats to the U.S. in a time of war. While many of these actions are now thought of as inappropriate, many Americans felt that influences from abroad and sympathizers from within were a genuine cause for concern. The president agreed. The Office of War Information was created to provide a lot of different responsibilities including the creation and dissemination of anti-Axis, pro-Ally propaganda. It created radio programs, news reels, and movies that discussed how Americans could help the war effort while simultaneously conserving resources.

14 The attack on Pearl Harbor made it so that Americans began to fear how ethnic minorities might react in the United States. President Roosevelt issued Executive Order 9066 which gave permission to military commanders to take Japanese Americans from their homes and re-locate them to internment camps. While the internment camps provided basic food and shelter, they were still considered by many to be below their ordinary living standards. Furthermore, many people believed that Executive Order 9066 and the concerns it addressed were racially motivated because the vast majority of

people put in internment camps were of Japanese heritage, and not nearly as many German and Italian Americans were interned. As a matter of fact, only 2,000 German and Italian Americans were put in internment camps, while 110,000 Japanese Americans were put in internment camps.

15 During internment, Fred Korematsu, a Japanese American, refused to give himself up for internment and remained in an area that had been restricted to Japanese Americans. He was arrested for violation of Executive Order 9066. In 1942, Korematsu sued the United States government, citing that it was violating its 14th Amendment rights of “equal protection under the law.” *Korematsu v. United States* was heard by the Supreme Court in 1944 in a landmark case where it was determined that the U.S. government was justified in its actions because individual rights could be limited in a time of war if the actions are in the best interest of national security. In the 1980s, the U.S. Congress apologized to interned Japanese Americans and offered their families financial compensation.

### **Homefront - Mobilization in a Time of War**

16 While American policies had been isolationist in nature, President Roosevelt had a feeling that the U.S. might eventually be pulled into the war. Therefore, he began stockpiling weapons in the mid-1930s while expanding industrial jobs that help build weapons, artillery, tanks at ships, though not in huge numbers. While the Neutrality Acts limited FDR’s participation in the growing tensions in Europe and Asia, his “cash and carry” policies, and expanded industrialization (or rapid growth of industries) became the foundation for future economic growth toward the end of the 1930s. By the time Japan attacked Pearl Harbor, President Roosevelt had a plan to change peacetime industries into wartime factories. The Lend-Lease Act prompted the change from typical industries to military production because it allowed the U.S. to supply any country that it favored with military supplies.

17 The preparations and mobilization of the American people at home in a time of war became known as the efforts on the homefront. Mobilization refers to preparing and putting things into order to prepare for war. Mobilization and industrialization on the homefront were two of the main causes that the United States was able to pull itself out of the Great Depression. As soldiers prepared to go to war, women oftentimes left their homes to work in factories where wartime weapons and artillery were being built. The production of wartime goods helped companies to grow and put money back into people’s pockets. As wartime goods were sold to America’s allies, more money was generated for the American companies which could then hire more people to go to work.

18 The War Production Board was developed by President Roosevelt to regulate the production of materials and fuel during the war. It decided what materials and supplies were going to be made through mass production (or in huge numbers), which were not essential (such as cars, etc.) and what prices would be charged for materials and fuel. The Office of Price Administration helped to regulate prices on things like rent and housing in order to make sure people were not taken advantage of during the war. The War Production Board also rationed things like oil, gasoline, metals and rubber to make sure that the U.S. was conserving materials appropriately for a time of war. Rationing refers to controlling the amounts of materials (such as gas, tires, scrap metal, food, etc.) being bought and sold to conserve the materials for war production.

19 Aside from monies coming from other countries, war bonds were also sold to help pay for the war efforts. War bonds are like low-interest loans that people give the American government to help pay for the war. The American government promises to pay for the war bonds after the war is over and Americans are able to contribute directly by providing the American government with money to fight the war. Eighty five million Americans bought war bonds and contributed \$185 billion to the federal treasury. While the war cost \$350 billion, Americans were relatively content with the outcome because it allowed the U.S. to get out of the Great Depression.

20 Patriotism, or pride in one’s country, greatly contributed to the war effort. Aside from mobilization to improve the American economy, many people also volunteered in different ways to help the war effort. Enlistment in the armed services was at an all-time high at the beginning of World War II, reaching almost 4.5 million new soldiers in the first three years. Volunteerism, or the belief that you should give of your time and resources to your community, played a very important role in the homefront. Many people were willing to make bandages, knitted socks, and other goods to support the troops. Meanwhile, others joined the Red Cross and the Victory Corps to show support. “Victory Gardens” were planted across America to help conserve food because labor and transportation shortages made it difficult to harvest and move food across the country. People voluntarily grew fruits and vegetables in their own back yards to make sure that they conserved resources and efforts. Home-grown gardens were nicknamed “victory gardens” because the American government hoped to inspire Americans with the idea that planting food on their own would help the U.S. become victorious in the war.

## Women and Minorities in a Time of War

21 While World War II proved to be a time of obstacles for many racial and ethnic minorities in the United States, it also proved to be a time of opportunity for other racial and ethnic minorities and women. Women and minorities were able to go to work in factory jobs that were typically taken by white males as many of the white males enlisted in the armed services and went to war in Europe and the Pacific. Women and minorities also went to work in military jobs in huge numbers.

22 Women enlisted in the Women's Army Corps (WACS) because they were not allowed to serve in the regular armed forces. The WACS allowed many women to learn new skills and in jobs that they had not been exposed to previously in order to help the war effort. From clerical positions to strategic support, women took jobs in the military after basic training. The Women Accepted for Volunteer Emergency Services (WAVES) was a section of the navy that was created specifically for women. In this division, women played strategic military roles that had never been taken by women and the "emergency" part of the title ensured that it would not continue past wartime. WAVES received the same rank and file as men and were actually part of the Navy, though not allowed to serve on combat ships or aircraft. They were however sent to Hawaii, though nowhere else before the end of the war.

23 At home, women went to work in factories in areas such as manufacturing of weapons, shipbuilding and the development of aircraft. As men went off to war, women were recruited to complete these tasks in huge numbers despite the fact that many contractors continued to refuse allowing women to work in their factories. Songs like "Rosie The Riveter" and the eventual poster that depicted Rosie holding up her arm saying "We can do it!" were aimed at recruiting women to take an active role in the war effort by going to work in the 6.5 million jobs that they took throughout World War II.

24 Minorities also took an active role at home and in the armed services. While many worked in industries and government agencies, approximately 2.5 million blacks served in the armed forces, even if many were forced to serve in segregated units. The Tuskegee Airmen were an all-black air fighter group (the 332nd fighter group) that was consistently requested for combat missions. Eventually, the National Association for the Advancement of Colored People (NAACP) fought to have blacks enlisted in combat infantry divisions and won their petition. As a result, African American infantry divisions were formed. Vernon Baker, a Second Lieutenant in the 92nd division of the Army was eventually awarded the highest honor given to soldiers for their participation in a war for heroism: the Medal of Honor. While Baker had already received a Purple Heart, a Bronze Star, and the Distinguished Service Cross, he received

his Medal of Honor for having broken through a series of German obstacles in Italy, securing a position by having killed several German soldiers and leading a battalion of men through mine fields and heavy fire.

25 Native Americans served in the military in higher proportions than any other minority group. While 25,000 served in combat, 40,000 served in defense industries. The Navajo Code Talkers were natives used to transmit messages in Native American languages that others could not understand. As a result, their use of code was impossible to break by other countries because they had never been exposed to Native American languages. Approximately 400 to 500 Code Talkers served in the military throughout World War II.

26 Mexican Americans also played an important role in the war effort. Whether through the contributions in the war industry or their direct participation in the war, Mexican Americans were crucial to the success in World War II. Approximately 250,000 to 500,000 Mexican Americans participated in military efforts abroad. However, at home many participate in war industries, and even more Mexican nationals were brought to the United States to work under the Bracero program. The Bracero program was an agreement between FDR and Mexican President Manuel Avila Camacho to allow Mexican natives to work in the U.S. throughout the war, mostly in agricultural jobs. These workers became known as braceros. In response to Mexican repatriation efforts during the Great Depression, many Mexican laborers were sent back to Mexico. However, as the war effort increased, so did the need for additional labor. The Bracero program expanded working rights to Mexican nationals but ultimately required that they return to Mexico after the war was over. Many have argued that the program demonstrates the U.S.'s need to protect its own interests, even at the cost of discriminating against a particular population.



## Academic Language Glossary America Reacts to World War

1. **Adolph Hitler:** German leader of Nazi Party. 1933-1945. rose to power by promoting racist and national views
2. **Benito Mussolini:** Italian fascist dictator (1883-1945)
3. **China and Manchuria:** Manchuria is a geographic region located in northeast asia, and is either entirely in China, or is split between Russia and China (depending on your definition). After World War II, Manchuria became a very important region between Russia and China, since the cold war began. Before 1949, China was not communistic, so Manchuria became a battleground between Russia and China. After the civil war, the Communist Party of China won, and China adopted communism.
4. **Dictatorship:** a form of government in which the ruler is an absolute dictator (not restricted by a constitution or laws or opposition etc.)
5. **Disney:** United States film maker who pioneered animated cartoons and created such characters as Mickey Mouse and Donald Duck
6. **Fascism:** a political theory advocating an authoritarian hierarchical government (as opposed to democracy or liberalism)
7. **Franklin Roosevelt:** 32nd President of the United States
8. **German Expansion:** Hitler wanted to expand to create Lebensraum. He took the Rhineland, Austria, Czechoslovakia, Poland, Norway, Denmark, the Netherlands, Belgium, France.
9. **Home front:** The name given to the part of war that was not actively involved in the fighting but which was vital to it.
10. **Industrialization:** the development of industry on an extensive scale
11. **Invasion of Poland:** Germany invaded, breaking their agreement, so Britain and France declared war, starting World War II
12. **Japanese Expansion:** japanese need of raw materials, show power to larger countries, so the attack other countries
13. **Lend Lease:** allows America to sell, lend, or lease arms or other war supplies to any nation considered "vital to the defense of the U.S."
14. **Militarism:** a political orientation of a people or a government to maintain a strong military force and to be prepared to use it aggressively to defend or promote national interests
15. **National Debt:** the debt of the national government (as distinguished from the debts of individuals and businesses and political subdivisions)
16. **Nazism:** Adolf Hitler used fascism to create this type of government based on totalitarian ideas and was used to unite Germany during the 1930s.
17. **Neutrality:** non-participation in a dispute or war
18. **Patriotism:** love of country and willingness to sacrifice for it
19. **Pearl Harbor:** United States military base on Hawaii that was bombed by Japan, bringing the United States into World War II. Pearl Harbor was attacked on December 7, 1941.
20. **Political Cartoons:** a cartoon relating to politics, especially party politics
21. **Propaganda:** information that is spread for the purpose of promoting some cause
22. **Rapid Mobilization:** to have personnel respond rapidly to the scene of an unusual disorder/emergency incident.
23. **Ration Cards:** noun- cards showing the allotted amount of food one may buy during times of scarcity
24. **Rationing:** a limited portion or allowance of food or goods; limitation of use
25. **Rosie the Riveter:** symbol of American women who went to work in factories during the war
26. **Spying:** keeping a secret or furtive watch
27. **Totalitarianism:** a form of government in which the ruler is an absolute dictator (not restricted by a constitution or laws or opposition etc.)
28. **U.S. Office of War Information:** To control the content and imagery of war messages, the government created the U.S. Office of War Information

(OWI) in June 1942. Among its wide- ranging responsibilities, OWI sought to review and approve the design and content of government posters.

29. **Urbanization:** the social process whereby cities grow and societies become more urban
30. **Vernon Baker:** For extraordinary heroism in action on 5 and 6 April 1945, near Viareggio, Italy. Then Second Lieutenant Baker demonstrated outstanding courage and leadership in destroying enemy installations, personnel and equipment during his company's attack against a strongly entrenched enemy in mountainous terrain. When his company was stopped by the concentration of enemy's fire. On the following night Lieutenant Baker voluntarily led a battalion advance through enemy mine fields and heavy fire toward the division objective. Second Lieutenant Baker's fighting spirit and daring leadership were an inspiration to his men and exemplify the highest traditions of the Armed Forces; African American; Died 2010; Congressional Medal of Honor
31. **Victory Gardens:** Backyard gardens; Americans were encouraged to grow their own vegetables to support the war effort
32. **Volunteerism:** the practice of offering your time and services to others without payment
33. **WACS- WAVES:** WACS - women in the army WAVES - women in the navy
34. **War Bonds:** certificates sold by the United States government to pay for the war.
35. **Winston Churchill:** British statesman and leader during World War II
36. **Woman in the workplace:** -jobs WW1

Chapter 8

# World War II

Yesterday, December 7th, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

Franklin Roosevelt





## Unit 8: World War II (1941-1945)

**Enduring Understanding:** The United States' entry into World War II was based on economic and political interests abroad. The military response aimed to rid the world of tyranny and fascism while working to continue its positive relations with allies in Europe while protecting its own political boundaries after the attack on Pearl Harbor.

**Essential Question:** To what extent was the United States successful in achieving its objectives in World War II?

**Concepts:** Weapons of Mass Destruction, Nuclear Weapons, Mass Production, Mobilization, Industrialization, Volunteerism, Expansionism, Militarism, Nationalism, Patriotism, Totalitarianism, Neutrality, Fascism, Nazism, Internationalism, Isolationism

**Topic/Take-Away:** Changes in political boundaries after World War I continued to create tensions in Europe. Economic devastation brought about by both economic policies and political turmoil impacted the growth of nationalist ideals in Germany, Italy, and Russia. After World War II, new political boundaries were created in order to ensure that Germany did not rise to power again and tensions arising from differences between the United States and Russia were not escalated. Therefore, changes in

political boundaries were both causes of World War II and effects of World War II.

**Topic/Take-Away:** Unified by Pearl Harbor, America effectively carried out a war mobilization effort that produced vast social and economic changes within American society. The social and economic changes altered the roles of women and minorities at home and in the military in particular.

**Topic/Take-Away:** A major reason for the effectiveness and escalation of World War II were the leadership qualities of Hitler and Mussolini as well as the big three: Roosevelt, Churchill, and Stalin. The roles of military leaders in the United States, including George Marshall, George Patton, Dwight D. Eisenhower, Omar Bradley, Chester Nimitz, and Douglas MacArthur were crucial to the United States' success in World War II. Finally, Harry S. Truman's effective leadership in the United States concluded the war.

**Topic/Take-Away:** Following Hitler's first strategy, the United States and its Allies invaded and liberated conquered Europe from Fascist rule. The slower strategy of island-hopping against Japan also proceeded successfully until the atomic bomb brought a sudden end to World War II.



## Academic Language:

- Executive Order 9066
- Japanese, Italian and German internment
- *Korematsu v. United States* (1944)
- War Production Board
- Office of Price Administration
- Rationing
- Office of War Information
- War Labor Board
- War Bonds
- WACS and WAVES
- “GI”
- *Braceros*
- “Rosie the Riveter”
- Gen. Jiang Jieshi (Chiang Kai-shek)
- Gen. Douglas MacArthur
- Bataan Death March (1942)
- Battle of Midway (1942)
- Adm. Chester Nimitz
- Guadalcanal (1942–1943)
- “Island-hopping” strategy
- Marshal Erwin Rommel
- Stalingrad (1942)
- The “second front”
- Gen. Dwight Eisenhower
- “Unconditional surrender”
- Tehran Conference (1943)
- D-Day Invasion (1944)
- Gen. George S. Patton
- Liberation of Paris (1944)
- Harry S Truman
- Battle of the Bulge (1945)
- Deaths of Hitler / Roosevelt (April 1945)
- German surrender— “V-E Day” (May 1945)
- Iwo Jima and Okinawa (1945)
- “Kamikazes”
- Potsdam Conference (July 1945)
- Albert Einstein
- Atomic bomb (“Manhattan”) project
- Alamogordo test (July 1945)
- Hiroshima (August 6, 1945)
- Stalin enters war (August 8, 1945)
- Nagasaki (August 9, 1945)
- Japanese surrender— “V-J Day” (August 14, 1945)
- Flying Tigers
- Vernon Baker
- Andre Murphy
- Liberation of Concentration Camps
- Gen. George Marshall
- Victory Gardens
- Tuskegee Airmen
- Omar Bradley
- Navajo Code Talkers



## Guided Reading Questions

1. What were the characteristics of World War II and where does this time period fall within the chronology of American historical eras? **(US2B – RS, US2A – SS)**

2. What is the sequence of important events during World War II and who were some of the important people involved in those events? **(US2C – SS)**

3. What was the importance of Executive Order 9066 and how did the internment of German, Italian, and Japanese Americans affect American society? **(US7D – RS)**

4. What was the importance of major military events during World War II such as the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the Invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps? **(US7E – SS)**

5. What were the contributions of important military leaders during World War II such as Omar Bradley, Dwight D. Eisenhower, Douglas MacArthur, Chester Nimitz, George Marshall, and George Patton? **(US7F - SS)**

6. What were some of the effects on the home front as American patriotism took hold during World War II and how did military enlistment, volunteerism, war bonds, Victory Gardens demonstrate Americans' determination to win the war? **(US7G – RS)**

7. What were the economic effects of World War II on the home front with regard to the Great Depression and rationing and what kinds of opportunities and obstacles arose for women and minorities during World War II at home and abroad? **(US 17A – RS, US7G – RS)**

8. What were the contributions of the Tuskegee Airmen, the Flying Tigers, and Navajo Code Talkers? **(US7G – RS)**

9. How did changes in political boundaries that resulted from World War I impact World War II and what kinds of changes in political boundaries resulted from World War II itself? **(US12B – SS)**

10. What were some of the qualities of effective leadership that were demonstrated in Adolf Hitler, Benito Mussolini, Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin? **(US24A)**

11. What were some of the qualities of effective leadership that were demonstrated in American military leaders during World War II such as Omar Bradley, Dwight D. Eisenhower, Douglas MacArthur, Chester Nimitz, George Marshall, and George Patton? **(US24A)**Topics

Summary

## Points to Remember

### Important Battles and Events of World War II

1 The attack on Pearl Harbor in Hawaii occurred on December 7, 1941 as the Japanese Empire attacked the American military base in order to prevent the Japanese from a military operation it was planning in Southeast Asia. Three hundred fifty-three Japanese fighters, torpedo planes and bombers attacked eight American battleships, sinking two of them, destroying 188 U.S. aircraft, and killing 2,402 Americans. The U.S. Congress declared war on Japan the following day, December 8, 1941. Military actions led Germany and Italy to declare war on the United States on December 11th and the U.S. declared war on those two countries as well. Isolationism, or the belief in remaining separate from international affairs, was no longer an acceptable belief for the United States. The U.S. had entered World War II.

2 By the time Pearl Harbor was attacked, most of the military alliances had already been formed. Militarism, or the belief in using military force to protect or expand a country's interest, had taken over the most countries' priorities because it was evident that appeasement of Nazi Germany was no longer a solution. Nazi Germany had formed alliances with Italy and Japan; they were known as the Axis Powers. Great Britain, France and Poland had become allies in what became known as the Allied Powers. While many other small countries supported the Axis Powers, including Hungary, Romania and Bulgaria, Germany, Italy, and Japan supplied the bulk of the war effort. Great Britain, France and Poland were similarly supported by Australia, Czechoslovakia and Belgium. Germany conquered France and established a "puppet government" in France in June 1940. When Germany attacked the Soviet Union in October 1941, the Soviet Union joined Great Britain in the fight against Germany. By the time Pearl Harbor was attacked and the U.S. entered the war, the main contributors to the Allied forces were the "Big Three:" Great Britain, led by Winston Churchill, the Soviet Union led by Joseph Stalin, and the United States, led by Franklin D. Roosevelt.

One month after the attack on Pearl Harbor, Japan took over the Philippines as Filipino and Americans surrendered to the Japanese. The Japanese forced American and Filipino soldiers to take a 60-mile march through the jungle. Many prisoners starved to death and became ill. Thousands upon thousands of prisoners died during the Bataan Death March, but estimates vary because it is unknown how many prisoners blended in, escaped, or died along the way. Some were beat, others shot or beheaded, and some were left to die on the side of the road as a result of their illness.

4 By 1942, as the U.S. moved deeper into the war, they began to show their naval and aviator superiority by "island-hopping," a strategy whereby the air and naval forces would conquer one island in the Pacific before moving on to the next island, moving ever-so-closer to the main island of Japan.

5 The Battle of Midway is considered by many to be the "turning point" in the momentum of the war in the Pacific. The Japanese tried to get American ships to move into Midway, a small island in the Pacific, but American Navy commanders were able to break Japanese code and knew that a surprise attack was coming. When Admiral Chester Nimitz and the U.S. Pacific Fleet destroyed four of Japan's aircraft carriers, the Japanese were unable to continue their aggressive strategies in the Pacific and were slowed almost to halt.

6 In August of 1942, the Allies landed in the islands of Guadalcanal, Tulagi, and Florida (not the U.S. state) in the Pacific in what was ultimately the Allies' first offensive. Led mostly by the U.S., the Allies wanted to make sure that Japan could no longer interrupt the U.S.'s communication and supply routes between the U.S., Australia, and New Zealand. Between August 1942 and February 1943, the U.S. and Japan fought aerial and naval battles in what became known as the Battle of Guadalcanal. Japan finally stopped sending armaments and retreated from the area in 1943.

7 While the fighting in the Pacific continued, the Allies, including Great Britain and the United States, opened up a “second front” through their invasion of the coast of Normandy, France on June 6, 1944. The Germans had already conquered most of Europe, moving all the way to the coast of France and establishing a puppet government there. However, without conquering Great Britain, Germany broke the Nazi-Soviet Non-Aggression Pact and attacked the Soviet Union. They used blitzkrieg war in their fighting. Blitzkrieg (which translates to “lightning”) war meant that Germany went into an area, attacked with full force, using tanks, machine guns, planes, bombs, and any other artillery possible, without concern for the difference between military or civilian (everyday people’s) lives.

8 The Germans suspected that the Allies might invade France, but because of the awful weather and the fact that there were no harbors off the coast of Normandy, they felt that an invasion from Normandy was unlikely. General Dwight D. Eisenhower and 156,000 Allied troops invaded five beaches in Normandy and General Eisenhower chose Omar Bradley to lead the first American Army in that endeavor. The D-Day Invasion (as the invasion of Normandy is also known) was led by Allied planes attacking Nazi forces and eventually supported by amphibious vehicles carrying thousands of Allied troops known LCVPs (Landing Craft Vehicle Personnel) and tanks known as LVT(A)s (Landing Vehicle Tracked (and Armored)). Because both LCVPs and LVT(A)s were amphibious vehicles, which means that they were vehicles that could go from water to land. The D-Day Invasion was successful because it forced Germany to move backward and allowed the Allies to continue a campaign in mainland Europe.

9 The Battle of the Bulge began in late 1944 and ended in early 1945 as Allied troops continued to move forward in Europe. The Allies were attacked by surprise in Germany’s final offensive in the Ardennes Forest of France. Germany’s final offensive strategy was to split the Allied forces by creating a bulge, splitting the Allied forces in half, taking over the northern section of France, conquering Belgium, and surrounding the Allied troops in the southern part of France. General George Patton was responsible for moving up from the Italy and North African campaign into central Germany, ensuring that Germany’s final campaign was unsuccessful. When Germany’s strategy fell apart, the Allied troops (but specifically the U.S., Great Britain and free

French troops) continued to push from the west as Russians began to close in on Germany from the east.

## **Important Leaders and Groups of World War II**

10 The Axis Powers consisted of Germany, Italy, and Japan, while the Allies (or Allied Powers) included the United States, Great Britain, France, and by the end of the war, the Soviet Union (also known as Russia). However, because France had already been conquered by Germany, the bulk of the war against Germany was fought by the “Big Three:” the United States led by Franklin D. Roosevelt, Great Britain, led by Winston Churchill, and the Soviet Union, led by Joseph Stalin. When historians speak or write about the “Big Three,” they oftentimes use it to describe either the Allied countries, or the Allies’ leaders.

11 A big part of the success of the Allied military strategies was based on the leadership of key individuals. In the Pacific campaign, Admiral Chester Nimitz was appointed Commander in Chief of the U.S. Pacific Fleet and General Douglas MacArthur commanded the U.S. Army. Admiral Chester Nimitz was a five-star general in the Navy and served as the head of all efforts by the U.S. military in the Pacific through air, land, and sea. General Douglas MacArthur was a General of the Army who was called to command the U.S. Army Forces in the Far East. He fought to defend the Philippines during Japan’s invasion but eventually retreated to Australia as Japan took over. Once the campaigns against Japan were successful, General MacArthur returned to the Japan to accept Japan’s surrender in 1945.

12 The European campaign also had some very capable military leaders in charge of Allied and U.S. forces. General Dwight D. Eisenhower was a five-star general that was named Supreme Commander of the Allied Forces in Europe during World War II. He successfully planned and implemented the D-Day Invasion in Normandy, which led to the Allied offensive against Germany in Europe. General Omar Bradley served under General Eisenhower in the D-Day Invasion in Normandy and led the first American army to land in France.

13 General George S. Patton was also a general in the U.S. Army that served in the North African campaign of World War II, commanded troops in Sicily, Italy, and eventually supported the D-Day Invasion in Normandy before commanding U.S. troops in the Battle of the Bulge.

14 General Theodore Roosevelt, Jr. was son of President Theodore Roosevelt and was a politician, businessman, and soldier. He was a veteran of both World War I and World War II and was crucial to the D-Day Invasion in Normandy in 1944. While General Roosevelt has already served in Northern Africa, he was relieved of his duties there by General Omar Bradley. When the D-Day Invasion in Normandy was planned, it was decided that General Roosevelt would be the oldest general at 56 to arrive on Utah Beach with the first wave of soldiers. When General Roosevelt was informed that he and his troops had landed one mile off course, he surveyed the land and strategized a plan to attack from his location. He moved north and attacked from his position, leading others who had also landed off-course as well and coordinating all efforts to get back into position. The soldiers maneuvered successfully and the objective of the mission was met. Theodore Roosevelt, Jr. died a few months after the invasion due to heart problems, but he was awarded the Medal of Honor for his actions on Utah Beach, which helped propel the Allied objectives forward.

15 Audie Murphy was one of the most famous and decorated combat soldiers during World War II. Murphy served in Africa and Europe during the war and was provided the American Medal of Honor for his work in Holtzwihr, France where he defended men for over an hour after the vast majority of his men were wiped out by German forces. He was able to maintain protection until reinforcements arrived. Murphy later became a famous author and actor after his time in the service.

16 George Marshall served as the U.S. Army Chief of Staff and as the primary advisor to Franklin D. Roosevelt during World War II. He organized most of the military war effort from Washington D.C. and was the first American general to be awarded the five-star general rank in the newly-created position of General of the Army. Marshall coordinated Allied efforts in both the Pacific and the European campaigns. Later, George Marshall would go on to serve as Secretary of State for the U.S. after World War II was over.

17 The Flying Tigers were a group of aviators trained in Asia with the intent of protecting China from further invasion from Japan. While the Flying Tigers were made up of American volunteers, they served in the Chinese Air Force, which meant that they were paid for by the Chinese despite having American approval to work on their behalf. They flew planes with shark faces at the nose of the plane that remain among the most recognizable images in aircraft history. The Flying Tigers went into combat about twelve (12) days after the attack on Pearl Harbor, were successful, and provided a boost in morale when the Allies were upset because it seemed like the Axis Powers had gotten the upper hand.

18 The Tuskegee Airmen were an all-black air fighter group (the 332nd fighter group) that was consistently requested for combat missions. While the American military was still segregated at the time of war, the Tuskegee Airmen served with distinction. They served in both Sicily and Northern Africa before moving on the European campaigns of World War II. Eventually, the National Association for the Advancement of Colored People (NAACP) fought to have blacks enlisted in combat infantry divisions and won their petition.

19 Native Americans served in the military in higher proportions than any other minority group. While 25,000 served in combat, 40,000 served in defense industries. The Navajo Code Talkers were natives used to transmit messages in Native American languages that others could not understand. As a result, their use of code was impossible to break by other countries because they had never been exposed to Native American languages. Approximately 400 to 500 Code Talkers served in the military throughout World War II.

### **The Holocaust**

20 Genocide refers to the organized and purposeful extermination of a group of people based on a single or multiple cultural characteristics such as ethnicity, race, national origin, or religion, among others. It usually refers to the idea of one person or group killing many from another group in huge numbers. Adolf Hitler had grown to hate Jews and blamed them for many of Germany's problems, social and economic. His followers, in turn, tended to believe the same things. The Holocaust refers to a time when Hitler and other

Nazi Germans attempted to exterminate all Jews during World War II. Hitler called his plan the “Final Solution.”

21 The systematic extermination of Jews did not happen overnight. In 1935, at an annual convention held by Nazis in Nuremberg, Germany, the Nuremberg Laws were put into action. The Nuremberg Laws referred to a set of laws that prohibited Jews from interacting in Germany’s social, political, and religious life as equals. The laws made the distinction between Jews (who had 3-4 grandparents who were Jewish), “mixed-bloods” (who had one or two Jewish grandparents) and “German or kindred blood” who were Germans who had no Jewish grandparents. According to the Nuremberg Laws, Jews could not marry or have sexual relations with non-Jews and Jews were also prohibited from participating in voting, holding any kind of governmental position, or working for public services provided by the German government.

22 Over time, the Nuremberg Laws were expanded upon through orders from the Nazi government. Jews were prohibited from entering certain establishments. Germans could not support Jewish businesses. Jews were identified by being made to wear a yellow star on the upper parts of their chests on their clothing. It became evident that discrimination was fully enacted in Germany and eventually, other parts of Europe. Kristallnacht, “Crystal Glass” or the “Night of Broken Glass” refers to an organized series of attacks on Jewish businesses, places of worship (also known as synagogues), and Jews themselves that occurred in 1938. The attacks took place in Germany and parts of Austria and were led by Nazis as other Germans looked on but did nothing. Jewish hospitals, homes, and schools were also attacked and 30,000 Jews were gathered and moved to ghettos or concentration camps. Ninety-one Jews were killed immediately in the campaign.

23 Throughout Europe, Jews were eventually moved to ghettos, sections of town that were dilapidated-buildings with substandard housing provided shelter to the Jews, before being moved to concentration camps. They were oftentimes hauled away in railroad cattle cars that moved dozens of people from one place to another. In many cases, Jews that were strong enough were forced to build gas chambers in the concentration camps that would eventually be used to exterminate (or kill off in huge numbers) other Jews. Camps where Jews were killed off were known as extermination camps. The elderly, the

sick, and children were usually among the first to be killed because they could not work to build more places for Jews to be housed. Meanwhile, Nazis also sought out gypsies, Slavs, political prisoners, and the mentally-disabled to kill off in the process. About six million Jews and others were killed during the Holocaust.

24 The liberation of the concentration camps finally occurred near the end of World War II as Allies moved into Germany and discovered some of the horrific scenes from the camps. Those that had not been killed were dehydrated, half-starved because they were fed only the bare minimum to be kept alive to work, and full of disease. While many survived after the liberation of the concentration camps, some were simply too ill or too starved to return to a healthy state and eventually died on their own.

### **The War in Europe (The European Campaign)**

25 While Japan attacked the United States, directly causing the U.S. to enter World War II, President Franklin D. Roosevelt decided to focus American efforts in defeating Adolf Hitler and his German followers. The European Campaign consisted of two different facets: the campaign in Northern Africa and Italy, and the campaign in France and Germany. While Hitler controlled most of Europe and North Africa, he opened up a two-front war when he broke the Nazi-Soviet Aggression Pact in June 1941 and turned on the Soviet Union by attacking it. Soon after, Joseph Stalin declared war on Germany and Germany had opened up a two-front war, including the U.S. and the Soviet Union, without first defeating Great Britain.

26 The United States and Great Britain began by invading the Germans through North Africa and moving into Sicily and Italy in 1942 and 1943. General George Patton used tanks to move forward with his attacks. He was well-liked and strategic in his approach. Patton along with the Tuskegee Airmen and several other well-known units moved forward through Italy, breaking down Germany barriers and making their way into central Europe through Italy.



27 Germany continued to try to make its way into the Soviet Union through the southwestern part of Russia. One of the biggest and most decisive battles of World War II was the Battle of Stalingrad. In it, Germany looked to advance into the Soviet Union using its blitzkrieg war strategies. Blitzkrieg (which translates to “lightning”) war meant that Germany went into an area, attacked with full force, using tanks, machine guns, planes, bombs, and any other artillery possible, without concern for the difference between military or civilian (everyday people’s) lives. Germany had already used blitzkrieg war to conquer most of Europe, and was now looking to use it to move its way through the Soviet Union into Moscow, the country’s capital.

28 From August of 1942 to February 1943, the Battle of Stalingrad became one of the bloodiest battles in world history. The Russian Army worked its way through Hungary and Romania, defeating the German army in those regions and surrounding them in Stalingrad. As winter set in, the German army quickly weakened as cold, illness, and lack of supplies hindered any progress. The Soviets continued to attack and Hitler was unable to penetrate the Russian forces that surrounded the Germans in Stalingrad. By February 1943, the majority of Hitler’s army in Stalingrad had surrendered, or been destroyed, putting an end to the Nazi campaign westward.

29 The liberation of Paris took place in August of 1944 as French rebels not captured by Germany during its invasion in 1940 had grown a small army that was willing to continue fighting after the capture of the French. The armistice between France and Germany had injected a puppet government in France, but there were still working units within France resisting German control. The French Forces of the Interior and Free French Army of Liberation joined forces with General George Patton’s 3rd Army, 4th division. The German’s in Paris surrendered after several weeks of fighting. The liberation of Paris was completed but there would still be plenty of fighting in western Europe as the Allies moved in on Hitler’s Germany.

30 Franklin D. Roosevelt was elected for a fourth time in late 1944. On April 16, 1945, he was feeling ill, was laid in his bed, and passed away from a cerebral hemorrhage that caused a stroke. His death meant that his Vice-President, Harry S. Truman was sworn in as President of the United States soon after. On April 30, 1945, Adolf Hitler committed suicide by gunshot in

Berlin, Germany as the town was captured by Soviet fighters. While there have been many theories regarding his death, none have proven conclusive and most lead back to a self-inflicted gunshot wound to the mouth. V-E Day (or Victory in Europe Day) commemorates the end of the war in Europe, May 8, 1945: the day Germany surrendered, putting an end to World War II. The surrender came after Hitler’s successor, Karl Donitz gave the order as a result of Hitler’s suicide in the Battle of Berlin.

### **The Asian and Pacific Campaign**

31 The Pacific Campaign began almost immediately after the bombing on Pearl Harbor in 1941. While the Japanese were quick to conquer many Asian and Pacific Islands early on, they were never able to move beyond that region too extensively. The Philippines were attacked immediately and soon after the Bataan Death March, the American efforts increased in the Pacific. Once the Americans regained momentum in the Pacific, “island-hopping,” or successfully completing an objective on one island before moving on to the next, on route to the main island of Japan, became a crucial strategy for the United States. The Battle of Iwo Jima was a hard-fought battle on the island of Iwo Jima in where the Japanese Empire held three airfields, hidden artillery, and about eleven miles of hidden underground tunnels. The Battle of Iwo Jima was among the bloodiest battles for Americans as more American soldiers were hurt and injured than Japanese soldiers. It was the first attack on Japanese territory and after about a month of fighting, the island was secured on March 26, 1945.

32 Perhaps one of the most enduring images of World War II is that of the “Raising of the Flag on Iwo Jima” by Joe Rosenthal. The photograph is that of five Marines and a Navy corpsman raising an American flag at the top of Mount Suribachi. The image became representative of the American struggle in the war and was reprinted thousands of times and used for propaganda to influence Americans to support the war. It also became the only photograph to win the Pulitzer Prize for Photography the same year it was printed. The flag, which was actually a replacement flag used to replace one that was much smaller, was mounted after a group of soldiers fought their way to the summit of Mount Suribachi. While the fighting was limited because most Japanese soldiers attacked from the hidden tunnels throughout the island, the flag

became an important signal of what had happened in Iwo Jima, an important island for Japan's stronghold in the Pacific, which was ultimately conquered by the U.S.

33 The Battle of Okinawa was the largest amphibious assault in the Pacific part of World War II. The battle was close to the end of the war and lasted almost 3 months (82 days) because it was a Japanese stronghold only 340 miles away from the main island of Japan. Some of the most vicious fighting occurred at the Battle of Okinawa as the Allies suffered more than 65,000 casualties (hurt or killed) while the Japanese had over 100,000 killed, captured, or committed suicide. Tens of thousands of Japanese civilians also suffered the same fate.

34 Part of the reason for the number of casualties was the Kamikaze fighter pilots bred by the Japanese Air Force. Kamikazes were suicide pilots trained to fly their airplanes into strategic areas of naval vessels with the aim of destroying warships more effectively than through traditional naval attacks. By strategizing and attacking specific areas of the large naval vessels, the Kamikaze pilots were able to ensure great damages to American vessels and carriers. While numbers vary, it was estimated that approximately 4,000 Kamikaze pilots lost their lives in World War II.

35 Stalin and the Soviet Union finally joined the Allied struggle in Asia on August 8, 1945 with their invasion of Japanese puppet states of Manchukuo and Mengjiang. While it was agreed at the Yalta Conference that the Soviet Union would join the Asian campaign after the European campaign, the Soviets were slow to react. Still, the Allies benefitted from the Soviet Union's support at this time.

The atomic bomb was dropped six days after the attack on Nagasaki in what became known as V-J Day (Victory in Japan Day). The atomic bomb and Japan's Surrender

36 In 1939, Albert Einstein, a world-famous scientist, wrote a letter to President Franklin D. Roosevelt warning the President that Germany might be developing an atomic bomb. In the letter, he asked for permission and support to begin researching the possible development of an atomic bomb for the United States. While Einstein himself was a pacifist, he believed that the atomic bomb would be more dangerous in the hands of the Germans. A group of scientists were assembled in New Mexico. The investment of time and effort for the development of the atomic bomb, later known as the Manhattan Project was extensive, hiring approximately 130,000 people and costing the U.S. over \$2 billion dollars. However, the vast majority of people had no idea what they were working towards other than the conversion of raw materials. By July 1945, a test bomb had been created and was detonated in Alamogordo, New Mexico. The atomic bomb test was successful.

37 When President Roosevelt died in 1945, his Vice-President Harry S. Truman was sworn in as President of the United States. He was immediately given the specific information to the success of the Manhattan Project and the option of its use became his reality. Because the Japanese were unwilling to give up despite the high number of casualties, President Truman had to consider whether or not he was willing to continue fighting while taking the lives of American troops. Truman finally ordered that the atomic bomb be dropped on Japan.

38 On August 6, 1945 the first atomic bomb, nicknamed "Little Boy" was dropped over Hiroshima, Japan. When the Japanese failed to surrender, partly because they did not believe the rumors about the destruction "Little Boy" had caused, Truman ordered that a second bomb be dropped. "Fat Man" was dropped over Nagasaki, Japan on August 9, 1945. It was estimated that approximately 240,000 Japanese were killed as a result of the two attacks. Japan surrendered less than six days after the attack on Nagasaki in what became known as V-J Day (Victory in Japan Day), August 14, 1945.

## Some of the Outcomes of World War II

39 At the Casablanca Conference in 1943, President Roosevelt announced that he would like to see an “unconditional surrender” from the Axis Powers. This meant that at the end of the war, the Axis Powers would have no negotiating power and could not put conditions on their surrender. Many have argued that this might have put unnecessary pressure on the Axis Powers to continue fighting, partly because they knew that possible punishments could be more than they could endure. Others argue that it would be the only way that one could keep totalitarian powers like those from the Axis Powers from rising again and causing havoc in the future. In any case, the “unconditional surrender” of the Axis Powers was met when both Germany and Japan surrendered.

40 Two conferences would prove particularly important to the outcomes of the war. In the Tehran Conference, held in 1943, it was decided that the “Big Three” would launch an attack on Germany from the west (Great Britain and the United States) and the east (the Soviet Union). These two attacks would force Germany into a two-front war, making it more difficult for them to continue. The D-Day Invasion in Normandy was at least in part a result from this conference. The Potsdam Conference included representatives of the “Big Three” once again. This time, it was Truman representing the U.S. instead of Roosevelt. At the Potsdam Conference several things were concluded:

- Vietnam would be temporarily separated along the 16<sup>th</sup> parallel line.
- Germany would be “demilitarized, denazified, democratized, decentralized and decartelized.”
- Germany would be broken up into four occupation zones, as would the capitals of Berlin and Vienna.
- Nazi war criminals would be taken to trial
- The Soviet Union would be responsible for the reparations to Poland
- Japan would be given one more warning before the use of a “powerful new weapon” which was undisclosed to the Allies.

## Academic Language Glossary World War II

1. **"GI"**: term used for American soldiers in WWII, derived from the term "Government Issue"
2. **"Island-hopping" strategy**: WWII strategy of conquering only certain Pacific islands that were important to the Allied advance toward Japan
3. **"Kamikazes"**: Japanese suicide pilots
4. **"Rosie the Riveter"**: ...
5. **"Unconditional surrender"**: giving up to an enemy without any demands or requests
6. **Adm. Chester Nimitz**: Admiral in the Battle of Midway, He commanded the American fleet in the Pacific Ocean and learned the Japanese plans through "magic" decoding of their radio messages-led to his victory over them
7. **Alamogordo test (July 1945)**: The first nuclear explosion in history took place in New Mexico, at the Alamogordo Test Range, on the Jornada del Muerto (Journey of Death) desert, in the test named Trinity.
8. **Albert Einstein**: physicist born in Germany who formulated the special theory of relativity and the general theory of relativity
9. **Atomic bomb ("Manhattan") project**: Code name for the U.S. effort during World War II to produce the atomic bomb. Much of the early research was done in New York City by refugee physicists in the United States.
10. **Bataan Death March (1942)**: American soldiers (MacArthur's men) were forced to march 65 miles to prison camps by their Japanese captors
11. **Battle of Midway (1942)**: In this battle the US destroyed Japanese aircraft carriers and ended Japanese offensive in the Pacific Theater; turning point
12. **Battle of the Bulge (1945)**: Last Major Offensive by Germans, Largest Battle with US. Hitler tries to take out US with another Dunkirk tactic. US punch out across Rhine and moved to Germany. Once Skies were clear, Germans were done.
13. **Braceros**: Mexican workers that were brought to America to work when so many men and women were gone from home during World War II that there weren't enough workers.
14. **D-Day Invasion (1944)**: invasion led Dwight D. Eisenhower, started in Normandy, on June 6th 1944, was a success, turning point of WWII, first time allied forces successfully set foot in Europe
15. **Deaths of Hitler / Roosevelt (April 1945)**: April 30, 1945, after 12 years of rule, knowing Allied forces would soon be upon him (the Soviets are entering Berlin) Hitler commits suicide, Roosevelt in April 12, 1945 ; died of cerebral hemorrhage ; died in mistress's arms
16. **Executive Order 9066**: 2/19/42; 112,000 Japanese- Americans forced into camps causing loss of homes & businesses, 600K more renounced citizenship; demonstrated fear of Japanese invasion
17. **Flying Tigers**: 1st American Volunteer Group (AVG) of the Chinese Air Force; trained in Burma before the American entry into World War II with the intention of defending China against Japanese forces
18. **Gen. Douglas MacArthur**: During the Korean War, he was commander of Allied Forces in the South Pacific during World War II and of UN forces in Korea. He led the American, British, and South Korean forces. MacArthur fought up until the Yalu River by the Chinese border. Truman told him to only use Korean forces in case China got involved. However MacArthur did not follow orders and sent US, British and Korean forces to fight. The Chinese responded heavily and the troops were pushed back to the 38th parallel. Truman was extremely upset and dismissed MacArthur. Some believe that MacArthur was the reason that the US failed to "liberate" North Korea. Also MacArthur, while back in the states, was always publicly dismissing Truman's ideas. At one point he was even going to run for president.
19. **Gen. Dwight Eisenhower**: American general and the 34th President of the United States (1953-1961). As supreme commander of the Allied

- Expeditionary Force (1943-1945) he launched the invasion of Normandy (June 6, 1944) and oversaw the final defeat of Germany (1945). His presidency was marked by an end to the Korean War (1953), domestic racial problems, cold war with the Soviet Union, and a break in diplomatic relations with Cuba (1961).
20. **Gen. George Marshall:** United States secretary of state who formulated a program providing economic aid to European countries after World War II. The Marshall Plan provided massive American economic assistance to help Europe recover from the war.
  21. **Gen. George S. Patton:** As a result of the German victory at the Kasserine Pass in Tunisia, he regrouped the American troops and began an effective counteroffensive.
  22. **Gen. Jiang Jieshi (Chiang Kai-shek):** Chinese military and political figure who led the Nationalists against the rising Communist forces and was driven from the mainland to Taiwan (1949), where he served as president of Nationalist China until his death.
  23. **German surrender— "V-E Day" (May 1945):** May 8, 1945; victory in Europe Day when the Germans surrendered
  24. **German/Italian Internment:** Other groups were interned but only non-American citizens, unlike the situation with the Japanese where both citizens and immigrants
  25. **Guadalcanal (1942-1943):** site of the US's first invasion of Japanese-held territory. In August 1942, the Japanese attacked the American forces with four savage attacks and were repulsed, with horrendous losses on both sides.
  26. **Harry S Truman:** Became president when FDR died; gave the order to drop the atomic bomb
  27. **Hiroshima (August 6, 1945):** The first Japanese city on which an atomic bomb was dropped, killing thousands of people.
  28. **Iwo Jima and Okinawa (1945):** The last two Japanese island outposts fall to the allied forces - allied control of "Island Hopping"
  29. **Japanese internment:** Japanese and Japanese Americans from the West Coast of the United States during WWII. While approximately 10,000 were able to relocate to other parts of the country of their own choosing, the remainder—roughly 110,000 men, women and children—were sent to hastily constructed camps called "War Relocation Centers" in remote portions of the nation's interior.
  30. **Japanese surrender— "V-J Day" (August 14, 1945):** "Victory over Japan day" is the celebration of the Surrender of Japan, which was initially announced on August 15, 1945
  31. **Korematsu v. United States (1944):** Court decision that upheld as constitutional for the internment of more than 100,000 Americans of Japanese descent in encampments during World War II.
  32. **Liberation of Concentration Camps:** Americans go to concentration camps to let the people free and we make the Germans walk through them to see what their leader had done.
  33. **Liberation of Paris (1944):** 1944: after D-Day allies move towards Paris and Germany gave it up, all signs pointed to German defeat
  34. **Marshal Erwin Rommel:** (desert fox) commanded Germans at Suez Canal and caused disaster for Allies
  35. **Nagasaki (August 9, 1945):** The second Japanese city on which an atomic bomb was dropped.
  36. **Navajo Code Talkers:** Navajo soldiers in the Pacific used their own language as a code for sending vital messages. Hard to understand.
  37. **Office of Price Administration:** WWII Office that installs price controls on essential items to prevent inflation
  38. **Office of War Information:** established by the government to promote patriotism and help keep Americans united behind the war effort.
  39. **Omar Bradley:** United States general who played an important role in the Allied victory in World War II (1893-1981)
  40. **Potsdam Conference (July 1945):** Allied leaders Truman, Stalin and Churchill met in Germany to set up zones of control and to inform the



- Japanese that if they refused to surrender at once, they would face total destruction.
41. **Rationing:** a limited portion or allowance of food or goods; limitation of use
  42. **Stalin enters war (August 8, 1945):** Stalin invaded the Japanese defenses of Manchuria and Korea
  43. **Stalingrad (1942):** The German advance into Russia was stopped at Stalingrad by the cold and cruel Russian winter and stiff Russian resistance. With the German defeat at Stalingrad, Hitler lost all hope of defeating Russia.
  44. **Tehran Conference (1943):** WWII conference between Stalin, FDR, and Churchill; its purpose was to develop a strategy for war against the Axis (open a second front)
  45. **The "second front":** Stalin desired for US to create this, would distract Germans from the fighting in Russia, declined by FDR twice before D-Day
  46. **Tuskegee Airmen:** 332 Fighter Group famous for shooting down over 200 enemy planes. African American pilots who trained at the Tuskegee flying school.
  47. **Vernon Baker:** For extraordinary heroism in action on 5 and 6 April 1945, near Viareggio, Italy. Then Second Lieutenant Baker demonstrated outstanding courage and leadership in destroying enemy installations, personnel and equipment during his company's attack against a strongly entrenched enemy in mountainous terrain. When his company was stopped by the concentration of enemy's fire. On the following night Lieutenant Baker voluntarily led a battalion advance through enemy mine fields and heavy fire toward the division objective. Second Lieutenant Baker's fighting spirit and daring leadership were an inspiration to his men and exemplify the highest traditions of the Armed Forces; African American; Died 2010; Congressional Medal of Honor
  48. **Victory Gardens:** Backyard gardens; Americans were encouraged to grow their own vegetables to support the war effort
  49. **WACS and WAVES:** WACS - women in the army/ WAVES - women in the navy
  50. **War Bonds:** certificates sold by the United States government to pay for the war.
  51. **War Labor Board:** Acted as a supreme court for labor cases. Did more harm than good when it tried to limit wages, which led to strikes.
  52. **War Production Board:** During WWII, FDR established it to allocated scarce materials, limited or stopped the production of civilian goods, and distributed contracts among competing manufacturers

# The Cold War

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“I have here in my hand a list of two hundred and five people that were known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping the policy of the State Department.”

Joseph McCarthy





# Cold War

## Unit 9: Onset of the Cold War and the 1950s (1945 – 1960)

**Enduring Understanding:** After World War II, the United States found itself in the midst of another time of change and growth. With the advent of the Cold War and the growth of domestic prosperity, the American character develops into a newer version of itself; domestically and abroad.

**Essential Question:** To what extent was the cultural transformation in the after World War II a response to domestic or international issues?

**Concepts:** Containment, Militarism, Internationalism, Communism, Capitalism, Socialism, Consumerism, Development of Suburbs, Cultural Transformation

**Topic/Take-Away:** Cold War was a non-combative, ideological struggle between Communist USSR and Capitalist US (Satellite Wars - Korean War); It leads to the Space Race, the enhance of the education system in math and science in the U.S. and Containment in Europe and Asia.

**Topic/Take-Away:** The U.S. begins a cultural transformation as soldiers return from war, Rock and Roll and Beatniks influence society, the U.S. invests in infrastructure, and an increase in disposable income leads to a rise in the consumer society.

### Academic Terms to Know:

- Sputnik
- Arms Race
- Space Race
- Soviet Aggression
- North Atlantic Treaty Organization (NATO)
- Truman Doctrine
- Marshall Plan
- Berlin Airlift
- Desegregation of Military
- Dwight D. Eisenhower
- Harry S. Truman
- Containment
- Joseph McCarthy
- McCarthyism
- Venona Papers
- House of Un-American Activities Committee (HUAC)
- Second Red Scare
- Korean War
- Domino Theory
- Invasion of Dien Bien Phu
- United Nations
- Iron Curtain
- Satellite Wars
- Baby Boom
- GI Bill (Servicemen's Re-Adjustment Act of 1944)
- Interstate Highway Act
- Effects of Prosperity
- Suburbs
- Increase in Consumption
- Growth of Agriculture
- Defense Spending
- Business Cycle
- Math and Science Education
- Rock and Roll
- Beat Generation
- Beatniks
- "In God We Trust"

## Guiding Questions

1. What were the characteristics of the **Cold War Beginnings** (1945 – 1960) and where does this time period fall within the chronology of American historical eras? (*US2A - SS, US2B – RS, US2A – SS*)

2. What year do the Russians ignite **Sputnik** and how does that influence the beginning of the **Space Race**? (*US2D – SS)(US27B – SS*)

3. What were the **Truman Doctrine**, the **Marshall Plan**, the **North Atlantic Treaty Organization (NATO)**, and the **Berlin Airlift**, and in what ways were they U.S. responses to **Soviet Aggression**? (*US8A – RS*)

4. What was the “**Iron Curtain**” and in what ways was it representative of the **Cold War**? (*US8A – RS*)

5. What were the **arms race**, the **space race**, **McCarthyism**, the **House of Un-American Activities Committee (HUAC)**, and **Venona Papers** and how did they each intensify the **Cold War**? (*US8B – SS*)

6. What were the reasons for U.S. involvement in the **Korean War**, what were the outcomes of the **Korean War**, and how were they linked to the United States’ **containment** policy? (*US8C – RS*)

7. In what ways did population growth affect the landscape in the 1950s and how did this contribute to the growth of **suburbs**? (*US14A – RS*)

8. How did economic issues such as the **Baby Boom**, the **GI Bill (Servicemen’s Re-Adjustment Act of 1944)**, **increased consumption**, the **growth of agriculture**, and the **growth of business** increase **prosperity** in the U.S. and affect society and government? (*US17B – RS*)

9. How did **defense spending** affect the **business cycle** and **education** between 1945 and 1960? (*US17C – SS*)

10. What were some of the benefits and disadvantages to U.S. participation in international organizations such as the **United Nations (UN)** and the **North Atlantic Treaty Organization (NATO)**? (*US19E – SS*)

11. In what ways were the **Beat Generation**, **Rock and Roll** and television characteristic of issues in the 1950s and what were the positive and negative aspects of their impact on the world over time? (*US25B – RS, US25ACD – SS*)

12. What is the historical significance of the motto “**In God We Trust**,” and why is it significant that it became the official motto of the United States in 1956? (*US26E – SS*)



## Points To Remember

### General Characteristics

1 After the dropping of the atomic bombs and the Japanese surrender in World War II, it was clear that the world had changed. The United States had proven that a country that favored capitalism was the strongest in the world from a military standpoint. Capitalism is the belief that the ownership of private property and sale of goods and services for profit is the most beneficial economic system that any country or individual can follow. However, the United States had worked with the U.S.S.R (or the Soviet Union or Russia) in order to attain some of its military goals in Europe (like forcing Germany to fight a two-front war). The Soviet Union was now based on the economic system of socialism; socialism is the belief that property and the sale of goods and services should be owned by through “cooperative management” (everyone manages the property, goods, and services together) or by the state. In the case of the Soviet Union, the state owned most property and the entire sale of goods and services. The aim of socialism was to eventually reach communism or the belief that in an ideal world, a country would eventually reach a classless, moneyless, and stateless social order where all property, goods, and services, would be owned by everyone without the need for supervision.

2 Capitalism and communism were in direct contrast in many ways and this was the most important difference between Russians and Americans. Most Americans believed in the “American dream” and the fact that government had to exist to allow for social order. The Russian leadership believed that if people worked long enough under a socialist government, they would eventually reach a communistic state. However, one of the biggest problems with their ideas was that Joseph Stalin had become a dictator that also killed millions of Russians who disagreed or were rumored to disagree with his actions. This and many other fears about a stateless and classless society made Americans fearful of communism in the United States, causing the second Red Scare in the United States. It was called the “Red Scare” because the color red was associated with the red flag of the Soviet Union.

3 Internationalism, or the belief in getting involved with other countries in order to protect that country or one’s own interest, became extremely important after World War II. The Allied Powers tried to decide what to do with Germany and the rest of the Axis Powers. The “Red Scare” in the United States expanded beyond everyday citizens into the fears of American government officials. With the Soviet Union’s rapid growth in industry, geographic location close to other European countries, and belief in socialism,

the Russians’ ideas threatened many American values. Immediately, American officials became focused on the idea of containment: keeping the Soviet Union’s ideas about communism and socialism from spreading to other countries throughout Europe and Asia.

4 Because militarism (or the belief in the use of military strength to protect one’s interests or those of other countries’) played such an important role in the industrialization of the U.S. and the Soviet Union during World War II, both countries’ economies had grown. However, the development of the atomic bomb, and the Russians theft of the Americans’ formula for developing the atomic bomb, initiated the Cold War. The Cold War, which lasted from 1945 until 1991, was a period of non-combative tension (no fire, hence “cold”) between the U.S.S.R. and the U.S. where economic and political ideas about how a country should be run, were at odds with one another. Each country had a desire to spread its own ideas while prohibiting the other’s from spreading, thickening the tension even further. Each country also used the advancement of math, science, education, and technology to try and “gain the upper hand” over the other country, to convince people (and other countries as a whole) to follow them and their ideas as a model for how a country should be run. During those forty-five years, lots of different conflicts occurred, but never were war formally declared or direct examples of aggression between the U.S. and the U.S.S.R. exchanged.

5 While the end of World War II brought many soldiers home, their arrival combined with a level of discrimination against racial minorities, led to suburbanization. The growth of towns and neighborhoods on the outskirts of major cities, also known as suburbanization was caused by the growth of crime and poverty in the cities as mostly Anglo, middle-class families moved to the suburbs, or towns and neighborhoods on the outskirts of major cities. Middle to upper-class families usually moved to the suburbs in order to ensure that the children grew up in more economically-stable neighborhoods and went to better schools. In the meantime, they took the tax-base for those same schools, roads, and buildings with them, leaving poorer and worse living conditions in the cities, particularly for racial minorities. Still, most suburb residents went into the city to work and gain their income, returning to their homes on the suburbs of the cities at the end of the workday.

6 While conservatism (or the belief that political and social situations should remain consistent and relatively unchanged) was still important to most Americans, the youth of the 1950s were a little different. The influence of African American culture on the traditionally-Anglo middle-class became apparent with the growth of Rock and Roll. Jazz, which had become popular in the 1920s, was taking on a different life as black and white neighborhoods were situated next to one another in cities and Anglo youth became

increasingly exposed to the African American culture; the evolution of African beats with European melodies took on a different life as the beats got faster and incorporated dance and cultural dress such as folded jeans, slicked-back hair, and mini-skirts for young ladies.

7 Rock and Roll caused a cultural transformation as racial discrimination was legally prohibited in public places as a result of the *Brown v. Board of Education* landmark Supreme Court case. Racial integration became more common and Beatniks represented a generation known as the Beat Generation. A group of youth who dressed in turtlenecks, played free-spirited instruments such as congas, and wrote poetry expressing their concerns for the social, political and cultural changes going on at the time. The cultural transformation in the U.S. resulted from a change of ideas and a change of behavior that resulted from a mixing of traditional Anglo culture and African Americans' integration into different facets of the mainstream.

### **Coming Home, Society, and the Suburbs**

8 Although Harry S. Truman had taken over as president of the United States in April of 1945 after President Franklin D. Roosevelt passed away, it was President Roosevelt that signed the GI Bill into law. The GI Bill, also known as the Serviceman's Re-Adjustment Act of 1944, gave World War II veterans benefits such as low-cost home mortgage loans, low-interest loans to start a farm or business, payments for tuition or college-related expenses, money to finish high school or vocational school, or compensation for unemployment. The law, which has been celebrated as one of the most influential and successful efforts to support veterans in American history, continues today and aimed at helping servicemen and servicewomen as they returned home from the war.

9 The economic support given to soldiers and the successful growth of industry during World War II put money in many people's pockets. As the government invested further in military installations and factories (partly as a result of the Red Scare), while selling other weapons factories cheaply to private businesses, the business cycle was positively affected in the U.S. Servicemen's return from war resulted in a "baby boom" as thousands upon thousands of soldiers and their wives looked to grow families in the midst of a time of economic and social prosperity. The "baby boom" described a significant increase in the birth rate in the United States after World War II. Children's clothing manufacturers benefitted from the baby boom in the 1940s and 1950s, teenage clothing designers benefitted in the 1960s, and the job market was flooded in the 1970s and 1980s. Effective in the 2000s and 2010s, the Social Security account for Americans has been drained, partly as a result

of the large number of "baby boomers" (children born at the time of the baby boom) who are retiring.

10 The baby boom also enhanced the growth of the middle-class as families benefitted from the continuing growth of industry and jobs in the 1950s. There was an increase in activity within the business cycle, or the cycle that describes the purchase and consumption of products, which increases sales for companies, which allows them to increase production and hire more people, which in turn allows them to increase their individual consumption. People purchased large numbers of automobiles, refrigerators, washing machines and televisions for homes in the rapidly-growing suburbs. The baby boom and economic prosperity of the 1950s also impacted the growth of agriculture as technology and the demand for more food improved the agricultural industry. Large farms were back in business and prospered throughout the era. The number of jobs increased by about 40 million.

11 From a political standpoint, there were also other changes resulting from the economic prosperity of the 1950s. Dwight D. Eisenhower, the famous general who led the invasion in Normandy during World War II, was elected President of the United States in 1952 and took office in 1953. As developers built inexpensive, formulaic, houses and neighborhoods on the outskirts of cities throughout the United States, the suburbs grew. The need for increased modes of transportation also developed and means for getting there also increased. President Eisenhower passed the Interstate Highway Act in 1956, which called for the development of a federal interstate highway system. The United States continued to produce for itself as well as the rest of the world and needed a means of getting products out to consumers. Highway development helped in this endeavor.

12 With the landmark Supreme Court decision of *Brown v. the Board of Education*, where segregation was eliminated in public places, President Eisenhower followed President Truman's footsteps and called for the immediate desegregation of the military. While military officials argued that it was in the military's best interest to keep black and white soldiers separate, President Eisenhower did not understand how keeping the two demographic groups separate improved situations militarily. He called on military officials and the city of Washington D.C. to be an example of a desegregated society based on the *Brown v. Board of Education* decision. Almost immediately, his call for the desegregation of the military was enacted.

13 The economic prosperity of the 1950s increased consumerism in the United States. Consumerism refers to the belief that the amount of products that one owns and the types of products that one owns partly defines how successful one is. Therefore, a person who buys more also has more value in society. As the middle-class grew in the U.S., so did consumerism. As youth from the 1930s and 1940s grew to become teenagers in the 1950s, they also found themselves in the midst of a cultural transformation at least partly as a result of the new focus on consumerism. Teenagers began to dress differently, buy cars earlier, and now had a sense of independence different than generations before.

14 The number of television stations throughout the country increased dramatically as did the number of televisions purchased for individual homes. This also had a dramatic impact on the spread of ideas in the United States. Teenagers were influenced by dance shows and Rock and Roll music, which was quickly spreading throughout the country. The integration of white and black neighborhoods and schools made it so that middle-class teenagers were now exposed to jazz, blues, and other facets of black culture more frequently. African American musicians like Chuck Berry, Little Richard, and B.B. King were beginning to influence Anglo musicians like Jerry Lee Lewis and most importantly, Elvis Presley. By the time Elvis Presley made his debut on the Ed Sullivan Show in 1956 (the most popular show on television), most people had televisions in their homes, viewed his performance, and made Rock and Roll a national phenomenon.

15 In contrast to many of the consumer ideals of the 1950s, the Beat Generation was defined by a group of writers who rejected American materialism and consumer society. Many beatniks, or supporters of the Beat Generation, were interested in the study of Eastern religions, innovations in style, alternative sexualities, and experimentation with drugs. Allen Ginsberg, William S. Burroughs, and John Kerouac were among the best-known beatnik writers in the 1950s and celebrated the idea of not conforming to the social norms of the time.

### **The Cold War at Home**

16 While cultural transformation was occurring at home because of the changes resulting from the economic prosperity of the 1950s and the baby boom of the time, Soviet aggression abroad continued to be a concern for many politicians. Because Joseph Stalin (the Russian leader before, during, and immediately after World War II) did not trust his western allies (namely Great Britain, France, and the United States), he went back on his promise from the Yalta Conference and refused to allow Poland to hold free elections after World War II. As the Russians learned that the United States had

developed an atomic bomb, they grew less trusting of their capitalist counterparts and began to occupy Eastern European nations. Stalin put Communists in power in those Eastern European governments and cut off trade between Eastern and Western Europe. The Iron Curtain between Eastern and Western Europe included countries such as Poland, East Germany, Czechoslovakia, Hungary, Romania, Yugoslavia, Albania, and Bulgaria. These countries became known as the Soviet “satellites.”

17 While Stalin created the Iron Curtain because he did not trust Great Britain and the United States, the U.S. and Great Britain had a similar distrust of the communist leader. In 1943, both countries collaborated in an intelligence-gathering spy project known as the Venona Project. It aimed to gather information (or intelligence) about the Russian government because the U.S. and Great Britain feared that the Soviet Union might align itself with Germany once again toward the end of World War II. Spy messages were coded and when the Russians found out about the project, decrypted. The Venona Project was cancelled partly as a result of the end to World War II. However, because the Russians found out about the project, tensions between the Soviet Union and the United States grew further.

18 When the United States dropped Little Boy and Fat Man on Japan in 1945, it became clear to the rest of the world that the U.S. had been secretly working to develop nuclear weapons. When the U.S. refused to share its secrets with others, the Soviet Union developed their own atomic bomb and successfully tested it in 1949. The “arms race” resulted from rising tensions between the United States and the Soviet Union as each country aimed at demonstrating that their ways of living, knowledge and power were superior to the other. They developed militarily as the United States created the hydrogen bomb in 1952 and the Soviets developed their own “h-bomb” only a year later. The hydrogen bomb was immensely stronger than the original atomic bombs each country had developed. Each country also developed ballistic missile sites. Ballistic missiles can orbit around the world over long distances, leaving the atmosphere and re-entering it, and carrying nuclear warheads that can ultimately cause massive destruction. It was clear that the use of such nuclear weapons could cause massive destruction and part of the reason that the Cold War continued is because neither country wanted to see such destruction for their own people.

19 When the Soviet Union launched its first satellite into space, it was clear that advances in science and technology would become a focus of the Cold War. Sputnik, the Soviet satellite was about 200 pounds and about the size of a basketball. It did very little besides transmit a signal that allowed it to be tracked as it orbited the Earth, but it prompted the United States to make math, science, and technology the focus of the American education system. The

focus on math, science, and technology continued as Americans looked to keep up with the Russians in an attempt to control the next frontier: space. The “space race” accounted for millions of dollars in defense spending and math and science education.

20 In 1958, the National Defense Education Act (NDEA) was passed and signed into law. The law increased funding in math and science education at all levels in an effort to increase the number of students following careers in those areas. NDEA aimed to do two things: provide the United States with defense-focused personnel and provide funding for students to continue their educations beyond high school in a college setting. NDEA increased funding by approximately \$200 million per year over four years between 1958 and 1962.

21 While NDEA focused on the development of math and science education for the express purpose of increasing personnel dedicated to those areas for defense during the Cold War, the National Aeronautics and Space Administration (NASA) was created by President Eisenhower in 1958 with the intent of establishing a department within the national government that would focus on space exploration with no defense agenda attached. NASA, led by civilians rather than military, was responsible for landing the first man on the moon, the development of a space station, and the creation of the space shuttle.

22 Military-Industrial complex refers to the idea that there is a three-way connection between government politicians, the development of bureaucracies (or departments within the executive branch of government), and the oversight of industry. For a long time, government politicians have been supported by business owners as they run for office. In the meantime, those same business owners promise their support but look to eventually benefit from their relationships with such politicians. Politicians oftentimes feel the need to respond to societal, economic, or military needs that the country might have and as a result, create departments within the executive branch of government to oversee projects that the government has taken on. The creation of those departments oftentimes leads to the development of industries that did not previously exist or grow as a result of the government’s demand. Business owners in those industries benefit from such growth especially when the growth is in the military needs for the country, creating the military-industrial complex. The RAND (Research and Development) corporation was an example of a military-industrial complex. The RAND Corporation is a nonprofit think-tank that was developed in 1946 when the Douglas Aircraft Company won the bid to put together a long-range plan for future weapons at the beginning of the Cold War.

## The Second Red Scare

23 The First Red Scare occurred in the 1920s as World War I came to an end. President Woodrow Wilson’s desire to “make the world safe for democracy” (as he put it) was one of the main reasons that the United States entered World War I. After the war came to an end, it was clear that communism would play an important role in the world. Vladimir Lenin, Joseph Stalin (Lenin’s student and successor), and the Bolsheviks had overthrown the Russian government and named it a socialist and communist state. Americans feared that communism would threaten the “American way of life.” After World War II was over and Joseph Stalin and the U.S.S.R. had developed the Iron Curtain of Soviet satellite countries, the fear of communism threatening the “American way of life” overtook many Americans. A Second Red Scare occurred in the United States and went as far as members of the American government, making the Second Red Scare more serious as government officials began to accuse others of being communist.

24 The House of Un-American Activities Committee (HUAC) was a subcommittee of Congress developed by Harry S. Truman to question people about their involvement in communist activities like participation in the American Communist Party. HUAC questioned writers, directors and actors about being involved in communist activities. If they cooperated, they were oftentimes asked to inform about others. If they failed to cooperate, their lack of cooperation was seen as admission of guilt and they were oftentimes “blacklisted” and lost their jobs. HUAC was oftentimes known for having violated people’s constitutional rights. In an effort to promote typically “American” ideals, the United States adopted the phrase “In God We Trust” in 1956 to counter communists’ belief that organized religion was wrong. The phrase can now be found in most American currency.

25 Joseph McCarthy was a Senator in 1950 who accused members of the U.S. State Department of being communist at the height of the Second Red Scare. He claimed to have a list of hundreds of people in the state department that participated in communist activities. Although the Senate held hearings for three years regarding his allegations, McCarthy was unable to provide proof that any of his allegations were true. The Senate officially censured (criticized) him and asked him to keep any further allegations to himself. McCarthyism is the term used to describe the belief that people should be questioned about being communist, even if no evidence of communism exists.

## The Cold War Abroad

26 Immediately after the end of World War II, the United States' fear of the spread of communism through a policy of containment. Containment meant that the U.S. would make every effort to ensure that the Soviet Union and their communist regime didn't expand any further; thereby "containing" them to the areas they had already spread to. In 1949, the North Atlantic Treaty Organization (NATO) was formed as the U.S., Canada, and 10 other Western European Countries promised to support one another if any was attacked. As tensions grew, the Soviet Union created the Warsaw Pact, along with members of Eastern Europe, mainly Soviet satellites. The Warsaw Pact also aimed to create an alliance of countries.

27 The United Nations (UN) was formed in 1945 after the League of Nations had failed to prevent World War II. The UN had the goal of enforcing international law to maintain peace among countries, providing international security, achieving human rights, and making society move forward. The UN's Security Council consisted of France, The Republic of China, The Soviet Union, Great Britain and the United States. The Security Council had a right to "veto" any actions taken by the UN, including the admission of new countries to the organization. When the Republic of China fell to communism in 1949 as a result of an overthrow of the nationalist party by Mao Zedong with the help of Soviet Russia, the U.S. refused to allow "Red China" to enter the UN.

28 As communism spread to the Soviet satellites President Harry S. Truman enacted the Truman Doctrine for fear that the spread might continue. He wanted to ensure that his policy of containment was supported with action, rather than just moral support. With the Truman Doctrine, President Truman set foreign policy for the next twenty years: if a non-communist country was threatened by communist rebels wanting to overthrow it, the U.S. would support that country politically, economically, and most importantly, militarily.

29 George C. Marshall was the U.S. Secretary of state at the end of World War II. In 1948, as it became clear that many of the Soviet satellites were turning to the Soviet Union for aid because they needed the financial support, Marshall devised his Marshall Plan. The Marshall Plan took the opposite route of the Versailles Treaty of World War I, where the victors required the defeated powers to pay for reparations. Instead, the Marshall Plan sought to provide an immense amount of financial assistance to countries that suffered from the war. It provided millions of dollars to war-torn countries like Greece, Germany, Italy, France and Great Britain and in turn, many of those countries began to favor the United States. The Marshall Plan was considered an extremely successful U.S. policy of foreign relations and containment.

30 At the end of World War II, it was decided that Germany would be divided into four zones, one for each of the leading allied nations: France, Great Britain, the United States and the Soviet Union. France, Great Britain, and the U.S. decided to merge their sections to a single country that would become known as West Germany. Berlin, Germany's capital, was also divided into four zones but was located in the Soviet Zone, which became known as East Germany. When France, Great Britain and the U.S. announced that they would merge their zones, the Soviet Union announced that it would blockade all highway and railroad links to the west from their zone in Berlin. When the allies began the "Berlin Airlift" to drop off millions of dollars of materials and supplies into their zone in Berlin on a daily basis through cargo planes, it became clear that the U.S. would not back down. The Soviet Union lifted the blockade.

31 When the Republic of China fell to Mao Zedong and the communists, many Americans believed that the U.S. could have done more to avoid its collapse. People developed the Domino Theory, which stated that if one country fell to communism, other countries around them were more likely to fall to communism because of exposure and the possible invasion by communists. Because the U.S. had already taken action through their containment policies in Europe such as the Truman Doctrine and the Marshall Plan, a growing concern over Asia began to take hold. When communist North Korea invaded South Korea in 1950, Americans felt that the Domino Theory had begun, necessitating action from the U.S.

32 Korea was a Japanese colony before World War II. When the war was coming to an end it was decided that it would be divided into two different sections as well. The 38th parallel line would serve as the border between North Korea (which would be supported by communist China) and South Korea (which would be supported by the United Nations). When the North Koreans invaded South Korea, the South Koreans moved further south. President Truman reacted by sending troops and supplies to resist the invasion. The U.S. gained the support of the UN after the Soviet Union had walked out of the UN in protest. The U.S. organized the military support immediately. The military occupation never required Congress to declare war, partly because of the support by the United Nations. In 1952, when President Eisenhower was elected to office, he organized an armistice, or cease-fire with North Korea. Korea went back to a divided country as it was before the war.



## Academic Language Glossary The Cold War

1. **"In God We Trust":** U. S. Department of Treasury states placed this motto on United States coins because of the increased religious sentiment existing during the Civil War; 1955 President Dwight D. Eisenhower signed a public law requiring all money have the motto
2. **Arms Race:** Cold war competition between the U.S. and Soviet Union to build up their respective armed forces and weapons
3. **Baby Boom:** the larger than expected generation in United States born shortly after World War II
4. **Beat Generation:** The generation of writers who rebelled against American Culture for its conformity, blind faith in technology, and materialism.
5. **Beatniks:** a United States youth subculture of the 1950s
6. **Berlin Airlift:** airlift in 1948 that supplied food and fuel to citizens of west Berlin when the Russians closed off land access to Berlin
7. **Business Cycle:** recurring fluctuations in economic activity consisting of recession and recovery and growth and decline
8. **Containment:** a policy of creating strategic alliances in order to check the expansion of a hostile power or ideology or to force it to negotiate peacefully
9. **Defense Spending:** government spending for military armaments, equipment, and personnel
10. **Desegregation of Military:** created by Truman, this allowed blacks to enroll into the army, providing more support to the troops in the war and granted returning African-American soldiers the rights of the GI bill
11. **Domino Theory:** the political theory that if one nation comes under Communist control then neighboring nations will also come under Communist control
12. **Dwight D. Eisenhower:** leader of the Allied forces in Europe then was elected to be President of the USA
13. **Effects of Prosperity:** An increase in economic activity, increased consumption, the growth of suburbs, and growth in agriculture all happened in the late 1940s and 1950s as a result of people being better off economically.
14. **GI Bill:** law passed in 1944 to help returning veterans buy homes and pay for higher educations
15. **Harry S. Truman:** Became president when FDR died; gave the order to drop the atomic bomb
16. **House of Un-American Activities Committee (HUAC):** Congressional committee created in 1938 to investigate foreign or U.S. citizens accused of communist activity.
17. **Interstate Highway Act:** 1956 Eisenhower 20 yr plan to build 41,000 mi of highway, largest public works project in history
18. **Invasion of Dien Bien Phu:** In 1954, Vietminh rebels besieged a French garrison at Dien Bien Phu, deep in the interior of northern Vietnam. In May, after the United States refused to intervene, Dien Bien Phu fell to the communists.
19. **Iron Curtain:** an impenetrable barrier to communication or information especially as imposed by rigid censorship and secrecy
20. **Joseph McCarthy:** United States politician who unscrupulously accused many citizens of being Communists (1908-1957)

21. **Korean War:** The conflict between Communist North Korea and Non-Communist South Korea. The United Nations (led by the United States) helped South Korea.
22. **Marshall Plan:** a United States program of economic aid for the reconstruction of Europe (1948-1952)
23. **Math and Science Education:** The educational focus of the late 1950s and early 1960s as the United States grew worried about the influence of the Soviet Union and the need to become stronger in these fields of study.
24. **McCarthyism:** unscrupulously accusing people of disloyalty (as by saying they were Communists)
25. **North Atlantic Treaty Organization (NATO):** Defensive military alliance formed in 1949 by ten Western European countries, the US and Canada
26. **Rock and Roll:** music that grew out of rhythm and blues and that became popular in the 1950s
27. **Satellite Wars:** independent countries under control of another (Soviet Union)
28. **Second Red Scare:** Post World War II resurgence of Anti-communist sentiment that influenced governmental and personal actions
29. **Soviet Aggression:** Communists created U.S.S.R., Countries feared communist expansion threatened established governments, especially in Europe
30. **Space Race:** a competition of space exploration between the United States and Soviet Union
31. **Sputnik:** The world's first space satellite. This meant the Soviet Union had a missile powerful enough to reach the US.
32. **Suburbs:** Residential areas surrounding a city. Shops and businesses moved to suburbia as well as people.
33. **Truman Doctrine:** President Truman's policy of providing economic and military aid to any country threatened by communism or totalitarian ideology
34. **United Nations:** an organization of independent states formed in 1945 to promote international peace and security
35. **Verona Papers:** Secret collaboration of the U.S. and U.K. intelligence agencies involving decoding messages sent by intelligence agencies of the Soviet Union

Chapter 10

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# Civil Rights Movement

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“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

Martin Luther King Jr.





# Civil Rights Movement

## Unit 10: Civil Rights Movement

**Enduring Understanding:** The advancement of Civil Rights involves significant individuals, landmark court cases, legislation and political organizations that involved African Americans, Mexican Americans, American Indians, Women, and other Minorities.

**Essential Questions:** What are the key characteristics' of the Civil Rights Movement from Reconstruction to modern times?

**Concepts:** Racism, Activism, Political Organizations, Demonstrations, Segregation, Discrimination, and Reform.

**Topic/Take-Away:** The Civil Rights Movement involved overall prejudices towards minority groups in their struggle for equality.

**Topic/Take-Away:** Individuals united through political organizations in an effort to create Social and political pressure to drive changes in legislation.

**Topic/Take-Away:** Minority groups worked to attain civil rights through different political organizations that helped to bring about changes socially, politically, and economically.

**Topic/Take-Away:** Demonstrations are held by these racial and political groups in order to make others aware of their struggle for equality and to exercise their constitutional rights as citizens.



## Academic Language:

- Lobbying
- Non-Violent Protesting
- Court Decisions
- Litigation
- 13<sup>th</sup> Amendment
- 14<sup>th</sup> Amendment
- 15<sup>th</sup> Amendment
- 19<sup>th</sup> Amendment
- Segregation
- *Plessey v. Ferguson*
- Separate but equal
- Jim Crow Laws
- Poll Tax
- Desegregation of Armed Forces
- W.E.B. Dubois
- NAACP
- *Brown v. Board of Education*
- Dr. Martin Luther King, Jr.
- Civil Rights Act 1964
- Voting Rights Act of 1965
- Colin Powell
- President Barack Obama
- Racism
- Activism
- Political Organizations
- Demonstrations
- Segregation
- Discrimination
- Reform
- Eleanor Roosevelt
- Dolores Huerta
- United Farm Workers Association (UFW)
- Betty Friedan
- National Organization for Women (NOW)
- *The Feminine Mystique*
- Condoleezza Rice
- Sonia Sotomayor
- League of United Latin American Citizens (LULAC)
- La Raza Unida
- United Farm Workers Organization (UFW)
- National Association for the Advancement of Colored People (NAACP)
- Southern Christian Leadership Conference (SCLC)
- Student Non-Violent Coordinating Committee (SNCC)
- American Indian Movement (AIM)
- National Organization for Women (NOW)
- Freedom Riders
- W.E.B. Dubois
- Ella Baker
- Thurgood Marshall
- Hector P. Garza
- James H. Meredith
- Chicano Movement
- United Farm Workers Organization
- Cesar Chavez
- Dolores Huerta
- Malcolm X
- Nation of Islam
- Stokely Carmichael
- Eldridge Cleaver
- Black Panthers
- Black Power
- De Facto Segregation
- Dr. Martin Luther King Jr.
- Sit in
- Rosa Parks
- Montgomery Bus Boycott
- March on Washington
- Mass Media Television
- Lester Maddox
- George Wallace
- Orval Faubus
- Supreme Court Decisions and Outcomes
- *Mendez v. Westminster* (1946)
- *Delgado v. Bastrop ISD* (1948)
- *Sweatt v. Painter* (1950)
- *Hernandez v. Texas* (1954)
- Linda Brown
- *Brown v. Board of Education* (1954)
- *Tinker v. Des Moines* (1969)
- *Wisconsin v. Yoder* (1972)
- *Edgewood ISD v. Kirby*(1984)
- Social and Political Impact of the Civil Rights Movement
- Civil Rights Act of 1957
- Civil Rights Act of 1964
- Title IX
- Voting Rights Act of 1965
- Equal Employment Opportunity Commission (EEOC)
- Great Society
- Affirmative Action
- Head Start
- Federal Housing Authority
- Upward Bound
- Watts Riots
- Kerner Commission
- 24<sup>th</sup> Amendment
- 26<sup>th</sup> Amendment



## Guiding Questions

1. What are some ways which we participate in our Government? **(US 23A-RS)**
2. What is the historical significance of developments during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> Centuries, including the **13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 19<sup>th</sup> Amendments?** **(US9A-RS)**
3. What are the major characteristics of the **Civil Rights Movement?** **(US 2B – RS)**
4. What are the significant events of this era? How does the sequence of events establish the importance of this period? **(US2C-SS)**
5. What are the reasons for the actions taken by key people to expand economic opportunity and political rights including racial, ethnic, religious, minorities, and women in American Society? **(US 26A-RS)**
6. Identify the political, social and economic contributions of women to American Society? **(US 26D-SS)**
7. What are the roles of political organizations in the development of the Civil Rights Movement? **(US 9B- SS)**
8. What are the roles of significant leaders who supported various movements during the Civil Rights Era? **(US 9C- SS)**
9. Who were the effective leaders of this era and what qualities did each one possess? **(US 24B-SS)**
10. What are some comparisons and contrast of approaches taken by civil rights groups such as Black Panthers with non violent approaches of Martin Luther King Jr.? **(US 9D-SS)**
11. What is the impact of Dr. Martin Luther King Jr. writings, such as: “**I have a Dream**” speech, and “**Letter’s from Birmingham Jail**” on the Civil Rights Movement? **(US9E-SS)**
12. What is the significance of **Dr. Martin Luther King Jr.** assassination in **1968?** **(US 2D- SS)**
13. Who are the **key individuals** that sought to maintain the **Status Quo?** **(US 9G-SS)**
14. Describe some of the litigation such as, landmark cases that played a role in protecting the rights of the minority during the Civil Rights era? **(US 9I- SS)**
15. How was American Society impacted by Constitutional issues and Supreme Court Decisions? **(US 21A- RS)**
16. What were some actions of government and private sector organizations that created economic opportunities for citizens? Can you analyze unintended consequences of each? **(US 17D-SS)**
17. What are the **Presidential actions and Congressional votes** that took place to address **minority rights** in the US? **(US 9F-RS)**
18. What are some political changes and events in U.S. that have resulted from the Civil Rights Movement? **(US 9H- RS)**
19. Why do we amend the Constitution? **(US 21.B- SS)**
20. How well did the various means of attaining Civil Rights actually work? **(US 23B –SS)**

## Points to Remember

### Participation in Government and Major Characteristics of the Civil Rights Movement

1 People participate in government in different ways. Throughout time, people have used lobbying as a means of attaining what they want. Lobbying refers to the idea of working to influence a legislator's or politician's ideas about an issue that is important to a person. The term comes from a time when people used to sit in a government official's office lobby and wait for them to come out in order to have an opportunity to speak with them. People have also used non-violent protesting to demonstrate their opposition to a law or social norm. Non-violent protesting refers to taking action against a policy or social norm by demonstrating discontent in a way that avoids aggression or violence. Examples of non-violent protesting include sit-ins, walkouts, or a group of people holding signs in front of a given location with the aim of calling people's attention to their concerns or demands.

2 Litigation, or the act of taking a people, group of people, or organization to court, has also been a form of participating in government. Litigation is usually done in order to sue an organization, individual, or even governmental entity in order for them to change something that they do or have done. Court decisions usually determine the outcome of the litigation. Important court decisions oftentimes determine the interpretation of the law and whether certain actions can be taken or be prohibited under the law. At the same time, landmark court decisions, such as those typically made by the Supreme Court, usually change the course of society because they impact how people behave on a regular basis, usually in response to the Court's interpretation of the U.S. Constitution.

3 Lobbying, non-violent protesting, and litigation oftentimes lead to changes in the highest law of the land: the U.S. Constitution. In order for a change, or addition to the U.S. Constitution to be made, amendments to the U.S. Constitution must be approved. An amendment to the U.S. Constitution is usually a two-step process. First, the proposed amendment must be approved by the House of Representatives by a 2/3 vote, and then the Senate by a 2/3 vote. Secondly, the amendment must be approved by 3/4 of all state legislatures. This would make it so that there is an amendment to the U.S. Constitution. While a second route to amending the constitution exists, it has never been used; it calls for a convention in response to the request of 2/3 of the state legislatures in the U.S.

4 In the United States and throughout the history of the world people have judged others based on the color of their skin and physical attributes. This judgment, which oftentimes infers that those physical characteristics are characteristics of a person's character, intellect, or behavior is based on race. Racism refers to the idea that one group is superior to another based on their physical characteristics, most specifically, the color of their skin. Activism has oftentimes been used to combat the harmful effects of racism. Activism is the

belief that one should take action, either through discussions, dissemination of information, protest, or litigation, in order to change circumstances that people see as unfair or unjust. Some people take action through political organizations, or groups of people who believe in activism to achieve certain goals, usually connected to a cause.

5 These political organizations take different types of actions including demonstrations, a non-violent form of protest aimed at changing something that is viewed as unfair or unjust, usually by a large group of people. Whether fighting the separation of people based on specific characteristics (otherwise known as segregation), or fighting actions that favor one group over another or treat one group differently than another based on characteristics (also known as discrimination), people have been fighting for civil rights since the beginning of time. The struggle for civil rights has oftentimes led to reform, or changes in law and society, that result in the changes in the treatment of different groups of people based on different characteristics.

### Historical Significance and Developments in Civil Rights Through the 19th, 20th, and 21st Centuries

6 While the 1700s were not known for the United States' efforts in ensuring civil rights for different groups, the 1800s, 1900s, and 2000s have seen changes in civil rights that have expanded over time. Sectionalism and the American Civil War sought to resolve the issue of slavery and whether or not it was humane in the early and mid-1800s. The 13th Amendment, which was adopted in December 1865, to the U.S. Constitution put an end to slavery by declaring that "neither slavery nor involuntary servitude" would exist in the United States. The 14th Amendment to the U.S. Constitution, which was adopted in July 1868, expanded the rights of individuals by declaring that all citizens, born or naturalized, would not be denied their rights under the law, and would be given equal protection under the law. The 15th Amendment to the U.S. Constitution, which was ratified in April 1870, stated that no individual would be denied the right to vote as a result of "race, color, or previous condition of servitude," giving all males the right to vote. The 19th Amendment to the U.S. Constitution, which was ratified in August of 1920, expanded those rights to females by providing no one would be denied the right to vote based on sex.

7 While the 13th, 14th, and 15th Amendments to the U.S. Constitution did a lot to further civil rights for blacks in the 19th century, segregation, or the separation of people based on characteristics (in this case racial characteristics), still played a major role in the country throughout the late 1800s through the mid-1900s. Legalized segregation continued as the Supreme Court decision in Plessy v. Ferguson made the doctrine of "separate but equal" a reality among races in the U.S. In Plessy v. Ferguson, Homer Plessy sat in an all-white railroad car in Louisiana. He was arrested for violation of the law in Louisiana that allowed for the legal segregation of people based on race. When Plessy was found guilty of committing the crime,

Plessy filed suit against the presiding judge and claimed that Judge John Ferguson was violating Plessy's rights under the 13th and 14th Amendments. The Supreme Court sided with Ferguson, and declared that it was alright to separate people as long as the resources made available were equal.

8 The "separate but equal" was attached to many Jim Crow Laws from the late 1800s through the 1960s. Jim Crow Laws were laws that actively discriminated against blacks, particularly in the South. Newly-freed blacks were made to pay "poll taxes" when they tried to vote under their given rights in the 15th Amendment. Because they had limited education and jobs that barely paid enough to feed them (when they could find them) blacks did not typically have the money to pay poll taxes in order to vote, therefore they were discriminated against in the process.

9 Similarly, they were told that they would have to read complicated legal text and paraphrase it in order for them to be allowed to vote. Literacy tests were common in the southern part of the U.S. until the 1960s. Again, because of limited educations immediately after the Civil War and continued discrimination in education through the 1950s, blacks were oftentimes unable to read and decipher the complicated legal text. This was another form of discrimination based on race and racial history. Finally, non-blacks that were unable or unwilling to take the literacy tests or pay the poll taxes were oftentimes excluded from having to do so because of the "grandfather clause" that was attached to many Jim Crow Laws in the south. If a person's ancestors could vote prior to the Civil War, they were allowed to vote without having to take literacy tests or pay poll taxes under the "grandfather clause," making discrimination based on race legal once again.

10 W.E.B. Dubois was a civil rights leader who helped to found the National Association for the Advancement of Colored People (NAACP) in 1909. Throughout his life, he was a professor of history, sociology, and economics, wrote countless articles for and served as an editor for the NAACP's journal, *The Crisis*, wrote autobiographies and other books, and became a leading advocate for African Americans throughout most of the late 1800s through the mid-1900s. The NAACP is an organization that has been committed to supporting the active growth and protection of civil rights among African Americans since its inception in 1909, whether through social, political, or economic advocacy. Dubois and the NAACP demonstrated that although the Jim Crow time continued to hinder black people's rights in the United States, there were still efforts being put forth to ensure that those rights were expanded as time moved on.

11 While Dubois believed in political rights as the means to achieving greater rights for African Americans, he oftentimes battled other African Americans such as Booker T. Washington, who believed that African Americans' economic prosperity would ensure their rights. Washington believed that African Americans should focus on practical working skills and vocational education while settling for the rights that they had been given until they

reached a certain economic status. He believed their economic status would provide them with a level of power that would prove superior to political power, giving blacks the opportunity to change the politics if deemed necessary.

12 The United States continued to be a segregated nation for the most part, especially in the South. Jim Crow Laws continued to be prevalent until a little girl's parents decided that they wanted their daughter to get the same level of education as those being provided to white students in another part of town. Linda Brown was a 7-year-old who was attending a school for black children in Topeka, Kansas. Her parents felt that she could get a better education at a white school in that same town. When they sued the school board in *Brown v. Board of Education of Topeka, Kansas* (or *Brown v. Board of Education* as it is better known), the case went to the Supreme Court. Brown's lawyers included lawyers from the NAACP and a gentleman by the name of Thurgood Marshall who presented the case on behalf of Brown and the NAACP and later went on to become the first African American Supreme Court justice. He argued that segregation in schools denied African American children the "equal protection" under the law as stated in the Fourteenth (14th) Amendment, and that African American students' education was inferior because they were given the message that they were not good enough to attend school with white children. There, in a unanimous decision of 9-0 headed by Chief Justice Earl Warren, ruled that the "separate but equal" clause used by the judges in *Plessy v. Ferguson* had proven to be an erroneous belief to base their decision on because "separate could never truly be equal." Therefore, *Brown v. Board of Education* overturned *Plessy v. Ferguson* and segregation was deemed illegal by the U.S. Supreme Court.

13 By the late 1950s segregation was still in many parts of the country as states claimed that federalism, the shared powers of state and the federal government, allowed the states to create laws they deemed necessary. Dr. Martin Luther King, Jr., a reverend from Mississippi worked hard to develop a peaceful, non-violent movement in favor of equal rights for African Americans. He has been named as the most successful of all civil rights leaders in the United States, partly because of his use of the Christian doctrine of non-violence and support for others, his support for civil disobedience (disobeying a law that you feel to be unjust through non-violent response), and his ability to work across racial and political lines for improvements in legislation such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965. The Civil Rights Act of 1964 was signed into law by President Lyndon B. Johnson and outlawed discrimination against racial, ethnic, religious, and national minorities as well as women. The Voting Rights Act of 1965 made discrimination in the voting process illegal. It supported the Fifteenth (15th) Amendment which provided all men the right to vote regardless of race, nationality, etc., but now outlawed the practice of discrimination in the process. It was meant to combat literacy tests which were still being conducted in the south and get rid of the practice altogether.

14 As the 20th century came to a close, African American leaders such as Colin Powell took higher positions in government. Colin Powell was born in Harlem, New York, rose to the rank of a four-star general in the U.S. Army, served as the National Security Advisor from 1987 to 1989, the U.S. Armed Forces Commander in 1989, the Chairman of the Joint Chiefs of Staff from 1989 to 1993, and the 65th U.S. Secretary of State under President George W. Bush from 2001 to 2005.

15 Barack Obama is an African American born in Honolulu, Hawaii in August of 1961. He was the first African American to be elected president in the United States in November 2008 after having served as U.S. senator from the state of Illinois and state senator within the state of Illinois. Before entering political life, President Obama earned his law degree from Harvard Law School, was a community organizer in the southside of Chicago, a civil rights attorney, and became a professor of constitutional law at the University of Chicago. He did his undergraduate work at Columbia University in New York City and spent most of his life with his mother, travelling as she did her anthropological work. He finished his secondary education in Hawaii. President Obama is the only African American to have been elected President of the United States to date. For many, he represents one of the greatest achievements of the struggle for civil rights in the United States. Because he holds the highest elected office in the U.S., many believe that the fight for civil rights has reached an all-time high. Others argue that despite President Obama's achievement, there is a lot that still needs to be done to further civil rights among African Americans, women, and other minorities in the United States.

### **The Role of Women in the Civil Rights Movement and Their Growing Impact on American Society**

16 Many women have contributed significantly to American political, social and economic life. Women like Elizabeth Cady Stanton and Susan B. Anthony are some of the better-known activists who fought specifically for women's suffrage throughout the 1800s and early 1900s. However, once women attained the right to vote, women were not immediately equal in society's eyes. Women have had to continue to work hard to ensure that others understand that they can play a significant role in politics, economics and society in general.

17 Eleanor Roosevelt was wife to Franklin D. Roosevelt from 1905 until his death in 1945. Although she supported President Roosevelt throughout most of his political life, she was an outspoken public figure in her own right. Whether she was advocating for the rights of improved and expanded working conditions for women, supporting civil rights causes for African Americans or Japanese Americans, or speaking on behalf of the rights of World War II refugees, Eleanor Roosevelt became known as the most outspoken first lady until that point. She was eventually asked to serve as a delegate to the United Nations General Assembly by President Harry S. Truman and became the first

chairperson of the UN Commission on Human Rights. For many, she represented the "new woman" after women's suffrage began in the early 1920s.

18 Dolores Huerta is a co-founder of one of the leading working conditions and civil rights groups for Mexican-Americans and migrant workers: the United Farm Workers Association (UFW). She is an advocate and lobbyist for farmworkers' rights and is well-known for her ability to organize grassroots efforts to protect farmworkers and their families from poor working conditions and low pay. From the early 1950s, Huerta has been speaking on behalf of, organizing, and working to ensure that farm workers are paid a decent wage, collective bargaining agreements are developed and adhered to, policies are changed at different levels of government, and people who are eligible to vote are signed up to do so. She is one of the leading figures in community organization and grassroots efforts for civil rights in the modern age.

19 Betty Friedan was an American writer and activist. She is often credited with igniting the "second wave" of feminist activism in the 1960s through her book *The Feminine Mystique*. *The Feminine Mystique* is a book that describes and addresses the "problem that has no name." She describes how women in industrial societies are oftentimes confined to traditional roles despite being educated and worldly. Friedan describes feeling stifled by her and others' roles as full-time homemakers, expresses a critique of Sigmund Freud's idea that women wanted to be men (or more like men), and describes feeling inspired by the idea that women could successfully raise children and work simultaneously. She eventually started the National Organization for Women (NOW) and was elected its first president. She lobbied and advocated for the implementation of Title VII of the Civil Rights Act of 1964 and the Equal Pay Act of 1963 which forced the Equal Employment Opportunity Commission to work to stop the discrimination of women in the workplace.

20 Condoleezza Rice was born in the Birmingham, Alabama in 1954. Rice attended an all-girls school as a child and graduated from the University of Denver. She received her Ph.D. from the University of Denver in political science and was a professor of political science at Stanford University before being called into government service. Rice served as George H.W. Bush's advisor in the late 1980s and early 1990s. She then went on to become George W. Bush's National Security Advisor before serving as his Secretary of State for Bush's second term. Condoleezza Rice was the second woman to serve as Secretary of State (after Madeline Albright), the second African American to serve as Secretary of State (after Colin Powell), and the first African American woman to serve as Secretary of State.

21 Sonia Sotomayor was born in the Bronx, New York City, New York in 1954. She attended and graduated *summa cum laude* (near the top of her class, in latin meaning "with highest honor") from Princeton University. She then went on to Yale University where she was the editor of the *Yale Law Journal*. Sotomayor worked as an assistant district attorney before beginning her own



practice in 1984. Eventually, she was nominated to the U.S. federal court system by President George H.W. Bush in 1991, moved up to the Court of Appeals because of the nomination of President Bill Clinton, and was eventually confirmed as the first Latina and third woman to be appointed to the highest court in the U.S., the Supreme Court. President Barack Obama was responsible for her nomination. For many, Sotomayor represents the growing role of women and Latinos in the United States political and governmental system.

### **Political Organizations and Civil Rights Leaders**

22 Political organizations have played an important role in shaping American society, economics and politics since the beginning of American history. From the Sons of Liberty who fought for civil rights among colonists in the late 1700s to more modern civil rights groups, political organizations focus on meeting about, discussing, lobbying for, protesting against, advocating for, and informing the public about issues they feel are important to different groups of people.

23 The League of United Latin American Citizens (LULAC) is a political organization that aims at improving the social, political, and economic status of Americans of Latin American descent in the United States. They were founded in Corpus Christi in the 1920s and have focused on assimilation as a means of achieving political, economic, and social rights. They worked to fight for desegregation through litigation, advocacy, and lobbying as well as increased civil rights at different levels. Hector P. Garcia is among the prominent Mexican Americans who became well-known for their participation in government throughout the 1960s, partly as a result of their participation in World War II. Garcia was surgeon and World War II veteran who eventually took the national stage by founding the American G.I. Forum, a congressionally-chartered political organization focused on education, civil rights, and veterans issues. Garcia was appointed to the U.S. Commission on Civil Rights in 1968, awarded the American Medal of Freedom, and recognized by Pope John Paul II in 1990.

24 La Raza Unida was an advocacy group for Latinos in the U.S., but rather than focus on the integration of all Latinos across the United States, it focused on the Chicano Movement. The Chicano Movement refers to the ideology that focusing on one's similarities is most likely to create the changes one wants to see. These similarities might mean getting rid of the idea that certain sections of society could ever really fit in to the majority section. In other words, while Chicanos continued to fight for social, political, and economic rights, there was an underlying belief that perhaps the only way that they would ever be seen as equals would be to separate themselves from American society altogether. La Raza Unida was a political organization that focused on the use of the Chicano Movement to move its political agenda forward.

25 The United Farm Workers of America (UFW) is a political organization dedicated to protecting the rights of migrant workers in the U.S., usually of Mexican-American descent. The UFW was founded by Cesar Chavez and Dolores Huerta in the early 1960s and is responsible for ensuring the expansion of workers' rights for farmworkers throughout the United States. They have fought for increased civil rights through litigation, advocacy, lobbying, collective bargaining (or group contracts with employers) and non-violent protest, including bans on farmed products, marches and rallies, and picketing. Cesar Chavez was the most prominent leader of the United Farm Workers of America. Together with Dolores Huerta, he organized hundreds of nonviolent protests, including bans on agricultural goods to force farmers to negotiate with UFW for collective contracts, and hunger strikes to demonstrate the spiritual nature of the movement and its fight for civil rights. The UFW has achieved plenty throughout its time in existence, including changing legislation, collective bargaining, and an increase in rights given to migrant workers and improved working conditions for laborers in the UFW. Huerta and Chavez were both awarded the U.S. Medal of Freedom. Chavez received the medal posthumously (after his death). Both were awarded by President Bill Clinton.

26 The National Association for the Advancement of Colored People (NAACP) is a political organization dedicated to fighting for the civil rights of African Americans in the United States. Founded by W.E.B. DuBois in 1909, it works to fight for the civil rights of African Americans, again, through litigation, advocacy, and lobbying. The NAACP has supported many people in their fight for civil rights through litigation including Linda Brown in the landmark court case *Brown v. Board of Education*. The NAACP continues to use the term "colored people" as part of its title, but it is no longer socially acceptable.

27 The Student Non-Violent Coordinating Committee (SNCC) was started in the 1960s as Ella Baker began having meetings at Shaw University in North Carolina. The organization initially focused on nonviolent strategies toward achieving equal rights for African Americans in the south. While a big part of its membership was in the northern part of the U.S., the SNCC was very important in the south as they staged sit-ins, voter registrations, and freedom rides. The Freedom Riders were integrated groups of blacks and whites that rode buses long distances (usually from the northern part of the United States) through segregated southern states in order to improve voter registrations, voter turnouts, and work the sit-ins and protests throughout the southern states. Freedom Riders would also ride trains and buses in the south in order to provide examples of how those means of transportation should be integrated because of the Brown decision. While the SNCC started through a grant from the SCLC, it held its own protests and sit-ins at lunch counters where typically segregated businesses formed. Because blacks helped to fund many public facilities that were segregated throughout the south, such as public swimming pools, libraries, and parks, many of those places chose to close rather than become integrated.



28 Among the actions by youth in the civil rights movement was a gentleman by the name of James Meredith. Meredith organized and led a “March Against Fear” from Memphis to Jackson, Mississippi. His march aimed to improve voter registration in 1966 after the passage of the Voting Rights Act of 1965, which prohibited discrimination against individuals at the voting booths, based on race, skin color, or nationality. In 1961, he filed suit in a U.S. District Court against the University of Mississippi because they denied him admission to the university. He alleged that the university discriminated against him based on race because he had an otherwise impeccable record. He had been denied twice but with the support of the NAACP and Robert Kennedy, the Attorney General of the United States, James Meredith became the first African American to enroll in the University of Mississippi in 1962.

29 As the move toward “Black Power” increased and the move away from non-violence increased, Stokely Carmichael became the leader of the SNCC in the late 1960s. While he started with the SNCC advocating for sit-ins, integration through freedom rides in the southern part of the United States, and increasing the number of black voter registrations from 70 to over 2,000, he eventually began to advocate for “Black Power.” Black Power referred to the idea that blacks would never get a fair stance in the United States and as such should focus on recognizing their own heritage, their community, developing their own goals and leading their own community. In many ways, Stokely Carmichael began advocating for blacks to work for their own causes, whatever those may be. By that time, the SNCC changed its name to the Student National Coordinating Committee which demonstrated its differing views from the early years and expansion of ideas. The SNCC dissipated in power and membership by the 1970s.

30 The “Black Power” movement among African Americans inspired the growth of the Black Panthers. The Black Panthers were a revolutionary socialist political organization that started as a means of protecting black communities in Oakland from police brutality long before the “Black Power” movement started. However, as the “Black Power” movement grew, so did the Black Panthers’ membership, reaching a total of approximately 10,000 by the late 1960s. Black Panthers wore boots, black pants, black berets, and dark blue shirts. They oftentimes wore machine guns because they found out early on that in California, people could carry machine guns as long as they were out in the open and not pointed at anyone. The Black Panthers also spread its word through its publication, *The Black Panther*, which was edited by Eldridge Cleaver, eventually had a circulation of over 250,000. Cleaver was one of the early leaders of the Black Panthers and helped to organize political activism by running for office and eventually, an event confronting police. The event led to the death of one of the Black Panthers, Cleaver’s injury, and eventually, his exile to Cuba. Eldridge Cleaver eventually returned to the United States seeking different routes to improving civil rights for African Americans.

31 Malcolm X was born Malcolm Little in Omaha, Nebraska. His father was killed when Malcolm was a little boy and his mother was put in a mental

institution when he was thirteen (13) years old. He then spent the rest of his early years jumping around from one foster home to another. By the time Malcolm was 20 years old, he was convicted of breaking and entering and sent to prison for his crime. It was there that Malcolm became familiar with the teachings of the Nation of Islam. The Nation of Islam was a religious-based group of black activists who based their beliefs and actions on Islamic doctrine but simultaneously preached black self-reliance and a separation from American and European domination. He took the name Malcolm X and dictated that because the name “Little” was given to his ancestors by slave-owners, he was unsure of what his last name was. Therefore, the “X” came to symbolize the idea that he was not a part of the American system and pronounced his dedication to separation from its norms. While he was seen as a civil rights leader to many, others were threatened by his confrontational style which emphasized separation of races (rather than integration to American society) black nationalism, and “an eye for an eye,” as dictated by the Quran. He quickly became a leader of the Nation of Islam but was disillusioned with the leadership and left the organization. When he returned from a trip to Mecca, he decided to work with other groups to ensure more political rights for African Americans, but remained skeptical and continued to preach black self-determination and self-defense.

32 The Southern Christian Leadership Conference (SCLC) was a political organization that drew its name from the churches of typically black communities in the south and Christian beliefs of love and forgiveness. It focused on non-violent protests as a means of attaining civil rights for African Americans. One such non-violent protest was the Montgomery Bus Boycott, which led to the founding of the SCLC in 1957. Dr. Martin Luther King, Jr. was the SCLC’s first president and led in the advocacy for civil rights of African Americans at the height of the modern civil rights movement in the late 1950s through the 1960s. One of its key accomplishments was the organization’s leadership in lobbying and advocating for the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

33 Dr. Martin Luther King, Jr. is among the best-known, and many believe, most successful civil rights leaders of the modern civil rights movement. Although the Supreme Court had overturned legal segregation with *Brown v. Board of Education* in 1954, many facilities and individuals continued to segregate based on their own beliefs or policies. In many cases, de facto segregation continued despite changes to laws that did not require segregation. De facto segregation refers to the idea that people segregate themselves, despite there being no policies that require them to do so. However, places like Montgomery, Alabama in the 1950s still required that blacks sit in the back of buses if there were not enough seats at the front for whites to sit. Rosa Parks, an African American woman and local NAACP member refused to give up her seat to a white passenger on a Montgomery bus. Parks was arrested and a bus boycott began immediately among the African American community in Montgomery. Dr. King led the Montgomery Bus Boycott that lasted 13 months as he held meetings and rallied individuals, taking the city of

Montgomery to court. The court eventually ruled that the segregation of buses violated the 14th Amendment's "equal protection" clause.

34 Dr. King's influence grew throughout much of the 1950s and 1960s as sit-ins, boycotts, rallies and marches continued to flourish in response to the Christian-based, nonviolent approach that was being used by Dr. King and other political organizations. Throughout his time as a civil rights leader, Dr. King was arrested several times but he continued to believe that nonviolent protest could change the attitudes of those who were undecided about their beliefs about civil rights or were opposed to desegregation. While in jail after he led a march to Birmingham, Alabama, Dr. King wrote the "Letters from a Birmingham Jail." In it, he describes how African Americans could no longer wait for justice to come to them. He felt that African Americans had to fight for their rights because they, like others, had a responsibility to disobey laws that were unjust; this tactic, known as civil disobedience was something that King learned about by studying Henry David Thoreau and Mahatma Gandhi.

35 Television became a medium through which many Americans could see some of the unjust behavior occurring in the south. As mass media television began recording and portraying some of the rallies and marches that took place, Americans expanded their understanding of the dedication to the civil rights cause that many African Americans (and by this time, sympathizers from other races) had. Mass media television also influenced Americans because it demonstrated how cruel Americans dedicated to the ideas of segregation could be. Whether it was by witnessing as police officers "hosed" African Americans practicing nonviolent protests or other authorities beating individuals at lunch counters, the images brought forth by the mass media television were hard to argue with. This led to an expansion of sympathizers and the Civil Rights Movement as a whole.

36 The culmination of the modern Civil Rights Movement for the masses seemed to have been highlighted by the March on Washington for Jobs and Freedom on August 28, 1963, better known as the March on Washington. The march led 200,000 to 300,000 people to the Lincoln Memorial where Dr. Martin Luther King, Jr. gave his "I Have a Dream" speech. The speech, which focused on racial harmony and equal rights, speaks to Dr. King's hopes for a world where people "are not judged by the color of their skin, but by the content of their character." Many people believe that the March on Washington is at least partly responsible for the passing of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

37 Dr. Martin Luther King, Jr. earned the Nobel Peace Prize in 1964 for combating racial inequality through nonviolence. He was assassinated outside of his motel room in April 1968. In many ways, Dr. King's assassination came to symbolize the end of the modern Civil Rights Movement for many. Robert Kennedy was also assassinated in that year and he was known for his support of civil rights leaders through the John F. Kennedy administration and his willingness to work through the Justice Department to ensure the integration

of institutions of higher learning. Dr. King was awarded the Presidential Medal of Freedom and Congressional Gold Medal posthumously.

38 The American Indian Movement (AIM) is a political organization that was established in the late 1960s in Minnesota with the aim of dealing with issues of poverty, housing and treaties among and made with Native Americans. AIM attracted members from all parts of the United States and gained the most notoriety in 1971 when it led a march on Washington, took over the Bureau of Indian Affairs national headquarters, and presented a 20-point list of demands from the federal government. It later had a 71-day armed standoff with federal forces in the Pine Ridge Reservation of South Dakota.

39 The National Organization for Women (NOW) was founded by Betty Friedan and Pauli Murray in 1966, among others. Its purpose is to "take action to bring women into full participation in the mainstream of American society now, exercising all privileges and responsibilities thereof in truly equal partnership with men." They take six different issues as their focus: 1) abortion rights/reproductive issues; 2) violence against women; 3) constitutional equality; 4) promoting diversity/ending racism; 5) lesbian rights, and; 6) economic justice." They have worked to increase the rights of women in the workforce, education, and under the law in different scenarios.

## Academic Language Glossary Civil Rights Movement

1. **13th Amendment:** abolished slavery
2. **14th Amendment:** Declares that all persons born in the U.S. are citizens and are guaranteed equal protection of the laws
3. **15th Amendment:** citizens cannot be denied the right to vote because of race, color, or previous condition of servitude
4. **19th Amendment:** gave women the right to vote
5. **24th Amendment:** Amendment to the U.S. Constitution (1964) eliminated the poll tax as a prerequisite to vote in national elections.
6. **26th Amendment:** lowered the voting age to 18
7. **Activism:** a policy of taking direct and militant action to achieve a political or social goal
8. **Affirmative Action:** a policy designed to redress past discrimination against women and minority groups through measures to improve their economic and educational opportunities
9. **American Indian Movement (AIM):** A coalition that fought for Indian rights guaranteed by treaties (broken by the U.S. government many, many times over) and better conditions and opportunities for American Indians.
10. **Betty Friedan:** United States feminist who founded a national organization for women (born in 1921)
11. **Black Panthers:** a militant Black political party founded in 1965 to end political dominance by Whites
12. **Black Power:** the belief that blacks should fight back if attacked. it urged blacks to achieve economic independence by starting and supporting their own business.
13. **Brown v. Board of Education:** court found that segregation was a violation of the Equal Protection clause "separate but equal" has no place
14. **Brown v. Board of Education (1954):** This decision overturned the Plessy v. Ferguson decision of 1896 which allowed state-sponsored segregation. This decision stated that "separate educational facilities are inherently unequal."
15. **Cesar Chavez:** United States labor leader who organized farm workers (born 1927)
16. **Chicano Movement:** organized fight against discrimination faced by Latinos in education, employment and the legal system
17. **Civil Rights Act 1964:** This act made racial, religious, and sex discrimination by employers illegal and gave the government the power to enforce all laws governing civil rights, including desegregation of schools and public places.
18. **Civil Rights Act of 1957:** Primarily a voting rights bill, was the first civil rights legislation enacted by Republicans in the United States since Reconstruction.
19. **Civil Rights Act of 1964:** This act made racial, religious, and sex discrimination by employers illegal and gave the government the power to enforce all laws governing civil rights, including desegregation of schools and public places.
20. **Colin Powell:** United States general who was the first Black to serve as Chief of Staff
21. **Condoleezza Rice:** secretary of state under GW Bush. first African-American woman secretary of state. pioneered a policy of Transformational Diplomacy, with a focus on democracy in the greater Middle East.
22. **Court Decisions:** [Informal method] courts interpret and apply Constitution as they see fit ex: Marbury v. Madison
23. **De Facto Segregation:** segregation (especially in schools) that happens in fact although not required by law
24. **Delgado v. Bastrop ISD (1948):** Decided that the segregation of children of Mexican descent in the public school system in Texas was illegal.
25. **Demonstrations:** public meetings or parades in which people show how they feel about an issue

26. **Desegregation of Armed Forces:** July 1948, President Truman issued an executive order that established a policy of racial equality in military; ended segregation in U.S. military.
27. **Discrimination:** unfair treatment of a person or group on the basis of prejudice
28. **Dolores Huerta:** taught farmworkers how to become citizens and how to vote; earned more money to buy food and clothing for them; worked with Cesar Chavez to form the National Farm Workers Association
29. **Dr. Martin Luther King, Jr.:** An African-American Civil Right's Activist who was peaceful. He was awarded the Nobel Peace Prize for his cause. He was assassinated in 1968 in Tennessee
30. **Edgewood ISD v. Kirby(1984):** The grievance was that the current method of funding public schools discriminated unfairly against poor students and denied equal opportunity in an "increasingly complex and technological society."
31. **Eldridge Cleaver:** He was a black activist who wrote Soul on Ice. He was an influential black power advocate.
32. **Eleanor Roosevelt:** wife of Franklin Roosevelt and a strong advocate of human rights (1884-1962)
33. **Ella Baker:** Leader of SNCC
34. **Equal Employment Opportunity Commission (EEOC):** federal organization which oversees most employment discrimination law including the Equal Pay Act and the Americans with Disabilities Act of 1990; Requires that employers show posters which are visible with employment discrimination law topics; also handles complaints about employment discrimination
35. **Federal Housing Authority:** Established by FDR during the depression in order to provide low-cost housing coupled with sanitary condition for the poor
36. **Freedom Riders:** Group of civil rights workers who took bus trips through southern states in 1961 to protest illegal bus segregation
37. **George Wallace:** racist gov. of Alabama in 1962 ("segregation now, segregation tomorrow, segregation forever"); runs for pres. In 1968 on American Independent Party ticket of racism and law and order, loses to Nixon; runs in 1972 but gets shot
38. **Great Society:** President Johnson called his version of the Democratic reform program the Great Society. In 1965, Congress passed many Great Society measures, including Medicare, civil rights legislation, and federal aid to education.
39. **Head Start:** a preschool program for children from low-income families that also provides healthcare, nutrition services, and social services
40. **Hector P. Garza:** created the American GI Forum of the US in Corpus Christi, war veteran (World War 2)
41. **Hernandez v. Texas (1954):** extended protection against discrimination to Hispanics.
42. **James H. Meredith:** A student denied entrance to the University of Mississippi in 1962 because he was black, Meredith's case caused Attorney General Robert Kennedy to dispatch federal marshals to enforce the law and, after a bloody protest from a white mob, Meredith was finally able to register at "Ole Miss."
43. **Jim Crow Laws:** Limited rights of blacks. Literacy tests, grandfather clauses and poll taxes limited black voting rights
44. **Kerner Commission:** created in July, 1967 by President Lyndon B. Johnson to investigate the causes of the 1967 race riots in the United States
45. **La Raza Unida:** political party started by Jose Angel Gutierrez, worked for better housing and jobs, and also backed latino political candidates
46. **League of United Latin American Citizens (LULAC):** Created to combat the discrimination that Hispanics face in the US, helped advance civil rights for all Americans
47. **Lester Maddox:** A 1966 segregationist who was elected governor. Actually, he was selected to be by the Democratic Ga. Government because no party received a majority of the votes. Had no real organization or power

- which allowed for more power in the legislature. 1970 was lieutenant Governor under Jimmy Carter.
48. **Linda Brown:** Black girl who was refused enrollment in the closest school to her house because of segregation.
  49. **Litigation:** a legal proceeding in a court
  50. **Lobbying:** direct contact made by an interest group representative in order to persuade government officials to support the policies their interest group favors
  51. **Malcolm X:** 1952; renamed himself X to signify the loss of his African heritage; converted to Nation of Islam in jail in the 50s, became Black Muslims' most dynamic street orator and recruiter; his beliefs were the basis of a lot of the Black Power movement built on separationist and nationalist impulses to achieve true independence and equality
  52. **March on Washington:** held in 1963 to show support for the Civil Rights Bill in Congress. Martin Luther King gave his famous "I have a dream..." speech. 250,000 people attended the rally
  53. **Mass Media Television:** Presidential debate Nixon v. Kennedy may have won the election. Now we can watch war live which can change in the way we think
  54. **Mendez v. Westminster (1946):** A ruling in favor of Gonzalo and Felicitas Mendez, whose three children were refused enrollment in a local school in Orange County, California
  55. **Montgomery Bus Boycott:** In 1955, after Rosa Parks was arrested for refusing to give up her seat on a city bus, Dr. Martin L. King led a boycott of city busses. After 11 months the Supreme Court ruled that segregation of public transportation was illegal.
  56. **NAACP:** National Association for the Advancement of Colored People
  57. **Nation of Islam:** a group of militant Black Americans who profess Islamic religious beliefs and advocate independence for Black Americans
  58. **National Association for the Advancement of Colored People (NAACP):** Founded in 1909 to improve living conditions for inner city Blacks, evolved into a national organization dedicated to establishing equal legal rights for Blacks.
  59. **National Organization for Women (NOW):** Founded in 1966, the National Organization for Women (NOW) called for equal employment opportunity and equal pay for women. NOW also championed the legalization of abortion and passage of an equal rights amendment to the Constitution.
  60. **Non-Violent Protesting:** Protesting that does not require violence
  61. **Orval Faubus:** The Governor who opposed the integration of Central High, sent the Little Rock National Guard to keep them out. Then gave them no protection at all.
  62. **Plessey v. Ferguson:** a challenge to the Jim Crow laws. the supreme court that as long as both races were given the same privileges, it was ok, a "separate but equal" idea
  63. **Political Organizations:** parties and interest groups that function as intermediaries between individuals and government
  64. **Poll Tax:** a tax of a fixed amount per person and payable as a requirement for the right to vote
  65. **President Barack Obama:** - the 44th and current President of the United States. He is the first African American to hold the office.
  66. **Racism:** discriminatory or abusive behavior towards members of another race
  67. **Reform:** a change for the better as a result of correcting abuses
  68. **Rosa Parks:** United States civil rights leader who refused to give up her seat on a bus to a white man in Montgomery (Alabama) and so triggered the national civil rights movement (born in 1913)
  69. **Segregation:** a social system that provides separate facilities for minority groups



70. **Separate but equal:** Principle upheld in Plessy v. Ferguson (1896) in which the Supreme Court ruled that segregation of public facilities was legal.
71. **Sit in:** participate in an act of civil disobedience
72. **Sonia Sotomayor:** The first Hispanic Supreme Court Justice.
73. **Southern Christian Leadership Conference (SCLC):** An organization founded by MLK Jr., to direct the crusade against segregation. Its weapon was passive resistance that stressed nonviolence and love, and its tactic direct, though peaceful, confrontation.
74. **Stokey Carmichael:** head of Student Non-Violent Coordinating Committee who urged violence
75. **Student Non-Violent Coordinating Committee (SNCC):** student-created & led civil right organization that worked for desegregation through sit-ins, freedom rides, & civil disobedience
76. **Sweatt v. Painter (1950):** Segregated law school in Texas was held to be an illegal violation of civil rights, leading to open enrollment.
77. **The Feminine Mystique:** written by Betty Friedan, journalist and mother of three children; described the problems of middle- class American women and the fact that women were being denied equality with men; said that women were kept from reaching their full human capacities
78. **Thurgood Marshall:** American civil rights lawyer, first black justice on the Supreme Court of the United States. Marshall was a tireless advocate for the rights of minorities and the poor.
79. **Tinker v. Des Moines (1969):** Guaranteed a student's right to protest (wearing armbands).
80. **Title IX:** No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance
81. **United Farm Workers Association:** established by Cesar Chavez; used strikes, picketing, and marches to help protect migrant workers rights
82. **United Farm Workers Organization (UFW):** They got a lot of members and had strikes, and were eventually recognized locally as a union. They are the most successful farm workers association in history.
83. **Upward Bound:** A federally funded educational program designed to provide certain categories of high school students the opportunity to attend college.
84. **Voting Rights Act of 1965:** 1965; invalidated the use of any test or device to deny the vote and authorized federal examiners to register voters in states that had disenfranchised blacks; as more blacks became politically active and elected black representatives, it through jobs, contracts, and facilities and services for the black community, encouraging greater social equality and decreasing the wealth and education gap
85. **W.E.B. Dubois:** 1st black to earn Ph.D. from Harvard, encouraged blacks to resist systems of segregation and discrimination, helped create NAACP in 1910
86. **Watts Riots:** 1964 riots which started in an African-American ghetto of Los Angeles and left 30 dead and 1,000 wounded. Riots lasted a week, and spurred hundreds more around the country.
87. **Wisconsin v. Yoder (1972):** The Court ruled that Wisconsin could not require Amish parents to send their children to public school beyond the eighth grade because it would violate long- held religious beliefs.

Chapter 11

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# New Frontier and Familiar Enemies

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“Our resistance will be long and painful, but whatever the sacrifices, however long the struggle, we shall fight to the end, until Vietnam is fully independent and reunified.”

Ho Chi Mihn



# New Frontier & Familiar Enemies

## Unit 10: New Frontiers and Familiar Enemies (1960-1972)

**Enduring Understanding:** The American character has developed throughout history through internal conflict and responses to the international issues. For the first time in American history, the internal conflict is heavily based on the immediacy of information and the decisions made abroad that influence the American public.

**Essential Question:** Was the social unrest of the 1960s caused primarily by foreign or domestic issues?

**Concepts:** Containment, Colonialism, Communism, Capitalism, Escalation, Vietnamization, Anti-War Movement, Cultural Movement,

**Topic/Take-Away:** The Cold War continued to influence American policy abroad as John F. Kennedy, Lyndon B.

Johnson and Richard Nixon's administrations influenced trade and worked at containment in Southeast Asia and Latin America. In the process, the U.S. government escalates its efforts in Vietnam to contain the communist threat in Asia as a new threat expands in Cuba. Fidel Castro and Nikita Khrushchev form a pact that sets off the Cuban Missile Crisis.

**Topic/Take-Away:** As the media plays a more significant role in society with the advent of television in the 1950s, it captures information regarding the escalation efforts, concerns about containment, and the horrors of war more rapidly, informing the American public without extensive filters. This sets off an internal conflict in the United States between people who support the efforts made in Vietnam and those who were opposed to those efforts. The role of the media creates a credibility gap and influences the anti-war movement that divides the country, in many ways, between "doves" and "hawks."

## Academic Language

- Potsdam Agreements
- Vietnam
- Domino Theory
- Escalation of Forces
- South Vietnam
- North Vietnam
- Vietcong
- Geneva Accords
- Gulf of Tonkin incident
- Gulf of Tonkin Resolution
- Tet Offensive
- Vietnamization
- Fall of Saigon
- Draft
- 26<sup>th</sup> Amendment
- Credibility Gap
- My Lai Massacre
- Kent State University
- Anti-War Movement
- Counterculture
- “Doves” and “Hawks”
- “Protest” Music
- Pentagon Papers
- War Powers Act
- Berlin Wall
- Bay of Pigs
- Cuban Missile Crisis
- Assassination of JFK
- Conspiracy Theory
- Dallas, Texas
- New Frontier
- Peace Corps
- Space Race
- Great Society
- War on Poverty
- Medicare
- Medicaid
- Media
- Silent Majority
- Organization of Petroleum Exporting Countries (OPEC)
- General Agreement of Tariffs and Trade (GATT)
- Landmark court case
- *Tinker v. Des Moines*
- Chicano Mural Movement
- Congressional Medal of Honor
- John F. Kennedy
- Lyndon B. Johnson
- Richard M. Nixon
- Nikita Khrushchev
- Earl Warren
- Fidel Castro
- Lee Harvey Oswald
- Jack Ruby
- Roy Benavidez

## Guiding Questions

1. What were the reasons for U.S. involvement in foreign countries, including **Vietnam**, and what were those countries' relationships to the **Domino Theory**? (*US8D – RS*)
2. What were the outcomes of U.S. involvement in foreign countries, including **Vietnam**, and what were those countries' relationships to the **Domino Theory**? (*US8D – RS*)
3. What were the **Tet Offensive**, the **escalation** of forces, **Vietnamization**, and the **fall of Saigon**, and why are they considered to be major events of the **Vietnam War**? (*US8E – SS*)
4. What were the **draft** and the **26<sup>th</sup> Amendment** and in what ways were they responses to the **Vietnam War**? (*US8F – RS*)
5. What was the **26<sup>th</sup> Amendment** to the U.S. Constitution and what were the reasons behind its ratification? (*US25A – RS*)
6. What was the role of the **media** during this era and how was it a response to the **Vietnam War**? (*US8F – RS*)
7. What were the **credibility gap**, the **silent majority**, and the **anti-war movement** and how were they responses to the **Vietnam War**? (*US8F – RS*)
8. What was the **Great Society**, in what ways did it create economic opportunities for citizens, and what were the unintended consequences of the programs it created? (*US17D – SS*)
9. What role did U.S. international trade policies and the U.S. enterprise system play in the development and expansion of the **Organization of Petroleum Exporting Countries (OPEC)** and the **General Agreement of Tariffs and Trade (GATT)**? (*US17E – RS*)
10. What were the **Gulf of Tonkin** incident and **War Powers Act**, and how did the cause-and-effect relationship between the two exemplify changes in federal government policy due to constitutional issues during the 1960s? (*US19B – RS*)
11. In what ways did the **Gulf of Tonkin Resolution** and the **War Powers Act** demonstrate the relationship between the legislative branch and executive branches of government when it came to constitutional issues? (*US20A – SS*)
12. What were the facts behind the **landmark court case** of *Tinker v. Des Moines*, what were the key constitutional issues raised, and how did the Supreme Court decision impact the United States? (*US21A – RS*)
13. Why was the influence of Rock and Roll and “**protest music**” a characteristic of this time period, and how did it describe the issues in U.S. history at the time? (*US25A – SS*)
14. What was the **Chicano Mural Movement**, why was it classified as a **cultural movement** in art, and what were some of the positive and negative impacts of the movement? (*US25B – RS*)
15. What was the Congressional **Medal of Honor**, who was **Roy Benavidez**, and in why is it important that **Roy Benavidez** received the award? (*US 26F – SS*)



## Academic Language Glossary New Frontier & Familiar Enemies

1. **"Doves" and "Hawks":** Hawks: America should show greater military force to end the war / Doves: America should withdraw from the war
2. **"Protest" Music:** a powerful musical genre directed at social injustices and the desire for change.
3. **26th Amendment:** lowered the voting age to 18
4. **Anti-War Movement:** student protest that started as the Free Speech movement in California and spread around the world, with common denominator of opposition to war in Vietnam and condemning US presence there. as violation of Vietrights and US imperialism. Lead to growing activism on campuses aimed as social reform etc. Primarily a middle-class movement.
5. **Assassination of JFK:** JFK was assassinated on November 22, 1963 in Dallas, TX by Lee Harvey Oswald.
6. **Bay of Pigs:** In April 1961, a group of Cuban exiles organized and supported by the U.S. Central Intelligence Agency landed on the southern coast of Cuba in an effort to overthrow Fidel Castro. When the invasion ended in disaster, President Kennedy took full responsibility for the failure.
7. **Berlin Wall:** a wall separating East and West Berlin built by East Germany in 1961 to keep citizens from escaping to the West
8. **Chicano Mural Movement:** Began in the 1960s in Mexican- American barrios throughout the Southwest. Artists began using the walls of city buildings, housing projects, schools, and churches to depict Mexican-American culture.
9. **Congressional Medal of Honor:** the highest U.S. military decoration awarded for bravery and valor in action 'above and beyond the call of duty'
10. **Conspiracy Theory:** a theory that explains an event as being the result of a plot by a covert group or organization; a belief that a particular unexplained event was caused by such a group.
11. **Counterculture:** a culture with lifestyles and values opposed to those of the established culture
12. **Credibility Gap:** The gap between the Johnson Administration and the American public support
13. **Cuban Missile Crisis:** an international crisis in October 1962, the closest approach to nuclear war at any time between the U.S. and the USSR. When the U.S. discovered Soviet nuclear missiles on Cuba, President John F. Kennedy demanded their removal and announced a naval blockade of the island; the Soviet leader Khrushchev acceded to the U.S. demands a week later.
14. **Dallas, Texas:** the city where John F. Kennedy was assassinated
15. **Domino Theory:** the political theory that if one nation comes under Communist control then neighboring nations will also come under Communist control
16. **Draft:** A law requiring people of a certain age to serve in the military
17. **Earl Warren:** United States jurist who served as chief justice of the United States Supreme Court (1891-1974)
18. **Fall of Saigon:** late in April 1975, communist forces marched into Saigon, shortly after officials of the Thai regime and the staff of the American embassy had fled the country in humiliating disarray. The forces quickly occupied the capital, renamed it Ho Chi Minh City and began the process of uniting Vietnam under Hanoi.
19. **Fidel Castro:** Cuban socialist leader who overthrew a dictator in 1959 and established a Marxist socialist state in Cuba (born in 1927)
20. **General Agreement of Tariffs and Trade (GATT):** world organization established to work for freer trade on a multilateral basis; gatt more of a negotiating framework than administrative institution. Became WTO in 1995
21. **Geneva Accords:** a 1954 peace agreement that divided Vietnam into Communist-controlled North Vietnam and non-Communist South Vietnam until unification elections could be held in 1956

22. **Great Society:** President Johnson called his version of the Democratic reform program the Great Society. In 1965, Congress passed many Great Society measures, including Medicare, civil rights legislation, and federal aid to education.
23. **Gulf of Tonkin incident:** an alleged attack by N. Vietnamese Navy on US destroyers which led Pres. Johnson to order a direct bombing attack on North Vietnam (most historians now believe there was no attack)
24. **Gulf of Tonkin Resolution:** The Gulf of Tonkin Resolution was a joint resolution of the U.S. Congress passed on August 7, 1964 in direct response to a minor naval engagement known as the Gulf of Tonkin Incident. It is of historical significance because it gave U.S. President Lyndon B. Johnson authorization, without a formal declaration of war by Congress, for the use of military force in Southeast Asia.
25. **Jack Ruby:** owned a night club; shoots Oswald on Nov. 24, 1963; dies of natural causes in jail, from Chicago
26. **John F. Kennedy:** 35th President of the United States 35th President of the United States; only president to have won a Pulitzer Prize; events during his administration include the Bay of Pigs Invasion, the Cuban Missile Crisis, the building of the Berlin Wall, the Space Race, the African American Civil Rights Movement and early events of the Vietnam War; assassinated in Dallas, TX in 1963
27. **Kent State University:** Kent State was the location of one of the many college student protests against the Vietnam War. The protest ended with a clash against the police and the death of several students. The incident greatly decreased the support for U.S. involvement in Vietnam and caused even more protest and resentment.
28. **Landmark court case:** Important Case that establishes a new legal principal or concept
29. **Lee Harvey Oswald:** United States assassin of President John F. Kennedy (1939-1963)
30. **Lyndon B. Johnson:** 1963-1969, Democrat, signed the civil rights act of 1964 into law and the voting rights act of 1965. he had a war on poverty in his agenda. in an attempt to win, he set a few goals, including the great society, the economic opportunity act, and other programs that provided food stamps and welfare to needy families. he also created a department of housing and urban development. his most important legislation was probably medicare and medicaid.
31. **Media:** term applied to agencies of mass communication, such as newspapers, magazines, and telecommunications
32. **Medicaid:** a federal and state assistance program that pays for health care services for people who cannot afford them
33. **Medicare:** a federal program of health insurance for persons 65 years of age and older
34. **My Lai Massacre:** 1968, in which American troops had brutally massacred innocent women and children in the village of My Lai, also led to more opposition to the war.
35. **New Frontier:** The campaign program advocated by JFK in the 1960 election. He promised to revitalize the stagnant economy and enact reform legislation in education, health care, and civil rights.
36. **Nikita Khrushchev:** Stalin's successor, wanted peaceful coexistence with the U.S. Eisenhower agreed to a summit conference with Khrushchev, France and Great Britain in Geneva, Switzerland in July, 1955 to discuss how peaceful coexistence could be achieved.
37. **North Vietnam:** a former country in southeastern Asia that existed from 1954 (after the defeat of the French at Dien Bien Phu) until 1975 when South Vietnam collapsed at the end of the Vietnam War
38. **Organization of Petroleum Exporting Countries (OPEC):** an economic organization consisting primarily of Arab nations that controls the price of oil and the amount of oil its members produce and sell to other nations.

39. **Peace Corps:** a civilian organization sponsored by the United States government
40. **Pentagon Papers:** A 7,000-page top-secret United States government report on the history of the internal planning and policy-making process within the government itself concerning the Vietnam War.
41. **Potsdam Agreements:** July-August 1945 (after war) Churchill voted out of office halfway through meeting, replaced by Atlee. FDR had died in April, so replaced by Truman. Central issue was the "German Question," 3 zones, reparations from each zone go to each occupier. Reparations balanced with sustaining Germany. Soviets get a percent of Western zones' reparations
42. **Richard M. Nixon:** 37th President of the United States (1969-1974) and the only president to resign the office. He initially escalated the Vietnam War, overseeing secret bombing campaigns, but soon withdrew American troops and successfully negotiated a ceasefire with North Vietnam, effectively ending American involvement in the war. Watergate Scandal.
43. **Roy Benavidez:** A war hero of Vietnam, who had been presented with the Congressional Medal of Honor by Reagan.
44. **Silent Majority:** label Nixon gave to middle-class Americans who supported him, obeyed the laws, and wanted "peace with honor" in Vietnam, he contrasted this group with students and civil rights activists who disrupted the country with protests in the late 1960s and early 1970s
45. **South Vietnam:** a former country in southeastern Asia that existed from 1954 (after the defeat of the French at Dien Bien Phu) until 1975 when it was defeated and annexed by North Vietnam
46. **Space Race:** a competition of space exploration between the United States and Soviet Union
47. **Tet Offensive:** 1968; National Liberation Front and North Vietnamese forces launched a huge attack on the Vietnamese New Year (Tet), which was defeated after a month of fighting and many thousands of casualties; major defeat for communism, but Americans reacted sharply, with declining approval of LBJ and more anti-war sentiment
48. **Tinker v. Des Moines:** The case that ruled that students do not lose Constitutional rights when they entered the building but they can be limited if they cause a disruption
49. **Vietcong:** The guerrilla soldiers of the Communist faction in Vietnam, also known as the National Liberation Front
50. **Vietnam:** a communist state in Indochina on the South China Sea
51. **Vietnamization:** President Richard Nixon's strategy for ending U.S. involvement in the Vietnam war, involving a gradual withdrawal of American troops and replacement of them with South Vietnamese forces
52. **War on Poverty:** President Lyndon B. Johnson's program in the 1960's to provide greater social services for the poor and elderly
53. **War Powers Act:** Act that grants emergency executive powers to president to run war effort

A black and white photograph of Ronald Reagan speaking at a podium. He is wearing a dark suit, a white shirt, and a patterned tie. He is looking slightly to his left. There are several microphones in front of him. The background is blurred, showing other people in a crowd.

Chapter 12

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# 1970-1990

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“Government's view of the economy could be summed up in a few short phrases: If it moves, tax it. If it keeps moving, regulate it. And if it stops moving, subsidize it.”

Ronald Reagan



# 1970-1990

## Unit 12: 1970 - 1990

**Enduring Understanding:** During this unit students learn that presidential leadership is key to building relationships in the global community. Relationships with China, the U.S.S.R., and nations in the Middle East become increasingly volatile during this time period and will be a focus in this unit. The economy and the shift towards Conservatism are also addressed in this unit. It is important for students to understand the effects brought about by the diffusion of American culture in various Middle Eastern countries. While some countries embraced western culture, others did not.

**Essential Question:** How do people and countries respond to conflict in a variety of ways due to previous events, issues and past/present relationships?

**Concepts:** World Conflict, World Relationships, Space Exploration, Technological Advances, Globalization, Modern American Dream, Mass Entertainment

**Topic/Take-Away:** The impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990.

**Topic/Take-Away:** The relationship between population growth and modernization on the physical environment.

**Topic/Take-Away:** The economic, governmental, military and social effects of the Cold War and the effects of increased worldwide interdependence as the United States enter the 21st century and how the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream

**Topic/Take-Away:** The impact of popular American culture on the rest of the world over time and to analyze the global diffusion of American culture through the entertainment industry via various media.



## Academic Language:

- Pentagon Papers
- War Powers Act
- Environmental Protection Agency (EPA)
- Endangered Species Act
- 5<sup>th</sup> Amendment Property Rights
- Détente
- Summit
- Impeach
- Inflation
- Embargo
- Camp David Accords
- Iran Hostage Crisis
- Iran-Contra Affair
- Phyllis Schlafly
- The Contract with America
- The Heritage Foundation
- National Rifle Association (NRA)
- Watergate
- Community Reinvestment Act of 1977
- Sandra Day O'Connor
- Reaganomics
- Conservative Resurgence
- Microchip
  - Personal Computer
  - Hand Held Calculators
- Henry Kissinger
- Oliver North
- Mass Entertainment
  - Popular Music
  - VHS
  - Atari, Nintendo
- Chernobyl
- 3 Mile Island
- OPEC
- Presidents
  - Richard Nixon
  - Gerald Ford
  - Ronald Reagan
  - Jimmy Carter
  - George H.W. Bush

## Guiding Questions

1. Describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente. **(US.10A)**

2. Describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength. **(US.10B)**

3. Describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis. **(US.10D)**

4. Describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association.

**(US.10E)**

5. Identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.

**(US.14B)**

6. Describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s?

**(US.17C)**

7. Describe the effects of political scandals such as Watergate and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders. **(US.19C)**

8. Summarize U.S. involvement in Israel, Iran and Lebanon. Recommend an alternative course of action. **(US.10D)**

9. How did OPEC and the Oil Embargo impact the U.S. economically, socially, politically and internationally?

10. What effect did the increase of mass media have on American Society? I.e. NFL, NBA, NCAA

11. How did technological advances allow for the development of globalization?

12. How did space exploration change to include collaboration with other countries affect society?

## Academic Language Glossary Civil Rights Movement

1. **3 Mile Island:** one of the nuclear reactors at a plant malfunctioned here. The reactor overheated after its cooling system failed, and fear quickly arose that radiation might escape and spread all over the region.
2. **5th Amendment:** right to grand jury, indictment, no double jeopardy, freedom from self-incrimination, due process of law
3. **Atari, Nintendo:** VG play and AG behavior in adolescents: (+) correlations found for arcade game play, mostly non-significant finding for home play.
4. **Camp David Accords:** A peace treaty between Israel and Egypt where Egypt agreed to recognize the nation state of Israel
5. **Chernobyl:** nuclear power plant in Russia that had an explosion in 1986 & released radioactive materials into the air
6. **Community Reinvestment Act of 1977:** A congressional act that encourages mortgage originators to actively lend in their communities and that requires financial institutions to evaluate the "fairness" of their lending practices.
7. **Conservative Resurgence:** resurgence that began in the 1970s in which Americans focused on issues such as ending abortion, criticizing affirmative action, emphasizing traditional gender roles, opposing the equal rights amendment, and gay rights
8. **Détente:** the easing of tensions or strained relations (especially between nations)
9. **Embargo:** a government order imposing a trade barrier
10. **Endangered Species Act:** identifies threatened and endangered species in the US, and puts their protection ahead of economic considerations
11. **Environmental Protection Agency (EPA):** established in 1970 to protect human health and our environment; monitoring and reducing air/water pollution, overseeing hazardous waste disposal and recycling.
12. **George H.W. Bush:** 41st U.S. President. 1989-1993.
13. **Gerald Ford:** 38th President of the United States, president 1974-77, Nixon's Vice president, only person not voted into the White House, appointed vice president by Nixon: became president after Nixon resigned
14. **Hand Held Calculators:** ...
15. **Henry Kissinger:** United States diplomat who served under President Nixon and President Ford (born in 1923)
16. **Impeach:** charge with an offense or misdemeanor
17. **Inflation:** a general and progressive increase in prices
18. **Iran Hostage Crisis:** In November 1979, revolutionaries stormed the American embassy in Tehran and held 52 Americans hostage. The Carter administration tried unsuccessfully to negotiate for the hostages release. On January 20, 1981, the day Carter left office, Iran released the Americans, ending their 444 days in captivity.
19. **Iran-Contra Affair:** (RR) Americans kidnapped in Beirut by Iranian govt..., so deal, scandal including arms sales to the Middle East in order to send money to help the Contras in Nicaragua even though Congress had objected, Poindexter and North involved
20. **Jimmy Carter:** The 39th President who created the Department of Energy and the Department of Education. He was criticized for his return of the Panama Canal Zone, and his last year in office was marked by the takeover of the American embassy in Iran, fuel shortages, and the Soviet Invasion of Afghanistan, which caused him to lose to Ronald Reagan in the next election.
21. **Mass Entertainment:** the development of the radio and the film industry led to the rise of a national culture.

22. **Microchip:** electronic equipment consisting of a small crystal of a silicon semiconductor fabricated to carry out a number of electronic functions in an integrated circuit
23. **National Rifle Association (NRA):** interest group defend rights of gun owners and defeat efforts at gun control
24. **Oliver North:** One of the chief figures in the Iran-Contra scandal was Marine Colonel Oliver North, an aide to the NSC. He admitted to covering up their actions, including shredding documents to destroy evidence. IMP. Although Reagan did approve the sale of arms to Iran he was not aware of the diversion of money to the contras. This still tainted his second term in office.
25. **OPEC:** Organization of Petroleum Exporting Countries. an organization founded in 1960 of nations that export large amounts of petroleum: formed to establish oil-exporting policies and set prices.
26. **Pentagon Papers:** A 7,000-page top-secret United States government report on the history of the internal planning and policy-making process within the government itself concerning the Vietnam War.
27. **Personal Computer:** a small digital computer based on a microprocessor and designed to be used by one person at a time
28. **Phyllis Schlafly:** 1970s; a new right activist that protested the women's rights acts and movements as defying tradition and natural gender division of labor; demonstrated conservative backlash against the 60s
29. **Popular Music:** any genre of music having wide appeal (but usually only for a short time)
30. **Property Rights:** The rights of an individual to own, use, rent, invest in, buy, and sell property.
31. **Reaganomics:** The federal economic polices of the Reagan administration, elected in 1981. These policies combined a monetarist fiscal policy, supply-side tax cuts, and domestic budget cutting. Their goal was to reduce the size of the federal government and stimulate economic growth.
32. **Richard Nixon:** 37th President of the United States (1969-1974) and the only president to resign the office. He initially escalated the Vietnam War, overseeing secret bombing campaigns, but soon withdrew American troops and successfully negotiated a ceasefire with North Vietnam, effectively ending American involvement in the war. Watergate Scandal.
33. **Ronald Reagan:** the 40th U.S. president (1981-1989). His administration greatly increased military spending, cut taxes, and reduced spending for social programs.
34. **Sandra Day O'Connor:** She was a lawyer and later Chief Justice of the Supreme Court. She was the first woman to be a justice on the Supreme Court. (From El Paso)
35. **Summit:** a meeting of heads of governments
36. **The Contract with America:** A 1994 election promise by Conservative Republicans (Newt Gingrich). Features: End Welfare; Balance the Budget; and Term limits. Results: Welfare reformed; Budget balanced; and Term limits declared unconstitutional.
37. **The Heritage Foundation:** heavily supported by major corporations, established research centers for conservative scholars
38. **VHS:** Video Home System. Video tape recorder and player utilizing ½-inch (1.27 centimeter) tape. Not compatible with beta format.
39. **War Powers Act:** Act that grants emergency executive powers to president to run war effort
40. **Watergate:** 1972; Nixon feared loss so he approved the Commission to Re-Elect the President to spy on and espionage the Democrats. A security guard foiled an attempt to bug the Democratic National Committee Headquarters, exposing the scandal. Seemingly contained, after the election Nixon was impeached and stepped down