How to use this guide:

The New-York Historical Society, one of America’s pre-eminent cultural institutions, is dedicated to fostering research, presenting history and art exhibitions, and public programs that reveal the dynamism of history and its influence on the world of today. Founded in 1804, New-York Historical has a mission to explore the richly layered political, cultural and social history of New York City and State and the nation, and to serve as a national forum for the discussion of issues surrounding the making and meaning of history.

Student Historians are high school interns at New-York Historical who explore our museum and library collection and conduct research using the resources available to them within a museum setting. Their project this academic year was to create a guide for fellow high school students preparing for U.S. History Exams, particularly the U.S. History & Government Regents Exam. Student Historians chose pieces from our collection that they felt represented a historical event or theme often tested on the exam, collected and organized their research, and wrote about their piece within the context of the event or theme. The intent is that this will provide a valuable supplemental review material for high school students preparing for U.S. History exams.

The following summative essays are all researched and written by the 2013-14 Student Historians, and compiled in chronological order. Each essay is prefaced with a title page depicting the object or artwork from the N-YHS collection that serves as the foundation for the U.S. History content reviewed. Review questions, taken from past U.S. History & Government Regents exams, follow each collection of essays related to the same topic or historical theme. Please use this guide not only as a resource, but as a workbook for your own active study for exams.

For more information on the New-York Historical Society and our opportunities for high school students please visit our website: http://www.nyhistory.org/education/teen-programs

Enjoy!

Chelsea Frosini
Manager of Teen Programs

Rugan Lewis
Teen Programs Coordinator
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VII. **Supplemental Review Materials** 115-122
Title: President Washington Taking the Oath, Federal Hall

Artist: Giuseppe Guidicini

Date Created: 1839

Contents Relates to:

- George Washington
- Hamilton and Jefferson
- Articles of Confederation
- The Constitutional Convention
- The Constitution
- 1783 Treaty of Paris
As depicted by Giuseppe Guidicini in his painting “President Washington Taking the Oath,” George Washington took his oath of office in New York City during the spring of 1789. In this painting George Washington can be seen standing on the balcony of Federal Hall, the equivalent of the White House in the late 1780s and 1790s, taking the oath of office. After the adoption and later discontinuation of the Articles of Confederation, the Antifederalist and Federalist political camps would come to heads on governance and economic policy of the nation, using the placement of the capital as political leverage. In the early days of the United States the manner of governance and role of the federal government would develop parallel to the placement of the capital, exposing the deep rift between the Federalists and Antifederalists and illustrate the early roots of Sectionalism.

The Articles of Confederation failed because they created a lack of centralized power. Two years prior to the 1783 Treaty of Paris, when the United States of America was recognized as a sovereign state, it began to enact the articles of confederation. Soon after the signing of the treaty, major problems arose that would test the strength and stability of the new nation, as well as the effectiveness of its policies, putting stress on the already tenuous relationship between state and federal government. The newly formed country faced many problems, including debt, pirates, and Britain’s continued occupation of parts of America ceded to the United States during the 1783 Treaty of Paris. As a direct result of the trials that the country faced, leaders of the nation would eventually push to hold the Constitutional Convention of 1787. The Constitutional Convention lead to the eventual ratification of the constitution on September 17, 1787, and outmoding of the Articles of Confederation, although the current constitution did not go into effect until March 4, 1789.

The changes made to the Articles of Confederation reflected the problems the nations encountered in its early years. Many different plans were proposed at the constitutional convention, including the Virginia, New Jersey, and Connecticut Plans. The Virginia Plan favored large states, including a bicameral legislative branch, with representatives for each state proportional to their state's respective population. This legislative branch would in turn elect the judiciary and executive branches, and would have the power to veto laws passed in the individual states themselves. The Virginia Plan
strongly favored large states, as they would dominate the legislative branch, control the executive branch through election, and could veto actions taken by smaller states. In response, New Jersey would propose their plan at the convention, giving each state a vote in congress, and expanding the scope of power that congress would have in governance. While the Virginia Plan favored large states, the New Jersey Plan favored small states. To appease both the small and large states, Hamilton would present the Connecticut Plan, which would eventually be chosen. The Connecticut Plan put forward that in the new federal government there would be a bicameral legislative branch, meaning a branch with two chambers. One of these chambers would have representatives from each state proportioned by population. The other chamber would have representative from each state in equal numbers from each state. What most plans shared was a stronger federal government that had sovereignty over the states. This trend towards centralized government would change this country from a league of states assembled for common goals, to a federation, in which states were subservient to a large federal government. This change in governmental structure suggests the observed need for a stronger central government, which the Articles of Confederation so direly lacked.

After the Revolutionary War the United States began to accumulate outstanding debt. In addition, the ambiguity with which the Articles of Confederation dealt with the payment of debt would create strife and economic struggle in the new nation. Some states had already repaid their war debts, while others were bogged down in the interest, and the role of the federal government in this was unclear. Indebted States complained that the very country they were part of did not support them. Meanwhile, states that had already repaid their debts felt that it was the irresponsibility of the indebted states that lead to the current financial state; therefore they had no duty to help.

The economy would collapse under the pressure and inflation would run rampant for much of the 1790s. This economic collapse can be exemplified by Shays’ Rebellion. Shays’ Rebellion took place in the newly settled territories of Massachusetts where laws were passed against the interest of the borrower. These laws would upset much of the already economically depressed area, pushing local residents, mostly indebted borrowers, to armed uprising. This serves to illustrate the dire economic situation the country would face from its very formation.
In reaction to the economic decline of the newly formed nation, Alexander Hamilton would take the lead in helping to steer the United States to developing modern capitalistic economic policies. He proposed a national bank, the repayment of government debt at full value, and the creation of a stable paper currency, tariffs, and government subsidies. Alexander Hamilton’s economic policies were radical and gave the government a strong role in the development of the economy. This would reignite the bitter conflict between the Federalists and Antifederalists, and expose startling early sectionalist sentiments.

Although many of the points of Alexander Hamilton’s plan were contested, a deal would eventually be struck between the Federalists and the Antifederalist camps. Jefferson, a strong Antifederalist, would keep most of the plan intact, but the capital of the nation would be moved to Washington DC. However, it was not only the Antifederalists who were against the economic plan. Countless southerners believed that northerners like Hamilton would use the new national bank, tariffs, and subsidies to support the northern economy and stifle southern economic growth. For that reason they lobbied that the capital be placed on the border of the north and south, in a new city. The city of Washington DC would be constructed on its own land between Maryland, a northern state, and Virginia, a southern state, so that no part of the country could have control to the capital or claim that it was rightfully theirs. This illustrated their fear that if the policy and capital lay in the North’s territory the south would eventually lose political power.

For these reasons the colonial capital originally lay in Philadelphia, was moved to New York City in the 1790s, and would finally come to rest in Washington DC. The movement was not frivolous, but represented a power struggle between the Federalists and Antifederalists and sectional mentalities.

- Maximilian Fernandez, Ethical Culture Fieldston School
Related Terms List:

- **George Washington** - The first president of the United States of American and the commander of the colonial militia.

- **Federal Hall** - Federal hall is the original residence and place of work of the president of the US during the 1780s and 1790s.

- **Articles of confederation** - The articles of confederation is the first constitution of the United States. Completed November 15, 1777, it was finally ratified by all of the thirteen states on March 1st, 1781.

- **Antifederalist** - The antifederalists were a political group that valued states’ rights over the rights of the federal government. They believed that the United States was a league rather than a federation. This leads to major conflict down the line.

- **Federalist** - The Federalists were a political group that valued the federal government’s rights over the rights of the state governments. They believed that the United States was a federation rather than a league. This leads to major conflict down the line.

- **Sectionalism** - Regional political tensions between the North and South that would eventually lead to the temporary failure of the two party system and the civil war.

- **Constitutional convention of 1787** - A convention held in 1787 to restructure the articles of confederation so to as address its problems. This would lead to the eventual creation of the current constitution and would address the ambiguity on the roles of the federal government vs. state government in the articles of confederation.

- **Virginia plan** - The Virginia plan is a plan proposed at the constitutional convention of 1787 for the redrafting of the constitution that favored large states. It included a bicameral legislative branch which with representation by population of state.

- **New Jersey plan** - The Virginia plan is a plan proposed at the constitutional convention of 1787 for the redrafting of the constitution that favored small states. It gave equal representatives to each state and would expand the power of the federal government.

- **Connecticut plan** - The Connecticut plan is a plan proposed at the constitutional convention of 1787 for the redrafting of the constitution. The Connecticut plan was a compromise between the large and small states and dealt with the ambiguity in the articles of confederation. It was eventually the plan adopted and includes a bicameral legislative chamber, one with representation equally shared between states, the other by population. It would eventually be adopted as our constitution.

- **Shays’ Rebellion** - A rebellion in Massachusetts that occurred in 1786 and 1787. After the revolutionary many small farmers were in debt as they had not been able to make money during the war. Massachusetts, instead of passing laws protecting the small farmer, passed
pro-debtor laws, enraging local farmers who had fought for the very state that neglected to support them. Shay would lead an armed rebellion in Massachusetts in an attempt to gain representation in a far-away-seeming government that seemed to be neglecting its citizens. In this way he modeled his rebellion after revolutionary ideals.

-Alexander Hamilton- Alexander Hamilton was one of the most influential characters in the formation of the nation. He wrote many of the federalist papers, was a prominent member of continental congress, the first treasurer and father of the national bank. He shaped America's economic policy and modernized it greatly.

-Jefferson- Jefferson lived between 1743 and 1826. A president, writer of the constitution, and representative of American in France, he was an influential figure in early American development. He was also a staunch antifederalist, believing that the federal government only had the power to do what the constitution specifically allowed it to do. He also presided over the Louisiana Purchase as President, illustrating his inner conflict on the role of the federal government in the expansion of the United States westward.

-Washington DC- The planned capital of the United States, it was created as a compromise between the federalists, antifederalists, the north and the south.

Sources Cited:

Title: Hamilton – Burr dueling pistols

Artist: Wogdon Gunsmiths, London

Date Created: ca 1797

Content Relates to:
- American Government
- Beginnings of the new government
- Early American history
**Federalists** were people who believed in a strong central government. They formed a political party known as the **Federalist Party** which was formed in 1792. Their main rivals were the **Antifederalists** and it was a very bitter rivalry. Some of the most famous Federalists were **John Jay, Alexander Hamilton, and James Madison**. They were also the people who wrote the **Federalist Papers**, which were a series of 85 essays that stated how the government should be run. The Federalists were also considered nationalists. Their opponents, the Antifederalists, thought that the Federalists’ ideas gave too much power to Congress and that the executive branch held too much power.

The most famous clash between a Federalist and Antifederalist was the **duel between Alexander Hamilton and Aaron Burr**. It is remembered for the simple fact that it left one of our founding fathers dead. However, very few people actually know the story that lead up to the duel, or why the two men disagreed so much that it led to a duel to the death.

On July 11, 1804 Secretary of State Alexander Hamilton and Vice President Aaron Burr met on the dueling field in Weehawken, New Jersey. The duel was intended to restore their honor since they both felt the other had insulted it. Not only had the two been rivals in their personal lives but they were also rivals in the political world as well; Burr was an Antifederalist while Hamilton was a Federalist. Burr would win by shooting and killing Hamilton, but also killing his political career in the process.

The beginning of their long and very bitter rivalry was when Burr beat Hamilton’s Father in Law for the Senate seat for Philadelphia. Hamilton relied on his father in law to help back his policies but had no such luck when Burr won the election. Since Burr was an Antifederalist and Hamilton was a Federalist they were often at odds even today many people in the senate refuse to work together when they are in opposing parties.

In 1800 Burr published "The Public Conduct and Character of John Adams, Esq., President of the United States.,” which slandered both John Adams and the Federalists. It not only widened the gap between the Federalists and Republicans but earned Burr even more political enemies. In that same year Thomas Jefferson who was an Antifederalist like Burr ran for President and Burr ran as his Vice President. Hamilton actually lobbied Congress to decide the election in Jefferson’s favor. Although this had little effect, Jefferson
still won and became the President of the United States.

In the 1804 gubernatorial race in New York State the two men resorted to violence. Surprisingly Burr decided to run as an Independent and not as a Republican. However, the thought of Burr leading New York mortified poor Hamilton. Hamilton tried everything to stop Burr from being elected. He even petitioned New York Federalists to not vote for Burr. Burr did not take this well. Although Hamilton’s campaign against Burr was not the deciding factor, Burr still lost the race for New York Governor. The New York race had widened the gap between Burr and Hamilton, and was the start of the chain of events that would lead to the inevitable duel and the death of Hamilton.

After Burr’s defeat in the governor race Hamilton invited Dr. Charles D. Cooper and DeKay Cooper, who were both Antifederalist like Burr, to a dinner party where he slandered Burr to his guests and called him very unflattering terms. Cooper later told a newspaper about Hamilton’s rant and like any good newspaper that wants to stir up trouble they published it. When Burr read what Hamilton said he was outraged. Although both men’s seconds tried their best to settle the argument the two refused. Both Hamilton and Burr were convinced that the only way to restore their honor was a duel. There was only one problem – dueling was illegal in New York at the time. So the two men decided to duel in New Jersey since the dueling laws were more relaxed there. Despite the relaxed laws, the men still had to be secretive about how they set up the duel. Hamilton got to choose the weapons. His choice was two .56 caliber dueling pistols with secret hair triggers. The set of dulling pistols used by Hamilton and Burr can be found in the NYHS Museum. If you look closely, you might be able to see the hair trigger on one of the pistols.

The weapons were brought to the dueling ground in unmarked boxes so both Burr and Hamilton could deny knowing of their existence.

Once all of the arrangements were made the two men faced off. Once ten paces were measured out the two men were ready to duel. Hamilton shot (not employing his hair trigger) and missed, hitting a tree Burr, on the other hand, didn’t miss and hit Hamilton in the appendix.
Hamilton’s last words were “This is a fatal wound doctor.” He was carried to the ferry and brought back to New York. Although the duel was meant to restart Burr’s political career instead it ended it forever. Since he killed a founding father of the nation he was supposed to serve he was shunned and faded into anonymity. No one knows what happened to Burr except that his next attempt at political power would get him tried for treason. Also with the death of Hamilton came the death of the Federalist Party. In the end the duel only accomplished two things: killing a founding father and killing a political party. Although the story behind the duel is interesting the outcome is a rather depressing one.

-Nicholas Rampulla, Quest to Learn High School

Sources Cited:


Object: Powder Horn

Maker: E. O'Brian

Date Created: 1780-1840

Content Relates to:

- The War of 1812
- Military Technology
- The Colonial Period
The War of 1812 began on June 18, 1812 with President John Madison requesting that the United States be at war with the United Kingdom. Madison cited the need to protect American ships and American sailors from being stopped, searched, and captured by the British who at the time were feuding with France. While there were many factors involved for going to war, a main reason was that the British were not giving the U.S. fair and just prices for trade. Also, British fleets had seized 400 American ships that they claimed were trading with France. The American public was tired of fighting with Britain, and there was division about entering yet another dispute so soon after the Revolutionary War and the signing of the Declaration of Independence (1775-1783). The government, however, went ahead with launching military action, and a small group of militant soldiers was formed, known as the War Hawks. This group initiated guerilla attacks against British ships, merchants in the U.S., and against British Canada, where British soldiers were aiding Native Indians’ attacks against the U.S. The War was short, lasting little over thirty-two months, and is usually seen as a draw between the two warring sides. Still, the War Hawks were considered a formidable force and utilized both home-grown and British tried-and-true weaponry in their attacks. One specific weaponry, the powder horn, can now be seen by the modern viewer as revealing records of our country’s past.

Horns served a useful purpose during this time period in both everyday households as well as in military life. Different animal horns were utilized to make a variety of objects, but domestic cow horn was the most common. Hundreds of useful items were made from horn, including small tools, spoons, combs, dippers, scoops, message horns, blowing horns, small cups, and even book covers. Horns made excellent containers because they could be air and water tight, useful for holding salt, rum, gun powder, and a variety of other important items.

Powder horns were cases made of horn used to store gunpowder. These horns served as a close companion to the owner of a musket, a fowler, a Kentucky rifle, or a pistol. The horn allowed the owner to carry the black powder propellant necessary to load and fire the firearm. The powder horn was tough, lightweight, and spark-proof, and was both airtight and waterproof. By the mid-eighteenth century, every man who owned a firearm owned a powder horn.
Power horns were both utilitarian as well as admired for their beautiful and intricate etching designs. The horns were often engraved to commemorate events in a soldier’s life, and many were actually made and/or decorated by soldiers in the War of 1812 while these men trained in winter camps. The men used etching tools that were mainly handmade with natural materials. Scenes depicted might include images of people, battles, and hunting scenes. The artwork on these horns runs from crude to complex, from folk art to professional art.

Artifacts often take on an added element of poignancy when viewed from an historical perspective. What seemed merely functional at the time now becomes a personal scrapbook, a memorial to a time of sacrifice. Powder horns not only represent what mattered dearly to a soldier during a time of war, but they continue to capture a unique time in a bottle. The horns are simultaneously rare documents of history and expressions of emotion, and are arguably one of the most neglected indigenous art forms of Colonial America. As a genre, powder horns evoke the significance of cultural allegiance and personal testimony. The best powder horns reveal the individual differences within the soldier’s world, despite his veil of anonymity, and share a compelling story of what made America 250 years ago.

- Daniel Plastrik, Frank McCourt High School

Sources Cited:


<table>
<thead>
<tr>
<th></th>
<th>England</th>
<th>Thirteen Colonies</th>
</tr>
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<tbody>
<tr>
<td><strong>Population</strong></td>
<td>Approximately 12,000,000</td>
<td>Approximately 2,800,000</td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td>Highly developed and flourishing</td>
<td>Practically none</td>
</tr>
<tr>
<td><strong>Money</strong></td>
<td>Richest country in the world</td>
<td>No money to support the war effort</td>
</tr>
<tr>
<td><strong>Army</strong></td>
<td>Large, well-trained army plus mercenary Hessians</td>
<td>All-volunteer forces — willing to fight but poorly equipped</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>Many dedicated and able officers</td>
<td>Few officers capable of leading</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>Strange land with long distance to base of supplies</td>
<td>Familiar land with easy access to limited amounts of supplies</td>
</tr>
</tbody>
</table>

Which conclusion about the American Revolutionary War is most clearly supported by information in this chart?

1. England had few advantages in a war with her American colonies.
2. The thirteen colonies had more advantages than disadvantages upon entering the war.
3. England did not believe that the thirteen colonies were worth the expense of a war.
4. The thirteen colonies had few, but important advantages in the war with England.

Which important reason for the American victory in the Revolutionary War is missing from the chart?

1. naval superiority of the thirteen colonies
2. aid from foreign nations
3. control of railroads and canals
4. greater number of Indian allies

Which statement best describes governmental power under the Articles of Confederation?

1. Power was shared equally by the central government and the states.
2. A balance of power existed between the three branches of the central government.
3. A strong chief executive headed a unified central government.
4. The states had much greater power than the central government.

The primary purpose of the Declaration of Independence was to

1. establish a basic set of laws for the United States
2. strengthen colonial ties with England
3. state the reasons for the American Revolution
4. demand freedom of speech and of the press

Which statement is most accurate about the movement for independence in the thirteen colonies?

1. The independence movement began soon after the founding of the Plymouth Colony.
2. Protests against British colonial policies gradually led to demands for independence.
3. The King of England required the colonists to become economically self-sufficient.
4. The movement for independence was equally strong in all of the colonies.
Which statement describes a characteristic of the government established by the Articles of Confederation?

(1) A Supreme Court had the authority to declare acts of Congress unconstitutional.
(2) The national government controlled interstate commerce.
(3) The president maintained exclusive control over foreign policy.
(4) A system was created where the states held the most power.

Which statement best explains why the Articles of Confederation established a weak rather than a strong central government?

1. Americans were following the plan of government set up in the Declaration of Independence.
2. The absence of national problems made a strong government unnecessary.
3. Colonial experiences under Great Britain had created a fear of unlimited government.
4. Revenues were not adequate to support a strong central government.

Which heading best completes the partial outline below?

<table>
<thead>
<tr>
<th>I.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Representation</td>
<td></td>
</tr>
<tr>
<td>B. Slave trade</td>
<td></td>
</tr>
<tr>
<td>C. Taxation</td>
<td></td>
</tr>
<tr>
<td>D. Election of the president</td>
<td></td>
</tr>
</tbody>
</table>

(1) Causes of the Revolutionary War
(2) Provisions of the Treaty of Paris, 1783
(3) Protections under the 10th Amendment
(4) Compromises at the Constitutional Convention

A significant compromise reached at the Constitutional Convention of 1787 was the agreement to

(1) exclude slaves from census counts
(2) forbid tariffs on imports
(3) establish a bicameral legislature
(4) limit the number of terms a president could serve

During the ratification debates of 1788 to 1791, the activities of the Antifederalists led to the

1. drafting of the Declaration of Independence
2. strengthening of the Articles of Confederation
3. adoption of the Northwest Ordinance
4. addition of the Bill of Rights to the Constitution

The Federalist Papers were a series of newspaper articles published in 1787 and 1788 to win support for the

(1) right of the colonies to rebel against Great Britain
(2) right of a state to secede from the Union
(3) ratification of the United States Constitution
(4) construction of an interstate canal system

“... an equality [of votes in the Senate] will enable the minority to control ... the majority.”
—James Wilson
Pennsylvania delegate,
Constitutional Convention of 1787

Which conclusion can be drawn from this statement?

1. Delegates from the smaller states should have opposed the ratification of the Constitution.
2. Some delegates believed that equal representation in the Senate would give smaller states too much influence.
3. Some delegates believed the term of office for Senators would be too long.
4. Delegates from the smaller states favored a legislature in which representation was based on population.
Object: Zouave Uniform

Date Created: ca. 1861-1863

Content Relates to:

- The Civil War
- States' rights
- Slavery
The Antecedents of the Civil War

When many people visualize the Civil War, they picture soldiers in grey or blue uniforms, marching in tight formations on the battlefield. Although the majority of infantry, on Union and Confederate sides alike, did dress in standard uniforms, there was one particularly noteworthy exception. In 1831, during the French occupation of Algeria, the French military began to recruit Berber tribes into its ranks. The traditional military uniform of one of these tribes, the Zouaoua, consisted of a pair of baggy, bright red trousers, trimmed jacket, and fez: a look which was gradually appropriated by other elite divisions of French troops. In a few years, American soldiers adopted the iconic “Zouave” uniform, as it came to be known. During the American Civil War, these elite Zouave troops would play a significant role.

In the 1850s, America was in a state of political and social tension. The northern states objected to the actions of the untaxed, unregulated and slavery-driven Southern states, on both ideological and economic grounds. Many Southern politicians argued that if one could own slaves in their home state, they should be allowed to travel freely, as a “sovereign” individual, without having to relinquish legal ownership of their slaves. This could directly conflict with the laws of the state they were relocating to, or with federal law, but this policy of “popular sovereignty” was adamantly backed by the majority of the South. A salient example of “state’s rights” being upheld occurred in the year 1856. An enslaved man, Dred Scott, was escorted by his master to Illinois, where slavery was illegal. Eventually taken before the Supreme Court, Dred’s plight ended up ignored, as the Justices viewed him as still being property. This decision contributed to the already burgeoning indignation amongst Northerners, who viewed slavery as contrary to their republican values, and a resurgence of aristocracy. This highly impactful case was known as Dred Scott v. Sandford.

On November 6th, 1860 Abraham Lincoln was elected as president. This is widely regarded as the catalyst for the secession of the Southern states, however, even prior to Lincoln’s election, seven states had preemptively seceded from the Union. After Lincoln’s victory, many more Union states considered joining the Confederacy, with Virginia becoming the eighth secessionist state. Virginia’s secession was particularly notable, both due to the state’s proximity to Washington D.C., and because of the events that followed in
As the threat of impending civil war became more evident, the secessionists became more aggressive, capturing federal properties, often with the help of state militias. The first act of war took place on April 13th, 1861, when the Confederate military captured a Union fort in North Carolina, however, no fatalities occurred during the siege, known as the Battle of Fort Sumter. Lincoln immediately organized and mobilized Union militias to reclaim these capitulated properties. Elmer Ephraim Ellsworth, a resident of New York City and close friend of Abraham Lincoln during his campaign, was appointed a colonel, and personally selected to gather and lead many of these troops. Although a legal professional by trade, Ellsworth had a burgeoning interest in military tactics, specifically those of the French Zouave units. After recruiting over a thousand volunteer firemen from New York City, he trained and drilled them in the style of the French Zouaves, and dubbed them the 11th New York Volunteer Infantry Regiment.

The 11th New York Infantry, which was colloquially known as the “Fire Zouaves,” was hastily sent to capture the city of Alexandria, Virginia, as its proximity to Washington D.C. made it an immediate threat. On May 24th, a day after Virginia had officially seceded from the Union, Ellsworth’s Zouaves crossed the Potomac River to secure the city. On the coast, a large Confederate flag flew from the Marshall House Inn; a symbol of defiance that was visible from Washington. Ellsworth, in standard uniform, and a squad of his Zouaves, entered the inn. Ellsworth personally scaled the roof, taking down the Confederate flag. As he descended the stairs, Ellsworth was shot by the hotel’s proprietor, James W. Jackson. The buckshot instantly killed Ellsworth, but Jackson was stabbed by one of Ellsworth’s accompanying Zouaves.

Both Ellsworth, the first intentional casualty of the war, and Jackson, became martyrs for the Union and Confederacy, respectively. Abraham Lincoln personally planned and attended Ellsworth’s funeral, and his name lived on for the remainder of the war, regarded as the first Union war hero. Shortly after his death, other Union regiments adopted the distinctive uniform and fast paced, melee-oriented Zouave tactics. The 5th New York and 114th Pennsylvania volunteer infantry regiments were among these forces, but as the war carried on, Zouave units became increasingly prevalent in the eastern theater, even with Confederate forces forming Zouave chapters.
After the Civil War concluded, the Zouave uniform was phased out of the American military, in favor of more practical and less conspicuous uniforms. Despite not being a very well-documented part of the Civil War, the legacy of the Ellsworth and the New York Zouaves will always remain etched into this country’s history.

- Clark Edmund Vaccaro, the New School University for Social Research

Sources Cited:


Object Name: Draft Wheel

Date Created: 1863

Content Relates to:

Civil War
Racism in America
New York Draft Riots
Emancipation Proclamation
The American Civil War was fought between the Confederacy (Southern states) and the Union (Northern states) from 1861 to 1865. The Confederacy wanted to secede, or break away from, the rest of the United States. These states feared that if the United States continued to expand states would lose their power. However, the Union did not want to separate from the Confederacy -- and so the deadliest war in American history began.

On New Year's Day of 1863, at the height of the Civil War, President Abraham Lincoln issued an important document, the Emancipation Proclamation. This executive order declared that slaves in Confederate states were to be freed. Although this was an amazing accomplishment for abolitionists and the nation as a whole, many people felt betrayed by the document’s passage. Even some people in the Union resented the Emancipation Proclamation’s passage, this included New York City’s working class.

Even before the Emancipation Proclamation, the (mostly Irish) working class in New York was upset. The Civil War had brought hard times; money, jobs, and even housing was scarce. Laborers responded to this gloomy situation by organizing unions, which advocated for better wages and working conditions. The Emancipation Proclamation validated their fear that their jobs were in jeopardy. Employers hired these newly freed blacks from Confederate states and other laborers who would work for low wages instead of granting the Irish workers the higher pay they wanted. It would be an understatement to say that tensions were rather high in the city among the lower classes who were fearing the fate of their employment. However, the worst was yet to come.

In March of 1863, the National Conscription Act was passed. According to the Act all unmarried men aged twenty to forty-five and married men younger than thirty-five were obligated to enter their names into the lottery. Only blacks (who were not considered citizens at that time), and those who were wealthy enough to pay 300 dollars to the government or hire a substitute were exempt from the draft. This high fee helped validate the saying “poor man’s fight, rich man’s war.”

The government officials gathered all the names in a large wooden draft wheel that would be used to draft the men into war. In fact, the one pictured above, in the collection of the New-York Historical Society, is the only surviving draft wheel!
Rioters gathered in Lower Manhattan at the Provost Marshall's draft office and the lottery process began on July 11th, 1863. The protests against the draft began 48 hours later. The rioters not only targeted and destroyed government and military buildings throughout New York City, but also the Colored Orphan Asylum which housed hundreds of children. Many working class people, primarily Irish, congregated and swarmed in neighborhoods highly populated with black residents. There, violent attacks ensued -- houses and businesses were set aflame, residents were physically and sexually assaulted to death. At least ten black men were lynched and hung from lamp posts. Though these drafts began as a response to the military drafts, the riots became racially driven. The rioters used free blacks as scapegoats for long gathered grievances.

The destruction continued for four days until the Union Army, traveling from their recent victory at Gettysburg, arrived in New York City to put a stop to the riots. An estimated 119 people were killed and 110 wounded. The rioters were successful at expelling the blacks from the city. Suburbs of the city saw a major increase in their black populations. The Draft Riots (which might be more accurately named the Race Riots), became one of the most violent civil insurrections in American history. And, on August 19th, 1863, the draft lottery began again. But, this time there was no protesting.

- Josie Stern, Ethical Culture Fieldston School

Sources Cited:


The purpose of the Three-fifths Compromise, which was adopted by the Constitutional Convention of 1787, was to
1. balance power between states with large populations and those with smaller populations
2. provide a means of deciding disputed Presidential elections
3. allow Congress to override a Presidential veto of an act passed by both Houses
4. reduce the fear of loss of representation by Southern States with large slave populations

One way that “Bleeding Kansas,” the Dred Scott decision, and John Brown’s raid on Harper’s Ferry had a similar effect on the United States was that these events
(1) ended conflict over slavery in the territories
(2) eased tensions between the North and the South
(3) contributed to the formation of the Whig Party
(4) made sectional compromise more difficult

During the 1840s, abolitionists opposed annexation of new western territory because they
(1) feared the admission of new slave states
(2) wanted to limit the power of the national government
(3) were concerned with the legal rights of Native American Indians
(4) supported an isolationist foreign policy

Both the Missouri Compromise of 1820 and the Compromise of 1850 settled conflicts between the North and the South over
(1) admission of states to the Union
(2) Supreme Court decisions
(3) presidential election results
(4) voting rights

This poster from the 1850s appeared in response to the
(1) passage of the fugitive slave law
(2) start of the Civil War
(3) issuance of the Emancipation Proclamation
(4) enactment of the 13th Amendment

“Compromise Enables Maine and Missouri To Enter Union” (1820)
“California Admitted to Union as Free State” (1850)
“Kansas-Nebraska Act Sets Up Popular Sovereignty” (1854)

Which issue is reflected in these headlines?
1. enactment of protective tariffs
2. extension of slavery
3. voting rights for minorities
4. universal public education
By the time of the Civil War, slavery had nearly disappeared in the North mainly because
1 slave rebellions in Northern states had forced the end of slavery
2 the United States Constitution required the end of slavery in Northern states
3 slaves had become too expensive for Northern farmers
4 slavery did not fit the economic interests of the North

The Dred Scott decision on the issue of slavery upheld the Southern viewpoint that
1 the power of the Supreme Court does not extend to cases of race
2 Congress could not pass a law depriving territorial residents of their property
3 a national vote should be held to decide the legality of slavery
4 the economic well-being of the western states depended on slave labor

The institution of slavery was formally abolished in the United States by the
(1) Compromise of 1850
(2) Emancipation Proclamation of 1863
(3) creation of the Freedmen's Bureau in 1865
(4) ratification of the 13th amendment in 1865

Which heading best completes the partial outline below?

I. ________________________________________________
   A. Nullification crisis
   B. Kansas-Nebraska Act
   C. Dred Scott v. Sanford
   D. Election of Lincoln (1860)

(1) Foreign Policies of the United States
(2) Government Policies Toward Native American Indians
(3) Consequences of Manifest Destiny
(4) Causes of Sectional Conflict

Prior to 1850, what was a main reason the North developed an economy increasingly based on manufacturing while the South continued to rely on an economy based on agriculture?
(1) Protective tariffs applied only to northern seaports.
(2) Geographic conditions supported different types of economic activity.
(3) Slavery in the North promoted rapid economic growth.
(4) Manufacturers failed to make a profit in the South.

Which statement best describes the status of African Americans immediately after the end of Reconstruction in 1877?

1 Most African Americans held factory jobs in urban areas.
2 Most African Americans were able to take advantage of educational opportunities at colleges.
3 Despite the passage of several constitutional amendments, African Americans found that gaining equal rights was very difficult.
4 Political rights for African Americans were guaranteed in the South, but restrictions and discrimination increased in the North.

Which statement is most clearly supported by these actions of President Lincoln?
(1) Wartime emergencies led President Lincoln to expand his presidential powers.
(2) President Lincoln was impeached for violating the Constitution.
(3) Checks and balances effectively limited President Lincoln's actions.
(4) President Lincoln wanted to abolish the Bill of Rights.
Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Identify and discuss one social, one political, AND one economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

Identify two migrations or movements of people within the United States and for each
- Discuss the historical circumstances that led to the migration of these people
- Discuss the impact of the migration on the people who moved and/or on American society

You may use any important migration or movement of people from your study of United States history. Some suggestions you might wish to consider include the forced migration of Native American Indians (1800–1880), the westward movement (1840–1890), the migration of African Americans from the South to cities in the North (1900–1929), the Puerto Rican migration to the North after World War II (1945–1960), the westward migration from the Dust Bowl (1930s), suburbanization (1945–present), and the migration to the Sun Belt (1950–present).

You are not limited to these suggestions.
**Title:** *The Course of Empire* series

**Artist:** Thomas Cole

**Date Created:** 1834

**Content Relates to:**
- Western Expansion
- Hudson River School
- Manifest Destiny
- Indian Removal Act
The beauty of *The Course of Empire: The Salvage State* painting lies in its glorification of nature and its portrayal of the human interaction with the natural world. *The Course of Empire: The Salvage State* was painted by Thomas Cole in 1834 as an attempt to glorify nature to persuade people living in the Northeast to expand to the west. Thomas Cole was one of the most prominent painters of the **Hudson River School**. The Hudson River School was an artistic movement in the mid-19th century which most prominent feature was its romanticized portrayal of the natural world, often (encouraging more settlers to head out west and settle there.) *The Course of Empire: The Salvage State* painting is a great representation of the Hudson River School, with its vast, mostly untouched landscape, evocative of the sublime.

In the early 1800s most of the American territory in the West had been uninhabited, as it was a notoriously a dangerous terrain for any new exploration. Tribes of Native Americans were established all over the “Frontier”, and many were known to attack new settlers. Discouraged by that fact, people were unwilling to leave their old life behind and to settle in unknown land. But that all changed fast, as in 1803 the American government acquired much land in the west in an exchange with France, known as the **Louisiana Purchase**. The Louisiana Purchase was a land deal between the United States and France, in which America acquired 827,000 square miles west of the Mississippi River. With so much new land, many American institutions, such as the Hudson River School, inspired people to set out and build new communities in the west. **Manifest Destiny** became a widely accepted belief based on the idea that Americans were destined to expand to the west, and further their democratic influence throughout all of North America. Soon, migration from the industrial cities of the east to the untamed Wild West became a popular idea among many Americans since the land was cheap and many believed a better life was possible out west.

To many, the idea of leaving behind their stifled lives and moving to the west to attain the American dream became an idealized goal. It soon proved to be a more laborious and dangerous task than originally thought of. Land that was thought to be uninhibited was actually occupied by tribes of Native Americans, which can be seen in *The Course of Empire: The Salvage State*, which represents a romanticized version of the Wild West. Those settling in the west often encountered Native American tribes, from who they would then acquire
land whether by the use of diplomacy or violence. Conflicts between the settlers and Native Americans often resulted in mutual violence resulting in many casualties. As more and more complaints came from the new settlers, the American government decided to act and protect their citizens from the natives. The American government passed the Indian Removal Act of 1830, which forced all Native American tribes east of the Mississippi River to relocate to Indian Territory, which was located in the area of Oklahoma, Kansas, Nebraska and parts of Iowa. Many Indians chose not to fight their oppressors and follow the new act, but severe punishments were still inflicted on the dramatically decreasing population of the Native Americans. Native American tribes east of the Mississippi River were forced to abandon their houses and set out on a march across many miles to an area specifically designated for Native Americans called the Indian Territory or reservations. Many of them perished during the march, due to rampant diseases, as well as starvation. With the Native Americans removed from the new settlement areas, the pioneers had more opportunity to flourish in the new environment.

- Agata Sobczak, Beacon School
Sources Cited:


Object: Model of New York Central Steam Locomotives

Maker: Charles Lamar

Date Created: 1933-1939

Content Relates to:
- The rise of American business and trade
- History of American Railroad
- Westward expansion
Throughout history, railroads have been important for the development of the United States. Railroad systems, such as the Baltimore and Ohio Railroad System and the Transcontinental Railroad, influenced the United States both socially and economically. The model of the New York Central locomotives (numbered 5297) was created by Charles Lamar between 1933 and 1939. The New York Central railroad system, created by Cornelius Vanderbilt, was first in use in 1831, and it joined other railroads from St. Louis, Cincinnati, Boston, Cleveland, Detroit, Chicago, and Indianapolis, pushing New York to the peak of its economy at that time.

The very first railroad system for public usage was the Baltimore and Ohio railroad in the 1830s, which was chartered and began in 1827. The railroad was built to compete economically with the Erie Canal in New York because Baltimore did not invest in a canal system. More goods could be transferred faster with a cheaper price to the Ohio River Valley, a trading center at that time. Agricultural products, such as cotton, could be transported to the north from the southern plantations while the industrial products, such as steel, could be transported to the south from the northern factories. When the Civil War began, the northern states gained many advantages because supplies and armies were able to move quickly to the designated point by the railroad system. Overall, the development of the railroad industry during the 1800s acted as a unifying force during the Civil War, and it boosted the economy at that time.

The Transcontinental Railroad built during the 1860s was another turning point in the history of the United States. The Transcontinental Railroad was built because the transportation between the east coast and the west coast took a long time and more people wanted to explore the western territory especially after the discovery of gold in California, known as the California Gold Rush. Before the Transcontinental Railroad was constructed, travels between east coast and west coast might take up to six months by stagecoach; though some people used the waterway in which they traveled around the Cape Horn of South America or sailed through the Isthmus of Panama, but the trip was both dangerous and unaffordable. The Homestead Act, an act that gave free land to the American citizens in the western area, also attracted more people to settle west. The Transcontinental Railroad, more than 2000 miles, started from Omaha, Nebraska to
Sacramento, California. Two companies were asked to complete this task: the Central Pacific Railroad Company, started from Sacramento, California and the Union Pacific Railroad, started from Omaha, Nebraska. With the Pacific Railroad Acts of 1862 signed by President Abraham Lincoln, the two companies got financial aid and land grants from the government. The railroad was completed at Promontory Summit, Utah on 1869.

The impacts that the Transcontinental Railroad brought were tremendous. One of the social impacts was that it helped the western expansion further west to the Great Plain region. The railroad allowed for trade and travel to be much easier, cheaper, safer, and more convenient; people could move out west, find work or become a farmer, and the railroad linked the west and east. Also, more people, such as Chinese, German, and Irish people, immigrated to the United States for labor forces in railroad construction. The railroad system also impacted the country economically. For example, Collis P. Huntington, Mark Hopkins, Charles Crocker, and Leland Stanford are known as the “Big Four” who gained wealth from the stocks that they invested in this Transcontinental Railroad. In sum, the railroad industry strengthened the economy of the U.S.

However, not all impacts that the railroads brought were positive. A negative influence that the railroad industry brought was the strengthening of monopoly. Andrew Carnegie controlled the steel industry, a material necessary for railroad construction, in the 19th century. His management is known as vertical combination in which he also owned everything necessary to make steel, such as the iron mine, coal mine, and transportation necessary for shipping raw materials. In this way, he could access the raw materials needed to make steel and control the steel prices. Another negative impact is that the construction of the Transcontinental Railroad interrupted the life of Native Americans who were living in many of the areas the Railroad went through. As the railroad moved the settlers westward, the Native Americans were relocated by the U.S government, and some of them were assimilated into the settlers’ culture.

The railroad industry in United States affected the living standard of the Americans by providing goods in a more efficient way. The early railroad systems such as the Ohio and Baltimore Railroad and the Transcontinental Railroad helped settle the west as well as
unify the country during the Civil War. Although the construction of the railroad system brought problems such as monopoly and disturbance to the Native Americans, the railroad played an important role in the development of the United States.

- Yuan Yuan Zhao, Collegiate Institute for Math and Science
Sources Cited:

Title: A Sketch of Castle Garden, New York

Artist: Jasper Francis Cropsey

Date Created: 1851

Content Relates to:

- Immigration
- Foreign Policy
- Nativism
In 1824, when it first opened to the public, Castle Garden became New York City’s largest cultural center; it was opened as a resort, theater, and restaurant. The purpose of this destination changed in 1855, close to the time that the painting shown above was created, when it became the focal point and final stop for immigrants coming to North America. At this time, immigrants primarily came from northern and western Europe. The majority were German and Irish, including the English, Russian, Swiss, Dutch, and French. War, famine, and political/religious turmoil encouraged emigration from Europe. The United States, at the time, had a policy of unrestricted immigration since the growing country needed a labor force and was seen as a beacon of opportunity.

In the late 1800s, the flood of immigration (about ten million entering through Castle Garden) led to a rise in nativism (prejudice against immigrants) in America. Nativists resented immigration for they believed immigrants were taking away jobs, deteriorating American culture, and bringing crime and disease. Beginning in 1882, the U.S. began to limit immigration. The Chinese Exclusion Act barred Chinese laborers from coming to the country to appease American workers and protect the labor market. The Gentle's Agreement, from 1907 to 1908, was an informal agreement with Japan to stop Japanese emigration to the United States.

As Castle Garden was replaced by Ellis Island in 1892 and turned into an aquarium, a shift occurred in the type of immigrants coming to America from old immigrants originating from Northern and Western Europe to new immigrants from eastern and southern Europe. Again, nativism led to restricted immigration to try and keep out undesirables such as radicals (those who had different political views) and give immigrants time to assimilate. As a result, literacy tests (1917) barred illiterate immigrants and the Emergency Quota Act of 1921 set a strict limit of 350,000 immigrants per year; most literate immigrants came from northern and western Europe. The National Origins Act (1924) further reduced immigration with quotas that favored “old” immigrants to “new” immigrants. Immigration was reopened through the Immigration Act of 1965 with an emphasis on reuniting families while giving preference to those with desirable skills.

- Elba Pascual, Central Park East High School
Sources Cited:


Object Name: Dinner service (381 pc.) presented to Commodore Matthew C. Perry

Maker: William Gale & Son

Date Created: 1855

Content Relates to:

- Imperialism
- Expansionism
- Industrial America
Matthew C. Perry joined the U.S. Navy in 1809 and started his military career serving aboard multiple ships in the American fleet. Perry served during many of the early American conflicts, such as the War of 1812 and the second Barbary War. He helped modernize the American navy, both in training and in the implementation of steamships in the Navy. In 1840, he was promoted to the rank of Commodore, and was given command of the New York navy yard. During the Mexican American War, Commodore Perry fought along the coast, capturing ports. At this time many previous efforts to open Japan to trade had failed, and it was decided that force would be necessary to open a port. In 1852 Commodore Perry set out for Japan, and his small fleet finally arrived in 1853. Perry sailed his fleet to Tokyo, the capital of Japan’s current government, the Tokugowa Shogunate. On behalf of the current president Millard Fillmore, he demanded the ports be opened to American trade or use his fleet’s cannons on Japan. Finally Perry was given consideration, and he left his proposal with the Japanese while he set out for China. When he returned in 1854, the Japanese had agreed to the conditions, and Commodore Perry and the Shogun of Japan signed the Treaty of Kanagawa, opening Japan to trade with America. When he returned to New York in 1855, the Chamber of Commerce and Merchants met with him on December 28 to celebrate his achievement and the profits the Chamber expected it would yield. This was at a time when the Chamber of Commerce had a particular interest in international economic endeavors. The Chamber committee then presented the Commodore the silver dinner set now in the New-York Historical Society collection and pictured above, numbering 381 individual pieces, to commemorate the significance opening of Japan to trade.

At the time that the treaty was arranged, the United States was becoming a major nation economically. The first half of the 19th century was a period of rapid economic and technological improvement in the United States often referred to as the Market Revolution. New technologies and projects such as the steam engine, canals and infrastructure allowed goods to be brought to a larger market and increased economic growth. Steam powered trains could connect producers of goods with markets and major cities and ports. Steamboats and ships brought goods up and down river faster than before. The west, expanded by land ceded to America from the Empire of Mexico, quickly became the site of rapid settlement and development of mining towns for gold and silver in places like California. The rapidity of economic expansion during this era lead to a drastic increase
of American exports, and markets were needed for these goods. Japan had been strictly isolationist since the early 1600’s due to concern over the spread of influence by traders and missionaries from England, Portugal and other nations over Japan. For the most part, with the exception of Nagasaki, (a port open to the Dutch and Chinese) all of Japan was cut off from foreign access. As a result, organizations such as the Chamber of Commerce and Merchants of New York, who celebrated Commodore Perry’s actions, considered the opening of Japanese ports to Americans as vital to competing with European influence over markets in Asia. Trade was also a way for Japan to modernize, introducing new products into their market that would make Japan a viable trading partner and increase their dependence on American goods, establishing American influence. The significance of the proposed trade agreement is stated in the letter of presentation that came with Perry’s gift, which ranks Perry’s mission “among the greatest events of the age”. Prosperity, economically as well as an increase in resource development, can also be seen in the quality of the silver collection gifted to Commodore Perry. Perry’s achievements also represented a powerful naval presence, which the United States’ increase in power and technology allowed for (including Perry’s own push to modernize to steamships).

America had been expanding since it was founded, with the West seen as a way to freedom. The movements to settle out west had led to the term Manifest Destiny, representing America’s obligation to expand to the other coast of the continent. In 1846, American expansion led to the start of the Mexican American War, and following the war Mexico ceded territory to the United States, including California. California’s settlement increased rapidly due to economic possibilities there, such as when gold was discovered in 1849. Ports in California allowed the U.S. to trade with Asia more readily, especially following the completion of a transcontinental railroad to bring goods across the country. The availability of trade led to the acquisition of many new American territories, including Hawaii, the Philippines, and Alaska, which were initially intended as coaling stations for steamships and ports to stop over on the way to Asian ports. The expansion of American territory was often initiated by economic opportunities, and Japan represented the beginning of America’s overseas influence which would rapidly grow during the later industrial era. Commodore Perry, a veteran of the Mexican American War, and his actions abroad, lead the way for the expansion of American influence, and began America’s long course of economic activity in foreign nations.
Commodore Perry’s Treaty of Kanagawa also represented the implementation of **Imperialism** by America and other European nations. Imperialism is generally associated with the domination of strategic regions and nations in less developed parts of the world by Europeans, but some nations began the process of **New Imperialism**, the point of which was to establish influence and gain power over nations without actually conquering a country. A means of doing so was to invest economically in a nation in order to gain influence over them. Japan had resisted foreign influence by strictly controlling foreign interaction, and had resisted multiple attempts to open ports before, unlike nearby China, which had been divided into spheres of influence: regions divided up amongst Europe’s major powers. However, there was constant competition amongst those nations for control of the area. America demonstrated similar imperialist traits when asserting control over local Central American nations with the **Monroe Doctrine** (a document which said Europeans could not interfere in the Americas). Later presidents, such as Theodore Roosevelt, would act upon this by sending troops into countries to influence governments or influence politics, all to support the American economy. Much like how troops were sent to Central American countries, Perry’s military pressure spread control over Japan. Further pressures from foreigners eventually lead to Japan’s modernization, a direct response to opening its borders to trade. A section of Perry’s treaty granted the United States the largest economic access to Japan if any other nation received more, solidifying the desired American hold on Japan’s market and modernization.

Although merely an agreement of trade, the treaty of Kanagawa marked Japan’s growing importance in the world to imperialism and the major world powers of the day. The cultural and economic changes in the United States that can be represented in the silver dinner set gifted to Commodore Matthew Perry show the importance of these events to America’s early days as a world power, and the industrial revolution era changes that motivated and lead up to Commodore Perry’s expedition to Japan in 1853.

- Frank Caccioppoli, Collegiate School
Sources Cited:


In the late 1800's, the policy of the Federal Government toward Native American Indians, as exemplified by the Dawes Act, was to
1. grant immediate and full citizenship rights to Native American Indians
2. encourage assimilation of Native American Indians into the mainstream of American culture
3. move Native American Indians into the cities to supply labor for developing industries
4. restore lands to the Native American Indian tribes that had lost lands to white settlers

Speaker A: "I am tired of fighting. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food."

Speaker B: "We took away their country and their means of support, broke up their mode of living, their habits of life, introduced disease and decay among them."

Both of these speakers are commenting on the
1. need to limit immigration to the United States
2. vanishing way of life for Native American Indians
3. condition of former slaves after the Civil War
4. evils of child labor

Between 1865 and 1920, railroad companies contributed to the economic development of the United States by
1. eliminating the need for water transportation
2. concentrating on military rather than civilian tasks
3. encouraging the formation of farmworkers' unions
4. providing the most efficient means of transportation over long distances

One factor that furthered industrialization in the United States between 1865 and 1900 was the
(1) development of the airplane
(2) expansion of the railroads
(3) mass production of automobiles
(4) widespread use of steamboats

The term Manifest Destiny was first used to support
(1) independence from Great Britain
(2) westward expansion to the Pacific Ocean
(3) efforts to stop secession of Southern states
(4) laws restricting labor union activity

A belief in manifest destiny, the passage of the Dawes Act, and the completion of the transcontinental railroad are most closely associated with the
1. rise of big business
2. growth of the labor movement
3. abolitionist movement
4. expansion and settlement of the West

The Chinese Exclusion Act (1882) and the Gentlemen's Agreement with Japan (1907) are examples of
1. international humanitarian programs
2. actions that reflected widespread nativist sentiment
3. successful negotiations to encourage trade
4. United States attempts to stay out of foreign wars

Which action by the federal government during the late 1800s is an example of nativism?
(1) passage of the Chinese Exclusion Act
(2) creation of tribal reservations in the East
(3) grants of financial aid to western farmers
(4) support for the construction of transcontinental railroads
Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Territorial Expansion (1800–1900)

Various events or developments have influenced the territorial expansion of the United States. In 1800, the United States was a nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about 3,000,000 square miles of territory.

Task:

Identify two events or developments that had a significant impact on United States territorial expansion between 1800 and 1900 and for each event or development identified:

- Discuss the historical circumstances surrounding the event or development.
- Evaluate the importance of the event or development on the growth of the United States.

You may use any example from your study of United States history. Some suggestions you might wish to consider include Louisiana Purchase (1803), completion of the Erie Canal (1825), War with Mexico (1846–1848), Homestead Act (1862), completion of the first transcontinental railroad (1869), and Native American Indian policies (1800–1900).

You are not limited to these suggestions.

In the late 19th century, the pattern of United States immigration changed in that
1 far fewer immigrants arrived in the United States than in previous years
2 most immigrants chose to settle in the rural, farming regions of the western United States
3 increasing numbers of immigrants came from eastern and southern Europe
4 most immigrants were political refugees

Which United States foreign policy action resulted from the close geographic relationship between the United States and Latin America?
(1) Monroe Doctrine  (3) Marshall Plan
(2) Truman Doctrine  (4) Open Door policy

In which war was Manifest Destiny used to justify United States government actions?
(1) Revolutionary War
(2) Mexican War
(3) Civil War
(4) Vietnam War

In 1853, Commodore Matthew Perry's visit to Japan was important to the United States because it
(1) ended the United States policy of neutrality
(2) opened new trading opportunities in Asia
(3) began a military alliance between the two nations
(4) acquired cheap labor for America's factories
The Great Fire of 1835 as Seen From New York Harbor, 1836-1840, Object Number 1910.6, Nicolino Calyo, American Art Galleries

**Title:** The Great Fire of 1835 as Seen From New York Harbor

**Date Created:** 1836-1840

**Content Relates To:**

- The Progressive Era
- Immigration
- The Industrial Revolution
- Safety Labor Laws
- 1947 Fire Prevention Conference
- History of Fire Department
Have you ever wondered how the fire department of New York was created and/or what led to the creation of it?

The painting above is named *The Great Fire of 1835 as Seen From New York Harbor*. It is an oil canvas painting that was created during the time periods of 1836 - 1840. This Great Fire was seen from the New York Harbor and was observed by thousands. The reason why the Great Fire is named the “Great Fire of 1835” is because it destroyed over 700 buildings. The fire was also seen as far as New Haven and Philadelphia. The Great Fire took place in a warehouse that carried luxurious goods such as fine silks, lace, glassware, coffee, teas, liquors, chemicals, and musical instruments.

During the unfortunate morning of December 17, 1835, the fire spread from south of Wall Street to in between Broad Street and East River. The ferocious fire burned everything on its triangular route and completely destroyed lower Manhattan as well as The Merchant’s Exchange on Wall Street.

The aftermath of the Great Fire was unbelievable. Newspapers reported the awful effects of the Great Fire which left New York City residents in disbelief and in utter shock. No blaze of fire had ever taken place in America like this before. 674 buildings were destroyed, leaving 23 of the city’s 26 fire insurance companies out of business. The total cost in damages were more than 20 million dollars back then - almost three times the cost of the building of the Erie Canal - which would be over hundreds of millions of dollars in today’s value. Due to the Great Fire of 1835, New York City had learned some valuable lessons.

One result of The Great Fire was the rebirth of safety priorities. New Yorkers from all around the city asked the government for federal aid to rebuild Manhattan. Unfortunately, they only received a portion of what they asked for. On the other hand, the Erie Canal authority loaned money to merchants to rebuild and continue business practice in Manhattan. In a span of a few years, the entire financial district (about 40 acres) had been rebuilt. Yet all this still did not solve one problem - fire safety issues. To prevent the spread of fire in between buildings, the government issued a restriction of construction wood frame structures, banning all new wood frame construction within even the densest parts of New York City in 1815. Because of this restriction, exterior warehouse doors were
required to be made out of metal as well as non-residential building shutters.

However, during the 20th century, another one of the biggest fires in history occurred at the heart of New York City. The Triangle Shirtwaist Factory Fire that took place on March 25, 1911, was one of the most deadly industrial disasters in all of New York. Because of this fire, the Great Fire of 1835, and two other huge fires that took place in 1776 and 1845, New York City finally came together to talk about fire safety.

As a result of all these fires, the American Society of Safety Engineers (ASSE) was founded on October 14, 1911. It is the world’s oldest safety society with over 34,000 occupational safety, health, and environmental professional members who manage, supervise, research and consult on safety, health, and the environment. The goal of ASSE is to prevent workplace fatalities, injuries, and illnesses.

The history of New York’s fires also contributed to the evolution of New York’s Building Code. Within the year of 1798, fire escapes were created to prevent dangerous fires that threatened individual life and property. Secondly, stairs became a huge deal after the Triangle Shirtwaist Factory fire. A law passed that no point in a newly constructed factory could be more than 100 feet from an exit, and where the floor area exceed 5,000 square feet, an extra stairwell had to be provided for each additional 5,000 square feet of floor area. Lastly, the invention of sprinklers in 1874 was a groundbreaking tool to protect life and property. After the Triangle Shirtwaist Factory fire, sprinklers were required in factories over seven stories or in other words, 90 feet in height.

As time went on and the Industrial Revolution was taking place, the United States economy and population were both booming. However, the newly formed United States was in need of laborers. This call attracted immigration from all around the world. Approximately 12 million immigrants arrived at Ellis Island in New York City between 1842 and 1954 to pursue the “American dream”. The race for employment gave many immigrants jobs that paid less and work long hours. In 1912, men earned less than ten dollars a week but worked more than 13 hours a day. Working conditions were also horrible. The environment was dirty, dangerous, and in some cases, life-threatening.
However, due to The Triangle Shirtwaist Factory fire and all the other fires that dealt with factories, an organization named “International Ladies’ Garment Worker’s” (ILGWU) came together and became one of the largest unions in the history of New York. As a result of the Triangle Shirtwaist Factory fire on March 25, 1911, 146 workers, mostly young immigrant women, died in the fire or jumped to their deaths. Because of this unfortunate event as well as poor working conditions, the union laborers started working with the local Tammany Hall officials including Al Smith and Robert F. Wagner and reformers such as Frances Perkins. The efforts of ILGWU and other union groups all were successful; safety and worker compensation laws were passed. This step gave power to the Union and made a safe workplace for employees and employers. Additionally, several labor rights’ acts emerged, one being the “Occupational Safety and Health Administration” (OSHA). Under this act, employees have the right to file a confidential complaint with OSHA to have their workplace inspected, review records of work-related injuries and illnesses that occur in their workplace, and the most common, have a safe environment to work in.

Outside of New York, another tragic fire was the Great Chicago Fire that occurred on October 09, 1871. It had killed more than 250 people, left 100,000 homeless, destroyed more than 17,400 structures, and burned more than 2,000 acres. Fire Prevention Week was established to commemorate this great fire. In 1920, President Woodrow Wilson issued the first National Fire Prevention Day proclamation and since 1922, Fire Prevention Week is observed on the Sunday through the Saturday period in which October 9th falls.

All in all, the Great Fire of 1835 as well as the numerous other fires mentioned above resulted in several changes and reforms throughout the course of New York and American history. In modern time and age, if there is a fire, one can easily just call up the Fire Department and they would deal with the fire. However, it was not as simple for the 19th century. New York gradually learned from previous mistakes and now is one of the most well-protected areas of all time - having over 11,000 uniformed firefighters as well as over 3,300 uniformed paramedics that work for the Fire Department of New York.

- Kaniz Fahmida, Manhattan Hunter Science High School
Sources Cited:


Title: Seth Low Mayoral Campaign Pin-Back Button

Date Created: 1899-1901

Content Relates to:
- Progressive Era
- Civil Service Reform
- Tammany Hall
This Anti Tammany Fusion Candidate for Mayor Seth Low political button has the face of a solemn NYC mayoral candidate Seth Low during the 1901 election. For years, New York City was a city governed by a select few dominating its affairs, known as the Tammany Hall politicians. These politicians helped set up a system of patronage in the city in which Tammany Hall directors appointed the Democratic candidates for elections behind closed doors and other municipal jobs that upheld a continuous system of like-minded politicians holding power, known as political machines. The Tammany Hall politicians patronized certain neighborhoods especially those with large immigrant populations to bring them to become large voting supporters of the political machine. Many became supporters when their neighborhood received “honest graft” by famed Tammany Hall politicians like George Plankitt which meant that these neighborhoods acquired resources like law enforcement through means such as corruption. The frustration of many New Yorkers helped them rally in opposition to the Tammany Hall machine through a non-partisan anti fusion movement.

The Anti-Tammany Fusion movement was made up of Citizen Union members, German American Reform Union, machine and independent Republicans, Good Government clubs, and labor unions. The Anti-Tammany Fusion movement gathered in social halls such as Cooper Union for unifying themselves and politically strategizing how to defeat the Democratic Tammany political machine with meetings known as conciliatory meetings. These meetings served for debating resolutions to be adopted by the coalition, a strong contrast to the partisan closed door meetings that Tammany Hall politicians were infamously known for appointing their preferred candidates to municipal offices. One resolution, proposed on September 5, 1894, demanded the fusion members to not vote for anyone who was previously on the ballot for Tammany. A third resolution involved making the mayor’s office a non-partisan platform, disregarding any patronage to a specific group within the coalition. However, in spite of the coalition’s unity in its opposition to Tammany, groups such as the Republican Party wavered with the extent to which they wanted to commit to the Fusion movement. Members within the anti-fusion coalition agreed upon concessions to prevent the overriding of opinion of any of the single groups involved in it. For example, in the 1901 NYC mayoral election, the nomination of Republican Seth Low was allowed along with a German American and independent Democrat for the rest of municipal offices.
The anti-fusion movement on the behalf of some city citizens enduring the neglect of their neighborhoods held a platform calling for greater police presence and accountability, developing more parkland, having “public structures” maintained and equality in the management of city affairs throughout the boroughs as opposed to the patronizing of neighborhoods were all claimed to have been dealt with by mayor Seth Low in a letter he wrote in the NY Times seeking reelection. A widely visible achievement of his administration in meeting the platform was the opening of the newly constructed Williamsburg Bridge in 1901. According to Low, Brooklyn received its first system-wide cleaning system and more parklands were opened, especially the opening of playgrounds. In this time period with a large percentage of New Yorkers living in tenements, the opening of public spaces and playgrounds was promoted by progressive reformers for urban dwellers to have healthy spaces to be able to leave their cramped and at times poorly ventilated tenements.
Under the Low administration, the city government became a more active institution in formerly meeting municipal needs in fields such as law enforcement, water supply and public health. City departments were more actively searching for methods towards best serving the city. This differed from how Tammany Hall operated in some parts of the city by depending on corrupt payments to police officers and the like. For example, the Department of Water forecasting in self-produced reports about future sources of water supplies for the city. The departments modernized to become similar in operation to private companies with the Department of Supply and Electricity for example earning an income of 1 million per year in its operations. The administration was also able to fulfill the fusion platform of greater street cleaning by establishing “first cleaning system in Brooklyn.”

The Low administration at this time clearly established itself as focusing on governing and not simply managing affairs when it reversed from being a benefactor of corporate and individual payouts for services towards holding assuming responsibility what was land or buildings that were necessary for public use yet used frequently by individual and private interests without regulation. For example, as in which railroad companies trying to access crossings throughout the city would pay a yearly usage fee to
the city. The city also began to make municipal rules for certain streets which had been previously been used unregulated by both individuals and companies. Another way in which municipal government was strengthened in its involvement in managing city wide affairs as opposed to simply local neighborhoods was through the empowerment and ensuing holding of accountability of local borough presidents supervising major local infrastructure projects as well as fielding street cleaning.

The anti-Tammany fusion movement was a local manifestation of the progressive reform movements of this era. The assassination of President James Garfield in 1881 by a person excluded from the spoils system and seeking retaliation that later bolstered the drive for the Pendleton act of 1893 to mark the national movement towards civil service reform to prevent Tammany hall type of corruption from occurring in public office.

The civil service reform movement fully launched in the 1890s. In 1891, The New York State Civil Service Act in 1899 categorized Teachers, principals, elected officials, department heads, employees and those working in legislature as classified occupations. The rigid requirements allowed only employees that were laborers or taking as noncompetitive exam for their occupation to face the less stringent requirements. The new law was firm in its stance against corruption. To cover past civil service possible abuses, employees who were being currently considered for a raise or promotion could not have their salaries raised until it was verified that their promotion rested on merit. There was also the safety mechanism of creating a “bond” which would be an amount of money an employee was willing to lose in the case an investigation charged them with fraud. Temporary vacancies in office also did not escape the statute’s requirements of merit.

There was an upheaval of this system with the important offices of district attorney, sheriff, and county clerk designated as classified positions that would respond not to local authorities but state authorities in Albany. This would sidestep potential abuses from corrupt local politicians. Violations of this law considered the designating of employees as laborers when in reality they did other clerical work in offices. In the case of having committed violations to the civil service law, employees would be charged with misdemeanors and the Board was empowered towards removing with the consent of the governor municipally appointed commissioners.

- Iveethe Molina, Edward R Murrow High School
Sources Cited:


**Object:** Stop the Arms Race pinback button

**Date Created:** 1980-85

**Content Relates to:**
- America in World War I
- Woodrow Wilson
The turn of the century proved to be a turning point in America’s history. Between the 1890s through the 1920s, the country felt a wave of social activism and political reform. Although America had tried to stay out of European affairs ever since George Washington’s farewell address, the First World War could not be ignored. Deciding to stay neutral at the beginning of the war, he felt that America had no business intervening in the foreign affairs taking place in Europe. That being said, it wasn’t long before the war threatened to spread to the Western Hemisphere and engulf the United States. Wilson was left with no choice but to take the country out of its neutrality and join sides with the Allies. Although most of the American public was behind Wilson on his decision, senators like Robert M. La Follette and George W. Norris believed in isolationism. Apart from senators, there were also foundations dedicated to stopping the war from making its way to the Western Hemisphere. The Women's International League for Peace and Freedom (WILPF) was founded in 1915 as a result of the war erupting in Europe, ever since then the organization has been working towards achieving world disarmament, civil rights for women, and racial and economic justice through peaceful means. Using the arts as their main advertisement, WILPF made pins, such as the one above, and posters promoting their anti-war and anti-disarmament message. Nevertheless, the war did end up making its way to Americans’ front doors and the country, or at least the majority of it, felt as if it was time to take a side on the war.

America’s entrance into the war officially took place on April 6th, 1917, shortly after President Wilson’s Address to Congress. The sinking of the Lusitania on May 7th, 1915 made the United States question whether it should stay neutral any longer. Nevertheless, the president advised the country’s citizens to “stay neutral in thought and in action.” Meaning, that even in the comfort of their homes, American citizens should avoid picking a side in the war both in the way that they think and the actions they decide to take. Wilson gained the total support of the American public when the contents of the infamous Zimmerman note were revealed to the public. The bottom line of the note was Germany’s attempt to bribe Mexico to attack the United States from the south in return for Germany’s help to get back territory that Mexico had lost to the United States.

Previous to the Zimmerman note, the sinking of the Lusitania intensely challenged America's neutrality. The reason as to why the Lusitania caused so much chaos among the American public was because although the ship was a British merchant ship, it also had
American civilians boarding it. On May 7th, 1915, 128 Americans were killed due to the German attack on the ship. Although it was morally wrong for the Germans to blow up the ship, this was a time of war and a fair warning had been given the day before not to board the ship. Wilson’s stubborn idealists’ views led him to believe that even if it was a time of war, the United States still had the right to freedom of the seas. Meaning, that because America had declared herself neutral, American merchants still had the right to navigate the seas without getting caught up in the conflict between the Central and Allied powers. Ultimately, the sinking of the Lusitania had not been enough to move the country into the global war, but the Zimmerman note definitely gave Woodrow Wilson the push he needed to turn the country around and plunge it into the First World War.

Although the Zimmerman note did put most of the American Public regarding the country’s involvement in the war, it was not easy to prepare for total war. Young men were being removed from their jobs and drafted into the war. Posters with messages such as “Enlist!” and “I want YOU for the U.S. Army” made it known that it was a man’s duty to join the war effort directly by enlisting. Women were then moving out of the house and taking the place of men by taking over their jobs, jobs ranging from working in a factory and farming to being a street car conductor. Also, propaganda was crucial in helping the government mobilize the public towards the cause of the war. They advocated for the involvement of everybody and through propaganda, the government was able to not only make it seem as the soldiers were fighting, but to make women and children believe as though it was their war too. Also, through propaganda the government was able to make the Axis powers, Germany in particular, seem barbaric and brute. Specifically, one of the most famous posters depicted a gorilla with a German soldier helmet holding a defenseless woman said “Destroy this mad Brute. ENLIST!”

Even before the end of the war in 1918, the American economy boomed. An immediate consequence of the country’s involvement in the war was the success of the U.S treasury in selling bonds to every class citizens. This proves to be a change from the Civil War, where war bonds were advocated and sold only to the elite. During the First World War, just about everybody was able to buy bonds. More often than not, those who refused to buy bonds were looked down upon and usually threatened. Typically, it was newly arrived immigrants from Germany that did not want to buy said bonds because naturally, they still felt a close tie with their home country. As a result of the selling the bonds,
America was able to help France and Great Britain in obtaining raw materials and weapons. Lastly, the U.S. government was also successful in raising taxes which in return generated revenue for the war effort.

Woodrow Wilson’s presidency during the war is ultimately deemed successful for his ability to mobilize the country and eventually bring the Allies to victory. Post War proved to be a stressful time for Wilson due to Congress opposing his last and most important of the Fourteen Points, which proposed the idea of America being part of the League of Nations. Ultimately, America decides to stay neutral and isolated throughout the next decade, whole heartedly embodying the ideals of George Washington’s farewell address. That is, until war breaks out once again in Europe merely two decades later after the First World War came to a close.

- Elianny Genao, High School for Environmental Studies

Sources Cited:


Object Name: Vote NO on Woman Suffrage pin

Content Relates to:

- 19th amendment
- Women’s suffrage
Societal expectations limited women in what they were able to do, meaning that women weren’t allowed to do things that men were allowed to do. For a long period of time women weren’t allowed to vote; no vote meant no voice, no voice meant silence, and silence meant no change occurring for the better of the country. It wasn’t until during The Progressive Movement that the limits of women were starting to change. The Progressive Movement was a phase of change that involved the United States industry to progress. This era impacted the country by the factory and road growth, more factories built and roads being built meant job creations allowing more Americans to be employed, that is except women. For this women started to protest, create petitions and foundations in hope of creating equality between women and men, primarily by having the right to vote. Still this didn’t mean that women weren’t still trying to be stopped from achieving this goal. Many factors and events helped women get their right to vote after a long battle of over two thousand years in order to achieve the ultimate goal in being allowed to vote.

Many attempts were made before to change women not being allowed to vote such as simply with force trying to vote even if it meant getting dirty looks and being arrested. For instance at one point the fourteenth amendment was used in attempt for women to be allowed to vote; around the year 1871, Victoria Woodhull addresses the House Judiciary Committee, arguing women’s to vote under the fourteenth amendment. In attempt many women tried to vote but failed due to their votes not being counted. Much more attempts were made to change women’s rights to vote before the anti-suffrage association. There were multiple women who lead protest for Women Suffrage, such as Susan B. Anthony. Anthony is known for being a women’s right campaigner, in the year 1853 in the New York State, she started the American Woman Suffrage Association. Before this, she was in an anti-slavery campaign with the goal of getting civil rights for African Americans. Anthony was threatened and constantly on the look for this and when she continued on doing the same for the women she was targeted even more than before. She started by first collecting signatures in favor of the petitions she went after (that involved women obtaining the right to vote), speaking at meetings for the need of change and lobbying the state legislature. With the American Woman Suffrage Association came the Anti-Woman Suffrage Association, a campaign against women trying to achieve the goal to vote. Most believed in the stereotypical homemaker, where a woman should be not involved in politics. In attempt to spread their word of keeping tradition they handed out buttons such as the one above to be in favor of women not being allowed to vote.
It's arguable that the event that made the nineteenth amendment happen was the Great War 1914-1918. The Great War or World War I caused the need for many men to attend the war and fight for their country that were in battle with several countries causing international chaos. Propaganda in demand of war bonds led to the increase of need for factories to continue producing good that are needed in war. Since a huge portion men for the most part were giving their part by being in the United States army it was up to women to work in the factories. After the war women were able to gain respect for what they had done during the Great War, within a year the nineteenth amendment was reached. The Great War showed to the country of the United States what women are capable of doing. Women taking over the industry and being able to keep the country in a good state without men working in the factories showed why they deserve the right to vote.

Even though it wasn’t for another two years after the Great War, women finally achieved the goal of being allowed to vote. On May 21, 1919, the House of Representatives passed the amendment, and 2 weeks later, the Senate followed. When Tennessee became the 36th state to ratify the amendment on August 18, 1920, the amendment passed its final hurdle of obtaining the agreement of three-fourths of the states.

- Ana Leon, KIPP NYC College Prep

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http://www.nwhm.org/education-resources/history/woman-suffrage-timeline
https://susanbanthonyhouse.org/her-story/biography.php
Practice Questions from Past U.S. History Regents Exams

In the last half of the 1800s, which development led to the other three?
1. expansion of the middle class
2. growth of industrialization
3. formation of trusts
4. creation of labor unions

Mark Twain labeled the late 1800s in the United States the “Gilded Age” to describe the
1. end of the practice of slavery
2. absence of international conflicts
3. extremes of wealth and poverty
4. achievements of the labor movement

One factor that furthered industrialization in the United States between 1865 and 1900 was the
1. development of the airplane
2. expansion of the railroads
3. mass production of automobiles
4. widespread use of steamboats

During the late 1800s, industrialization in the United States led to
1. the growth of the middle class
2. an overall decline in labor union membership
3. the creation of affirmative action programs
4. a decrease in the use of natural resources

The tragedy of the Triangle Shirtwaist Company fire of 1911 drew national attention to the need to
1. restrict immigration from southern Europe
2. establish full-time fire departments
3. protect the safety of workers
4. improve conditions for tenement dwellers

Which development led to the other three?
1. growth of tenements and slums
2. shift from a rural to an urban lifestyle
3. rapid industrial growth
4. widespread use of child labor

Which statement describes a result of the Industrial Revolution in the United States?
1. Farm production decreased.
2. Slavery in the South increased.
3. The population of the cities decreased.
4. Immigration to the United States increased.

The slogan “Eight hours for work, eight hours for sleep, eight hours for what we will” was used in the late 1800s to promote a major goal of
1. farmers
2. politicians
3. industrialists
4. organized labor

According to the theory of laissez-faire capitalism, prices of products are determined by the
1. interaction of supply and demand
2. cost of producing the products
3. government
4. bankers

During World War I, many American women helped gain support for the suffrage movement by
1. protesting against the war
2. joining the military service
3. lobbying for child-care facilities
4. working in wartime industries
Industrialists of the late 1800s contributed most to economic growth by
(1) supporting the efforts of labor unions
(2) establishing large corporations
(3) encouraging government ownership of banks
(4) opposing protective tariffs

During the late 1800s, labor unions in the United States had their greatest success in
1 persuading the government to limit most immigration
2 organizing skilled workers into craft unions
3 winning the great majority of strikes
4 achieving a legally guaranteed minimum wage

During the late 1800s and early 1900s, where did most of the immigrants to the United States settle?
(1) urban centers of the Northeast
(2) plantations of the New South
(3) mining areas of the Far West
(4) farming regions of the Great Plains

The success of the American Federation of Labor in the late 19th century can be attributed to its policy of
1 supporting candidates of its own political party
2 focusing on gains in wages and working conditions
3 using violence to combat big corporations
4 allowing only steel workers into the union

What was a significant impact of the Progressive movement on American life?
(1) increased government regulation of business
(2) increased restrictions on presidential powers
(3) decreased influence of the media on public policy
(4) reduced government spending for social programs

The Progressive movement (1900–1920) was primarily a response to problems created by
(1) abolitionists
(2) nativists
(3) industrialization
(4) segregation

"Fifty years ago, there was a cry against slavery and men gave up their lives to stop the selling of black children on the block. Today the white child is sold for two dollars a week to the manufacturers. Fifty years ago the black babies were sold [for cash]. Today the white baby is sold on the installment plan."

— Mother Jones, 1903

In this passage the author is protesting the
1 use of child labor in industry
2 exploitation of African-American children in the inner cities
3 sale of children into slavery
4 ability of children to use credit in company stores

A writer who publishes articles revealing political corruption might be called a modern-day
1 nativist
2 muckraker
3 philanthropist
4 abolitionist

A major reason the United States entered World War I was to
(1) gain additional colonial possessions
(2) react to the bombing of Pearl Harbor
(3) safeguard freedom of the seas for United States ships
(4) honor prewar commitments to its military allies

At the beginning of World War I, President Woodrow Wilson followed a traditional United States foreign policy by
(1) refusing to permit trade with either side in the conflict
(2) sending troops to aid Great Britain
(3) declaring American neutrality
(4) requesting an immediate declaration of war against the aggressors
Between the 1890s and the start of World War I, the United States expanded its access to overseas markets and raw materials through the policy of
(1) containment
(2) imperialism
(3) isolationism
(4) neutrality

In 1920, women gained the right to vote as a result of a
(1) presidential order
(2) Supreme Court decision
(3) national election
(4) constitutional amendment

The annexation of Hawaii, the Roosevelt Corollary to the Monroe Doctrine, and Dollar Diplomacy are all associated with United States efforts to

1. meet the demands of antiwar movements
2. isolate itself from international problems
3. expand its power and influence in certain regions of the world
4. implement policies of global cooperation throughout Asia

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex..."

— 19th Amendment, United States Constitution

Which group of women worked for the passage of this amendment?
(1) Harriet Tubman, Jane Addams, and Dorothea Dix
(2) Susan B. Anthony, Carrie Chapman Catt, and Elizabeth Cady Stanton
(3) Madeleine Albright, Geraldine Ferraro, and Sandra Day O'Connor
(4) Clara Barton, Amelia Earhart, and Eleanor Roosevelt

Theme: Reform Movements

Reform movements have been an important part of United States history.

Task:

Identify two reform movements in the United States since 1800 and for each reform movement
- Describe the historical circumstances that led to the need for reform
- State one goal of the movement and discuss two actions taken by the government, a group, or an individual in support of this goal
- Evaluate the extent to which the reform movement has made an impact on the United States

You may use any reform movement in the United States from 1800 to the present. Some suggestions you might wish to consider include the abolitionist movement, Populist movement, Progressive movement, women's rights movement, civil rights movement, and the labor movement.

You are not limited to these suggestions.
Title: The Bronx

Artist: Abraham Manievich

Date Created: 1924

Content Relates to:

- Women in the 1920s
- Harlem Renaissance
- Prohibition
The Roaring 1920s

The 1920s or the Roaring 20s AKA “the age of expression” was a turning point for many in America. The era brought about a lot of changes in the U.S creating a rival between tradition and modernism, through media and advertising. The media played a huge role in shaping individuals in the 1920s, because through modes like motion pictures and the radio the media influenced people’s morals, thoughts, behaviors, and actions, especially in women. Advertising (which was derived from the ideas of propaganda in World War I) was one way the media influenced people, therefore with it the demand for goods increased as people could now buy in bulk. The 1920s was sort of a golden age for the U.S, because it was the time of the Harlem Renaissance, the stock market boom and the booming of the automobile industry. With all this the 1920s welcomed a new way of life, with women’s suffrage, Jazz and above all new innovations like cars, radios, and telephones. This was the period many finally began to live the American dream.

Besides the 19th Amendment, which is known for woman suffrage, the 18th Amendment was also one of a major law passed in the 1920s. The 18th Amendment is the Prohibition law in the United States in the 20s that banned the consumption and sale of alcoholic beverages. This law was often broken at the time as people consumed alcoholic beverages at Parties and get togethers. A good example of the 1920s in its wild and vibrant state would be The Great Gatsby which was written by F. Scott Fitzgerald on April 10, 1925. The Great Gatsby shows the desire to live the American dream through its characters and also it demonstrates the 1920s as a time of music and flamboyance hence the nickname “the Jazz age”.

The media’s influence on people in the 1920s

The media played a huge role on how people perceived things in the 1920s. Through motion pictures and radio stations, people began to get into the idea of trends and women especially began to get into the idea of gender equality as they got the got the privilege to vote. The media also brought forth stereotypes, (for example, over exaggerations of the lifestyles of the poor white men often seen in motion pictures, branding them with names like “crackers” or “hillbillies”). Although the parts about poverty were true, the lives of
poor white men were often over exaggerated. Moreover, motion pictures also harbored stereotypes about African Americans as well, portraying most of them as gangsters and drug addicts.

**Women in the 1920s**

In the 20s significant changes for women took place in politics, the home, the workplace, and education. Some were the results of laws passed, many resulted from newly developed technologies, and all had to do with changing attitudes about the place of women in society. Laws like the 19th Amendment gave women the right to vote, but some women didn’t want the right because they had the opinion that women’s roles and men’s roles did not overlap. But most modern women like suffragettes and flappers did not agree, for they believed that they were human beings just like men were and deserved to be treated equally. While there were women fighting for suffrage others were busy trying to express themselves through various means by doing things women weren’t usually known for like drinking and going to bars. These women were known as Flappers, for they indulged in activities that were frequently done by men. The Flappers’ image consisted of shocking changes in women’s clothing and hair styles. Nearly every article of clothing was trimmed down and lightened in order to make movement easier. Women that usually wore long dresses with corsets began to wear short tight dresses with leather headbands and heels. Also rather than having long hair flappers cut their hair into bobs embracing new trends of the roaring 20s. Many Flappers were influenced by the media to dress a certain way through musical influences and motion pictures.

-Eghosa Okungbowa, Bronx Leadership Academy

Sources Cited:
Object Name: Saint Gaudens 1933 Double Eagle Coin

Date Created: ca. 1933

Content Relates To:

- Gold Standard Act
- The Great Depression
- The New Deal
The 1933 Gold Double Eagle, designed by Augustus Saint-Gaudens, sold for the highest price in the world ever paid for a coin, $7.5 million U.S. dollars, in 2002. The value stood at $20 in the United States. Saint-Gaudens’ majestic Double Eagle is considered the most beautiful coin of all time and is the most famous of all his artworks. Also, Saint-Gaudens was the inventor of the obverse-reverse design on coinage. The obverse of a coin is commonly called heads, because it often depicts the head of a prominent person, and the reverse tails. The design was commissioned by President Theodore Roosevelt; the obverse features Liberty striding toward the viewer before the dawn of a new day. Her right hand holds aloft a torch, and in her left is an olive branch. The Capitol building is visible in the lower left of the background, and 46 stars (1907-1911) representing the number of states in the Union in 1907 run along the coin’s border; 48 stars (1912-1933). The reverse depicts an American eagle soaring above a blazing sun.

Origins of the Eagle date back to the Coinage act of 1792 which created the U.S Mint, established the U.S. coinage system, and placed the mint at the seat of the U.S. government. This act, also known as the Mint Act, created five positions in the Mint known as the director, the assayer, the chief coiner, the engraver, and the treasurer (Not the same as secretary of treasury). The act laid the foundation for the modern U.S. currency and is still in effect today, albeit with many modifications over the past two-plus centuries. During most of the 1800s the United States had a bimetallic system of money; however it was essentially on a gold standard as very little silver was traded. The bimetallic system was a monetary system in which the government recognized coins composed of gold or silver as legal tender. A true gold standard came to fruition in 1900 with the passage of the Gold Standard Act. President William McKinley signed the Gold Standard Act on March 14, 1900, which established gold as the sole basis for redeeming paper currency. The act halted the practice of bimetallism, which had allowed silver to also serve as a monetary standard. Bimetallism was intended to increase the supply of money, stabilize prices, and facilitate setting exchange rates to improve the economy. The Gold Standard Act was one of the great steps taken by the government to shape the economy.

During the First World War (1914-1918), the United States government took a more active role in shaping the economy of the nation helping to mobilize it for war. There were different federal agencies each of which handled different decisions. These decisions
included what to produce, how much, how to distribute food and supplies, how to handle transportation problems, and how handle labor disputes. The 1917 War Revenue Act provided funding for the war efforts through increasing taxes and the sale of war bonds. After the victory in World War I, the economy took a slight hit as the production of war materials began to decrease. This promoted a more peaceful environment in the United States. Eventually there was a big boom in the economy which yielded positive results. During 1923-1929, Gross National Product increased by 40%, inflation rose little, and per capita income increased by more than 30%. As a result, Americans were given tremendous buying power. This time period was known as the Roaring Twenties which was marked by economic prosperity, advances in technology and culture, and changing social roles. For example, with the passage of the 19th Amendment in 1920 that gave women the right to vote, American women finally attained the political equality that they had so long been fighting for. The 1920’s saw significant change in the lives of working women. World War I had temporarily allowed women to enter into industries such as chemical, automobile, and iron and steel manufacturing, which were once deemed inappropriate work for women. Also, The Twenties witnessed the large scale use of automobiles, telephones, motion pictures, electricity, accelerated consumer demand and aspirations, and marked significant changes in lifestyle and culture. Although this time of success was upon the nation, it came to a halt by the Stock Market Crash of 1929 which brought forth the end of the prosperous time and a beginning to the Great Depression.

Black Tuesday, October 29, 1929 was the day of the crash. The Wall Street crash was the event that started the Great Depression that lasted 10 years and affected all Western industrialized nations. The crash came as a result of too many investors buying stock on the margin which meant purchasing a stock for only paying a small percent of the actual price. Buying on the margin allows an investor to purchase more stock, which they intend to pay off with the profits from a later sale of the stock. This led to a negative impact on the economy because many people and businesses went bankrupt, resulting in the failure of over 9000 banks. A lot of bank deposits were uninsured which caused people to lose their savings and since everything was declining, banks became less inclined to give loans to people which only further damaged the economy. Bankruptcy became problematic as people from all classes began to stop purchasing items. Businesses were damaged due to
the reduction in production of items. As item production decreased, the workforce decreased. With a result of 25% unemployment in the nation, people were left with the inability to pay for items leading to repossessing of their assets. The economy plummeted greatly since businesses lost profit. As businesses failed, the government tried to intervene by imposing high taxes on imports to protect American companies but it only resulted in diminishing trade between America and other countries, causing more economic backlash.

The first response to combat the Great Depression was by President Herbert Hoover. He took the initiative and instituted a number of programs with the intent to alleviate the economic crisis. In 1932, Hoover started the Reconstruction Finance Corporation (RFC) with the main purpose to help mortgage companies, to bail out railroads, and to prevent bankruptcy. He also used government money for building projects to get people back to work. Although he maintained the right mindset to help people, most of his programs failed and the country sunk deeper into financial ruin. Hoover’s presidency ended in 1932 and President Franklin Delano Roosevelt was elected into office. Roosevelt’s biggest task was to attempt to restore faith back in the economic system of the nation and to jumpstart the American economy once again. His biggest input into the revival of the economy was his program called the New Deal which was divided into three major parts. Those three parts were known as Relief, Recovery, and Reform. In an effort to end the run on the banks and stabilize the economy, President Franklin Roosevelt took America off the gold standard.

The Gold Reserve Act of 1934 made the trade and possession of gold a criminal offense for the citizens of the U.S. Sole title of this gold was given to the U.S. Treasury. The Gold Reserve Act took away title to all gold and gold certificates that were held by the Federal Reserve Bank. It became illegal for private citizens to own gold coins, unless they clearly had a collectible value. This law was enacted during desperate times to prevent the hoarding of gold currency. Not only were no more gold coins to be issued for circulation, people had to turn in the ones they had. Although 445,500 Double Eagles had been minted with the 1933 date, none were released into circulation because of changes made to currency laws. Since there would be no more gold currency issued in the U.S., the Mint had melted down the 1933 run of Gold Double Eagles and converted them to gold bullion bars by 1937. Eventually, Roosevelt’s actions began to positively affect the economy and his
programs were successful. This revived the economy which continued to soar throughout the course of World War II (1939-1945) as well. President Roosevelt’s efforts helped combat the depression and bring the world back towards success even though the Great Depression negatively affected the economy that was taken off the gold standard. By war’s end, the United States had the strongest economy in the world and began its entrance to a new period of prosperity.

- Julius Preshá, Manhattan Center for Science And Mathematics

Sources Cited:


Title: Shantytown-Twelfth Avenue at 40th Street, New York City

Maker: Irving Browning

Date Created: ca. 1930

Content Relates to:

- Great Depression
- FDR and the New Deal
Skewed across the American landscape, the hovels that were created from bits and scraps of material littered America. This shanty-town at Twelfth Avenue at 40th street in New York City shows the extreme poverty the United States encountered during the period of time of the Great Depression. The impressions that the Great Depression gave were encapsulated by photographer Irving Browning. The Great Depression (1929-39) was the deepest and longest-lasting economic downturn in the history of the Western industrialized world.

The source of the dismal society during the 1930s in the United States of America can be linked to the haphazard spending and borrowing that occurred in the Roaring 20s. The idea of installment buying lured many Americans because they could buy luxuries they simply could not afford at the time and try to pay it off later. This was unsuccessful because the purchases they made resulted in Americans not buying items later on, while production of goods increased. It represents one of the darkest periods in American history.

The Great Depression began with Black Tuesday on October 29th, 1929: when the American Stock Market crashed and resulted in a worldwide economic depression. During the Great Depression, which began in 1929 and lasted approximately a decade, shantytowns appeared across the U.S. as unemployed people were evicted from their homes. As the Depression worsened in the 1930s, causing severe hardships for millions of Americans, many looked to the federal government for assistance. While the initiation of the Great Depression varied among countries, the effects of the depression lasted through the 1930s and 1940s. Unemployment reached its highest point in 1933, when 25% of American workers were unemployed. The standard of living and conditions during the Great Depression were subpar and wounded numerous American families. When the government failed to provide relief, President Herbert Hoover (1874-1964) was blamed for the intolerable economic and social conditions, and the shantytowns that cropped up across the nation became known as Hoovervilles.

These “towns” were on the outskirts of major cities. Irving Browning (1895-1961), a photographer, actor and prominent filmmaker, encapsulated the images of New York City during the Great Depression and the contrast between the rich and poor during the 1930’s. The shantytown above was made from plywood, corrugated metal, sheets of plastic, and cardboard boxes, built by the multitude of homeless Americans in New York. Most did not have amenities, such as sewer systems, running water, and proper sanitation. The image of
a shantytown above shows how scarce money was for the average American. In his spare
time, Browning would photograph New York City showing contrast between rich shoppers
and street merchants, business leaders and the unemployed, the vibrant building industry
of the city and the weary Hoovervilles. This would soon change with the arrival of the next
president, Franklin D. Roosevelt.

Franklin D. Roosevelt tried to combat the problems caused by the Great Depression
by forming the New Deal. The programs of the New Deal had the following goals: relief for
those people who were suffering; recovery for the economy, so it could grow again; reform
measures to avoid future depression.

President Roosevelt often mentioned in his fireside chats on the radio that he would
try to lessen the worries of the American people. Roosevelt help create the Federal
Emergency Relief Act (FERA) in 1933, which $500,000 was distributed to states and cities
for direct relief and work projects for the hungry, homeless, and unemployed people. To
provide jobs to lessen unemployment, Roosevelt created the Public Works Administration,
hoping that an increase in employment would stimulate the economy. This system worked
by using government funds for construction projects, which promoted jobs. In contrast to
the PWA, the Works Progress Administration (WPA) sought people who were on relief and
provided them a means of attaining a job. Works Progress Administration provided 9
million jobs for unemployed Americans. The New Deal also sought to conserve nature and
make jobs through the Civilian Conservation Corp (CCC), which employed 2.5 million men
for natural conservation.

The United States needed to recover from the aftermath of the Great Depression.
Many programs were set up to insure the growth & flow of consumer demand. Federal
Housing Administration (FHA) was created to insure mortgages at a 10% interest rate for
20 or 30 years. This added stability to the housing market. The Home Owners Loan Corp.
(HOLC) gave loans to homeowners so they could pay their mortgage while banks did not go
bankrupt. These forms of reform would help many of the homeless receive housing. The
Great Depression not only affected cities, but the agricultural industry as well. The
Agricultural Adjustment Act (AAA) aim was to raise farmers’ income by cutting the amount
of surplus crops and livestock. In that way, farmers would be able to sell their crops at the
same prices of the years 1909-1914, a time when farm prices were high. The government
paid farmers for reducing the number of acres they planted. The plan was financed through
a processing tax on companies that made the wheat, corn, cotton, hogs, milk, and tobacco into consumer products. Large farmers, rather than small farmers and tenant farmers, benefited from the AAA. The act was deemed unconstitutional. When farm prices began to fall once more, the United States government implicated the Second Agricultural Adjustment Act. Instead of destroying crops, the United States government paid farmers to store portions of overproduced crops until the price reached the level of 1909-1914 prices.

President Roosevelt wished to reform the United States economic system and measures to prevent future depressions from occurring. To attract people to deposit and invest in banks, the New Deal set forth the Glass-Steagall Banking Act in 1933. This act allowed the government to investigate banking conditions and created the Federal Deposit Insurance Corporation (FDIC). The FDIC guaranteed deposits up to $5,000: ensuring account holders of banks all over the country that their money was not going to be lost. The stability of the stock market was a major concern of the United States because it was a profitable market and needed to be regulated. The Security Exchange Act of 1934 created the Securities and Exchange Commission’s (SEC) which could regulate stock exchange and investment advisors. They could pursue legal actions against misdemeanors. Citizens were not prepared for the Great Depression, so the New Deal insured citizens from future economic disaster by the Social Security Act of 1935. It provided insurance for old age, unemployment insurance, and helped the sick, elderly, and children with enough money to survive. These acts helped the United States get back on its feet and stride forward in the years following the Great Depression.

The end of the Great Depression came abruptly with the demand of World War II. Millions of jobs were created to fuel the defense industry. Millions were put to work building planes, tanks, and other military equipment. Most of the workforce was composed of women as men went off to fight. By war’s end, the United States has the strongest economy in the world and was entering a period of prosperity. The end of World War II brought forth the Baby Boomer age (1946-1960) where consumerism grew as new families bought more.

-Mohammad Hossain, Manhattan Center for Science and Mathematics
Sources Cited:


Which change in the buying habits of American consumers occurred during the 1920s?
1. The number of credit purchases increased.
2. Locally made products were preferred over national brands.
3. Preferences for imported goods greatly increased.
4. Homemade products experienced a revival in popularity.

The march of the "Bonus Army" and referring to shantytowns as "Hoovervilles" in the early 1930s illustrate
(1) growing discontent with Republican efforts to deal with the Great Depression
(2) state projects that created jobs for the unemployed
(3) federal attempts to restore confidence in the American economy
(4) the president's success in solving social problems

What was one factor that led to the Great Depression?
(1) government limitations on the amount of money in circulation
(2) high wages paid by employers
(3) increases in the tax rate for corporations
(4) excessive speculation in the stock market

The New Deal tried to solve many problems of the Great Depression by
(1) providing federal aid to many sectors of the economy
(2) reducing taxes on big business to stimulate job creation
(3) lowering federal spending to maintain a balanced budget
(4) decreasing foreign competition by raising tariffs

Which statement best illustrates a basic idea of President Franklin D. Roosevelt's New Deal?
(1) Communism provides the only real solution to economic problems.
(2) Unemployed workers should rely on the states rather than on the federal government for help.
(3) The United States reached its economic peak in the 1920s and is now a declining industrial power.
(4) The economy sometimes needs public money to encourage business activity.

The New Deal programs of President Franklin D. Roosevelt changed the United States economy by
(1) restoring the principle of a balanced budget
(2) expanding the trustbusting practices of Progressive Era presidents
(3) encouraging greater production of agricultural goods
(4) increasing government involvement with both business and labor
Theme: Presidential Decisions

During the last 100 years, United States Presidents have made important decisions in an effort to solve crucial problems.

Task:

From your study of United States history, identify two important Presidential decisions made during the last 100 years.

For each decision identified:

- State one goal the President hoped to accomplish by making the decision
- Discuss the historical circumstances surrounding the Presidential decision
- Describe the extent to which the decision achieved the President's original goal
- Discuss one immediate or one long-term effect of the decision on United States history

You may use any important Presidential decision from your study of 20th-century United States history. Some suggestions you might wish to consider include: Woodrow Wilson seeks ratification of the Versailles Treaty (1918); Franklin D. Roosevelt institutes the New Deal program (1933); Harry Truman decides to drop atomic bombs on Japan (1945); Dwight D. Eisenhower sends Federal troops to Little Rock, Arkansas (1957); John F. Kennedy places a naval blockade around Cuba (1962); Lyndon Johnson proposes the Great Society program (1965); Richard Nixon visits China (1972); and Jimmy Carter meets with Anwar Sadat and Menachem Begin at Camp David (1979).

You are not limited to these suggestions.

What was a major result of Prohibition in the United States during the 1920s?

(1) restriction of immigration
(2) growth of communism
(3) destruction of family values
(4) increase in organized crime

A result of the Harlem Renaissance of the 1920s was the

(1) restoration of buildings and the infrastructure in New York City
(2) increased recognition of African-American writers and musicians
(3) end of racial segregation laws in New York State
(4) appointment of several African Americans as presidential advisors

Which generalization can best be drawn from the experiment with national Prohibition (1919–1933)?

(1) Social attitudes can make laws difficult to enforce.
(2) Americans resent higher taxes.
(3) Morality can be legislated successfully.
(4) People will sacrifice willingly for the common good.

The “flappers” of the 1920s gained public attention mainly because they

1 often refused to conform to society's expectations
2 fought for the right of women to vote
3 fled the United States to live in Europe
4 worked for equal status in employment

The changing image of women during the 1920s was symbolized by the

(1) passage of an equal pay act
(2) drafting of women into the army
(3) popularity of the flappers and their style of dress
(4) appointment of several women to President Calvin Coolidge's cabinet
The 1920's are often called the "Roaring Twenties" because the decade was noted for

1. changing cultural values
2. economic depression
3. political reform
4. overseas expansion

Which heading would be most appropriate for the partial outline below?

I. ___________
   A. Wages lagging behind the cost of living
   B. Overproduction of consumer goods
   C. Excessive buying on credit

(1) Mercantilist Economic Theory
(2) Features of a Bull Stock Market
(3) Monopolistic Business Practices
(4) Causes of the Great Depression

"In times of economic depression, it is the responsibility of government to create programs that would provide jobs to the unemployed. The revenues that would be generated will repay the government expenditures."

This philosophy was most clearly carried out by the Presidential administration of

1. Woodrow Wilson
2. Warren G. Harding
3. Herbert Hoover
4. Franklin D. Roosevelt

"The tools of government which we had in 1933 are outmoded. We have had to forge new tools for a new role of government in a democracy—a role of new responsibility for new needs and increased responsibility for old needs, long neglected."

— Franklin D. Roosevelt

President Roosevelt made this statement in order to

1. justify an increase in the number of new Supreme Court Justices
2. defend the New Deal programs
3. support a renewal of laissez-faire government
4. secure aid for democratic countries in Europe

A major criticism of President Franklin D. Roosevelt's programs to combat the Great Depression was that these programs

1. reduced the power of the Federal Government
2. ignored the plight of homeowners with mortgages
3. provided too much protection for big business
4. made people dependent on the Federal Government
A condition of the 1920's that helped cause the Great Depression of the 1930's was

1. overspeculation in land in the West
2. overdependence on foreign trade
3. overproduction of goods by factories and farms
4. overspending on social programs by the government

Which combination of factors contributed most to the start of the Great Depression of the 1930's?

1. immigration restrictions and a lack of skilled workers
2. high taxes and overspending on social welfare programs
3. United States war debts and the declining value of the dollar
4. overproduction and the excessive use of credit

Which conditions are most characteristic of an economic depression?

1. high unemployment and overproduction
2. large business investments and low taxes
3. too much money in circulation and high stock prices
4. high employment and increased real estate investments

The New Deal tried to solve many problems of the Great Depression by

1. providing federal aid to many sectors of the economy
2. reducing taxes on big business to stimulate job creation
3. lowering federal spending to maintain a balanced budget
4. decreasing foreign competition by raising tariffs

Which situation helped cause the stock market crash of 1929?

1. excessive speculation and buying on margin
2. unwillingness of people to invest in new industries
3. increased government spending
4. too much government regulation of business

One difference between the administrations of President Franklin D. Roosevelt and President Herbert Hoover is that Roosevelt was

1. unwilling to allow government agencies to establish jobs programs
2. unable to win congressional support for his economic program
3. able to ignore economic issues for most of his first term in office
4. more willing to use government intervention to solve economic problems

Much of the domestic legislation of the New Deal period was based on the idea that the federal government should

1. favor big business over labor and farming
2. assume some responsibility for the welfare of people
3. own and operate the major industries of the country
4. require local communities to be responsible for social welfare programs

An important factor contributing to the start of the Great Depression in the United States was the

1. increase in military spending
2. failure to maintain the gold standard
3. reduction of tariff rates
4. uneven distribution of wealth

The strongest opposition to President Franklin D. Roosevelt's New Deal programs came from

1. western farmers
2. business leaders
3. factory workers
4. recent immigrants

New Deal programs such as the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) were primarily intended to help

1. farmers
2. homeowners
3. businesses
4. unemployed workers
Title: “God Bless America!” WWII Radio Toy

Maker: Unknown

Date Created: 1942

Content Relates to:

- World War II
- Homefront during WWII
- Propaganda
- Nationalism
On December 8th, 1941, the United States officially entered World War II, a conflict that would completely alter both America and the rest of the world. The United States had previously been reluctant to enter the war - after feeling that it had been manipulated and cheated by World War I, the United States had reverted to a policy of isolationism, focusing only on domestic issues and staying out of foreign conflict, in the interwar period. However, as the war heated up abroad, support grew for the war at home, and after the bombing of Pearl Harbor on December 7th, the United States was in. The United States’ entry was critical to the Allied victory against Germany in the war, as they provided essential planning and manpower, as well as equipment, and funding under the policy of Lend-Lease. However, despite the fact that this was a foreign war, World War II had a profound effect on the United States and its people.

Nationalism and a belief in American democracy morally fueled the war and home front effort. People believed that they were working and fighting for American values. At the beginning of World War II, on January 6th, 1941, President Franklin D. Roosevelt gave his famous “Four Freedoms” speech in which he defined the values that the United States was fighting for abroad - freedom of speech, freedom of worship, freedom from want, and freedom from fear. These were values that all Americans could understand and rally around, and through the war, American morality and nationalism were emphasized. This can be seen through the example of the children’s radio toy pictured above, which is red, white, and blue, and says “God Bless America” on it - a patriotic slogan and popular song written during the war which was played to encourage nationalism.

The American home front played an important role in World War II. This was total war - many at home were affected by the war, and much emphasis was put on working to support the war effort. For example, the government sold billions of dollars-worth of war bonds during the war. People were encouraged to ration food and save metals, fats, and rubber to be used for making munitions, or even plant “victory gardens” in their own backyards to provide more food during times of shortages. Women were affected in a major way by World War II, as they began to take the places in factories of men who had gone to fight the war. This was particularly significant, because it showed that women could do work traditionally reserved for men, and was a very important point in time for
the later Feminist Movement. However, not everyone on the home front of World War II was affected positively. African-Americans, for example, helped fight for goals of freedom, equality, and democracy abroad, which was quite inconsistent with their lack of civil rights at home. However, this injustice helped to spur the Double V Campaign, a movement for a victory abroad and a victory ending discrimination at home, led by people like A. Philip Randolph, who would go on to help establish the Fair Employment Practices Committee, a committee that investigated for discrimination in labor. This campaign would set the precedent for the Civil Rights Movement. Lastly, and most negatively affected on the American home front were the Japanese. After the attack on Pearl Harbor, Americans suspected many Japanese-Americans of espionage and sabotage. Because of this, under Executive Order 9066, the United States government ordered thousands of Japanese-Americans to leave their homes and live in internment camps. In the famous case Korematsu v. the United States in 1944, the Supreme Court ruled that these camps were constitutional during war time. This is considered a black mark on American justice.

Propaganda, as demonstrated by the child’s radio toy displaying the slogan “God Bless America,” was an essential part of the home front. The American people were directed in their actions throughout the war by propaganda, which came in the form of posters, slogans, movies, music, and even toys. This propaganda demonstrated U.S. policy - there was propaganda supporting bonds, working women, saving materials, as well as anti-Japanese, anti-German, anti-espionage, pro-United States, and pro-British propaganda.

Communication was perhaps the most important part of World War II. It was what helped the Allies plan together, it was what helped the troops get word back home, and it was what helped the government keep the people informed. No type of communication was as important at the time as the radio, as the radio toy demonstrates. The radio, on a practical level, helped the United States win the war, as the United States was able to communicate with the European Allies, as well as intercepting and cracking enemy code. Radios also helped convince Americans to enter the war in the first place. Reports from the frontlines and bombed cities, such as those by Edward R. Murrow from the Battle of Britain touched Americans, who felt sympathy and wanted to help. Franklin D. Roosevelt, the president at the time of World War II, used the radio frequently to communicate with the
American people via his “fireside chats,” which helped Americans understand and support the war effort. The radio also offered a morale boost for both soldiers fighting and people at home, as it fostered a sense of nationalism and patriotism from being connected to other Americans.

- Batia Katz, High School of American Studies

Sources Cited:


Title: "Welding school students punch the time clock..."

Published by: U.S Navy- public Relations Office

Date Created: ca. 1944

Content Relates to:

- WWII in America
- U.S. Neutrality/Isolation
- Women in WWII
- President Franklin Delano Roosevelt
In the course of American history, women’s societal role has been one that is characterized by inequality and inferiority. Before WWII, American women were usually expected to succumb to traditional matrimonial ideals. Generally, women were not expected to pursue any vocation of their own outside the household. In the same context, prior to World War II, it was generally perceived that a working man was the main provider for his family. Therefore, any woman who took a job was somehow taking on the role of the man, which was taboo. Therefore, women were discouraged from taking on any roles beyond the spheres set by tradition. However, as men went away to war, this argument became negligible since women became a necessity to the work force in America. Women were recruited to many jobs that previously would have been considered too physically or emotionally hard for them: such as welding, machine repair, operating tractors and other large engines. In fact, women made uniforms, weapons, and ammunition. They also helped build trucks, tanks, and airplanes. In essence, not only did women become an essential source of not only labor, but also the circumstantial embodiment of fortitude and competence.

WWII is often regarded as “the war of the century,” the first and most destructive total war the world had ever seen. It was unprecedented in the history of warfare; more than 60 million people perished. The war began after Germany’s attack on Poland in 1939, a mistake that immediately prompted a declaration of war on Germany from Great Britain and France. This marked the beginning of a war that lasted exactly six years and one day.

During the nascent stage of the war, America maintained a policy of neutrality. The Neutrality Acts were passed by the United States Congress in the 1930s, in response to the growing turmoil in Europe and Asia that eventually led to World War II. They were spurred by the growth in isolationism and non-interventionism in the US following its costly involvement in World War I, and sought to ensure that the US would not become entangled again in foreign conflicts. Though the United States was not directly involved in the war itself, its actions clearly indicated support for the Allied nations. Through the course of the war, the US provided weaponry for Britain and France. Efforts to help the Allies signaled a shift from neutrality to direct involvement. Though determined to maintain its neutrality, the United States was gradually drawn closer to the war by the force of events.
In many ways, the US earned its title as the “Arsenal of democracy”. For example, to save Britain from collapse, Congress passed the **Lend-Lease Act** aid early in 1941. The act “allowed the sale, transfer, exchange, or lease of war equipment to any nation for use in the interest in of the united states.” Moreover, in August, 1941, **President Franklin Roosevelt** met with Winston Churchill, Britain’s prime minister, on the high seas, and together they formulated the **Atlantic Charter**, a list of consensus goals for the war, as a general statement of democratic aims. To establish bases to protect its shipping from attacks by German submarines, the United States occupied (April 1941) Greenland and later shared in the occupation of Iceland; despite repeated warnings, the attacks continued. Relations with Germany became increasingly strained, and the aggressive acts of Japan in China, Indochina, and Thailand provoked protests from the United States.

America’s isolation from the Second World War came to an abrupt end on December 7th, 1941, the day on which Japanese naval forces conducted a surprising military attack on Pearl Harbor, a vital naval port for America. Japan’s attack on **Pearl Harbor** brought the US directly into the war. The United States hastily declared war on Japan, thus marking the commencement of the end of American neutrality during WWII. Recruitment and training rapidly proceeded after the attack on Pearl Harbor. In the blink of an eye, all aspects of American life were subjugated under a mobilization campaign for the war effort. As a result, a great economic revival was brought to the home front, as America prepared for war.

For the first time, women became the main source of labor as the men were drafted out to the war fronts. For example, propagandistic posters of **“Rosie the Riveter”** were used to recruit women into wartime industries. As stated by Barons Review, “America’s capacity to produce was substantially increased by the addition of three million women—double the number previously employed—to the labor force.” Not only did the need for labor provide a job to the average woman, it also opened up other opportunities for them. In contrast to the epoch prior to the war, the role of the average American woman proved to be significant in the nation’s development, not just to the maternal home. The traditional image of a woman seen as a house wife was now fading, and was now replaced by that of a
strong woman, who was likely to join the assembly lines of wartime factories like many others.

The history of women who served in or with the US military during World War II is a complex story of policy development, cultural expectations, social norms, and race relations. While this may be stated for almost any era, the sheer number of women in the military and the global significance of World War II reinforces the impact of the event. For the first time in their lives, many women began to take on jobs that were necessary and important. Women worked in the textile industries; making uniforms, boots, and other wartime necessities. In assembly lines women were utilized to help in increase the benefits of mass production. By having lots of women in factories, the production of Weapon in parts at assembly lines was feasible and effective. With women's assistance, the “total industrial production doubled between 1939 and 1945. The military production was astounding: 300,000 aircraft, 12,000 ships, 86,000 tanks, and 64,000 landing craft in addition to millions of artillery pieces and small weapons”. Posters all around the nation glorified the “ideal wartime” woman. Just like many other women across the nation during the war, this image embodies the historical role of women in the war. It captures the spiritual uniformity of the assembly line. In conclusion, the war changed women’s expectations and gave impetus to movement for greater gender equality—even though postwar society expected women to leave the workplace and focus on their roles as wives and mothers.

As some women aided in the production aspect of the war, other women provided the emotional support for the war. For example, women participated in organizations that
wrote cards for soldiers in the war front. As small as this act of sentiment might seem, when one thinks of the emotional battle a soldier goes through it was a gesture that helped mollify the hearts of many soldiers. To confirm this notion, “they wrote letters to their husbands, brothers, and friends; they attended USO dances and talked to lonely soldiers.” This brings the role of Hollywood women into the mix; the women of Hollywood during World War II glamorized the notion of war and patriotism. Superstars such as Marilyn Monroe and Phyllis Jeanne Creole entertained soldiers through musical performances. These women used their talent as entertainment virtuosos to add an aspect of recreation to the all too seriousness of the war itself. In general, women contributed to WWII in one way or another.

American women were essential to the war effort during WWII. “More than six million women took wartime jobs in factories, three million volunteered with the Red Cross, and over 200,000 served in the military”. As recapitulated by the image of ____ above, Women’s auxiliary branches were created for every branch of the military, including the Women’s Army Corps (WAC), Women Accepted for Volunteer Emergency Service (WAVES), and Women Air Force Service Pilots (WASP). These women’s organizations show how women were not only helping in the home front, but that they were directly involved in affairs at the warfronts. Although the war brought unique opportunities for women, society was still plagued by a gender hierarchy that remerged at the end of the war. When the war ended, a majority of women wanted to keep their jobs and their new-found economic and social independence, but nearly all were laid off, as orders for war materials decreased and millions of men returned home from military service seeking jobs. Veteran women couldn’t even benefit from the G.I. bill passed by Congress for returning soldiers. A majority of the women wanted to keep their new earned independence and economic stability. This propelled women to seek for social equality. Though many historians believe it was the civil rights movement that gave impetus to the women’s right movement in the sixties, perhaps it was the sudden and uninvited departure from autonomy brought by the end of WWII.

- Isatou Bah, Manhattan Hunter Science High School
Sources Cited:


http://wwii.nyhistory.org/2012/12/17/phyllis-jeanne-creore/


Title: *The Violinist*
Artist: Calla Lily Lukes
Date Created: 1955

Content Relates to:
- The Great Depression
- 20th Century Economy
- Art after World War II
- United States Economy before and after World War II
On September 2nd, 1945 World War II was officially over, there was nothing left to fight for. There were no more soldiers being deployed to fight, no one in the United States was working in factories to provide materials for the war, and the economy was no longer burdened by war expenses such as buying machinery for war. No longer involved in total war, Americans now had time to do new things.

Before the end of World War II, the United States was not a wealthy nation. The poverty in the United States began with the Great Depression. This started with the stock market crash on October 29, 1929, which is also called “black Tuesday,” because of the United States’ horrible financial situation that started that day. That Tuesday millions of stocks were sold in panic of losing money. Because of the stock market crash, thousands of banks closed and millions of people lost their jobs and the lavish life of Americans during the 1920s ended. By the end of 1929 stockholders had lost 40 billion dollars.

The Great Depression would be prolonged into the 1930s and the 1940s because of the World Wars. These wars were very demanding for money, because a lot of money is put into war to use for war materials and weapons. There were terrible effects of the stock market crash; income, tax revenue, sales and profits, and international trade all dropped. Unemployment in the United States rose to twenty five percent. All of these bad effects of the stock market crash and the Great Depression lasted until World War II.

The economy began to boom and during the 1950s and 1960s the economy of the United States doubled and America had 40% of the world’s wealth. The economy began to boom after World War II because the war ended and less money was being poured into the war. More money stayed at home in the United States. This brought a lot of prosperity and wealth to a lot of American citizens. After World War II, the United States was seen as the most powerful country in the world. After World War II a lot of soldiers came back home, settled down, and wanted to live comfortable happy lives, so a lot of manufactured goods were purchased by many families like that of the microwave and television. The highway system was built and commerce increased. Farming became a big business as more food needed to be produced for the soldiers that came back from war and their new families. A
lot more cars were being produced as people moved out from the cities.

With this extra amount of wealth Americans now had the money and time to invest in past time activities such as art. Art after World War II began to flourish. New art forms such as Abstract Expressionism, Op Art, Pop Art, Minimalism, Conceptual Art, Photorealism, Earth Art, Neo-Expressionism, Post-Modernism, and Performance Art emerged. None of these types of art existed before or during World War II. During World War II Americans were very nationalistic, a lot of focus was put on fighting and winning the war. A lot of people did everything for the war like working in factories, planting food in their gardens at home, at even wearing minimal tattered clothing. Even artists contributed to the war effort by playing music in the army or even creating posters. After the war many people turned to individualism to focus on their lives and their ways of expressing themselves so many art forms began to appear. The painting The Violinist, in the New-York Historical Society collection and pictured above, is a perfect example of art after World War II. Because many people began to draw and paint, this painting itself is a testament to art after World War II because Calla Lily Lukes painted this wonderful painting. The painting is an example of realism because everything in the picture is true to life. The main object in this painting is the violinist himself; during the war many people did not have time to entertain themselves with music or even learn the trade of art, so this painting pictures a man playing the violin. This also shows that people now were interested in the performance art because there was a man playing a musical instrument and people going into Carnegie Hall, which is a concert venue for audiences to view live performance art and music. This Hall was first opened on May 5, 1891.

The size of the middle class after World War II doubled, the middle class was about 60 percent of the population by the 1950s. A lot of new jobs were created so many Americans were employed. The economy also outgrew the industrial and manufacturing sectors. Cheap energy was a big part of the economic boom after World War II, America and Europe around this time controlled most of the petroleum in and out of the Middle East. A lot of new machines and equipment were produced because of smarter technology made by the 90 percent of school age students enrolled in school. This also shifted the workforce away from agriculture. Many high technology industries were started after
World War II such as electronics, aerospace, and plastics.

Being a capitalist country the United States has had a lot of ups and downs in its economy. The 20th century was a big turning point in the economic status in the United States. The Great Depression changed how banks worked, and the World Wars I and II introduced a faster and cheaper way to make products. Even though our economy is not the best or the most stable one today, it has still come a far way from the Great Depression in 1929.

- Zoe James, Fiorello H. LaGuardia High School

Sources Cited:


In 1933, President Franklin D. Roosevelt announced the Good Neighbor policy primarily to
1. increase immigration from Latin America
2. grant diplomatic recognition to the Soviet Union
3. promote free trade with the nations of Europe
4. improve relations with Latin American nations

Prior to United States entry into World War II, Congress passed the Cash-and-Carry Act of 1939 and the Lend-Lease Act of 1941. These foreign policy actions showed that the United States
(1) gave equal support to both the Allied and Axis Powers
(2) attempted to contain the spread of communism
(3) maintained a strict policy of isolationism
(4) became increasingly drawn into the war in Europe

During World War II, posters of Rosie the Riveter were used to
(1) recruit women into wartime industries
(2) encourage women to serve in the armed forces
(3) promote women's suffrage
(4) support higher education for women

A reason that President Harry Truman decided to use atomic weapons against Japan was to
1. end the war while limiting the loss of American lives
2. punish the Japanese people by destroying their country
3. increase Japan's potential as a future aggressor
4. divert forces to fight Germany

Shortly after entering World War II, the United States began the Manhattan Project to
(1) work on the development of an atomic bomb
(2) increase economic production to meet wartime demands
(3) defend New York City against a nuclear attack
(4) recruit men for the military services

"Though I have found no Negroes who want to see the [Allies] lose this war, I have found many who, before the war ends, want to see the stuffing knocked out of white supremacy . . . to win democracy for ourselves at home and to help win the war for democracy the world over . . ."
— A. Philip Randolph

Which war is most likely being discussed in this statement?
1. Revolutionary War
2. Civil War
3. World War II
4. Vietnam War

Which statement describes a major social and economic impact on American society during World War II?
1. The Great Depression continued to worsen.
2. More women and minorities found employment in factories.
3. The United States became an agricultural society.
4. Consumer goods became easier to obtain.

World War I and World War II brought about changes for minorities and women because these conflicts led to
(1) the creation of new job opportunities
(2) the passage of the Equal Rights Amendment
(3) a greater number of high-level management positions
(4) greater integration in housing and schools throughout the nation

The experiences of African Americans serving in the military forces during World War II influenced their postwar decision to
(1) renew support for the principle of separate but equal
(2) join the armed forces in record numbers
(3) increase efforts to end racial discrimination
(4) move back to the rural south
Theme: Foreign Policy

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.

Task:

Identify two important United States foreign policy actions since 1900 and for each:
- Discuss the historical circumstances surrounding the action
- Discuss one immediate or one long-term result of the action
- Evaluate the extent to which the action promoted the nation’s self-interest

You may use any important foreign policy action since 1900 from your study of United States history. Some suggestions you might wish to consider include Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904), Woodrow Wilson’s Fourteen Points (1918), the Lend-Lease Act (1941), the Marshall Plan (1947), the blockade of Cuba (1962), the Strategic Arms Limitation Talks (SALT) agreements (1972), and the Persian Gulf War (1991).

You are not limited to these suggestions.

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Change — Turning Points

Major historical events are often referred to as turning points because they have led to important political, social, and economic changes.

Task:

Identify two major events in United States history that were important turning points and for each:
- Describe the historical circumstances that led to the event
- Discuss the political, social, and/or economic changes that resulted from the event.

You may use any major event from your study of United States history. Some suggestions you might wish to consider include the signing of the Declaration of Independence (1776), end of Reconstruction (1877), Henry Ford’s use of the assembly line (1913), United States entry into World War I (1917), Brown v. Board of Education of Topeka (1954), passage of the Gulf of Tonkin Resolution (1964), and the fall of the Berlin Wall (1989).

You are not limited to these suggestions.
Veteran radio reporter, Robert Trout, speaking about radio news programs in the 1930s:

... It was a standard evening ritual in homes: people would gather round the radio sets when the news came on, and nobody would talk very much until it was over. They listened to H. V. Kaltenborn bringing them coverage of the Spanish Civil War with the crinkle of the rifles in the distance, and certainly nobody had ever heard real gunfire on the air before. Radio was bringing things right into people's homes, and it was beginning to affect the way people felt about what was going on in the world. So when something important happened in Europe, the country was prepared to listen. Americans had always been somewhat interested in Europe's affairs, but they just didn't feel that they were intimately affected by them. Now they were fascinated.

When Hitler annexed Austria, we did a full half hour of reports from Europe, with correspondents in Paris, Berlin, Washington, and London, and me in New York, acting as what would now be called an anchorman. Then in 1939 came the Czech crisis, which was a major radio event, and the country was enthralled by it all. They listened as much as they possibly could. We just took over the radio, doing minute-by-minute coverage, monopolizing the attention of the country. It was a great novelty then to be able to hear somebody like Hitler speaking, or to hear Neville Chamberlain coming back from Munich and waving the paper and saying, "This means peace in our time." To hear his actual words was amazing.

It's no exaggeration to say that radio brought the whole country together, all at the same instant, everyone listening to the same things. And the country liked being tied together that way. In the morning people would say, "Did you hear that last night? Did you hear Hitler speaking again? What was he talking about? Did you hear them all cheering, 'Sieg Heil'? What did you think?" It was on the tip of everybody's tongue. People didn't quite see, just yet, exactly how all these things overseas were ever going to intimately affect their daily lives. But it was the greatest show they'd ever been offered, ...


Based on this description by Robert Trout, state two impacts that radio had on Americans in the 1930s.

Score: 

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Urban-Suburban Pattern of American Life

The rapid growth in personal income in the decade after World War II contributed to:
(1) a decrease in the birthrate
(2) a major economic depression
(3) expansion of the middle class
(4) shortages in the supply of luxury goods

Which development following World War II caused the urban-suburban pattern shown in the diagram?
(1) increase in the number of farms
(2) expansion of highways and automobile ownership
(3) movement of most factories to rural areas
(4) decline in the number of middle-income families
Object: ERA YES Button

Maker: National Organization for Women

Date Created: 1972

Content Relates To:

- First, Second and Third Wave Feminism
- Movement for Equal Rights
- STOP ERA Movement
Second Wave Feminism developed as a movement in the 1960s and 1970s. It encompassed the struggle for equal rights and the liberation of women from patriarchy. Feminism pushed for a society that was not male-dominated or catering to males, but instead taking people of all genders into account. The Equal Rights Amendment was an excellent example of this struggle. It was developed in the 1920s and brought up again in the 1970s in response to the rise of second wave feminism. At the same time, there was an anti-ERA movement that wanted to keep the protections of sexist legislation. There were also many other progressive movements happening in the 1970s including the Black Power movement. Second wave feminism pushed for intersectionality, the recognition of a unified effort, with these other movements and called for sisterhood among all women. The ERA was never ratified in enough states to go into effect. The struggle for equal rights continues to this day, with many of the problems from the 1970s still existing today.

Second wave feminism took shape in the 1950s as women began to feel forced into their roles as housewives and homemakers. After World War II, soldiers came home, married, and bought a home in the suburbs. They worked office jobs and their wives were expected to be content cooking, cleaning, and taking care of the children all day. But they weren’t. Betty Friedan did a study on this topic at her college reunion and used her findings to write The Feminine Mystique, published in 1963. This book was the first book that openly criticized women for staying at home. Friedan encouraged more women to educate themselves and seek level ground with their husbands, and become empowered outside of their homes. The next landmark event of the second wave was the 1968 protest of a Miss America pageant in New Jersey. A group called the Redstockings burned "symbols of oppression" such as high heels, bras, and magazines. They criticized society for reducing women to objects of affection and relegating them to being housewives. In 1970, Michigan representative Martha Griffiths reintroduced the Equal Rights Amendment to the House of Representatives. The amendment passed through the House and the Senate in the next two years. The next step was ratification. The feminist organization NOW (National Organization for Women) campaigned in every state for ratification. The deadline was 1979 but NOW managed to get an extension until 1982. After ten years, only 38 states had ratified the amendment. It was dismissed.

Feminism originally began with the First Wave in the mid-19th century with the
Seneca Falls Convention. The idea for Seneca Falls originated from two women who went to an abolitionist convention in London, England and were denied because of their gender. They came back to the United States and complained to their friend Elizabeth Cady Stanton, who decided to do something about it. Stanton was also very involved in the Temperance movement at the time, so she had experience in activism. She made the argument that women would improve politics in America if given the vote because they were very morally minded. This argument was later used again in the 1920s suffragette movement. This movement was led by two factions, one of which was more radical. Alice Paul was the leader of the radical faction and she drafted the original ERA in 1923. She wished to work towards securing equal rights for all people and all women, hence the name of the bill.

There were many women and others who were not in favor of the women’s rights movement and the ERA. This group was called the Anti-ERA movement. The women in this movement generally wanted to preserve the sexist protections that cushioned their lives on the surface. One such group was STOP ERA, led by Phyllis Schlafly. She was a prominent conservative and mostly unsuccessful politician (she made several bids for Congress). The name of her organization, founded in 1972, stood for “Stop Taking Our Privileges.” These “privileges” included preference for secretarial jobs and exclusion from the Vietnam War draft. What these women did not see was that they were being limited and told what they could and could not do by men. There may have been more lady secretaries, but there were no lady executives. If women were allowed in the military, there may not have even been a need for a draft because of the extra influx of volunteers. Schlafly also believed passage of the ERA would lead to same-sex marriage and unisex bathrooms. Conservatives like her wanted to maintain the “dignity of the homemaker” and the woman’s role at home. They did this by having rallies where they paraded little girls with “Don’t Draft Me” signs hung around their necks. It is difficult to ascertain whether the STOP ERA movement had any real effect on the passage of the ERA, because it failed regardless. The ERA needed ratification by thirty-eight out of fifty states before 1979 and it was three states short. The National Organization for Women (NOW) called a state of emergency and began to dedicate all of its resources to the amendment’s passage. They extended the deadline to 1982, but no more states ratified the amendment after Indiana in 1977.

Feminism got lost among the many movements of the 1970s. In addition to the
second wave, there were also the **Black Power Movement** and the campaign to end the Vietnam War. Both of these were considered by many to be more “critical” than feminism and they brushed it off. Second wave feminism was very much about the idea of sisterhood and **globalism**, though. They embraced other movements and united their goals. This was especially true of activist **Angela Davis**, who approached every problem with an end to intolerance in mind. She was a civil rights, women’s rights, and prisoners’ rights activist in the 1970s and remains active today. Davis was not a member of the prominent Black Panther party. Although she supported their motives, she disliked their violent methods. In 1970 she was arrested after being wrongly accused of assisting in the kidnapping and murder of a California judge. The Soledad brothers, the true perpetrators, had stolen her gun and used it. The California government was happy to put her in jail for a while, though, because she was such a potent activist in the community. Davis was also a supporter of the Equal Rights Movement but it was not her main focus. She believed in empowering women and others mainly through education, which she says is a major reason that she became a teacher.

The **Equal Rights Amendment** was never passed, although there are 21 states with ERA equivalents in their constitutions. It remains ratified in 30 states, while five of the original ratified states have rescinded their support. The **Equal Pay Act** was passed in 1963 and had its 50th anniversary last year. Despite this, the current national average for pay disparity is 77 cents on the dollar. That means that women get less than an eighth of what men get for equal work. There has been an inexcusable dismissal of women’s issues in government since the beginning of second wave feminism. Feminism is currently in its **third wave**, and it is a more radical and all-encompassing movement than ever before. Elizabeth Cady Stanton began the American women’s movement almost 150 years ago, and the oppression of women has been going on all over the world since the beginning of most civilization. It has been time for it to end for a long while, but today, we have the means and the opportunity.

- Isabel Mandelbaum, High School of American Studies
Sources Cited:


“Separate educational facilities are inherently unequal.” — Brown v. Board of Education

The effect of this Supreme Court ruling was to
1. establish affirmative action programs in higher education
2. require the integration of public school's
3. desegregate the armed forces and the military academies
4. force states to spend an equal amount on each public school student

The Civil Rights Act of 1964 was intended to end
1. loyalty oaths for federal employees
2. affirmative action programs in education
3. unfair treatment of the elderly
4. discrimination based on race or sex

Which conclusion about the civil rights movement of the 1960's is most valid?
1. Groups in the movement had common goals but different methods for attaining them.
2. Civil disobedience failed to bring about any legislative changes.
3. The movement began with violent protests but ended with peaceful demonstrations.
4. The movement failed to inspire other groups to work for change.

The Declaration of Sentiments from the Seneca Falls Convention of 1848 proclaimed that
1. the abolition of slavery was necessary
2. all men and women are created equal
3. California should be admitted as a free state
4. the sale of alcoholic beverages should be illegal

**Theme:** Equal Rights

Since 1900, various groups in the United States have struggled to achieve full equality.

**Task:**

Identify one group of people in American society that has been denied equal rights.
- Discuss a major problem this group has encountered since 1900 in its struggle for full equality
- Discuss two specific actions that have been taken by an individual, an organization, or the government in an effort to help this group overcome the problem
- Evaluate the extent to which this group has achieved equality today

Be sure to support your essay with specific names of persons, laws, amendments, and Supreme Court cases whenever possible.

You may use any group from your study of United States history. Some suggestions you might wish to consider include African Americans, Asian Americans, Latinos, Native American Indians, persons with disabilities, and women.

You are not limited to these suggestions.
When Susan B. Anthony refused to pay a fine for voting illegally in the election of 1872, she stated: “Not a penny shall go to this unjust claim.” Her action was an example of

1. anarchy  
2. judicial review  
3. civil disobedience  
4. vigilante justice

“Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature and therefore of no force or authority.”

— Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848

The main goal of the Seneca Falls Convention (1848) was to
1. obtain equal rights for women  
2. make the public aware of environmental problems  
3. correct the abuses of big business  
4. organize the first labor union in the United States

Elizabeth Cady Stanton and Lucretia Mott were best known for their struggle to
1. prohibit the manufacture and sale of alcohol  
2. form labor unions  
3. secure the right of women to vote  
4. expose government corruption

The Feminine Mystique by Betty Friedan was an influential book in the 1960s because it
1. helped strengthen family values  
2. led directly to the defeat of the Equal Rights Amendment  
3. energized a new women’s rights movement  
4. reinforced the importance of women’s traditional roles

The Equal Pay Act, the Title IX education amendment, and the proposed Equal Rights amendment (ERA) were primarily efforts to improve the status of
1. African Americans  
2. Native American Indians  
3. migrant workers  
4. women


**Maker:** Keith Haring  
**Date Created:** 1980s

**Content Relates to:**  
- Social activism  
- Reagan/Reaganomics  
- Rise of the LGBTQ community  
- AIDS culture
At the end of the 1970s, America was faced with a variety of socioeconomic factors that provided the impetus for later social movements. The American public was faced with an economy that destabilized and heavily stagflated, and was overwhelmed by the lack of social progress under the consecutive terms of Gerald Ford and Jimmy Carter. In the two years leading up to the to the 1980 election, Americans’ sense of disappointment with the Carter administration was exacerbated by the Iranian Hostage Crisis, and the OPEC oil embargo. Republican presidential candidate Ronald Reagan, in the face of these disasters, offered a radically different vision for American society, and charmed his way into the Oval Office. In a period often referred to as the “Triumph of Conservatism,” Reagan's presidency brought a cultural transition from the 60s and 70s to the 80s: a shift from ‘yippies’ to ‘yuppies’. Instead of politically active hippies who supported far left political movements, a younger generation, called the yuppies, came forward; these young urban professionals were disinterested in spreading free love and social reform, and focused instead on the pursuit of wealth.

Because Reagan believed that government was becoming too large and causing problems for American society, he sought to reduce its size and power, and operated the economy based on an economic philosophy now known as “Reaganomics.” He began to reduce the power and reach of government by transferring control of federally funded social programs to individual states, downsizing federal spending on domestic welfare programs, and deregulating the economy as much as possible. Antipoverty programs were denounced on the basis that such programs would reduce incentive for the poor to seek work, and funding for urban housing programs was slashed. Other federally funded programs such as the Environmental Protection Agency (EPA), the Occupational Safety and Health Administration (OSHA), and the Federal Department of Education (DOE) also suffered severe budget cuts. Reagan relocated the funds from these domestic programs in order to increase the budget for the Department of Defense. This new increase in the Defense budget was used to fund programs such as the Strategic Defense Initiative, colloquially known as “Star Wars”, and outpace the military spending and production of the USSR, dubbed the “Evil Empire.” Reagan’s support for the SDI put him at odds with the USSR, and his agenda to contain Communism in the East led him to support even the most oppressive military regimes, so long as they weren’t Communist. Ultimately, his foreign
policy reflected his own feelings: his policies were geared more towards fighting Communism than being mindful of human rights violations in foreign nations.

Even more problematic than his approach to foreign policy were the consequences of his new economic policies. Reagan’s economic policies brought immediate reward and gratification for middle and upper class Americans, but wreaked havoc on the American economy and pushed the poorest Americans further into poverty. In implementing supply-side economics, Reagan passed the Economic Recovery Act of 1981, which cut federal income taxes. The logic behind this piece of legislation was that cutting income taxes would promote prosperity by leaving people a larger portion of their incomes to spend in the markets to encourage economic growth. However, the legislation did not have the intended effect, and Reaganomics eventually benefitted only the upper class. During Reagan’s two terms in office, the average family income for the wealthiest people grew by over 15%, while the average family income for the poorest people in the nation fell by nearly 10%. By 1996, 37 million Americans lived below the poverty line and America had the highest poverty rates among industrialized nations.

In the midst of Reagan’s economic and social overhauls, disgruntled and disenfranchised groups began to protest for sociopolitical equality. Minority and disenfranchised groups such as feminists, the LGBT community, Asian Americans, Native Americans, blacks, and Latinos began their social movements as they were faced with Reagan’s traditional right-wing ideologies. Reagan was extremely public with his disapproval of feminists, even trying to abolish legislation that gave women equal opportunity in public and occupational settings, and trying to seriously undermine affirmative action legislation and programs that sought to stimulate growth and increase educational opportunities in poor or underrepresented areas. This same disapproval was extended to the LGBT community, and was exacerbated by the spread of HIV/AIDS, a disease that became associated with gay white men. Such open disapproval gave birth to a community of social activists that used art and music as methods of public protest.
One of the most prominent artists involved in the gay rights and HIV/AIDS campaign was Keith Haring. A New York City artist and social activist, Haring’s work presented a young, liberal view on the changing culture of 1980s America. Believing that “the public has right to art,” Haring installed his art in public places, such as subway stations, sidewalks, and even painted directly on clothing later worn by famous celebrities. His works ranged from small flyers posted on the street to large murals and installments in public venues. Haring’s pieces were politically charged, especially in regards to war, and Reagan’s foreign and domestic policies. Posters, such as the one pictured above, were created by taking pieces of newspaper headlines and piecing them together to create exaggerated headlines regarding current event. Many of Haring’s works expressed frustration with the treatment of racial and ethnic minorities, and those affected by the HIV/AIDS epidemic. Because those with the disease were severely discriminated against, they were often afraid to be tested and diagnosed with HIV and were more likely to succumb to other illnesses.

Haring’s later works dealt primarily with male sexuality and the effect of AIDS on his own life and on the lives of people around him. Much of his art contains scenes filled with monsters, skeletons, and beasts, which adds a nightmarish quality to his work. This nightmarish quality is a reflection of Haring’s own struggles to cope with his mortality and inevitable premature death. Rather than being something positive or affirming, sexuality is almost always presented as threatening or something that needs to be silenced. The drama present in Haring’s works demonstrates the stigma associated with homosexual relationships propagated by the conservative cultural atmosphere and the association of the gay community with the HIV/AIDS epidemic. Although Haring was one of the first to present homosexuality in a politically progressive light, the experiences which he drew from were all experienced illicitly, and would “carry with them the feeling of guilt with which they were imagined, portrayed, and executed.” As a result, Haring’s works become
more powerful when the viewer takes into account his aim of being sexually progressive on behalf of the gay community. Ultimately, Haring's artwork was able to send a strong message to those that were disenfranchised by the new era of Conservatism and Reagan's discriminatory policies.

- Sora Kim, Stuyvesant High School

Sources Cited:


A major policy of President Ronald Reagan’s administration was to
(1) reduce defense spending
(2) lower federal income tax rates
(3) end desegregation of public facilities
(4) promote regulation of small businesses

The “trickle down” economic theory of President Herbert Hoover and the “supply side” economic policies under President Ronald Reagan were based on the idea that
1 balanced budgets are essential to economic success
2 the Federal Government needs to assume more responsibility for solving economic problems
3 economic growth depends on making increased amounts of capital available to business
4 economic stability is the responsibility of Federal monetary agencies

“In this present crisis, government is not the solution to our problems. . . . It is my intention to curb the size and influence of the Federal establishment and to demand recognition of the distinction between the powers granted to the Federal Government and those reserved to the States or to the people. All of us need to be reminded that the Federal Government did not create the States; the States created the Federal Government.”
— President Ronald Reagan
First Inaugural Address
January 20, 1981

Which action did the Reagan administration take based on the belief expressed in these statements?
1 It increased government spending on social programs.
2 It reduced defense spending.
3 It increased corporate and personal income taxes.
4 It reduced government regulation of business.

“Gorbachev Proposes Nuclear Arms Reductions”
“Berliners Travel Freely Between East and West!”
“Russia Seeks To Join NATO”

These headlines are most closely associated with the
(1) military arms race
(2) decline of Cold War hostilities
(3) failures of the containment policy
(4) successes of communism in the Soviet Union

**Theme: Social Change**

Events have influenced social change in American society.

**Task:**

Identify one event in United States history that has influenced social change and for the event identified:
• Discuss the historical circumstances surrounding the event
• Show how the event was intended to bring about specific social change
• Evaluate the extent to which the event was successful in bringing about that change

You may use any example from your study of United States history. Some suggestions you might wish to consider include passage of the Civil War amendments; development of the automobile; passage of the 18th Amendment [national prohibition]; passage of the 19th Amendment [women’s suffrage]; passage of the Social Security Act (1935); President Dwight D. Eisenhower’s decision to send troops to Little Rock, Arkansas; and the Supreme Court’s decision in *Roe v. Wade*.

You are not limited to these suggestions.
Supplemental Review Pages:

Know The 1600s

People to know:

John Rolfe
Pocahontas
John Smith
Anne Hutchison
William Penn
William Pitt

Peter Stuyvesant
King James I
John Winthrop
John Carver
Thomas Dudley
John Endecott

Ann Foster
Robert Hunt
John Ratcliffe
Lord De La Warr
William Bradford

Dates to know:

1606: The Virginia Company is granted a royal charter
May 13th 1607: Jamestown is founded
July 30th, 1619: Virginia House of Burgesses assembles
May 21st 1620: Mayflower Compact
Dec. 26th 1620: Pilgrims land at Plymouth
May 1624: the Dutch establish New Netherlands
June 1636: Rhode Island is established with full religious tolerance
Nov. 7th 1637: Anne Hutchison is banished
Dec. 1st 1660: 1st Navigation Act
Sept. 7th 1664: New Amsterdam becomes New York

Sept 19th 1676: Bacon’s Rebellion
1689: 1st French and Indian War
March 1692: Salem Witch Scare begins

Terms to know:

Mayflower Compact  Anglican Church  Jamestown
Puritan  Calvinism  Massachusetts
New Netherlands  Predestination  Pennsylvania
New England  Quaker  Pilgrim
New Amsterdam  Religious Tolerance

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Know the 1700s

People to know:

George Washington    Abigail Adams    John Hancock
Thomas Jefferson    King George III    Henry Knox
John Adams    John Peter Zenger    Paul Revere
Sam Adams    Thomas Paine    Daniel Shay
Benjamin Franklin    John Oglethorpe    Betsey Ross
Chief Pontiac    John Jay    Alexander Hamilton
Nathaniel Bacon    Benedict Arnold    John Marshall
Patrick Henry    Nathan Hale    Marquis de Lafayette

Dates to know:

1712: Pennsylvania bans the import of slaves
1734: The 1st Great Awakening begins (and lasts 10 years)
1735: John Peter Zenger Trial for Seditious Libel
1754: French and Indian War
1765: Stamp Act
1765: Quartering Act
1765: Virginia Resolution
1766: Stamp Act Repealed
1770: Boston Massacre
1773: Tea Act
1773: Boston Tea Party
1774: Intolerable Acts
1774: First Continental Congress Meets
**1775**: Paul Revere's Ride

**July 4**th **1776**: Declaration of Independence is signed

**1783**: Treaty of Paris

**1786**: Shays Rebellion

**1787**: Constitutional Convention

**1791**: Bill of Rights

**Terms to know:**

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Know the 1800s

People to know:

- Thomas Jefferson
- Napoleon Bonaparte
- Lewis and Clark
- John Marshall
- Aaron Burr
- James Madison
- Tecumseh; Prophet
- William Henry Harrison
- Henry Clay – American System
- John C. Calhoun
- Francis Scott Key, “The Star Spangled Banner”
- Andrew Jackson
- James Monroe
- Samuel Slater
- Daniel Webster
- John Quincy Adams
- Martin Van Buren
- Henry David Thoreau
- Robert Owen and New Harmony
- Joseph Henry Noyes – Oneida community
- Washington Irving
- James Buchanan
- Abraham Lincoln
- John Brown
- Thomas Stonewall Jackson
- George McClellan
- Robert E. Lee
- Ulysses S. Grant
- Jefferson Davis
- Andrew Johnson
- Edwin Stanton
- Thomas Nast
- Jay Gould
- Rutherford B. Hayes
- Samuel J. Tilden
- John Wilkes Booth
- Horace Greeley
- Chief Joseph
- George Washington Carver
- Booker T. Washington
- W.E.B Dubois

Know when these events happened:

- Louisiana Purchase
- Chesapeake-Leopard affair
- Embargo Act (1807)
- Non-intercourse Act (1809)
- Macon's Bill No. 2 (1810)
- Battle of Tippecanoe
- War of 1812
- Battle of New Orleans
- Treat of Ghent (1814)
- Hartford Convention (1814)
- Tariff of 1816
- Rush-Bagot Agreement (1817)
- Missouri Compromise (1820)
- Tariff of 1828 “Tariff of Abominations”
- Indian Removal Act (1830)
- Panic of 1837
- Kansas Nebraska Act
- Compromise of 1850
- Harpers Ferry Raid
- Election of 1860
- Antietam
- Fredericksburg
- Trent Affair
- Gettysburg
- Vicksburg
- Sherman’s March
- Appomattox Court House
- Election of 1864
- Wade-Davis Bill
- Civil Rights Act 1866
- Reconstruction Acts 67’
- Amnesty Act of 1872
- Compromise of 1877
• Chinese Exclusion Act (1882)
• Dawes Severalty Act (1887)

Terms to know:
• Judicial review
• Barbary pirates
• Impressment
• Creek nation
• Era of Good Feelings
• Sectionalism
• Lowell System
• Cotton Gin – Eli Whitney
• Industrial Revolution
• Nativists
• Sectionalism
• Urbanization
• Common man
• Spoils system
• “Corrupt Bargain”
• Bank of the United States
• Nullification Crisis
• Peggy Eaton Affair
• Second Great Awakening
• Antebellum Period
• Romantic Movement
• Transcendentalism
• Temperance movement
• Popular sovereignty
• Fugitive Slave Law
• Underground Railroad
• Bleeding Kansas
• Know Nothing Party
• Habeas Corpus
• Confederate States of America
• Anaconda Plan
• Monitor and Merrimac
• Emancipation
• Proclamation
• 13+14+15 Amendments
• Ex Parte Milligan
• Draft Riots
• Confiscation Acts
• Morill Tariff Act
• Morill Land Grant Act
• Pacific Railway Act
• Homestead Act
• Presidential Reconstruct.
• Freedmen’s Bureau
• Congress. Reconstruct.
• Due Process
• Sharecropping
• Spoils System
• Black Codes
• Impeachment
• KKK
• Comstock Load
• Turner Thesis
• Crop lien system
• Jim Crow Laws
• Poll tax – literacy test – grandfather clause
• Farmers Alliance
• The Grange
• Westward Expansion

Court Cases to Know:
• Marbury v. Madison
• Fletcher v. Peck
• McCulloch v. Maryland
• Dartmouth College v. Woodward
• Gibbons v. Ogden
• Cherokee Nation v. Georgia
• Worchester v. Georgia
• Dred Scott v. Sandford
• Plessy v. Ferguson
• Wabash v. Illinois
• Munn v. Illinois
Know the 1900s

People to know:

- Adam Smith
- Andrew Carnegie
- Henry Clay Frick
- John D. Rockefeller
- Thomas A. Edison
- Alexander Graham Bell
- Leland Stanford
- J. Pierpoint Morgan
- Eugene V. Debs
- Samuel Gompers
- Boss George B. Cox
- Boss Tweed
- Thomas Nast
- Frank Lloyd Wright
- William Graham Sumner
- Edward Bellamy
- Herbert Spencer
- Jane Addams
- Henry George
- Charles Darwin
- Rev. Russell Conwell
- William James
- Janes McNeill Whistler
- Mark Twain
- Joseph Pulitzer
- Susan B. Anthony
- Winslow Homer
- Francis Willard
- Cary A. Nation
- Thurgood Marshall
- George Bush
- Bill Clinton
- Richard Nixon
- Robert Kennedy
- JFK
- Martin Luther King Jr.
- Martin Luther King
- Malcolm X
- Rosa Parks
- Little Rock Nine
- Dwight D. Eisenhower
- Ronald Reagan
- Oliver Hill
- Joseph McCarthy
- Adolph Hitler
- Benito Mussolini
- Joseph Stalin
- Gorbachev
- J Edgar Hoover
- Herbert Hoover
- Woodrow Wilson

Dates: (1900-1950)

- 1903 - Big Stick Diplomacy
- 1904 - Roosevelt Corollary to Monroe Doctrine - Panama Canal Zone acquired
- 1905 - Niagara Falls conference
- 1906 - Pure Food and Drug Act and Meat Inspection Act
- 1907 - Gentlemen’s Agreement
- 1913 - Federal Reserve Act, 16th Amendment, establishing an income tax, 17th Amendment, establishing direct election of U.S. Senators. Underwood tariff
- 1914 - Clayton Antitrust Act
- 1917-1920 - First Red Scare, marked by a widespread fear of Bolshevism and anarchism
- 1918 - President Wilson's Fourteen Points, which assures citizens that the Great War was being fought for a moral cause and for postwar peace in Europe
- 1918 - Treaty of Versailles ends World War I
- 1939 - Nazi Germany invades Poland; World War II begins
- 1940 - Selective Service Act, establishing the first peacetime draft in U.S. history, U.S. presidential election, 1940: Franklin D. Roosevelt wins reelection to a record third term
- 1941 - Regular commercial television broadcasting begins; NBC television launched. - Lend-Lease, which supplies the United Kingdom, the Soviet Union, China, France and other Allied nations with vast amounts of war material during World War II - Attack on Pearl Harbor; U.S. enters World War II by declaring war on Japan the next day on December 8; and three days later against Germany and Italy. Atlantic Charter, drafted by the UK and U.S., to serve as the blueprint for the postwar world after World War II
- 1942 - Japanese American internment begins, per executive order by President Roosevelt; the order also authorizes the seizure of their property.
- 1943 - Tehran Conference
- 1945 - Yalta Conference, Battle of Okinawa, Germany surrenders, end of World War II in Europe, Potsdam Conference, Atomic bomb dropped on Hiroshima and Nagasaki. Days later, Japan surrenders, ending World War II
- 1945–1949 - Nuremberg Trials and Subsequent Nuremberg Trials
- 1946 - Employment Act
- 1947 - Taft Hartley Act, Plan, Truman establishes "the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures"
- 1948 - Alger Hiss Case
- 1949 - North Atlantic Treaty Organization (NATO) formed
More Terms: (1950-2000)

- Persian Gulf War/Operation Desert Storm
- Federal Reserve
- Patriot Act
- Reagan Revolution
- Reganomics Outsourcing
- Sally Ride
- Space Race Advancements
- Immigration Issues
- O’Conner, Ginsburg, Thomas
- Civil Rights Act of 1965
- Massive Resistance to Brown v. Board
- Brown v. Board
- Internal problems of the Soviet Union
- McCarthyism
- Hiss and the Rosenbergs
- Cuba Missile Crisis
- Bay of Pigs
- Vietnamization
- Federal Reserve
- Persian Gulf War/Operation Desert Storm
- NAFTA
- Apartheid in South Africa
- John Glen
- Neil Armstrong
- Realpolitick
- Detente
- Camp David Accords
- Energy Crisis
- Iran Hostage Crisis
- Glasnost
- Perestroika
- Berlin Wall

Court Cases to Know:

- Brown v. Board of Education of Topeka
- Gideon v. Wainwright
- Miranda v. Arizona
- Roe v. Wade
- Regents of the University of California v. Bakke