Review Catalog For Regents: U.S. History and Government

N-YHS 2015-2016

NEW YORK HISTORICAL SOCIETY
MUSEUM & LIBRARY
MAKING HISTORY MATTER
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. Each Student Historian chose a piece from our collection that represents a historical event or theme often tested on the exam, collected and organized their research, and wrote about their piece within its historic context. The intent is that this catalog 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 2015-16 Student Historians, compiled in chronological order, and organized by unit. Each essay includes an image of the object or artwork from the N-YHS collection that serves as the foundation for the U.S. History content reviewed. Additional educational supplementary materials include a glossary of frequently used terms, review activities including a crossword puzzle as well as questions and answers taken from past U.S. History & Government Regents exams, and tips for taking the Regents and analyzing documents for a DBQ. 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!

Kinneret Kohn
Manager of Teen Programs
Table of Contents

I. Unit One: Constitutional Foundations of The United States 4
   Federalist Paper Number 64: The Inception of an Independent American Government 5
   The Forgotten Father: John Jay and the Creation of a New Nation 8
   The Feud That Killed a Founding Father 13
   Slave Shackles: The Institution of an Imperfect Union 15
   A Nation Divided: Sectionalism and its Effect on the United States 18
   Civil War Draft Wheel: Unrest in New York 21

II. Unit Two: Industrialization of the United States 24
    Typewriters and the Technological Revolution 25
    Unions: Paving the Way for Worker’s Rights in America 27
    Sewing the Path to an Industrialized Nation 31
    The Golden Door to Immigrants 34
    The Orange Box: The Nation of Immigrants 37

III. Unit Three: The Progressive Movement 41
     Clara Driscoll and the Struggle for Labor and Women’s Rights 42
     Pitcher and Basin: The United States’ Emerging Middle Class 45
     Votes for Women: The Culmination of Many Efforts 48

IV. Unit Four: Prosperity and Depression 51
    Waving the Flags of War 52
    The Dancer: Changes of the 1920s 55
    Bright Lights Cannot Hide Dark Secrets 58
    Advertisement Uprising 61

V. Unit Five: Global Crisis, The Responsibilities and Cooperation 65
    Rising Tension: Buildup to the War in the Pacific 66
    The Face of Anti-Semitism: A look into the Holocaust 70

VI. Unit Six: A World In Uncertain Times 73
    Feeling the Heat of the Cold War 74
    Civilian Unrest and the Impossible War: Jack Stewart’s Graffiti Door 77
    Reagan: The Leader Who Defined a Decade 81
    Keith Haring: Pop Art and Popular Movements 84

VII. Unit Seven: The New Millennium 87
     Broken, But Not Destroyed: 9/11 and its Aftermath 88

IX. Educational Supplements 91
    Glossary of Terms 91
    Regents Review Crossword Puzzle 98
    Tips for Taking the Regents 100
    Practice Multiple Choice Questions 101
    How to Analyze Documents for a DBQ 105
Unit One: Constitutional Foundations of The United States

#Federalists vs. AntiFederalists, guess who won... #AlexanderHamilton #JohnJay #JamesMadison #Constitution

Which Founding Father refused to sign the Declaration of Independence and was opposed to slavery? John Jay! #nyhs #abolition

When political arguments turn deadly #Federalist #Anti-Federalist #AHam #ABurr #ElectoralCollege

No more compromising! How #Sectionalism over #Slavery led to the #CivilWar

How the first national #Draft led to the #Draft Riots. #RichMansBattle #PoorMansWar #CivilWar
This object is a sheet of paper with ink script. It is a manuscript of Federalist Paper #64, written by John Jay in 1788, one of 85 essays, of which 5 were written by Jay: Articles #2-5 and #64. This essay discusses the merits of the Constitution’s Senate, arguing that the appointment of Senators, rather than an election of Senators, made it unlikely that this body would fall into the hands of the rabble.

The Federalist Papers were a series of polemical articles advocating for the ratification of the new Constitution of the United States within the state of New York. After the conclusion of the Constitutional Convention, the draft of the Constitution was sent to the states to begin the debate over ratification. In New York, opposition to the Constitution came swiftly and brutally; as the process of ratification first reached New York, state newspapers harshly criticized the Constitution for going back upon the gains, specifically rights, won in the Revolutionary War for Americans. This criticism prompted Alexander Hamilton, an ardent Federalist who firmly believed in the strengthening of the Federal Government and a New Yorker, to begin writing the Federalist Papers. On October 27, 1787, the first Federalist Paper was published in the New York Independent Journal under the pseudonym “Publius.” Soon after this, Hamilton would recruit like-minded political figures of the day John Jay and James Madison to aid him in writing these polemics.

The Federalist Papers are but one, albeit crucial, part of the process that would culminate with the ratification of the Constitution. The origins of the modern United States government lie with the Continental Congress. After the Declaration of Independence was written in 1776 by Thomas Jefferson and America entered the Revolutionary War against England, the Continental Congress had the duty of leading the war effort, commanding and supporting the American soldiers in the war.
In this effort, the Articles of Confederation were drafted in 1777. This document can best be described as creating a loose confederation of states, for its powers and scope were limited: the Congress had the power to make treaties, declare war, make peace, sign treaties, borrow money, and establish a national Post Office; all other functions of government were allocated to the states. The Federal Government under the Articles of Confederation had no power to tax, being forced to rely on the goodwill of the states to accrue money for the war effort, they also had no executive control to force decisions, no court system, no national currency, the government consisted of only one delegate per state - appointed not democratically, but through state legislatures, and required a supermajority of delegates to pass legislation within the body. At this time, states also passed their own constitutions.

Both the Articles of Confederation and state constitutions reflected the feelings of the American people and their leaders at the time. After their experiences with Britain and its governmental tyranny over the colonists, American leaders greatly dreaded tyrannical governmental control over their rights and freedoms. State constitutions echoed this trend, with their emphasis on power stemming from the people, constitutional provisions protecting the rights of the people, and the principles of Separation of Powers, or delegating specific functions to differing branches of government so as to avoid overlap which would give one branch more power over another.

Despite these good intentions, the Articles of Confederation were, in the eyes of many American leaders, too weak to run the country after the conclusion of the Revolutionary War. Exacerbating the document’s weaknesses was the fledgling nation’s war debt. In Massachusetts, farmers who were brought into debt by the nation’s inability to pay them for their war service instigated an uprising called Shay’s Rebellion, which showed the nation’s weakness due to this debt. The States printed their own money, leading to a hectic financial situation that the Confederation Government had no ability to stop. The only success of the Articles of Confederation was the Northwest Ordinance, passed in 1787, which established the framework by which new territories and states could be created in America’s westward expansion.

These dangers and failures led to two conventions being called to examine the state of the Federal government and devise a way for it to be changed. The first one, the Annapolis Convention in 1786, was unsuccessful in bringing about any changes to the government, while the second, held in Philadelphia, was what is now known as the Constitutional Convention in 1787. The Constitutional Convention, attended by 70 delegates from 12 states (Rhode Island chose not to attend the convention), was where the greatest political minds in America would fiercely debate what government would be best for the people of the United States of America and, eventually, had to
produce shrewd compromises in order to create an acceptable constitution to all parties. The product was the **Constitution of the United States**. It would require, as per its specifications, a two-thirds majority among the states before it could be adopted. This process was called ratification. The Federalist Papers would be a key part of this process, swaying many undecided and opposing Americans to the side of ratification with their eloquent and well-reasoned arguments. The Constitution was finally ratified by the states in 1789.

**Sources Cited**


This bust of John Jay was made in 1792 by Giuseppe Ceracchi (1751-1802). Ceracchi was an Italian-born sculptor who came to Philadelphia in 1791 in the hopes of receiving a commission from the United States Congress for a monument celebrating the American Revolution. Though he was ultimately unable to receive a Congressional commission, Ceracchi became widely known for his depictions of Revolutionary War heroes. His sculpture of John Jay is one of thirty-six prominent Americans Ceracchi sculpted in his failed process of campaigning Congress.

John Jay was born in New York in 1745. A lawyer by trade, Jay’s long and illustrious career encompassed the movement for American independence and the birth of a new nation. His life embodies many of the tensions and conflicts that defined early America; from his role in the First Continental Congress, the ratification of the Constitution, and the debate over slavery, Jay had a monumental impact on the development of the United States.

Jay’s role in American independence can be viewed as one of moderation and compromise, as he separated himself from the Loyalists, or colonists who remained loyal to Britain, while avoiding the more radical positions of some of the Patriots, who advocated for complete American independence from Britain. In 1774, Jay was elected to the First Continental Congress as a representative from New York, the goal of which was to formulate a response to the Intolerable Acts, a series of punitive laws passed by the British Parliament after the Boston Tea Party in 1774. As representative, Jay published a paper titled Address to the People of Great Britain, which both criticized the abuses of the British while promoting a path to peace and reconciliation between the colonies and Britain. He argued that the colonists were, “As free as our fellow subjects in Britain, and that no power on earth has a right to take our property from us without our consent.” Yet Jay was reluctant to support American independence, as he believed that the differences with the British could be negotiated. This view persisted into the Second Continental Congress, during which Jay helped draft the Olive Branch Petition, a document that promised King George III of Britain that the
colonies would remain loyal if their grievances were addressed. The petition illustrated that a significant portion of the Second Continental Congress opposed rebellion and independence, instead hoping to solve their differences with Britain diplomatically. Unfortunately for Jay and his fellow congressmen, King George refused to read the petition. Moreover, after reading writings such as Thomas Paine’s *Common Sense* that expressed the colonists’ right to revolt against British tyranny, King George decided that war with the colonies was the only option.

Jay abstained from voting on the final version of the *Declaration of Independence*, and withdrew somewhat from the national scene to focus on New York politics for a few years. As a delegate to the New York Convention of 1776-77, Jay helped draft the new *state constitution*, which was adopted on April 20th, 1777. He continued to be a crucial political figure on the state level, becoming the Chief Justice of the State Supreme Court. However, as the 1770s came to a close, Jay was once again thrust into the realm of national politics. He served as President of the Continental Congress from 1778-1779, and, in 1779, was chosen as minister to Spain. This was not necessarily Jay’s first introduction to foreign policy: during the Second Continental Congress, Jay was part of the Committee of Correspondence, the goal of which was to communicate with the British and other Europeans sympathetic to the Patriots. As minister to Spain, Jay would spend the next three years trying to win Spanish support for the American Revolution and American independence. While his attempts ultimately proved unsuccessful, they introduced him formally to the world of foreign affairs—a world with which he would soon become well-acquainted.

In 1982, Jay was a member of the American delegation that negotiated peace terms with Britain. The delegation consisted of John Jay, John Adams, Benjamin Franklin, Thomas Jefferson, and Henry Laurens. However, Laurens was captured by a British warship, and Jefferson did not leave the United States in time to take part in the negotiations. The efforts of *Jay, Adams, and Franklin* culminated with the signing of the *Treaty of Paris* on September 3rd, 1783. When Jay returned home in July 1784, he discovered that he had been elected Secretary for Foreign Affairs. In that role, Jay had to resolve violations of the Treaty of Paris by both the British and the Americans. This would eventually necessitate more negotiations with Britain again in 1794 that would result in *Jay’s Treaty*, which settled outstanding issues between the two countries. The treaty sparked protests among certain segments of the American population, as some considered the treaty too favorable for the British. However, the treaty almost certainly averted a war that the United States would have been ill-equipped to fight successfully. As Secretary for Foreign Affairs, Jay’s experience representing his new country abroad convinced him of the critical importance of a strong central
government, and was the reason for his strong opposition to the Articles of Confederation which did not allow for this.

In 1787 and 1788, Jay collaborated with Alexander Hamilton and James Madison to write The Federalist Papers, writings that advocated for a strong central government and promoted the ratification of the new Constitution. Jay summarized his beliefs—and the beliefs of all Federalists—in Federalist 2, writing, “This country and this people seem to have been made for each other, and it appears as if it was the design of Providence, that an inheritance so proper and convenient for a band of brethren, united to each other by the strongest ties, should never be split into a number of unsocial, jealous, and alien sovereignties.” Jay deplored, “The feeble state of our federal government,” arguing that, under the Articles of Confederation, “The chain which holds us together will be too feeble to bear much opposition or exertion.”

On a state-level, Jay played a crucial role in New York’s ratification of the Constitution. When the New York Convention met in Poughkeepsie on June 17th, 1788, a 46 to 19 majority of its delegates opposed adopting the Constitution. At the time, eight states had already ratified the Constitution unconditionally, and, on June 21st (when the New York Convention was in session), New Hampshire ratified the Constitution. This was critical because at least nine states needed to ratify the Constitution to establish it as the system of government. Further, on June 25th, Virginia’s Convention ratified the Constitution. News from New Hampshire reached Poughkeepsie on June 24th, and news from Virginia came on July 2nd. These events put the New York Convention in a precarious position; if it didn’t ratify the Constitution, it would be out of the Union. This would be especially problematic given that the capital of the federal government was located in New York City. With much help from Jay, who led a compromise, the Constitution was finally ratified by a vote of 30 to 27. Jay also produced a pamphlet, An Address to the People of the State of New York, which powerfully stated the case for a strong federal government.

In 1789, President George Washington appointed Jay as the first Chief Justice of the Supreme Court, a position he held until 1795. The Judiciary Act of 1789 had established thirteen district courts in principal cities, three circuit courts, and one Supreme Court, which was to be presided over by a Chief Justice and five Associates. While few notable cases were decided during Jay’s tenure as Chief Justice, he still had a significant influence on shaping one of the most critical institutions of American government. As noted by the historian Herbert A. Johnson, “Jay’s concern for judicial independence, his courage, political stature, and organizational talents were critical in starting the Supreme Court on its way toward becoming a major force in American law and politics.”
Upon returning from negotiating with the British in 1795, Jay realized that he had been elected the new Governor of New York in his absence. During two terms as governor, Jay influenced many important issues ranging from Indian affairs, to the fortification of the city’s harbor in anticipation of a French attack, to the construction of a new state prison. Perhaps the most important issue he dealt with, however, was the issue of slavery. When he began his tenure as governor, New York was the largest slave-holding state north of Maryland, and New York City had more African American slaves than any city except for Charleston, South Carolina. Jay worked to ameliorate the conditions of African Americans slaves and ultimately to end their bondage. Even before he was governor, Jay promoted the abolitionist cause. In 1785, Jay helped found the New York State Society for Promoting the Manumission of Slaves, which entered lawsuits on behalf of slaves and helped organize boycotts. In 1787, Jay helped found New York’s African Free School which educated over one thousand students by the time New York City took it over in 1834. As governor, Jay furthered the abolitionist cause. In 1799, he signed into law “An Act for the Gradual Abolition of Slavery,” which stipulated that all children born to parents from July 4th of that year onward would be free (subject only to apprenticeship) and that slave exports would be prohibited. In 1854, the great journalist Horace Greeley said of Jay, “To Chief Justice Jay may be attributed, more than to any other man, the abolition of Negro bondage in this [New York] state.”

Thus, John Jay’s career as a public servant encompassed many of the events and tensions that characterized early America. Through multiple positions in different areas and levels of government, John Jay had a momentous impact on the formation and direction of the United States.
Sources Cited


The Feud That Killed a Founding Father

_Sam Ebersole_

These pistols are flintlock dueling pistols, crafted by Robert Wogdon, a prominent London gunsmith. They were owned by Hamilton’s brother-in-law, John B. Church, and had been used 3 years before, in 1801, in a duel in which Hamilton’s son died. The pistols have a number of unique features, including a hair-trigger, weighted bronze fore-ends, adjustable sights, and are .54 caliber. They have few embellishments, and are made of wood, brass, silver, and iron.

On July 11, 1804, **Aaron Burr** shot and killed **Alexander Hamilton** near Weehawken, New Jersey. At the time, Burr was the sitting Vice President, and Hamilton was the former Secretary of the Treasury. The duel was conducted in such a way that there were no witnesses to the actual fight, so records are not detailed. The duelists’ seconds (people chosen by the participants to help facilitate the duel) said that two shots were fired, and they claimed that Hamilton fired first. However, Hamilton’s shot was too high, and he missed. Burr immediately returned fire, hitting Hamilton in the chest. Hamilton was carried off the dueling grounds by his second, and died shortly afterwards.

The duel was the result of a long rivalry between Burr and Hamilton. The root of their enmity was their differing political views: Hamilton was a passionate **Federalist** who wanted a strong central government, while Burr was an **Anti-Federalist** and favored the rights of the states. However, their conflict was also personal, and stems from when Burr won a seat in the Senate from **Philip Schuyler**, Hamilton’s father in law. Later, Hamilton ran against **Thomas Jefferson** for the presidency. Laws at the time decreed that the candidate with the 2nd most votes became vice president. The two intended for the **Electoral College** to give Jefferson 74 votes and Burr 72. However, the electors failed to execute the plan, and they tied with 73 votes each. Burr refused to intervene in Jefferson’s favor, and Jefferson came to regard him as a traitor. After the election, Burr lost support in the **Republican Party**. Burr then ran for governor of New York, but Hamilton did all he could to deny him office, and he lost to Morgan Lewis. Burr then challenged Hamilton to a duel.
over a “most despicable opinion” that Hamilton had expressed (it is unclear exactly what Hamilton said about Burr).

The Hamilton-Burr rivalry was a product of a national debate that had been ongoing for years. Many people, including Aaron Burr, believed that any strong central government could eventually become as tyrannical as the British monarchy under the King of England, which led to the development of the first constitution of the United States - the Articles of Confederation. The Articles of Confederation created a country in which the states acted as if they were independent, with only nominal control by the Continental Congress. For example, Congress could not levy taxes, and the government could only raise funds by asking the states for it. This was especially problematic because huge debts had been incurred during the Revolutionary War, and Barbary pirates were raiding American ships. Jefferson would eventually authorize the creation of a navy to deal with these pirates. In addition, while Congress was in charge of foreign relations, it was impossible to finalize any treaty with European nations because the states refused to agree to the terms. Eventually, many people decided that the Articles had to be revised.

Despite the failure of the Articles, many people still argued against a centralized government, and a nationwide debate ensued. Some supporters of a centralized government, such as James Madison, John Jay, and Alexander Hamilton, wrote a series of essays called the Federalist Papers, which argued for the ratification of the new Constitution, which had been made to replace the Articles of Confederation. Hamilton himself was a massive proponent of a strong central government, even suggesting that the President and congressmen serve for life. Eventually, the Federalists won, and the Constitution was ratified in all 13 states. However, even after its ratification, there was a constant political battle in Congress over any new attempt to strengthen the federal government, a battle that lead to the death of Alexander Hamilton.

Sources Cited


Slave Shackles: The Institution of an Imperfect Union

Zainab Bah

Slavery in America was the institution in which one person owned another and made profit from their labor without paying them wages. Through the slave trade, many Blacks were captured in Africa, then transported in boats to North America and sold as slaves. These slave shackles, also known as a bilbo, were intended for very young children. It was used to prevent them from running away.

Shackles may have been used to bind ankles during transportation, on an enslaved person’s neck as a punishment, or around their wrists to prevent escape. Slavery in America was essential, especially to the Southern economy. The Southern economy relied heavily on their fertile soil; therefore slaves were needed to work on large plantations. On the other hand, the North based their economy on manufacturing and industries.

After the American Revolutionary War in 1783, delegates representing each state met to revise the Articles of Confederation, which formed the United States’ Constitution. Within the meeting there was a dispute between how states where going to be represented in the federal government. James Madison supported the Virginia Plan that proposed states’ representation be based on their population. However, smaller states, such as New Jersey, rejected Madison’s idea, instead recommending equal representatives (New Jersey Plan) to avoid the bigger states gaining power over smaller states. The Great Compromise helped settle this argument by allowing each state to have equal representatives in the Senate and have representation based on population in the House of Representatives. The Three-Fifths Compromise was an agreement that based representation in Congress on a count of the free population plus three-fifths of the slaves. The Three-Fifths Compromise privileged the South by counting their enslaved population while denying those same people the right to vote.

The Fugitive Slave Act was a portion of the Compromise of 1850 that caused tension throughout the nation. The Fugitive Slave Act was a federal law that allowed slave hunters to capture and return runaway slaves within the territory of the United States. Legislated by Congress in 1850,
the Fugitive Slave Act ratified local governments to seize and return escaped slaves to their owners, with penalties imposed on anyone who assisted in their escape. The Fugitive Slave Act under the Compromise of 1850 eliminated the insignificant legal protection slaves had. Initially, fugitives who were captured were allowed to appear in front of a judge to make their claims. However, after the Compromise of 1850, they were taken in front of a federal commissioner who received five dollars for releasing a fugitive or ten dollars for returning them to the South.

The novel *Uncle Tom’s Cabin* (1853) written by Harriet Beecher Stowe tremendously changed many Americans’ perspectives about slavery. Since the North didn’t have slavery, the novel raised awareness of the brutality and harshness of slavery in the South. Beecher Stowe was one of many people who met with fugitives, and through communicating with them, she was exposed to their excruciating and unethical treatment. Beecher Stowe, in her novel, describes how violently and agonizingly the White masters treated their slaves. As a result of their exposure to slavery in her book, many groups and individual reformers wanted to end slavery in the United States and organizing into the Abolitionist Movement. One of the many anti-slavery activists was the highly regarded former slave, Frederick Douglass. Douglass was known for his intellectual writing and famous speeches through which he advocated for human rights. Escaping from the South to the North wasn’t easy, so a secret network was created by abolitionists to help escapees, known as the Underground Railroad. The Underground Railroad helped a famous African American abolitionist and a humanitarian, Harriet Tubman; she gained her freedom and later became a conductor for the Railroad leading hundreds of slaves to freedom.

During the presidential election of 1858, two powerful political leaders Stephen Douglas and Abraham Lincoln debated about the future of slavery in the United States. In Douglas’s Freeport Doctrine, he outlined his position on slavery through his support of popular sovereignty. Popular sovereignty allowed each territory to decide whether they wanted to exclude slavery or permit slavery. However, according to the Dred Scott Decision (1857), slaves could never have rights and could only be considered property, and therefore, could not be considered free even if they move to a free territory. Moreover, Douglas felt that African Americans’ rights were not included when the Declaration of Independence was written and that they could not receive the protections of citizenship.

When Abraham Lincoln became President, many in the South feared he would enact laws to limit slavery. South Carolina, North Carolina, Texas, Virginia, Arkansas, Tennessee, Virginia, Mississippi, Georgia and Alabama seceded from the Union and created their own nation known as the Confederate States of America. Between the Union States and Confederate States there were
disputes over sectionalism, between free and slave states over the power of the national government, taxation, excessive tariffs and trade, all of which led to the American Civil War (1861-1865). Spurred by this rebellion, on January 1, 1863 Lincoln issued the Emancipation Proclamation which claimed that all slaves in the Confederate territory were freed. The Emancipation Proclamation affected 3.1 million Americans; however, it was restrictive in many ways. The proclamation exempted the five Border States; West Virginia, Delaware, Kentucky, Missouri and Maryland (the border states where states that had slavery but did not succeed from the United States). Though the Proclamation freed many slaves, it did not grant freed slaves citizenship. This occurred on January 31, 1864 when Congress passed the 13th Amendment, which abolished slavery in the United States. Later the 14th Amendment was ratified on July 9, 1868, which granted citizenship to anyone born or naturalized in the United States including former slaves.

Sources Cited


A Nation Divided: Sectionalism and its Effect on the United States

Caryssa Perez

Made in 1866 by Leonard Volk, these bronze pieces are casts of presidential candidate Abraham Lincoln’s left and right hands in Springfield, Illinois. Lincoln held a portion of a broken broom stick in his right hand so it would appear as if he was holding a document. Lincoln's right hand was more swollen than his left because of constant handshaking on the campaign trail. There is also a scar on Lincoln's left thumb from his days as a rail-splitter.

During the early 19th century, American society was beginning to drastically transform. In these years, America witnessed rapid economic growth due to the success of cotton industry and expansion into the Western territories. However, due to distinct differences between Northern and Southern culture, there was a major clash on how American policies would be handled in new states. The authorization of slavery was the most evident difference between the Northern and Southern policies. On the one hand, Northern cities were industrialized and thrived on the ability to mass produce products and their vast railroad systems. While in the South, plantation owners used slaves as free labor to make a profit. Slavery was most profitable on large farms where cash crops like cotton could be grown, not produced in factories. In addition, many Northerners disagreed with slavery because many began to come to terms with the hypocrisy of slaveholding in their “free” nation. On the other hand, the South relied on slave labor as a way of income. During the years 1861-1865 Georgia's population had 462,198 slaves out of its 1,057,286 total population. Growing support for the Underground Railroad provided many slaves with the opportunity to seek their freedom and run away, causing many problems for their masters. The Underground Railroad was an organization of Americans who helped runaway slaves into areas of freedom. This caused more tension between the abolitionist movement and pro-slavery southerners. The idea to secede or break away from the Union entered the minds of many Southerners.
Thomas Jefferson’s purchase of the Louisiana Territory changed America forever - with more land to settle, Americans began to move westward. The **Louisiana Purchase** doubled the size of the United States, increased the power of the national government. However, it also caused an increase in tensions over the admission status of incoming states, leading the government to appease both sides by making compromises. These compromises only appeased the people temporarily but as new issues sprung up, the compromises became obsolete and useless. One such compromise was the **Mason-Dixon Line** which stated that above the boundary line of Maryland, slavery was illegal. Issues arose when California asked for admittance into the Union, which would interfere with the Mason-Dixon Line because California geographically crossed the line and wanted to be admitted as a free state. This brought conflict because the Democrats in the South were worried that their voice in Congress would be overshadowed by the Republicans in the North. As a result, the government issued the **Compromise of 1820**, also known as **The Missouri Compromise**. This stated that while California would be admitted as a Free State, Texas would be admitted as a slave state and future states were going to be admitted in pairs as one Free State and one slave state. In addition, the **Fugitive Slave Act** was passed. This law allowed bounty hunters to search and recapture slaves in Northern states. This is also when the idea of **popular sovereignty** was introduced. Popular Sovereignty is when the citizens of a specific area could determine how they would be governed, specifically if they would allow slavery or not. With this idea in mind, many people rushed into new territories from both the North and South to influence the new state’s stance on slavery. This can be seen when Congress passed the **Kansas-Nebraska Act**, which repealed the Missouri Compromise of 1820, and allowed people in the territories of Kansas and Nebraska to decide whether or not to allow slavery within their state.
The next presidential election fell just as the country grew closer to disunion. The debate between Senatorial candidates Abraham Lincoln and Stephen Douglas was held on October 15, 1858, in Alton, Illinois. Lincoln and Douglas participated in seven debates throughout Illinois, Lincoln was the Democratic representative and Douglas was the Republican. Senator Douglas was the person who introduced popular sovereignty to Congress. However, many Republicans and Southerners disliked Douglas because of his pugnacious and stubborn attitude. While, Lincoln was charismatic, he was a great public speaker and made it very clear that if he became president he would not abolish slavery. All the same, many Southerners and Republicans feared that if Lincoln won the presidency they would lose control of the government. Since Lincoln’s opponents were so deeply divided, he won the popular vote of the Electoral College. As a result on December 20, 1860, South Carolina became the first state to secede from the Union. Other states like Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas followed a short time later. Early the next year, representatives of those states gathered in Montgomery, Alabama, to found a new nation, The Confederate States of America (also known as the Confederacy), and to name their president, Jefferson Davis. The American Civil War was declared on April 12, 1861 when Confederates opened fire with 50 cannons upon Fort Sumter in Charleston, Georgia.

Sources Cited


Civil War Draft Wheel: Unrest in New York

Erik Walter

This simple lottery wheel helped start the worst race riot in United States history. The only surviving wheel of the infamous Draft Riots, it was used on Manhattan’s Lower East Side on July 13, 1863. Its job was to randomly pick from eligible draftees for the country's first draft. As the Civil War raged, more people were needed to fill the gaps in the Union army. Lincoln called for a nationwide draft in 1863. This was the first ever draft in the US. The state of New York was ordered to enlist 60,378 men, roughly one out of every thirteen New Yorkers.

Each draft wheel was filled with names collected by marshals who went to all homes around New York and gathered the names of men from 20 to 45 years of age. Names were then drawn from the drums at random and those chosen served the army for three years. The lowest ranked soldiers were paid $13 per month until 1864 when their wages were raised to $16. Conditions for the soldiers were harsh; by the end of the war more than a quarter of the Union’s forces had suffered casualties with one in every twenty-four soldiers having died. The rich, however, could get out of service by paying a fee of three hundred dollars to be taken out of the draft (comparable to a good wage for a whole year of work).

One of the city’s newest and poorest immigrant communities at this time were the Irish. The community immigrated to the United States following the Potato Famine of the 1840s in Ireland. Most lived in tenements with often whole families to a room, with a communal toilet for the entire apartment building if they were lucky. The buildings were under maintained and unregulated; conditions became so bad that The Tenement House Act of 1867 required that at least one toilet was provided to every 20 people. Living in squalid conditions, many of the new immigrants were unhappy with the prospect of fighting in the Civil War after fleeing famine and unrest in Ireland. Some believed that they were fighting for the Black community (who weren't yet allowed to fight) and that more rights for Blacks would increase competition for jobs.
On the second day of the draft, a crowd of thousands gathered outside the draft office on Third Avenue. At about 6 am, as the draftees’ names were being pulled, the crowd stormed the draft office and set it on fire. Consisting of about 5,000 mostly Irish men and women, they were armed with pipes, bricks, and knives. They cut telegraph lines and attacked and killed police, White abolitionists and Free Blacks. A Black orphanage was raided and torched, killing a girl. Estimates put the death toll as high as five hundred with many more wounded.

The riots forced the government to make a compromise with the people of New York. After two days, the Common Council voted to make a $2.5 million fund, giving those who could not afford the $300 the ability to skip the draft. However, the rioting did not stop. Soldiers had to be moved from the recently ended battle of Gettysburg to deal with the rioters, where they encountered harsh resistance. Finally on the fifth day, Williams, owner of the Steinway & Sons piano factory recorded in his journal, "City profoundly quiet." The riots had ended, the draft was eventually reinstated and very few were arrested.

Throughout the war the Union had trouble recruiting soldiers. After Fort Sumter was lost, Abraham Lincoln called for each state to send troops. Instead of fighting on the side of the Union, Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy. Anti-war sentiment was high in many Northern states as well. People did not want to fight for land hundreds or even thousands of miles away. Many were against the war because they thought Lincoln was fighting the war to free slaves. Another reason for discontent was that entire communities were wiped out because people from the same place were put in the same units.

The Union had to end the war quickly. It was clear Great Britain was considering supporting the Confederate army to protect its cotton imports. To win faster, the Union developed technology and changed its tactics. It used balloons to spot the enemy far off and used ironclads (metal plated ships) to defeat the Southern navy. They also made rifles that could shoot faster and more accurately. To break the Southern morale they burned and looted cities and farms they conquered, destroying infrastructure and freeing slaves in accordance with the Emancipation Proclamation. Freeing slaves was a tactical move for the North. On Aug. 22, 1862, President Lincoln wrote a letter to the New York Tribune that included the following passage: “If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do not believe it would help to save the Union.” Lincoln made it clear he freed slaves to save the Union. Freeing slaves did two things, first it destroyed the Southern...
economy and military workforce by giving greater incentive than ever to flee. Second, it increased recruitment to the Union army by allowing recently freed slaves to fight.

When the war finally drew to a close, Abraham Lincoln was assassinated. The Reconstruction plans that Lincoln had proposed were not passed. Instead, President Andrew Johnson said the Southern states, not the federal government, could reconstruct themselves. This led to the Southern state legislatures passing the Black Codes, laws which served to keep Black Americans oppressed and unable to exercise their rights as citizens through the perpetuation of racism and discrimination. Today the Civil War stands as America's most costly war in sheer loss of life. Unfortunately, winning the war did not end many of the issues that started it, racism and the political divide between North and South. Its effects are still felt to this day.

Sources Cited


**Unit Two: Industrialization of the United States**

**Typewriters and the Technological Revolution**
@NHHS

Gosh, this typewriter is so slow! Why is this thing so complicated? #IndustrialRevolution #thestuggleisreal

**Unions: Paving the Way for Worker’s Rights in America**
@Adeena

Low wages + long hours + unsafe work environment = a recipe for the creation of unions. #CollectiveBargaining #DoTheMath #WorkersRights

**Sewing the Path to an Industrialized Nation**
@Angelina

Understanding the progression of living. Getting a say in the way you live. Protection of the Gov #IndustrialRevolution #SocialDarwinism

**The Golden Door to Immigrants**
@Vanessa

When you have millions coming at you, what do you do? #Immigration #Liberty #NYC

**The Orange Box: The Nation of Immigrants**
@Cecilia

Did you know NYC was nicknamed the #goldendoor by American immigrants in the 1900s? #nyccfunfact #historyiseverywhere
Typewriters and the Technological Revolution

Anise Torres

Through the rise of technology there have been significant inventions that impacted communication, the Blickensderfer typewriter was one of them. This specific typewriter was made in the early 1900s by George Canfield Blickensderfer. It was made to compete with older typewriters by providing a more modern feel. It was popular for its portability because it was small and compact. His typewriters were marvels of inventions and ahead of their time. The typewriter brought about modern technology and revolutionized literacy for the masses. This is how the mass production of literature and yellow journalism came about. Soon people began to invest and want to buy a typewriter, which allowed sales to increase. The typewriter had become regularly used in the United States and abroad by government offices, banks, and other businesses. Without the invention of typewriter, the world wouldn’t have evolved the way it has over the years. Currently, we have various forms of technology like computers, tablets, phones all because of the invention of the typewriter.

Although the Blickensderfer typewriter may not have been the first, it was the first of its kind. George Canfield Blickensderfer was born in Erie, Pennsylvania in 1850. Throughout his life, he was an intelligent and intuitive man. In his early 30s, he married his wife, Katherine, and later moved to Stamford, Connecticut. That’s where his first patent typewriter was made in 1889. He made sure that the typewriter was more modernized than the other standard ones made during that time. At that time typewriters were very bulky in size and heavy. The usage of this item in new work environments was mainly focusing on office work, journaling, book writing, etc. It was unconventional for active working people, since they were not portable. He wanted to make sure his typewriter was durable, lightweight, and portable. The Blickensderfer typewriter only weighed one fourth of the standard typewriter, making it unique.

This typewriter led to a mass production of literature. It quickly became an indispensable tool for many types of literature. They were used widely by professional writers, business purposes, and
in private homes. In addition, books were able to be printed in large quantities for schools and libraries. It aided in book-keeping, documenting, filing and recording information. Since it helped cut production time, it allowed work to be sped up quickly which helped economically. It also helped people that suffered from disabilities to communicate and express themselves through typing. This impacted society which allowed businesses to revolutionize their practices and financial strategies. During this era, people realized how different and unique that specific typewriter was and how it impacted society during that time; as a result, it became very popular. It was highly efficient and ideal for busy, hard-working people, especially women. The woman’s job was for them to learn new skills such as typing and “short handing.” It was an essential tool for their future.

The rise of yellow journalism created an outbreak of international conflict. This term came from popular New York World comic called “Hogan’s Alley” and refers to a form of propaganda used to incite people to support or want to start a war. Yellow journalism was used to convince Americans to support the Spanish American War during the 1890s, causing this specific war to be referred to as the first ever “media war.” During this time, media was very popular as it was the focal point in society. Throughout the 20th century, the media used different techniques to provoke and catch the reader’s attention. The press also had the power to capture the attention of the public to international events, which allowed newspaper sales to skyrocket and become a commodity. As a whole, yellow journalism helped promote sensationalism and the crude exaggeration of important events.

Sources Cited


Unions: Paving the Way for Worker’s Rights in America

Adeena Naqvi

Created for the purpose of storing cigars, this object (dated from 1910-1930) supports workers, and their respective union memberships. The ‘Union Made Label’ on the cigar box ensures the consumer that the manufacturer is affiliated with the Cigar Makers International Union of America. This particular Union was founded in 1864 as the Cigar Makers National Union of the United States, and became an international organization in 1867.

**Industrialization** (1870-1916) arose in the United States because of technological innovation, new forms of factory organization, an abundant supply of natural resources and foreign investment. The rise of workers’ desire to join and form union’s stemmed from the growth of the U.S economy that began in the late nineteenth century. Labor that was once arduously completed by skilled artisans became a mundane chore completed by any willing worker on an assembly line (created by Henry Ford; moving lines for bits and pieces of the manufacturing process, which increased efficiency). With the large supply of willing, available workers, employers felt they could cut wages, thereby increasing the amount of money in their own pockets. Consequently, men, women and children worked for low wages over long hours, often in unsafe work environments. In addition, immigrants were entering the United States, which further maximized the pool of laborers, prompting employers to lower wages even further. Any time workers would protest the working conditions, corporations would blacklist the uncooperative workers and replace them with workers who would often work for lower pay. Thus, individual workers recognized that they were not able to battle against the corporate giants.

Labor unions became prevalent as a result of workers’ discontent with their low unfair compensations and overall poor working conditions. The need to protect the common interests of workers can be seen in in the industrial sector, which fought for better wages, more reasonable hours, and safer working conditions. The Knights of Labor, founded in 1869, welcomed skilled and unskilled women, blacks, and even employers. This was largely unheard of at the time, as early labor unions were almost exclusive to white, Anglo-Saxon, Protestant (W.A.S.P) males. This union
discouraged the use of strikes, preferring instead less confrontational approaches to reform. Many Americans considered labor unions to have undertones of socialism and communism, and thus opposed their agendas. In 1886, violent strikes by railroad workers further stained union representation. Conflict between workers and strike breakers prompted police intervention in the Haymarket area of Chicago, Illinois. This event became known as the Haymarket Riot, which resulted in the death of two union members and seven policemen, and further contributed to the belief that union demands were radical in nature. The Homestead Strike of 1892 is considered one of the major industrial disputes, and a defeat for unionism and workers as a whole, as wage cuts resulted in workers opening fire on strikebreakers, leading to the deaths of three agents and seven strikers were killed. In 1894, a nationwide railroad strike (Pullman Strike) pitted the American Railroad Union against the Pullman Company, because of lower wages and stagnant rent. The strike was put down by the federal government; this was considered to be a milestone event, demonstrating the use of federal courts to regulate union activity.

Although in its early years, the Knights of Labor opposed the use of strikes, new members and local leaders gradually radicalized the organization. As they carried on strikes, they threatened national trade unions (organizations that aimed to protect and advance the interests of its members in the workforce) demanded that the group limit itself only to labor reform endeavors; when it refused, they joined in 1886 to form the American Federation of Labor (AFL). Because the union did not attempt to organize unskilled workers, it made few gains among new workers during the 1920s, when much of the growth of the economy took place in industries such as automobiles, rubber, chemicals, and utilities. The American Federation of Labor tried to reform working hours, child labor laws, and endeavored to defend the existence of other unions. Samuel Gompers, a key individual in the expansion of the AFL’S membership stated, “To be free, the workers must have choice. To have choice, they must retain in their own hands the right to determine under what conditions they will work.” By 1900, unions with a total of about 500,000 members joined the federation, and by 1920, it reached a peak of four million members. Although Gompers’ leadership helped make the AFL the largest and most powerful union in the country, this was not very powerful in comparison to earlier decades, and membership dropped dramatically. Additionally in the 1900s, attitudes toward labor slowly changed as people began to recognize workers’ need to bargain and strike.
After the **Triangle Shirtwaist Factory Fire** of 1911 occurred, the general public was so disturbed that a severe push for government intervention was deemed necessary. The 146 deaths that occurred as a result of this fire were a major turning point in the government’s involvement in businesses. Prior to this incident, the government felt powerless in the face of big businesses, and thus intervention was little to none. After the tragedy, Congress immediately set up an investigation and found many health and safety violations prevalent in the factory. As a result from 1911 to 1914, thirty-six new laws reforming the state labor code were authorized. After New York enacted these safety laws, other U.S. states followed New York’s legislation. Although the fire itself was a major factor behind these legislations, the driving force that resulted in legislative change was the unions of workers demanding better working conditions. Most of the women working in the Triangle Shirtwaist Factory were a part of the **International Ladies' Garment Workers' Union** and the **Women's Trade Union League**. Banding together with support from Samuel Gompers, who was a part of the **Investigation Commission**, union support gained strength and workers now had a way to communicate their concerns in the workplace. The fight for better working conditions was now at the forefront, paving the way for further reform. The **Lawrence Strike** (1912) consisted of workers demonstrating a walkout, prompted by poor housing conditions, low wages, and dangerous working conditions. 23,000 workers left their jobs. Due to extensive press coverage, workers garnered sympathy from the public. As a result, the strikers’ demands were agreed to for textile workers in New England - a significant union victory.

The establishment of the Investigation Commission garnered more support for unions and also led to numerous laws on the federal and state level that established safety in businesses. In 1913, Congress created the **Department of Labor** to help enforce labor laws, and study labor statistics. The following year, Congress passed the **Clayton Antitrust Act**, which exempted unions from antitrust laws and federal injunctions, or court orders, prohibiting strikes. Congress did not order an eight-hour day until 1933. Even then, the **National Industrial Recovery Act** was an emergency act taken by President Franklin Roosevelt to help counter the economic ruin caused by the Great Depression. The Act defined maximum hours, minimum wages, and the right to collective bargaining. Struck down by the Supreme Court in May 1935, the Recovery Act was soon replaced by the **Wagner Act**, which assured workers the right to unionize. This act essentially required businesses to bargain (in good faith) with any union that represented a majority of its employees. The **Railway Labor Act** granted collective bargaining to railroad workers in 1926. In 1935, the **National Labor Relations Act** (NLRA) clarified the bargaining rights of most other private-sector workers and established **collective bargaining** (process in which working people, through their unions,
negotiate contracts with employers to determine their terms of employment, including pay, health care, pensions and other benefits) as the “policy of the United States.”

Once the onset of the Great Depression accelerated the labor union with these landmark legislations, mass production industries became within striking distance of union members. The changing workplace of the early 1900s, combined with unsatisfactory working conditions for the masses, was a breeding ground for union expansion. By the end of World War II, more than 12 million workers belonged to unions, and collective bargaining became prevailed ubiquitously in the industrial economy.

Sources Cited


Sewing the Path to an Industrialized Nation

Angelina Egan

This sewing machine was made by Willcox & Gibbs Sewing Machine Co. in 1883. It is relatively small (9 1/2 x 14 1/2 x 6 in.) and easily transportable. The other models before were big (generally took up a whole table) which made the sewing machine very challenging to move. By studying this seemingly arbitrary sewing machine, people get a great glimpse into everyday life in 1883 and how an object can impact history. This sewing machine is a symbol of the beginning of standardizing objects, meaning all the other sewing machines made by Willcox & Gibbs Sewing Machine Co in 1883 were exactly the same. Notice it has a manual hand crank, this shows that using these machines was taxing manual labor.

**Industrialism** changed our world. Industrialism was the turning point of change and progress in economics and social systems through developments in manufacturing. It gave us new social and economic constructs that are still favored by the citizens of this country today, such as the middle class. As people left their isolated farm towns, moved to cities and got new jobs, American society was forced to evolve with technology. Looking at the machine, it is hard to comprehend that an invention like this had such a profound impact on America, in regards to the rebuilding of the nation and building a sense of camaraderie.

Directly after the Civil War, America was a disaster. Slavery was abolished and the United States had to be reformed. The South had been heavily reliant on the free labor provided by slaves. Wealthy men had to start paying laborers, which led to the South resenting the North for taking away their free labor. This was magnified by the creation of the **Black Codes** which were created to justify treating African Americans similar to the way they were treated during slavery. Black Codes were a set of laws that allowed people to continue to abuse African Americans under the sanction of the law. A lot of the ideas that formed the basis of segregation came from Black Codes. A well known example is the **Jim Crow laws**. Financially, in order to help America become functional again,
Reconstruction started. **Reconstruction** was the rebuilding of the South and repairing the relationship between both South and North. In order for this to occur, the government tasked men from across the U.S. with the task of rebuilding the South. Due to the severity of the war, there was a lot of damage. Soon, the government was in high demand of supplies. **Supply and demand** is an economic concept that plays a huge role in America’s economy, past and present, and directly lead to mass production in America. Supply and demand is the idea that there is a relationship between how much of a product is available and it’s pricing. **Mass production** is an economic friendly concept, because it is cheaper and quicker to make objects all at once versus one at a time. If an object is overproduced, then it becomes expensive due to waste.

As America expanded, the need for materials kept increasing. The idea was that mass producing items would be even more efficient if it was all done in the same space. **Factories** had been around for years before the war, **textile mills** were some of the first and served as sewing factories. A factory is a building or group of buildings where goods are manufactured or assembled most commonly by machines. The turn to factories was a huge turning point of the Reconstruction in America. This led most people to move away from farming as a way of making money. This shift pushed people to leave rural environments and enter urban areas. This migration is called **urbanization**. People moved to city centers around factories and started living in closer quarters. This leads to a more interactive society and the exchanging of ideas. People gave a renewed interest in art and literature. Women in society became more interested in fashion, actually everybody liked the idea of wearing what was in style at the time, which goes back to the idea of standardizing America’s commerce.

During the Industrial Revolution, America was still very unequal. There was a huge gap between the wealthy landowners and the rest of the population. At the time people justified this with **Social Darwinism**. Social Darwinism takes Darwin’s theory of evolution and applies it to the economy. The idea is that some people are born better equipped to be successful. If a person were not successful then there is no fixing that, that person was destined to be poor. That was a widely accepted idea until mass production and factories came about. The eruption of cities and factories gave stable income to families paved the way for a **middle class**. The middle class provided people a balance in their lives. These people still had to work hard, but they were also provided with stability. This stability allowed people to not be in a constant state of worry for survival. The assurance of a paycheck every month subsequently led people to be more **philanthropic**, meaning the people felt the need to give back through charity, such as the Salvation Army. Due to the close quarters of cities, people began to have community centers as a way of forming camaraderie in neighborhoods; the
creation of YMCAs is an example of an organization that promotes community. This sense of community carried over to the work environment, which in part led to the development of labor unions, which protect individuals from harsh work environments.

Sources Cited


The Golden Door to Immigrants

Vanessa Estrada

“From her beacon hand glows worldwide welcome; her mild eyes command.” This is one of the lines in the poem, the “New Colossus” engraved at the base of the Statue of Liberty standing 305 feet tall, built by Frederic-Auguste Bartholdi. Shown is a miniature version of the statue that welcomed many immigrants when they arrived to America. It was a gift from France to the United States, a gift symbolizing friendship and freedom dedicated on October 28, 1886. When it first arrived unassembled, it was a bronze color, but as years went by it became the green statue seen today in New York Harbor.

Immigration to North America began decades before there was even a United States, but there were many events that occurred in Europe causing massive immigration around the late 1800s and early 1900s. Persecuted because of their religion, ethnicity, culture or race, millions traveled for weeks overseas to find a better future. There was also unemployment, poverty, and unstable governments that led to immigration from countries like England, Russia, Italy, and even parts of Asia. A large amount emigrated from Ireland because of the Irish Potato Famine. It was a time of great loss and despair because of an epidemic called Phytophthora fungus; it destroyed many of the crops and lead to massive starvation. It gravely affected the lives of farmers and lower class workers who had no way to earn money. All they could do was gather everything they had and travel to an unknown land, in hopes of finding a job. Though uncertain what lay ahead, they were better off far from home. It was a long and hard voyage for immigrants especially for those in third class who were placed in the steerage section of the ships. As ships arrived to Ellis Island, the Statue of Liberty, also known as the “Mother of Exiles” to those immigrants, greeted them into the United States.

Many immigrants arrived through different parts of North America, some even went to parts of Canada and those who were unable to reach western land settled in Great Britain. There were large numbers that entered through New York City, the first place they stepped foot on was Ellis Island. The immigration process they faced there was long and very important because it decided whether
they were welcomed in or sent back to their homes to face even more hardship. Immigrants were seated in a room known as the Great Hall and waited long hours to be checked by immigration officers for diseases and disabilities. Some were asked to stay for days or even weeks until their case could be presented to a group of officials that would decide if they were capable of maintaining themselves once they entered the country. If they were allowed to leave they had to find housing and work, which usually paid low wages and was unsafe.

Emma Lazarus, an American poet, was born into a Jewish family on July 22, 1849 and wrote the sonnet “The New Colossus” in 1883 to describe the impact and importance of the Statue of Liberty to the millions of immigrants arriving every day. The statue was originally named by its sculptor, “Liberty Enlightening the World”. It was meant to represent democracy, as the Union had won the Civil War only years prior to the gifting of the statue. Even though to some it was a symbol of American democracy and camaraderie with France, many Americans interpreted it as a beacon of hope to immigrants. Emma Lazarus was one of those citizens that believed that the statue meant much more. She understood the struggle that each and every one of the immigrants faced and advocated for their rights. In her poem, she refers to New York City as the “Golden Door” because it was and still is to this day, a thriving city filled with opportunities and chances to succeed. It was the place that welcomed millions during 1880-1930 into a new country and as a result introduced America to new cultures. As more immigrants entered the country, the U.S. government placed immigration restrictions that prohibited certain people from entering the country, especially those from Asia, excluding the Philippines as it was a U.S. colony.

The Statue of Liberty has represented a great nation of determined and hardworking people, but it was not always seen as a beautiful monument. During the 1890s it was interpreted as a very bad symbol of immigration by some native born Americans. Some American citizens were not fond of the idea of new communities and cultures entering their country, especially when more immigration ports were to be opened. Nativism, the policy of favoring native inhabitants as opposed to immigrants, was a big issue during this time. Even though diversity is an important part of American identity, at the time some Americans did not want to allow immigrants into America. Not only did they think that immigrants would ruin their values and customs by bringing their own beliefs, but they were afraid of having to give up their own jobs. In the political cartoon, “The Proposed Emigrant Dumping Site” the Statue of Liberty is depicted as welcoming disease, pollution, garbage and Communism (a totalitarian system of government in which a single authoritarian party controls state-owned means of production). They believed immigration would ruin American democracy in which the people choose their leaders through votes. Having different religious beliefs
was difficult for immigrants because it was a big change for them to adapt to new traditions and they were also poorly treated by natives. During this time, many organizations were founded with Nativist ideals such as the **Ku Klux Klan** that harassed and even killed those they believed were not “American.” The **American Protective Association** was a secret organization that held rituals against Catholics and defended native-born Americans; it was similar to the **Know-Nothing Party** that went against the Catholic religion and especially immigrants who practiced it.

Lady Liberty has stood for more than one hundred years, meeting each immigrant as they passed by her awaiting their new life. As America progressed, many individuals hoped for a chance to give their children a better education and escape the cruelty of their homelands in America. Also known as the nation of immigrants, the United States has become the home for all those who came seeking a chance at a new beginning.

**Works Cited**


When documenting the life of artist Jerome Myers, Grant Holcomb wrote, “The East Side has been called by some a singing society where people who did not speak the same language became friends because they were able to hum the same tunes.” This vivid description of New York City’s East Side captures the beauty that Jerome Myers saw through narrow, crowded streets overflowing with immigrants whose only common communication might have been through song. Myers used his unique talent to freeze a moment of time in “The Orange Box.” This watercolor masterpiece painted in Manhattan’s Lower East Side around 1910-1923 depicts everyday life in America, the ever forming nation of immigrants. In his painting, he depicts a grocer selling oranges along with women and children roaming the street. This grocer can be compared to the vendors that line the streets of today’s Lower East Side, only further proving the fact that America is still being shaped by a diverse population, due to immigration.

America has had many waves of immigration. One of the most famous is the colonial immigration period, which was defined by British communities colonizing areas of North America, including the Pilgrims who sailed across the Atlantic Ocean on the Mayflower and established Plymouth, Massachusetts in 1620. As time advanced, so did immigration. However, it is important to remember that not all immigration was done by choice. Many people crossed the Atlantic Ocean as indentured servants under binding contracts. Most notably, Africans became forced immigrants as a result of the slave trade. However, reasons for immigration by choice were still similar, even after several centuries. The United States was perceived as the land of opportunity, yet people were met with hardships from the moment they stepped onto U.S. soil. With hope of escaping economic hardship, religious persecution, unemployment, overcrowding, or disease, immigrants embarked on
the famous journey across the Atlantic Ocean to be greeted by the **Statue of Liberty** (built by Frederic-Auguste Bartholdi, gifted by the French in 1885) and a brand new life.

Although perceived to be sublime, starting a new life in America took courage and resilience. Husbands and young men would customarily journey to America before women and children with hopes of establishing a home and steady income from employment. Over 27 million people entered America between the period of 1880-1930, with nearly 70% of these immigrants traveling through New York, acclaimed as the “Golden Door.” New York offered thousands of immigrants the opportunity to find work due to the booming industries and factories that required cheap labor and long hours. Unfortunately, jobs were limited, and immigrants often faced strong **discrimination** based on their ethnicity. This practice, known as **nativism**, shined favor upon American born citizens rather than foreigners. As newcomers made their homes amidst other members of their communities **ethnic neighborhoods**, or **ghettos**, developed throughout cities. These patch worked communities were safe havens to immigrants who sought to hold onto their culture. Another form of protection afforded to immigrants came in the form of communal organizations. For example, the **B’Nai B’rith Anti-Defamation League** protected the rights of persecuted Jewish immigrants.

No matter how many groups were developed to combat discrimination, **nativists** still formed groups to show bigotry towards newcomers who were different because of political beliefs, race, religion, or economic standing. The **American Protective Association** and the **Ku Klux Klan** were examples of such narrow-mindedness. The American Protective Association was founded in the late 1800s as an anti-Catholic, anti-immigrant group. Its membership reached greater than 2,000,000 people. The Ku Klux Klan also developed in the late 1800s, and spread to every Southern state with the intent of propagating white supremacy through terrorizing African Americans. The government took legal action against such nativist groups through **affirmative action**, however minority groups continued to struggle, especially economically.

Still, other organizations were developed with very different ideas in mind. These were called **political machines**, with the primary goals of serving urban immigrant communities. Immigrants received help they might not have gained through already existing agencies, but with these services came a high cost. In charge of political machines were **political bosses**, who in return, dictated the votes of the community. Although much good was accomplished through political machines (creation of jobs, hospitals, orphanages, etc.), bosses turned to crime as a method for success. Perhaps the most well-known of these bosses was “Boss” Tweed, responsible for the running of New York City’s **Tammany Hall**. It is estimated that Tweed stole between $25 million to $200 million from the city, eventually being arrested for his fraud. As time passed in the life of a new American,
they underwent the process of **Americanization**. This meant the **acculturation**, or **assimilation**, of American culture. The immigrant absorbed American society and adopted the customs of an American, usually achieved fully by the second or third generation.

The life of an immigrant was full of obstacles. People still flooded through Ellis Island, continuing to push the American population to new heights. **World War I** brought a strong influx of immigrants, but by the end of the war, Congress passed new immigration policies. These included the **Immigration Acts of 1921 and 1924**. The newly enforced acts limited immigration based on a numeric system known as a quota which limited the number of visas distributed to specific national or ethnic groups. Worldwide events, such as **WWII**, brought restriction on immigration, not only for immigrants entering the United States, but for those who had already become American citizens. This was most notably seen in the treatment of Americans of Japanese descent after the bombing of Pearl Harbor by the Japanese government. The U.S. government forcibly **relocated** over 127,000 Americans of Japanese descent into **internment camps**.

History is made up of stories. These stories are not facts or statistics; they are the stories of people’s lives. That is what makes immigration in America incredible. Through both challenges and triumphs, every person who passed through the “Golden Gates” had a dream, and it is because of that dream that America is truly an ever forming nation of immigrants.
Sources Cited


Unit Three: The Progressive Movement

Temperance and Suffrage!! America might be getting too progressive!! What will be next rights for workers? #ProgressiveEra

7:36 AM · 17 May 16

What’s white with flowers? It's #industrialization, rise of the #middleclass, more than #prettyceramics

7:37 AM · 17 May 16

Votes for women? How progressive! #progressiveera #suffrage #womenssuffrage

7:41 AM · 17 May 16
Clara Driscoll and the Struggle for Labor and Women's Rights

Talia Markowitz

Designed by Clara Driscoll for the Tiffany Company between 1900 and 1904, this pattern for a twenty-two inch peony lampshade was one of the most popular patterns for Tiffany lamps. Tiffany lamps were a product of Lewis Comfort Tiffany’s glass firm within his father’s business, Tiffany and Company. Tiffany and Company, founded in 1837, was a high-end manufacturer of jewelry, silver, and glass goods. During the Progressive Era, Louis Comfort Tiffany, an avid fan of the burgeoning arts and crafts movement, began to manufacture glass products such as windows and lamps for Tiffany’s.

In his new glass department, Tiffany hired both men and women, charging the women with the designing of the lamps and men with the assembling. Although Comfort Tiffany was the artistic head of the department, many innovations and designs can be attributed the Clara Driscoll and her fellow working women, who as a group were referred to as Tiffany Girls.

The linen pattern and many others like it were most likely designed by Driscoll and the Tiffany girls. Those patterns, often called cartoons, denoted the place for each piece of glass and were integral step in the process of creating a Tiffany lampshade. Despite the systematic division of labor in the studio, Comfort Tiffany opposed the typical Progressive Era work procedure of assembly line production. Assembly line production was a manufacturing process created by Henry Ford in order to hasten product creation by having one worker make one part of product before passing it on to another worker who would do the same thing until the product was completed.

Driscoll and the other Tiffany girls had better working circumstances than other females in factory or domestic work, however, they still endured many of the challenges faced by people during the Progressive Era.

The Progressive Era, which spanned from the 1890s to the 1920s, was a period characterized by high levels of social, political, and workplace reform. As the U.S. industrialized, America’s economy transformed from its agricultural roots into a highly mechanized and industrial
state. Consequently, large and powerful companies began to form. These companies were known as monopolies for their monopolizing (complete) control of either entire markets or every aspect of the production of a single product. Monopolies’ success is in part due to the emerging ideas of Laissez-Faire Capitalism and Social Darwinism. Laissez-faire capitalism is an economic policy which insists on limiting government interference in the economy, thereby leaving room for monopolies to grow unchecked. Social Darwinism, a theory used to promote capitalism and monopolies by applying Darwin’s theory of evolution to business, states that business is much like survival of the fittest, as those who are able to succeed will while those who are weaker will fail. The power of monopolies was not popular within both the American populace and the government. Monopolies were particularly hated by then President Theodore Roosevelt. Roosevelt, known as the Trust Buster, enacted several laws and policies limiting the power of big business. Two of such policies were the Sherman Antitrust Act, a federal law put into place to limit the power of monopolies, and the Clayton Antitrust Act, which limited monopolies’ power by declaring labor unions constitutional.

The working conditions in the industrial Progressive Era were conducive to the formation of Labor Unions. Labor Unions were groups of unified employees who fought to have better working conditions, higher wages, and more benefits. The Wobblies (or the International Workers of the World), and the American Federation of Labor were both successful and widespread labor unions. Labor unions were also formed to specifically benefit women. The WTUL, the Women’s Trade Union League, was a union between middle and working class women formed in order to raise the wages and improve the working conditions of women. The WTUL eventually transitioned its goals from improving women’s labor conditions to women’s suffrage. Suffrage, the fight for the right to vote for women, was a defining movement of the Progressive Era. Suffragists, the women campaigning for the right to vote, became supporters of another major Progressive Era movement, Temperance, a movement which promoted abstinence from alcohol. The temperance and suffrage movements respectively achieved their goals with the ratifications of the 18th Amendment and 19th Amendment. The 18th Amendment, which was ratified in 1917, prohibited the making, transporting, and selling of alcohol. The 19th Amendment, which was ratified in 1920, guaranteed all American women the right to vote.

The Progressive Era was marked by drastic changes to the American way of life and a renewal of the American Dream. The most dramatic effects that took place during the Progressive Era were the transformation of the American economy from an agricultural one to an industrial one, the gains made in human and civil rights for women and laborers, and the formation of the capitalist world of today. Despite the great strides and revolutionizing forces of the Progressive Era, it was a
period marked by strife and misery. The juxtaposition of the outward positive changes and the inward turmoil and trouble, was what earned this era the name **The Gilded Age**. For if something is gilded it means it has a gold plated outside, like the beauty and progress of the Progressive Era, but underneath it is not gold but something uglier like the social problems that racked the Progressive Era.

**Sources Cited**


This specific washstand set is titled “Royal Semi-Porcelain” and is decorated with printed floral decals in brown and hand-painted violet, blue, pink, and yellow with golden edges and stylized leaves. During the 1900s, America underwent a rapid succession of changes, from new technological advances to increasing global involvement and a rise of the middle class. The washstand set created by the Johnson Brothers provides an insight into American society during that time. These “semi-porcelain” objects had a wide range of uses, from storing food to serving as decorative objects. The term “semi-porcelain” is an important detail of which to take note. Semi-porcelain is a type of earthenware that has the characteristics of porcelain, but the durability of ironstone. Before the 1900s, most tableware was made from wood, however industrialism and technological advances allowed American families to own tableware like semi-porcelain that was durable and available at a low cost.

The abundance of jobs that were available as a result of industrialization, facilitated the transition from a primarily agricultural society into one based on the manufacturing of goods and services; all of which led to the formation of a middle class. In the decades following the Civil War, the United States slowly emerged as an industrial giant. Industries like oil and steel expanded and new factories, like the pottery factory Robert Johnson opened in New York City in 1896, appeared everywhere. With an increase in the number of factories, more Americans were employed, and small business owners and skilled workers received an increase in wages. As larger companies were formed, managerial jobs opened up. In general, the number of middle class jobs increased and the new jobs became more specialized. Universities also expanded because many of the new careers required education. Moreover, a new social ethos emerged that stressed economic awards were available to anyone who worked hard.

The middle class included a wide variety of professionals, government workers, salespeople, service employees, teachers, clerical workers, and social workers. Native born, middle class Whites
tended to have the skills, resources, and connections that opened up most of the desirable jobs. Many of the jobs that middle class Americans held paid well, and with more money to spend, Americans began to shop at department stores. Expanding cities began to include department stores, chain stores, and shopping centers. Many of the new commercial buildings housed goods like the semi-porcelain bowls that the Johnson Brothers produced. Other luxury goods that were commonly sold included furnishing materials, clothes, carpets, glass and china, toys, and sports equipment. An increased demand for pottery led the Johnson Brothers to open up five different factories that produced tableware.

Along with an emerging middle class, were new technological advances. The technological advances developed during the 1900s revolutionized factory methods and increased the standard of living for Americans. Some important inventions were the light bulb (Thomas Edison), the telephone (Alexander Graham Bell), air brakes (George Westinghouse), the reaping machine (Cyrus McCormick), and the kodak camera (George Eastman). Improvements in technology allowed the Johnson Brothers to produce more pottery goods at a cheaper price. Technology made transportation available to all people with modest incomes. Inventions like the automobile spurred the development of railroads and highways that served to link the nation together, connecting the cities and the rural areas. New inventions also made it easier to people to communicate information and spread news. Evidence of the impact of technology can be seen with in the ease in which the Johnson Brothers transported their goods from Great Britain to the United States. The development of modern systems of firing which used electricity instead of coal allowed the Johnson Brothers to make better quality products and have better conditions for the workforce. By 1920, the United States had become one of the most industrialized nations.

Being at the forefront of new technology and international trade, both made possible by technological advances in transportation, the United States began to involve themselves in global matters. From 1909 to 1913, the United States enacted a foreign policy known as “dollar diplomacy.” This policy encouraged the United States to invest in foreign countries. President William Taft used government officials to promote the sale of American products overseas. Companies, like the Johnson Brothers, brought their production to other countries as they purchased various plants in Britain, Canada, and Australia to decorate, fire, and glaze their products. The many factories that the Johnson Brothers acquired and the international trade that they conducted were reflective of the emerging global involvement during that time. Westward migration was nearly complete at this time and the United States looked to expand into other countries and territories. Technological inventions, like the railroad and the steamboat, made westward migration possible.
because it connected people from different regions of the United States and brought goods from one place to another. The U.S. began spreading their influence and control over territories like Cuba and Hawaii. In 1852, President Millard Fillmore sent Commodore Matthew Perry to end Japan’s isolation and to convince them to open their ports. The Treaty of Kanagawa in 1854 opened Japan’s ports and set the stage for trade relations between the U.S. and Japan. After opening up their ports, Japan quickly transitioned from a medieval feudal state to a modern nation. Another example of emerging global involvement is the 1899 **Open Door Policy** that U.S. adopted with China. The policy is a list of statements initiated by the U.S. that granted the U.S. equal privileges among the countries trading with China. The trade relations that U.S. began to develop with other nations during this time demonstrate their willingness to export and trade goods. U.S.’ emerging interest in global trading may be a reason for why the Johnson Brothers were able to make and ship their goods easily. In conclusion, industrialism, new technology, and an increasing global involvement all had role in the Johnson Brothers’ production of products like the “semi-porcelain” whiteware.

**Sources Cited**


http://www.newworldencyclopedia.org/entry/department_store.


Votes for Women: The Culmination of Many Efforts

Katherine Tam

During the Progressive Era (1890’s-1920s), one of the major movements that gained momentum was the Women’s Rights Movement. This object is called “Women’s Suffrage Pennant,” and is from 1910-1920. The Women’s Suffrage Movement in particular had a large involvement in the Progressive Era with its association with issues such as Prohibition and temperance, legislation and political reform, and the Progressive Party and Movement itself. This yellow pennant, which has “Votes for Women,” printed in black, may have been used and distributed by women’s rights activists to advocate for women’s suffrage. Yellow was the official color of the National American Woman Suffrage Association (NAWSA). “Votes for Women” was also a popular slogan during the Women’s Suffrage Movement.

One of the leading women of the Women’s Suffrage Movement was Carrie Chapman Catt. She began her involvement in the Women’s Suffrage Movement in 1885 when she joined the Iowa Woman Suffrage Association. From there, she started to work nationally for the National American Woman Suffrage Association and succeeded Susan B. Anthony as its president. In 1902, she helped organize the International Woman Suffrage Alliance (IWSA), and worked for nine years promoting equal-suffrage worldwide. In 1915, she resumed her leadership of NAWSA and was able to win the support of the House and Senate, as well as state support for the amendment that would grant women equal suffrage. In 1917, New York State passed a state woman suffrage referendum and in 1918, President Woodrow Wilson finally converted to the cause. On August 26, 1920, the 19th Amendment, which states, “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,” officially became part of the United States Constitution.

In women’s fight for suffrage, they also took part in other political and social issues. One of the movements in the Progressive Era that women took part in was the Temperance
Movement. The Temperance Movement sought to limit the consumption of alcohol by Americans, which resonated with many women because of the linkage between alcohol consumption and domestic violence and abuse. The Temperance movement began in the early 1880s and developed into a campaign that connected many of other reform movements, including world peace, abolition, treatment of the mentally ill, and women’s rights. A major organization in the Temperance Movement was the **Woman’s Christian Temperance Union** (WCTU), which was led by **Frances E Willard**, who was a temperance reformer. What originally started as an organization for temperance grew into an organization that advocated for broader social reform and women’s suffrage. The Temperance Movement allowed women to apply the moral principle of living with moderation and self-control to the issue of alcohol consumption. WCTU members especially advocated for the connection between women’s suffrage and temperance. They saw women’s suffrage as an opportunity for temperance and prohibition, the nationwide constitutional ban on alcohol. If women voters were present, there would be a greater chance that prohibition would be passed. However, not all suffrage supporters were enthusiastic about the link between suffrage and temperance. Some leaders in the suffrage also supported temperance.

Another movement that many women were involved in was the issue of **mental health** and the improvement of mental health facilities, as well as **prison reform**. A major-advocate in this area was **Dorothea Dix**. Dorothea Dix was exposed to prison and mental illness reform during a stay in England, when she met prison reformer Elizabeth Fry, and Samuel Tuke, founder of the York Retreat for the mentally ill. An inheritance she received from her grandmother enabled her to support and devote her time fully to the causes and charities she endorsed. In 1841, she taught Sunday school classes to female convicts in East Cambridge Jail, where she saw people with mental illnesses being mistreated. Dix became determined to improve these conditions. In 1843, she published her first pamphlet to the state legislature of Massachusetts to protest against the current treatment of the mentally ill. Due to the fact that women could not vote or hold office, these pamphlets were one of the few ways that women could participate in political life in America. Throughout her life, Dix worked within the conventions of her time to draw attention to the abysmal treatment of the mentally ill in prisons, almshouses for the poor, and asylums. Although Dix never formally joined the wider feminist movement or lent her public support for their cause, there were many intersections between the
two movements. However, Dix was often criticized by members of the Women’s Rights Movement for her views on slavery and her resistance to abolitionism.

In addition to the Temperance Movement and mental health issues, the Women’s Suffrage Movement was highly involved with the Progressive Movement. The Progressive Era is a large term describing the period between 1890 through the end of World War I in 1918, a significant time for addressing economic and social reforms. “Progressives,” as they were called, advocated for forward thinking and “progressive goals.” These reformers wanted to improve life for the working class, immigrant population, and other groups of people. Progressives were often part of the traditional upper and middle class establishment and viewed it as their responsibility to speak up for the less privileged members of society. Leaders of this movement attacked the political and economic systems for not taking care of the less fortunate members of society, and organized their own private relief programs to provide assistance to these groups by mobilizing churches, charities, and other private agencies. One famous Progressive was Theodore Roosevelt, whose Progressive Party was the first national political party to have a plank supporting women’s suffrage.

Through promoting the rights of women, the Women’s Suffrage Movement addressed the larger issues of the time period. They championed those most marginalized, developed organizations to serve those most in need, and finally met their goal of empowering half of the United States’ population with the right to vote.

Sources Cited


Unit Four: Prosperity and Depression

Do war and conflict sound fun? Probably not, but they inspired Childe Hassam. Get your #LibertyBonds ready! #WWI #Nationalism

Our credit can never fail! #Prohibition forever! Women’s rights? Preposterous! #welcometothe20s #Roaring20s

Albert Fall was as fake as his #TeapotDomeScandal. It’s all about the money in the 1920s! #FalseProsperity #Scandal #HereCometheCrash

Here’s to the start of advertising! American #Prosperity for all! #YouGetACar #GetItOnCredit #WhoopsWhatDepression
Frederick Childe Hassam used his admirable, display of oil paintings, watercolor, etching, and lithographs to demonstrate his compassion, talent and capability as an artist. He was born on October 17, 1859 and flourished to be a very well known, recognized artist in his final years and beyond his lifespan. Hassam has a collection referred to as The Flag Series which displays patriotic flags in several settings, seasons and weather conditions. His work has been displayed in several museums across the United States. These museums include the Metropolitan Museum of Art, Princeton University Art Museum, Virginia Museum of Fine Arts, National Gallery of Art, and additionally its home institution- The New-York Historical Society. The painting, Flags on 57th Street, is an oil canvas made in the winter of 1918 that is shown above.

Hassam’s impact includes the promotion of Impressionism, which was a 19th century art movement characterized by depicting the visual impression of movement, especially in terms of the shifting effect of light and color. In the 1920s, the post-war art market boomed. Hassam managed to receive recognition for his work through prizes and medals in his final years. His streak unfortunately came to an end in August of 1935. Hassam’s Flag series were painted during World War I. He began this collection in 1916 and was inspired by a pro-war parade held on Fifth Avenue in New York. Hassam displayed tremendous support for the war and was strongly Anti-German. He was an enormous Francophile, meaning that he was very fond and had an admirable attitude towards France and their interests. Hassam was not alone in his Anti-German sentiment; The National Security League was a non-profit patriotic organization that monitored safety and preparation for crisis in the U.S. that played a role in Anti-German propaganda. This included the publication of The
The Zimmerman Note, which was a secret telegram sent to Mexico asking for their alliance and help attacking the U.S during the war. The Mexican people were promised in return freedom to annex lost territory in Texas, New Mexico, and Arizona. Although various war efforts were being made on both sides, Hassam’s love for France strengthened his support for the Allied Powers. He was very open to contributing to the war cause and even gave to war relief through his artwork and investing in Liberty Bonds, which were war bonds sold in the U.S. to support the allied cause in the war.

Hassam showed interest in the war since its onset in 1914 when many Americans were isolationist, meaning that they looked out for the country’s best interest which would be best served by keeping the affairs of other countries at a distance. Woodrow Wilson, who was President at the onset of the war, originally supported isolationist policies. World War I was also known as the “Great War”, “The War to End War” and “The European War” (within the U.S.). The war received its official name (WWI) after the world went to war again in the 1930s and 40s. World War I began due to the assassination of Franz Ferdinand, Archduke of Austria-Hungary. His death was blamed on Gavrilo Princip, a Serbian nationalist tied to the Black Hand (a secretive military group); this propelled European powers towards war. Alliances formed between the six major powers in Europe. The Triple Entente included Great Britain, France and Russia, while the Triple Alliance consisted of Germany, Austria-Hungary and Italy. As the war expanded the two sides came to be known as the Allied Powers and Central Powers. The Allied Powers consisted of France, Great Britain, Russia, Italy, Japan and The United States (1917). The Central Powers consisted of the same countries in the Triple Alliance group with the addition of Turkey.

During the United States’ involvement in the war plenty of patriotic war efforts were made in support of the war. Propaganda, misleading or biased information used to publicize a particular political cause or point of view was commonly used as a war weapon. The Germans were called “Huns” who committed terrible atrocities. The Kaiser was referred to as the “Beast of Berlin” and many schools discontinued teaching the German language. Propaganda manipulated and influenced the behavior and thoughts of vulnerable masses very successfully. The arts were a mighty force used during the war as connecting to Hassam and artists like Samuel Montgomery Flagg who made the classic “I want you for the U.S Army” poster. Songwriters like George M. Cohan and his song “Over There” supported the war through their musical talent.
With the hundreds of thousands of soldiers called into service for war, financing had to be organized. This financing came from three main factors: raising taxes, borrowing from the public, and printing money. Local items including the price of food and fuel were increased in order to maintain the expenses that were being sent overseas to aid American troops. As troops were overseas, workers were needed at home, which lead to the creation of new labor forces. Samuel Gompers led the **American Federation of Labor**, an organization which consisted of two million members, who were activated to support the war effort. This also led to the involvement of African Americans and women in the workforce who filled in for the men who were at war. World War I ignited a wave of patriotism across the country as many people did everything in their power to support the war.

World War I came to an end through the **Treaty of Versailles**, which was the peace treaty written by the victors of World War I. The signing of this treaty took place at the **Paris Peace Conference** in January 1919. Germany formally signed and surrendered on June 28, 1919, the treaty provided for an admission by Germany of their **war guilt**, the removal of Germany’s colonies, the reduction of German borders, and the removal of most of Germany’s naval forces. The results of World War I included the fall of four imperial dynasties in Germany, Russia, Austria-Hungary, and Turkey. During the war, weapons were advanced and over 9 million casualties took place in total. The war disturbed European governments by dismantling their structure, allowing the United States to become the world’s leading creditor and industrial power. This added to the United States significance and prominence throughout the globe.

**Sources Cited**


The Dancer: Changes of the 1920s

Tiara Paul

*The Dancer* by Elie Nadelman is a figurine that was created during a major time of prosperity in American history. Elie Nadelman came to New York City in 1914 after finding immense success in Europe as an artist. Nadelman was influenced by folk art and New York’s exuberant atmosphere. *The Dancer* is one of the many demonstrations of Nadelman’s fascination with New York in the 1920s, a time remembered as one of the radical periods in society. America was permanently altered by the rapid changes in the daily lives of its citizens. Elie Nadelman captures these shifts by showcasing the newly founded values that emerged in the Roaring ‘20s.

Social reforms were a major part of the 1920s, most notably the **Women’s Rights Movement**. During this era, women rebelled against the norms of society by creating a new identity for women known as “**Flappers**”. Flappers challenged the idea that women were only able to be in a domestic setting and that women could hold a prominent place in public life and take up positions that were usually male dominated. Despite these changes, women still did not have equal status to men and were continuously dependent on men economically and politically. A progressive political movement called the **National Woman’s Party** emerged to become the first political party dedicated to obtaining voting rights for women, known as the Suffrage Movement. The creation of the **19th Amendment** was a milestone for the Women’s Rights Movement which allowed women to gain the long awaited goal of **suffrage**, the right to vote in political elections. By allowing women the right to vote, their dependency on men decreased and more women gained a voice in how America was governed. The **Equal Rights Amendment** was created in 1923 to ensure that women would not be treated unequally because of their sex and held Congress responsible for any infringement to the right protected by amendment.
Despite being seen as improper, women were able to fight for their rights in a unique fashion and create changes that have impacted American society forever.

The American dream emerged in the 1920s. Before the 1920s, Americans were less focused on material items but instead more focused on morals. At this time, Americans strived for extremely lavish lifestyles in which they had ostentatious wealth. This ideal is best seen in *The Great Gatsby* by F. Scott Fitzgerald which was published in 1925. Similarly to Fitzgerald, many authors attempted to capture the rapid social changes that were occurring during this time period. Americans began to construct more liberal views of society than their predecessors, who prioritized religion and morals. The younger generation of the 1920s tended to hold liberal views on religion and sexual standards, as well as oppose restrictions such as prohibition, which was a law that prevented the manufacturing or distribution of alcohol.

As new philosophies emerged, an evolution in the education system took place as well. Before the arrival of a reformed education system, school curriculum was structured around the religious beliefs of Christianity. John T. Scopes was a high school biology teacher who taught the theory of evolution put forth by Charles Darwin. Scopes was accused of violating Tennessee law by teaching a curriculum that went against Christianity. Eventually, John T. Scopes was summoned to court to be prosecuted in what would be known as the Scopes Trial (July 1st, 1925). Advances in science were also made by Sigmund Freud, an Austrian neurologist. Freud made significant discoveries in psychoanalysis by developing various therapeutic techniques that allowed him to understand the brain's analytical process.

The lavish lifestyles lived during the 1920s were mostly due to economic prosperity. Many workers experienced an increase in wages, which allowed families to be able to enjoy consumer goods. In addition to an increase in income, a new invention of purchasing items through credit was created. This new method of payment was alluring to many people as it allowed people to create payment plans where they could purchase items with installments. As workers began to make more money, they were able to have a more time for themselves and their families. Business entrepreneurs took advantage of this new system by creating ways to easily sell merchandise to rural America. Montgomery Ward, Richard Sears and Alvah Roebuck used the mail order system that allowed consumers to be able to purchase items at a cheaper rate.

Moreover, the Roaring ‘20s saw an increase in entertainment. Although movies and magazines have existed before the 1920s, they started to become popular during this time period. This was the beginning of a “modern Hollywood”, where movie stars were paid handsomely for their endeavors in addition to acquiring a worldwide audience. Magazines included short stories and
helpful life tools that would keep readers engaged and inclined to continue purchasing their magazine. Movies and magazines often reflected the overall mood of the Roaring ‘20s, which was very light and happy. American sports were another social craze that became popular during this time period, specifically baseball. Similar to movie stars, popular sports players received admiration. This newfound interest led to the start of mass advertising that helped promote the business boom while still providing entertainment for the consumers. New styles of music were another major influence over the culture of this time period. The Harlem Renaissance allowed African Americans to be able to use music and art to express themselves. Jazz developed down South in New Orleans due to a mix of many different cultures. Jazz music spread to the urbanized areas like New York, Chicago, and other major cities. Jazz inspired new dances such as the Charleston, the fox trot, and the lindy hop. Jazz did not just create new crazes in the music industry; it also contributed to giving cities an identity. In Harlem, rhythm and blues, a spin-off of jazz, became extremely popular in African American communities.

Eventually, the Roaring ‘20s came to an end on October 29th, 1929 - commonly known as Black Tuesday, the start of The Great Depression. The steady increase in American wealth came to a halt as Americans lost their money due to the stock market crash as well as the failing banks and the overexpansion of credit. The excess of credit caused many banks to fall out of equilibrium leading business to fail as well. As business failed, mass unemployment occurred as laborers were laid off from their jobs. As a result, the 1920s are remembered as a period with tremendous growth - both socially and economically.

Work Cited


Howard Thain, who is known for his detailed artwork that reflected the busy and overcrowded New York, created *The Great White Way- Times Square NY.* The painting reflects New York City, the hub of culture, during the “Roaring Twenties.” To Howard Thain, and many other civilians, this life was filled with entertainment and exploration of new practices. What many did not realize was the mass corruption within the government during these so-called uplifting times.

One of the most notable aspects of the twentieth century was the massive amount of change that occurred as a result of economic growth. In fact, some may call this brief moment of mass consumption just false prosperity. During the 1920s the vast population was indulging in consumer products to the point where they did not realize the corruption that would soon lead to their downfall. Women were given more freedom as their right to vote was officially ratified, or approved, on August 18, 1920 by the United States Constitution in the Nineteenth Amendment. President Warren Harding appointed Albert Fall the Secretary of Department of Interior. As the Secretary of the Department, he oversaw land, the waters in or near the land, and other resources such as oils, copper, and other forms of minerals below the dirt. For Albert Fall, the management of land was only the beginnings of his plans towards wealth and power. He realized the large amounts of personal gains he could obtain by leasing out the land he controlled to large corporations. He accepted “loans” from large corporations in exchange for the great amounts of oil stored on the lands. This disrepute, the Teapot Dome Scandal, became public knowledge forcing Fall to resign his position with the state. Many blamed President Harding for giving him such high power and risking the people, leading to questioning government officials in office.
After this huge scandal, people thought their lives would return to normal and that they could focus on consumption mixed with excitement and entertainment. A few months before being elected for the new term, President Hoover stated, "We in America are nearer to the final triumph over poverty than ever before in the history of any land. The poorhouse is vanishing from among us." The reality was that banks were too generous with their loans and stocks. When the panic from banks and the president became public, the people too became engulfed with fear. Then, on Black Tuesday, October 29, 1929 the stock market crashed.

After the stock market crash of 1929, consumer spending, investing and employment rates decreased rapidly leading to a national and international depression. In fact, in 1930 the employment rate decreased to 8.9%. A year later, these rates nearly doubled to 16.3%. Not only were unemployment rates increasing, but so was the deflation of money. In other words, the value of money was greatly decreasing. New York's Bank of the United States crumbled causing about two hundred million dollars in deposits to disappear; it was as if money was vanishing from thin air. After what seemed to be countless years, more specifically 1929-1939, The United States struggling through this Great Depression, President Hoover made attempts to prove to the people that this was a temporary phase. Not much was actually done to “correct” the mistakes made with mass consumption until President Roosevelt stepped into office.

The “Roaring Twenties” was merely a lie with a big bow wrapped around it. Jazz music filled the ears of many as they went from store to store and movie to music hall. Women had the option to become Flappers, a nickname given to women who were bold enough to do things that women could not “normally” do such as wear short skirts and bob their hair. The painting in the New-York Historical Society does a magnificent job of capturing America’s beauty and fun. The painter, Howard Thain, portrays New York with brightly lit stores and entertainment centers because that was the same way millions of consumers felt during the 1920s. All this excitement covered up dirty truths. It hid the bribery and scandals within the government; it even hid one of the largest corruptions of all time- the destruction of money and banks in plain sight. All in all, America was too involved with money and “bright lights” as portrayed in Thain’s painting. The people of America did not even notice the damage caused from the government; the scandals that brought the United States onto their knees trembling for President Roosevelt to step in and “fix the damage” with the New Deal.
Sources Cited


Advertisement Uprising

Elena Butuzova

This advertising sign from the 1880s-1900s, surrounded by a warm wood panel, holds a print of a naked man on a white and fiery stallion, who is in a battle with a monstrous reptile over a body of water. The vast words “Hostetter’s Stomach Bitters” printed on the top and bottom of the sign advertises a line of indigestion pain relievers created by Dr. Jacob Hostetter. “Hostetter’s Stomach Bitters” contained 47% alcohol. To mellow out the pure alcohol taste, Hostetter sweetened the medicine by adding in a variety of aromatic and vegetable oils. The medicine began production in 1853 which was overseen by his son, David Hostetter, and over time became a huge hit in the United States. It was even handed out to the Northern soldiers during the Civil War. This major consumption was due mainly because of its high alcohol content. In the 1920s, when the 18th Amendment established alcohol prohibition in the United States, bars would buy such tonics with high level alcohol content in replacement of the prohibited alcohol in their bars. By the 1920s, about 1 million “Hostetter’s Stomach Bitters” were sold by David and his son, David Herbert Hostetter. As innovation and prosperity hit the nation during the 1900s, old industries transformed into faster growing companies that enabled many Americans to have access to the ability and liberty of mass consumerism of products that made their lives easier.

An innovation that made mass production and mass consumerism possible was the creation of the assembly line. Developed in 1908 by Henry Ford, owner of Ford Motor Company, the assembly line was a manufacturing process which cut production time from 12 hours to 6 hours. This enabled Ford not only to revolutionize mass production in the automobile industry, but throughout the whole nation. The Model T, the first car introduced using the assembly line method, was able to be created more inexpensively so that it might be more affordable to the American public; starting
from $850 in 1908 to less than $300 by 1925. The dream to own a car was fast becoming a reality for many hardworking Americans. Now not only were the fabulously wealthy able to enjoy the luxuries that America offered, but even middle to lower class Americans were able to purchase a Model T.

Mass consumerism ignited a social and economic revolution in the United States, as more Americans had the ability and freedom to purchase an automobile. This, in turn, gave countless of jobs in road construction. The Federal Highway Act of 1921, enacted by President Woodrow Wilson, allocated federal aid towards the construction of an interconnected interstate highway system. As more Americans were able to afford an automobile, fewer people were willing to purchase a train ticket. Even businesses that once used railways as their main transportation service switched to automobiles. Soon train companies started to crumble; first the branch-line passenger services disbanded, then secondary services on the main lines. Not only was the railroad industry impacted, but hotels and businesses around it started to diminish. By 1927, Ford sold over 15 million cars; the United States officially became an automobile nation.

Automobile transportation supported the growth of the suburbs and middle class. The Federal Government made suburban housing construction possible with cheap loans and zoning laws, which separated commercial areas from residential neighborhoods, and convinced many Americans to move to the suburbs by supporting highway and road infrastructure. Growth in suburban areas established a middle class of people who traveled to the city for work and returned to the suburbs to spend their leisure and family time, known as bedroom communities. Automobiles were not the only product to be mass produced. Levittown, New York was one of the first mass-produced suburbs to be established by William Levitt, owner of Levitt & Sons in the United States. Levittown then served to be the archetype for post-World War II suburbs. However not every American had the ability to taste such freedom; redlining was a practice used to deny certain financial services, such as denying mortgages or selectively raising prices towards a particular racial or ethnic neighborhood.

Middle class growth expanded mass consumerism as more home-owning Americans were willing to spend money on certain products that would make their lives easier, such as a lawnmower and washing machines. Often the advertisements for these products were geared towards housewives by highlighting how the product would make their lives at home stress-free. Most of these items were attained through installment selling, a credit payment plan which would be paid over the course of a couple years. As appliances and technology became more affordable, the age of new media emerged through the revolutionary form of the radio. Edwin Armstrong’s creation of a special circuit in 1913 made radio transmission over long ranges possible. Radio turned into a network where news, entertainment, and advertisement would stream into over 10 million houses by 1929. Radio became
the number one source that America would listen to day in and day out. Congress passed the **Radio Act of 1927**, which established order and regulations to the radio world. This act established the Federal Radio Commission, which was responsible for allowing and restricting licenses. Another effect of luxury spending was a new form of entertainment: cinema. Hollywood was becoming the center for movie creation, bringing forth movie stars such as Charlie Chaplin and Pearl White in the United States.

Middle class Americans were on a quick path to the American dream, but on October 29, 1929 tragedy hit the United States in the form of the **Stock Market Crash of 1929**. The crash was caused due to unemployment, decreasing production, and an excess of large bank loans which could not be repaid. Officially known as **Black Tuesday**, the day when stock prices completely collapsed and 16,410,030 shares were traded on the New York Stock Exchange. This day led to billions of dollars lost and the start of the **Great Depression**. Americans who had large amounts of debt were bankrupted and consumers who had purchased products through instalment selling could not maintain the credit payment plans because of sudden high unemployment. Due to this, many Americans had to return the products they had purchased, even leaving their homes or apartments and selling their cars.

The 1900s brought the creation of the American dream. A little red house, a white picket-fence, a quaint green backyard, and a family all burrowed in the little house and not looking any farther than its white picket fence would allow. The 1900s both held the promise of the American dream and the nightmare of losing it.
Sources Cited


Unit Five: Global Crisis, the Responsibilities and Cooperation
When people refer to the Second World War, many take on the opinion that the conflict was one of apocalyptic proportions while at the same time quoting its necessity as the fight against tyranny. However, in this world, no one exists simply as good or bad. There are many shades of grey and varying degrees and tangents which lead people in different directions. If history is based on people, then history and even geo-politics are similar, if not the same. The object that serves as the focal point for this paper is Second Class Quartermaster Thomas Askin’s Journal which details the opinions of a United States Navy Sailor during the date of December 7th, 1941, the Attack on Pearl Harbor. This written excerpt briefly, yet clearly, conveys the opinions of nearly all Americans at that time. What it fails to detail however, are the policies that faulted democracy, in the name of National Security, and the events that created a real “world” war.

As the 19th century came to a close and the world entered into the 20th, many new powers came onto the world stage. Each nation with its own prospective goals, would rebound out of respective wars and economic depressions experienced in the past century, in order to place themselves into international importance. The major powers that arose in this time period were the United States of America, the new Italian Republic, the new German Empire, and the Empire of Japan.

Though having undergone great turmoil during the American Civil War, the United States experienced a post-war economic boom. Also, America achieved success in its war against Spain in 1898, and in doing so claimed new territories in Guam, the Philippines, and Puerto Rico while also taking Cuba as a protectorate. While the Germanic and Italian states would unify in 1870, the Empire of Japan would go down a path similar to the United States. Having emerged out of their own
civil war in 1869, the new leader, Emperor Meiji would implement a series of reforms known as the Meiji Restoration. This was meant to modernize Japan, as well as make it the dominant power in Asia. The small island nation would become a world power by its annexation of Korea and Taiwan, and in 1905 manage to defeat the mighty Russian Empire during the Russo-Japanese War.

However, as the West was becoming more involved in Asia, many new imperialist powers began to rise. The prospect of a large world conflict seemed imminent. When considering the general American reaction to the Japanese attack which took place on December 7th, 1941, one word that was often used was shock. However, anyone who had been following the state of international affairs at the time would see this as predictable.

As the Japanese Empire began to further its grip on power in Asia, the Western Nations, specifically the United States, saw their own interests in the continent under threat. The first point of contention was that of the “Twenty-One Demands,” a document sent from the Japanese government to the Chinese government in 1915 giving the new empire specific rights to certain parts of the country. These ideas ran opposite to the United States “Open Door Policy,” which was meant to respect China’s sovereignty and promote equal access in China’s trade.

While Japan already took a militaristic approach to its policies in Asia, the major event that that people could be settled in the undeveloped provinces and that industry could be renewed through control caused the Japanese to break out further for a major land-grab in China was known as the Great Depression. Suffering from overpopulation along with failures in industry, Japan’s military leaders made the decision to go forward with the invasion of Manchuria, the idea being to take over China’s import market. The invasion would begin in August of 1931 and end five months later in February of 1932, at which point the Japanese puppet state of Manchukuo was created.

The 1930s would mark a severe increase in Japanese aggression in the region, from the invasion of Manchuria in 1931 to the breakout of war between China and Japan in 1937. Though people in the United States understood the severity of these actions, no one was yet interested in fighting a war in East Asia. Despite upsets like the USS Panay Incident in 1937, in which an American gunboat was sunk by Japanese fighters, and the Allison Incident in 1938, in which a U.S ambassador was struck and American property was ransacked, the American people still saw the attacks as a problem between foreign powers. What would ultimately drive the Japanese to begin a war with the United States was not a formal declaration or barbaric attack, but rather earlier dollar diplomacy.

Since the escalation of violence by the Japanese Empire in Asia had begun to occur around 1937, the United States had been imposing sanctions, in this case economic based punishments, on
Japan as well as supplying materials to the Kuomintang fighting in China. With this in place, the Japanese government sought a situation to deal with a new problem, stopping U.S. aid to China and replacing foreign resources made impossible to purchase due to the crippling sanctions. With the Second World War in Europe raging on, the Western Powers in Asia—Britain, France, and the Netherlands—had no resources to properly protect their colonies. In its last imperial land grab before total war, the Japanese Empire took advantage of the situation and invaded French Indochina in September 1940.

In response, the United States, the last major Western power in Asia, imposed a campaign of sanctions against Japan. These sanctions would mean that by the summer of 1941, Japan could not purchase any supplies from the United States, the most important of which was oil. Without oil, Japan would have to abandon its war/occupation in China. Understanding this ultimatum, the Japanese government decided that if an agreement could not be reached with Washington by the end of November 1941, war would be a likely possibility. By that time, while the United States wanted to avoid war, the sanctions were not allowed to be lifted. Going forward with the plan of war, Japanese military commanders decided that a quick and devastating attack against the U.S. Pacific Fleet would help ensure that Japan could easily conquer the rest of Asia, and even lead to U.S. capitulation. The date was set for December 7th, as the Attack on Pearl Harbor.

During the attack U.S. casualties numbered almost 3,500, while the Japanese only suffered 64 total casualties. Though turmoil existed between the two nations before, this was the first time the Japanese Empire carried out a direct attack on the U.S. homeland. This caused the mood of the American people to change from isolationist and peaceful to bellicose and vindictive. War was declared immediately, and many U.S. citizens joined the military to fight in this crusade against tyranny.

The attack also had a profound impact on the American home front. In a flashback to the anti-German sentiments held by most Americans during the First World War, American Citizens of Japanese ancestry experienced mass persecution in the country by way of Executive Order 9066. Passed as a “war measure,” this order mandated the relocation of all people of Japanese ancestry, both citizen and alien, currently living in the United States. When this action by the U.S. Government was argued in the Supreme Court Case Korematsu v. United States as being unconstitutional, 6 of the 9 justices sided with the government’s decree. Their reasoning was that the need to protect against wartime espionage exceeded the personal rights of some U.S. citizens. No reasonable explanation was ever offered as to why Japanese-Americans were forced into relocation while people of German and Italian ancestry were excluded.
This conflict could not be simply declared by a nation that had promised peace to so many of its inhabitants. The attack gave the perfect pretense for the United States to enter a war that they believed to be necessary in preserving not only their way of life, but that of their Allies in both the East and West.

Sources Cited


The Face of Anti-Semitism: A Look into the Holocaust

Samantha Halem

When one hears the word anti-Semitism, it immediately renders thoughts of the Holocaust and World War II. Anti-Semitism, the hostility or prejudice against Jews, dates back further than the 1930s and was coined in 1879 by a German journalist named Wilhelm Marr who wanted to designate a name for the anti-Jewish protests in Europe. In the late 19th century as a campaign for nationalism, many German and Austrian nationalists used anti-Semitic rhetoric to condemn Jews as disloyal. A great example of this sentiment is a wood sign from the late 1930s with the engraved words, “Anyone that trades with a Jew is a traitor to his people.” The sign depicts a picture of a man with a long nose, which is a stereotype often attributed to a Jew. This sign is evidence of pseudoscientific attempts in Europe to justify their claims of Jewish inferiority.

During the Third Reich (1933 to 1945), Hitler turned the Nazi Regime, as an anti-Semitic ideology and later into political actions. The Holocaust, also known as the Shoah in Hebrew, was the persecution of 6 million Jews by the Nazi regime in World War II. This genocide, which spanned over ten years, was named “The Final Solution,” by the Nazi’s. This was the systematic killing of a particular ethnic, political, or national group. The Holocaust prevailed in Germany and many other countries in Eastern Europe. During this time Germany’s soldiers seized Jews from their homes and placed them in labor-intensive ghettos. Many Jews were also transferred to killing centers, also known as concentration camps and death camps, where they were systematically murdered in gas chambers. Jews were not the only group targeted during the Holocaust. The Nazi’s also sought to genetically purify the German race by eliminating those whom they thought were not of “German Blood” by targeting socialists, communists, homosexuals, and individuals with disabilities to exterminate them.

During World War II, some U.S. nativists were opposed to saving the Jews, including the prominent U.S. official, Breckenridge Long. Nativism is the policy of preserving the natives’
interests rather than the interests of immigrants. During World War II, Long was in charge of matters dealing with European refugees. After being an ambassador in Italy in 1933, Long returned to the United States in 1940 as Secretary of State. From 1939 to 1940, half of all immigrants were Jewish. Long thought that Nazi spies were hiding amongst immigrants and wanted to tighten immigration policies in order to block visas to applicants who had relatives in Germany. A Treasury Department official even called the initiatives Long and his indifferent colleagues were trying to enact an, “underground movement...to let the Jews be killed.” Long delayed rescue efforts, lied about the number of U.S. refugees, and refused to implement plans that would rescue Jews. At the end of 1944, Long retired and left the State Department.

By 1943, there were groups within the U.S. that began to advocate for the country to intercede on behalf of European Jews. The Bergson Group was a particularly famous advocacy group that increased publicity about the Holocaust through newspapers and public programs. Newspapers in the U.S. also published German anti-Semitic laws. The next year, with the persuasion from Secretary of the Treasury Henry Morgenthau, President Franklin Roosevelt decided to form the U.S. War Refugee Board on January 22, 1944. The Refugee Board was responsible for, “The rescue, transportation, maintenance and relief of the victims of enemy oppression.” The Refugee Board was successful and by 1945 almost 200,000 Jews were rescued.

After World War II ended on VE Day (Victory in Europe Day: May 8, 1945), a series of twelve military tribunals, called The Nuremberg Trials, were held to persecute chief Nazi political and military leaders involved in war crimes. Although twenty-two Nazis were tried, only twelve of them were sentenced to death because they were directly involved in the killing. The Nazis who admitted to their crimes, but claimed they were acting under the command of a higher authority, received little to no punishment. One of the more well known cases was that of Adolf Eichmann, who had the task of deporting Jews from Europe to concentration camps. He also took their belongings for his and his co-workers personal benefit. The Eichmann trial took place in 1960 after Simon Wiesenthal, an Austrian Holocaust survivor that served many years as a Nazi hunter, found Eichmann living under the name Ricardo Klement in Argentina. Adolf Eichmann was found guilty of war crimes and hanged on June 1, 1962.

Although words cannot sum up the inhumane behavior exhibited in World War II, the culture that Jewish immigrants brought to the United States had a lasting effect. Jewish professors and artists whose lives were threatened across Europe fled to New York and settled into neighborhoods where they introduced new traditions. Jewish scientists, including Albert Einstein, also immigrated to
New York and contributed to scientific discoveries. It is through the tragic events of World War II that Jewish culture, community, and acceptance were adopted in New York.

Sources Cited


Unit Six: A World in Uncertain Times

Feeling the Heat of the Cold War
@Joseph

Capitalist + Communist conflict is heating up! #FallingLikeDominos #CubanMissileCrisis #GoingNuclear #ColdWar

Civilian Unrest and the Impossible War: Jack Stewart’s Graffiti Door
@Dominique

Don’t trust anyone over 25 #Vietnam #NotOurWar #ThisGovtAintForUs #CounterCulture #Graffiti #StreetArt

Reagan: The Leader Who Defined a Decade
@Wadeer

Can you name the president that eradicated #communism, remedied #economic turmoil, and ended the #ColdWar?

Keith Haring: Pop Art and Popular Movements
@Joshua

"Let my art speak for the people, don’t try to charge me with vandalism when I’m only doing what the president should be" #PopArt #CrackIsWack #Activism
Feeling the Heat of the Cold War

Joseph Ruocco

This Caricature of Bertrand Russell was an early work of David Levine (1926-2009), an American illustrator whose most notable works were published in The New York Review of Books. Penned in black ink, this depiction of the mathematician and political figure is drawn with an unusually scrawny body. Levine’s caricature suggests Russell’s extreme intellect by characterizing the old man as headstrong but holistically flawed. Lord Bertrand Russell, while living in the United States during the 1960s, had a distinct opinion of the tumultuous events of the era. He authored several essays, books, and writings about America using nuclear arms during the presidential terms of Truman, Eisenhower, and Kennedy. His editorials spoke out against the dangers of nuclear armament in the 1940s-1960s.

By mid-1945, only the United States had succeeded in its scientific research to develop the atomic bomb. Postwar U.S. relations with the Soviet Union had been affected by the bomb’s impressive power which concluded war with Japan. The Soviet Union, also known as the Union of Soviet Socialist Republics or USSR, which existed from 1922 until 1991, was a Marxist-Communist party led by Vladimir Lenin. Communism is a socio-political structure that bans private property, and organized society is led by a government body that owns all forms industry. The United States faced increasing resistance from the Soviet Union which neglected a number of wartime promises, as Stalin wanted to use parts of Eastern Germany for ports into Soviet territory. The Cold War was a result of unresolved issues between the US and the Soviet Union during World War II. A series of events led up to the Cold War, which was characterized by a non-violent, but hostile relationship between political powers. President Truman formed a Western Alliance that would contain the
spread of Communism and Soviet influences while the superpower pushed in dominating Eastern Europe.

The policy of containment was a diplomatic strategy used by the United States to prevent the spread of communism during the Cold War. This policy has a correlation to the Domino Theory, which was a viewpoint of the democratic powers of this era, which stated that should any single Communist state exist, it would lead to its neighboring nations adopting the doctrine and become Communist as well. As a scientist, Russell understood immediately that the use of nuclear bombs would cause a massive rescaling of the mechanisms of war. Russell wrote a paper in 1945 called “The Atomic Bomb” which laid out his general opinion of the A-bomb after the events of Hiroshima. His concern arose from the idea that the world’s most powerful nations would be in fierce competition for uranium. He reaffirmed his belief that the progression of science in the United States would develop the means of preserving the human race, and not its destruction.

In January of 1954, U.S. Secretary of State, John Foster Dulles, issued two changes to his military policies, declaring a cutback in the use of conventional military weapons and an increase in the use of nuclear armaments. The successful detonation of the United States’ hydrogen, or H-Bomb was competing with a similar nuclear testing program in the Soviet Union. This bomb had 500 times the power of its predecessor. His actions established a form of brinkmanship with the Soviets. Bertrand Russell compared this standoff between powers as a game of chicken played out on a massive scale. While the total annihilation of an approx. 8 million of the world’s population lay at risk, each power slowly pressured each other to subside at the last minute before hostilities ensued. To ensure a similar situation would never occur again, President Eisenhower issued the Atoms for Peace proposal in order to null this trend of atomic warfare. However, this attempt had little effect on the suspicion and fear of the Cold War that stimulated hoarding weapons of mass destruction. Russell assisted Einstein and other notable scientists in writing the Russell-Einstein Manifesto, an open petition from the men who crafted the bomb, acknowledging that nuclear weapons will commence the self-destruction of the human race.

After President Kennedy took office, he was informed of an American sponsored rebellion that emerged from the Central Intelligence Agency (C.I.A.). Cuban-exiles in Florida and Guatemala were being armed and trained by the C.I.A. in order to overthrow the anti-American Dictatorship of Fidel Castro. Following heated debate around the executive table, the U.S. proceeded with their plans under strict terms that no U.S. military or naval forces would be involved in the invasion of Cuba. The Invasion of the Bay of Pigs occurred on April 17, 1961. After three days of fighting, all of the anti-Castro militia had been captured or killed. President Kennedy took full
responsibility for its outcome. When a threat of arms emerged in October of 1962, the Cuban Missile Crisis lasted for thirteen days, in which significant tensions of the Cold War culminated in this standoff between the U.S. and U.S.S.R. This event was of serious concern for Russell, and he acted as an intermediary in the crisis between President Kennedy and Nikita Khrushchev. Through a series of telegrams disproving of the leaders’ actions, Russell fashioned the means for Khrushchev to retreat. After the U.S.S.R. stood down, Kennedy met with his chief advisers to debate two tactics that would prevent another crisis: an air strike against the Cuban missile bases, or a naval blockade of Cuba. To establish a blockade was a more peaceful option, but it was problematic because international law defined it as an act of war. The Kennedy administration determined that the U.S.S.R. would not be provoked to attack.

Bertrand Russell had a steady involvement in several major events that occurred between 1940-1950. Whether his opinions helped or harmed the outcomes, his input shaped an accepted opinion of rationality that balances mankind’s progressions with nuclear arms.

Sources Cited


Civilian Unrest and the Impossible War: Jack Stewart’s Graffiti Door

Dominique Pierre-Louis

Jack Stewart is an artist with an expansive history of involvement in the graffiti community. Known as one of many “Graffiti Kings,” Stewart was notorious for his street artwork, as well as for his knowledge of art, his relationships with fellow graffiti artists, and his frequent recording of street artwork. Stewart studied painting at Yale University and experimented with murals, which ignited his interest in street art. Stewart then went on to study graffiti in depth at New York University. Stewart’s interest in graffiti art went beyond its creation to its documentation as well. He recorded and took note of the science, logic, and timeline of graffiti. He also documented how it progressed, how styles changed, what was popular, what was odd and how the artists seemed to learn from one another creating sequences. Documenting hundreds of street art pieces and critiquing them was a tedious task, and so Stewart enlisted other artists for their input, thus forming great relations with the fellow graffiti artists of his time.

As each artist visited his studio, Stewart allowed them to tag his bathroom as long as the artists refrained from tagging his work. This progressed until a mass of signatures in street art style engulfed the previously bland door creating the Graffiti Door. Each signature or tag had its own style, meaning, and personality behind it. The tags came together cohesively to symbolize how greatly people’s ideas vary, yet when ignited by similar aggressions, how similar they can react. This collection of tags encompasses the passionate feelings that many Americans harbored, especially the youth of the 1960s and 1970s. In response to governmental actions, many American citizens felt greatly compromised by their country’s decisions and sought...
rebellion, channeling their angst into graffiti. Which makes one ask, what fueled this artistic and permanent expression of emotion?

The war against Communism was long and treacherous. Communism is an ideal of the working class, where society would get rid of social classes and therefore riches would be evenly divided among the society. This greatly differed from Western societies’ Capitalism, where people reside in a laissez-faire (hands off) economy. In this economic state, the government has no hand in the way the economy works, but the people do. Meaning that in theory everyone has equal opportunity to work for as much money as they want. The Soviet Union’s formation led to the major spread of Communist ideals throughout Eastern Europe. As the USSR began to grow, Western societies grew fearful of their power and began to plot the dissolution of the USSR. Capitalist countries like America sought the complete eradication of Communism, yet feared the destructive nature of another major world war. As a means of fighting Communism indirectly, proxy wars were fought between Communist and Capitalist affiliated countries, with help from major powers like China, the Soviet Union, Great Britain, and America. These proxy wars were fought without substantial objection for years until 1965 when America physically assisted South Vietnam in its war for Democracy against North Vietnam. The Vietnam War sparked outrage in America.

To sustain the war, drafts were implemented in order to recruit enough American soldiers to compete with North Vietnam’s soldiers. North Vietnam had not only the homeland advantage, but it also had thousands of citizens willing to assist in the war. Drafts assisted in acquiring a larger army, most young healthy men of age submitted to fight in the war. The drafts were not, however holistically agreed upon by the American citizens. The draft resistance movement began in the late 1960s when Americans refused to go to war and adopted the slogan, “the Vietnam War is not our war.” Many citizens felt that this was an unnecessary war and sought to reinstate America’s prior neutrality. Prior to the last World War, America upheld a policy of neutrality in which the country would not engage in violence or war except as an act of self-defense. However, the United States government maintained that the Vietnam War was necessary to stop the Soviet Union and the spread of Communism as well as assure the promotion of Democracy.

A major event of the Vietnam War that caused unrest in Americans was the My Lai Massacre of 1968. American soldiers attempted to combat the North Vietnamese forces and sought hidden soldiers in the My Lai village. While in the village, American soldiers raped, murdered, and pillaged unarmed citizens. Another was the publication of The Pentagon Papers, a Department of Defense report which provided gruesome details of acts done by the U.S. Military in the Vietnam War. The publication led to a legal battle, resulting in the Supreme Court ruling in the favor of the
New York Times in the case of **New York Times Co. vs. United States**. The publication of these documents not only helped to oust the government cover ups, it also laid the foundation for freedom of press in America. This court case clarified the first amendment that dictated American citizens’ freedom of press, thus strengthening the legislative branch of government. The Pentagon Papers took note of numerous overseas actions including, **Gulf of Tonkin incident**, in which the United States claimed that an altercation arose between American and Vietnamese ships. Vietnam allegedly initiated the fight with a blow to an American ship; however The Pentagon Papers showed that this event may have been instigated by the United States in order to pass the **Gulf of Tonkin Resolution** which had authorized the President to take “all necessary measures to repel an armed attack.”

Despite the government’s strategic actions, the Vietnam War was not a success. South Vietnam merged with the North to form the **Socialist Republic of Vietnam**. The U.S. had been bombarded with strategic assaults carried out by Viet Cong, one of the most devastating being the **Tet Offensive**. As Howard Zinn wrote in *A People’s History of the United States*, “When the United States fought in Vietnam, it was organized modern technology versus organized human beings, and the human beings won.”

The American home front during the ‘60s and ‘70s is known for the major reforms which shaped society. During this time period, the peaceful ideologies of **hippies** - people who believed love and peace was essential in life - greatly influenced the development of the generation. Hippies promoted thousand-man marches and American citizens’ right to have a major hand in their government. However, there are multiple catalysts to this period’s major counterculture reform. The word **counterculture** itself insinuates that a new human intellectual height of understanding was created, differing from the original social customs of that time. In relation to the ‘50s, Americans grew wary of the power of the federal government. Immediately succeeding America’s deployment in Vietnam, Americans detested engaging in “unnecessary warfare.” Politically powerful officials like Senator **Wayne Morse** spoke out against involvement in the Vietnam War. Following the release of the **Pentagon Papers**, opposition to the War increased. Many Americans began to feel that the government had become corrupt. The younger generation hoped to make change outside of governmental systems and engaged in massive **peace marches**, revolts in schools and workplaces, and began the formation of subgroups to gain power in numbers.

The hippie and counterculture movements were fueled by the **baby boomers**, people born after WWII between 1946 and 1964. This generation felt unable to relate to the previous generations’ more conservative world views, leading to a **generation gap** and overall distrust of adult’s, best expressed in the phrase “don’t trust anyone over 25.” From this generation arose new movements.
such as the **Feminist Movement** which promotes gender equality, the **Free Speech Movement** to provide platforms for expression, and **Sexual Politics** which essentially promotes sexual liberation and sex education. These issues, once viewed as unorthodox, have now become part of mainstream American political conversations.

**Sources Cited**


Reagan: The Leader Who Defined a Decade

Waseer Mohamed

This object is a circular metal pin-back campaign button adorned with a blue anterior face and inscribed with the names of the 1980 Republican presidential nominees, former president Ronald Reagan and former vice president George H.W Bush. This button, worn by supporters of the Reagan/Bush campaign, served as a token for the primary directives of their late twentieth century conservative agenda.

Ronald Reagan’s unique brand of conservatism included a mission to eradicate the global threat of Communism, which led to the restoration and revitalization of American nationalism.

Moreover, Reagan also sought to shrink a large government and to strengthen the American economy by employing a set of economic tactics known today as Reaganomics. In essence, this pin serves primarily as a panorama into the presidency of a great conservative American leader who sought to redefine what it meant to be an American through tax reform, reconstructing national defense, and ending the Cold War.

During his campaign, Reagan announced his plan to remedy the nation’s economic turmoil, which he blamed on massive social spending programs, unrestrained government regulation, and an inordinate tax burden. His set of economic strategies, later dubbed Reaganomics, included the implementation of a 30% tax cut for the first few years of his presidency, and that the majority of this tax cut would be focused on those who occupied higher economic brackets. This economic tactic known as trickle-down economics, or supply-side economics, served to provide tax relief for the rich, which would enable them to spend and invest more. This extra spending would consolidate the economy, create more jobs, and even generate more revenue for the federal government. Within a mathematical context, Reagan’s financial advisors looked at a curve representing the relationship between how much people
make and how much people spend. His economic advisors essentially discovered an inflection point, which represented a downward turn on the curve, and they therefore decided to implement a tax rate that would maximize how much each person is able to keep, thus maximizing how much they are able to spend. However, the results of this tactic was for the most part unsuccessful, as providing a tax cut for the wealthy lead to inflation, raised interest rates, and caused the value of the dollar to increase, which lead to an increase in the price of American exports on the international exchange market. These factors led America to cascade into a Recession from 1981-1982, but the economy eventually resurfaced and stabilized in 1983 and continued from then to grow stronger.

Reagan also identified that one of the looming global threats was Communism, which in brief, is a political ideology that advocates for the liberation of the proletariat, or working class, and the disintegration of the bourgeoisie or wealthy capitalist class. Communism’s goal was threefold; it wanted working class control of the rewards of their labor, the even distribution of wealth amongst a populace, and the erasure of capitalism. Through the mid-twentieth century, the Soviet Union had utilized its sway as a global power to subjugate small Eastern European countries and to disconnect them from America’s nuclear protection. Reagan sternly decided that he would not accept this oppressive Soviet Union, and that America would be the positive force in the world and that the Soviet Union would be the destructive force. Reagan identified that, although the Soviet Union may appear to be a robust military force, there was no real economic power supporting them and thus he decided to invest money into America’s armed forces and defensive systems. However, there were a number of inaccuracies with Reagan’s foreign policy which included dealing with Cuba, China, and handling the Iran-Contra affair, where in 1986, President Reagan sold arms to Iran to fund rebel Nicaraguan forces. But what Reagan’s presidency is notable for, is ending the Cold War by convincing Soviet leader Mikhail Gorbachev to tear down the Berlin Wall, thus bringing an end to the Communist regime in total, repositioning America as a more potent global force.

The defense industry, a major component of the national economy began to flourish, as Reagan fervently believed that the United States was susceptible to a Window of Vulnerability, to the Soviet Union in regards to nuclear defense. A sizable amount of money therefore, was allocated towards defense firms to upgrade the nation’s military, and to invest in aerial defense systems, most notably, the Strategic Defense Initiative, or Star Wars, a space-based missile
defense network created to deflect and destroy enemy missiles. While economists are ambivalent about the accomplishments of Reaganomics, tax cuts and an increase in military spending cost the federal government trillions of dollars. In response to their lack of support, Reagan proposed the idea of paying for these extraneous expenses by eliminating popular government programs such as Social Security and Medicare however, Congress refused to take any cuts to the integrity of the welfare system. In sum, however one chooses to interpret the effect of Reaganomics on the economy of the 1980s, what remains true is that the national debt tripled from one to three trillion dollars during the Reagan presidency. While there was as substantial amount of economic growth, there was also sizable price for future generations of American to pay.

While the Cold War a strategic war fought over regime, the possession of nuclear warheads by both global powers acted as a deterring agent that prevented both nations from engaging in either conventional or even nuclear warfare. Reagan’s feat of ending this Cold war by convincing Gorbachev to tear down the Berlin Wall is significant not only because it eased tensions between the Soviet Union and the US, but it also allowed the US to emerge as the new global hegemon. In essence, Reagan was not only a revered American president, but also a global leader; his aggressive foreign policy and pursuits to solve international conflict not only accorded him worldwide acclaim but he was able to boost American nationalism through his heroic and patriotic acts.

Sources Cited


Keith Haring: Pop Art and Popular Movements

Joshua Rodriguez

In 1986, artist Keith Haring introduced the public to his Pop Shop. Keith Haring’s goal in opening the Pop Shop was to get people interested in his art and their messages, while allowing them the chance to view the art at no cost. By placing his work on view publicly, he hoped to make his work accessible to those who could not purchase it.

Haring was born on May 4 1958 in a rural town named Reading, located in Pennsylvania. He attended a prestigious school for the talented in Pittsburgh, but eventually dropped out after two semesters. In 1978 he wanted to return back to school after moving to New York City and enrolled in a school of visual arts. He then began using NYC as his blank canvas, making his art on subways and locations all around the city. A significant influence on Haring was a man named Andy Warhol who had a style of art known as “Walhorlization” in pop art. Pop art is art based on modern popular culture and mass media, often used to make a critical or ironic comment about traditional art. Haring learned about repeating images and expanding art into a bigger practice from Warhol. Some of Haring’s images were dancing cartoon dogs and hearts, this attracted many New Yorkers, and his reputation as an artist started to increase. Moreover, it also negatively impacted his reputation with law enforcement, as they saw his new art form as vandalism. What many failed to realize is that the populist perspective is represented in his work. He confidently believed that the power of his art could change the world positively.

During this time America was faced with an economic instability and heavy stagflation due to the lack of social progress. Stagflation is when the inflation rate is high, and the economic growth rate slows, and unemployment rates stay high. Later on during the 1980s, then President Ronald Reagan had a different vision planning to change American society. Reagan thought that the government was becoming too large and created problems. He planned to reduce the government’s size and power, and started to run the nation's economy based on a set of economic tactics known as
“Reaganomics.” Under Reaganomics public support programs were cut because it was thought they reduced the incentive for poor to seek work and as a result funding for urban housing programs were eliminated. Many believed that because of Reagan the poor were punished and pushed into an even deeper debt, resulting in many living in slum/tenements which were unsanitary and crowded.

While Reagan's presidency focused on economic reform, members of minority groups began to protest for political equality. They included feminist and LGBT community groups which felt mistreated by Reagan’s conservative ideologies. Reagan was very open with his beliefs against feminists; he even tried to abolish legislation that gave women equal opportunity in their public and professional lives. He showed similar disapproval for the LGBT community, and was unhelpful with addressing the growing epidemic with HIV/AIDS, a disease that many people at the time associated with being “just for gay men”. Such extreme disapproval made the community of social activists turn to using art and music as methods of symbolism, which was represented by this heretical new form of art.

Keith Haring responded to what was going on economically and politically through his street art. Many of Haring’s more political and serious pieces involved war and Reagan's foreign policies. He used methods like taking newspaper headlines and putting them together to create headlines on how he felt about current events. Haring’s work at the time dealt with male sexuality and the effect that AIDS had on his own life and those of his friends. Keith Haring once said, “See, when I paint, it is an experience that, at its best, is transcending reality,” showing his audience that the reason his art is so engaging is that citizens can see the problems that the government was unwilling to address.

Another project Keith is famous for is the “Crack is Whack” wall located in Harlem. He painted this on the wall so many can see it while driving past the bridge. Haring felt the need to address the negative impact of drugs on society because his assistant Benny, like many other Americans at the time, was addicted to drugs. When he was arrested for vandalism, he told the police at the time that his graffiti piece was, “Inspired by Benny, and appalled by what was happening in the country, but especially New York, and seeing the slow reaction (as usual) of the government to respond, I decided I had to do an anti-crack painting.” This is another piece of his famous art showing him as an extremist, creating his own movement to address what he felt the government should be doing.
In 1989 The Keith Haring Foundation was formed to provide funding for AIDS and children’s organizations. Unfortunately, a year later Keith died due to AIDS and many supporters felt they lost a big part of their life because he was such an advocate for many people who needed help on universal subjects. Although he is no longer with us, his messages still live on, in his art which can still be found throughout the city and in the media.

Sources Cited


Unit Seven: The New Millennium

Broken, But Not Destroyed: 9/11 and its Aftermath

@Emily

What exact time did the course of our world history change? 9:04am. #9/11 #WarOnTerrorism #CivilLiberties

Reply Retweet Favorite More

3:16 AM - 17 May 16 Embed this Tweet
Broken, But Not Destroyed: 9/11 and its Aftermath

Emily Cronin

9:04. Crushed and broken, a desk clock from the Second World Trade Center Tower no longer tells time, but the stories of the people who died on that terrible day. The moment embedded forever into this object is a symbol of the events that took place, and the country that was changed because of it.

On September 11th, 2001, two passenger airlines crashed into both of the World Trade Center towers after they had been hijacked by terrorists associated with the extremist group Al-Qaeda. 3,000 people were killed during this attack, marking that day as the biggest loss of life due to a terrorist incident on American soil, as well as one of the most deadly incidents for firefighters and policemen who perished during their rescue efforts. Once the buildings were hit, they could not support the weight of the planes, so the floors crashed down on top of each other in an “accordion effect,” causing fires, explosions, and the release of hundreds of different chemicals. Law enforcement officers as well as firefighters rushed to help rescue people from inside the rubble, many becoming victims themselves. This was a horrific time for New York and the rest of the U.S, as the Trade Center was seen as a symbol of America’s power and influence. Although the attack itself was carried out over the course of one morning, the events that took place on September 11th sparked massive outrage and led to actions that changed the course of American and international history.

The man in charge of planning these attacks was Osama Bin Laden, the leader of the terrorist group Al-Qaeda. This extremist organization was formed during the 1979 Soviet occupation of Afghanistan. Along with many others, Bin Laden established training camps for the mujahideen, guerilla military groups led by Muslim-Afghan militants, against Russia’s occupation of their country. In 1988, after the Soviets had left Afghanistan, Osama Bin-Laden officially named the organization Al-Qaeda, whose mission was to fight against perceived anti-Islamic powers, such as
the United States. There are many reasons why this terrorist group was opposed to America. For one, they considered American people “infidels” - a person who does not believe in religion or who adheres to a religion other than one’s own. Our western ideals and government were not consistent with their interpretation of Islam. Al-Qaeda specifically opposed America’s involvement in the Gulf War, their military presence in Saudi Arabia, and the continuous arrest and questioning of people associated with the terrorist group. There were continuous attacks on American people from 1993 to 2005 (the attempted WTC bombings in 1993, the killing of soldiers in Somalia in 1993, the 1998 bombing of U.S embassies in Africa and the 2000 attack on the U. S. S. Cole), and Al-Qaeda only officially declared war against the U.S in 1996. Angered by the continuous harm done to Americans and the destruction of the Twin Towers the US decided to launch its “War on Terror.”

On September 20th, 2001, America entered a state of armed conflict which gave the country the right to defend itself militarily. The same day, President George W. Bush addressed The House of Representatives and ordered the Taliban government in Afghanistan to hand over all of the Al-Qaeda leaders they had been protecting. When the Taliban refused, President Bush declared a war against terrorism, calling to end the “war on humanity.” In October 2001, America launched an invasion into Afghanistan, and in 2003 NATO (North Atlantic Treaty Organization) joined the fight. This bombing campaign killed many Taliban leaders, which in turn led to the fall of the Taliban government. The success of this war and America’s new promise to end terrorism would lead to future invasions of countries whose leaders and officials were affiliated with terrorism. In order to make the U.S itself safer, the Department of Homeland Security was created with the purpose of protecting America from future attacks, this led to security checkpoints at places like airports, train stations and embassies. These additional security measures have proven controversial, as many have accused the Department of Homeland Security of not practicing “random selection” but instead using racial profiling.

One of the most controversial effects of 9/11 was the tension between civil liberties, the personal guarantees that the government cannot abridge without reason, and national security. Many people thought that with close monitoring of American “citizens,” the U.S would have been able to stop these attacks from being carried out. In 2001, President Bush passed the USA Patriot Act, a bill that allowed the surveillance of any person in the US, and allowed the NSA (National Security Agency) to record any information they wanted from any electronic device. This included reading people’s personal emails and text messages. The bill also allowed the incarceration (imprisonment) of citizens without the use of Habeas Corpus, the right to go to court. After it was passed, many people wanted to exercise their rights (like freedom of information and protection from search) but
also wanted to be kept safe. The real question was, how could the government balance the protection
of society without sacrificing the system that was being kept secure? Many people also believed that
while the NSA searching citizens’ computers might have kept them safer, it invaded their privacy
and rights as Americans. These issues are still ongoing fifteen years after the attacks.

Every year on September 11th, America and the rest of the world remember the terrible
tragedy that occurred on that day and the people who died because of it. The broken desk clock from
the second tower is not only a symbol of the attacks but also a reminder of New York City history.
Although it was once an ordinary object, this artifact is a symbol of how the course of American
history changed because of these attacks, and how it continues to affect our future.

Sources Cited

http://www.bbc.co.uk/history/events/the_september_11th_terrorist_attacks.


"The ‘War on Terror’ Is Critical to President George W. Bush’s Legacy." US News & World
is-critical-to-president-george-w-bushs-legacy.
Glossary of Terms

***These terms are not guaranteed to be the only terms you need to know for the regents exam***

Abolitionists: those who supported doing away with the institution of slavery

Acculturation: the modification of a people’s culture through adaptation or borrowing from other cultures

Albany Plan of Union: 1754 plan of intercolonial defense by Benjamin Franklin that provided a federal plan Constitution was modeled after it

Amendment: change or addition to the Constitution

American Federation of Labor: early labor union of craft unions, later merged with the Congress of Industrial Organizations (CIO)

Antitrusts: relating to the limitation or control of monopolies

Articles of Confederation: the charter of the first national government

Atlantic Charter: document issued by Franklin Roosevelt and Prime Minister Churchill outlining wartime goals

Berlin Airlift: response to blockade setup by Soviets in 1948, flew food to 2 million people

Big Stick Policy: willingness to use military power to influence foreign affairs

Bill of Rights: first amendments to the Constitution, adopted in 1791

Boston Massacre: in 1770 five colonists were killed in Boston when British soldiers fired on a crowd throwing rocks and snowballs; the soldiers were tried and acquitted for murder

Boston Tea Party: incident in Boston, December 16, 1773 when colonist dressed as Native Americans and forced their way aboard merchant ships in the harbor and threw overboard their cargoes of tea so that recently imposed British taxes on it could not be collected

Bureaucracy: administrative officials and policies of government

Capitalism: economic system in which the means of production and distributions are privately owned and operated for profit

Carpetbaggers: Northerners who went to the South during the Reconstruction period to participate in and profit from its political reorganization

Central Powers: in World War I, Germany, Austro-Hungary, and their allies

Checks and Balances: divisions of power among the three branches of government so that each branch may limit actions and power of the others

Civil Rights: the liberties and privileges of citizens, especially those guaranteed in the Bill of Rights.

Civil Service: system for filling government jobs through impartial and nonpolitical means, such as standardized exams, begun by the federal government in the 1880s.

Civil War: a war between factions or regions of one country (i.e. United States’ Civil War)

Cold War: a conflict between nations short of actual military conflict (i.e. economic and strategic competition between the United States and the Soviet Union from 1946-1991)

Collective Bargaining: method by which workers negotiate as a group with their employer through their union representatives

Colonialism: national policy based on control over dependent areas or colonies

Common Law: body of law formed over time by accumulation of precedents and prior decisions, as opposed to laws enacted by legislative bodies

Commonwealth: an organization of independent states; official designation (instead of state) of KY, MA, PA and VA in the United States

Communism: political philosophy advocating collective ownership of property and the means of production and the abolition of the capitalist economic system

Compromise of 1850: the results of debate and compromise by Henry Clay, Daniel Weber, Stephen Douglas, and John Calhoun; this set of laws temporarily resolved slavery/sectional balance questions raised by the Mexican War

Confederate States: the eleven Southern states that seceded or officially withdrew from the Union in 1860 and 1861 to form an independent nation called the Confederate States of America. Their withdrawal was not recognized
by the federal government or the remaining states. They were defeated in the Civil War and reabsorbed into the Union.

**Congress:** the legislative branch of the federal government; composed of the Senate and the House of Representatives.

**Conservative:** reluctant or resistant to change; favoring traditional views and values; one belonging to a conservative party or political group.

**Constitution:** the basic charter of the U.S government, effective since 1789; it was written by the Constitution Convention in 1787, ratified by the states 1787-1788 and put into effect in 1789.

**Constitutional Convention:** gathering of delegates from the thirteen states in 1787 in Philadelphia for the purpose of revising the Articles of the Confederation; instead, they drafted an entirely new Constitution that was adopted in 1788 and put into effect in 1789.

**Continental Congress:** any of several assemblies of delegates from the American colonies before the Revolution to promote cooperation on various issues. Generally considered the national legislative body under the Articles of the Confederation (1781-1788).

**Creditor Nation:** a nation that exports more than it imports, so that it is owed money by other nations.

**Cuban Missile Crisis:** October 1962 Cold War crisis that occurred when the Soviet Union placed nuclear missiles on the island of Cuba. Resolved when the Soviets dismantled the missiles and the United States agreed to remove the missiles from Turkey and end the Cuban blockade.

**Darwinism:** social theories loosely based on Charles Darwin’s work arguing that “the survival of the fittest” meant that the government should not protect the weak from exploitation by the strong.

**Declaration of Independence:** document passed and signed by the Continental Congress, effective July 4, 1776, declaring the United States an independent and sovereign nation.

**Democratic Republicans:** political party formed around 1800 by Jefferson, Madison and others opposed to the Federalists.

**Desegregation:** the end of Segregation, forced legal separation based on race or ethnicity.

**Discrimination:** partiality, prejudice, or distinctions in treatment, based on race; the denial of rights and advantages to minority groups.

**Dollar Diplomacy:** the use of North American political and military power abroad (usually in Latin America) to promote or advance the interests of North American businesses.

**Domino Theory:** if one nation in an area fell to Communism the rest, like a row of dominoes, would also adopt Communist doctrine.

**Eisenhower Doctrine:** statement made in 1957 by President Eisenhower that the United States would provide military and economic aid- and direct military intervention, if necessary to nations of the Middle East if they were threatened by communist aggression.

**Elastic Clause:** part of the Constitution that gives the federal government the right to make laws “necessary and proper” to carry out its specific powers and functions; it has sometimes been used to expand the powers of the federal government.

**Electoral College:** means of electing the President and Vice-President established by the Constitution and subsequent amendments; voters of each state choose electors who later meet to elect the President and Vice-President. Electors were originally free to vote for any candidate they chose, but they are currently pledged to vote for specific candidates. The number of electors from each state is equal to the number of Representatives and Senators from that state.

**Emancipation Proclamation:** issued by President Lincoln in 1863, it declared that slaves in Southern states in rebellion were freed but did not affect slaves held in states loyal to the Union, such as Maryland, Kentucky, or Missouri.

**Embargo:** prohibition of commerce with a nation or region, usually to apply pressure or force concessions.

**Enlightenment:** era during the 17th and 18th centuries when reason replaced religion as guide to politics, philosophy, and government.

**Espionage:** the act or practice of spying.
**Fascism**: political philosophy advocating totalitarian government power, intense nationalism, and military expansionism

**Federal Reserve System**: federal agency created by Congress in 1913 to regulate the banking system. Federal Reserve banks in 12 districts supervise banking operations, lend money to banks, and issue currency; a Federal Reserve Commission sets and regulates interests

**Federalism**: systems of government in which powers are divided between a central authority and local subdivisions

**Feminism**: movement advocating equal rights and privileges for women

**Foreign Policy**: a nation’s policy in dealing with other nations

**Fourteen Points**: President Wilson’s plan for international peace presented to Congress on January 22, 1918

**Free Enterprise**: the freedom of private businesses to operate without undue government interference

**Free-Soil party**: political party before the Civil War opposed to the extension of slavery and the admission of slave states

** Frontier Thesis**: the historical argument put forth by Professor Frederick Jackson Turner in 1893 that suggested that the spirit and success of the United States was directly tied to the country’s Westward expansion

**Fugitive Slave Law**: federal law passed in 1850 that required Northern states to return escaped slaves to their owners in the South. It was widely opposed to by a variety of legal and extra-legal means

**Geneva Convention(s)**: four international treaties created and adopted in Geneva, Switzerland that established much of the international law concerning humanitarian issues

**Genocide**: systematic annihilation of a particular group, usually racial, ethnic, or political in nature

**Gilded Age**: in American history the “Gilded Age” refers to the post-Civil War and post-Reconstruction era, from 1865 to 1901, which saw economic, territorial, industrial, and population expansion

**Great Compromise**: agreement in the Constitutional Convention of 1787 to have two houses of Congress, one (the Senate) to represent states equally and the other (the House of Representatives) to represent the people proportionally; also known as the Connecticut Compromise

**Great Depression**: period from the stock market crash of 1929 until the start of World War II during which industrial production declined and unemployment rose to over one fourth of the labor force

**Habeas corpus**: a writ or legal order directed to an official holding a person in custody, commanding the official to produce the person in court, show cause why the person has been confined, and prove that the person has not been deprived of liberty without the due process of law

**Harlem Renaissance**: a movement among black writers, artists, and musicians centered in Harlem, NYC during the 1920s

**Holocaust**: refers to the genocidal murders of six million European Jews by the Nazis during World War II

**Homestead Act**: passed by Congress in 1862, it gave 160 acres of Western land to any head of a family who agreed to cultivate it for five years; it encouraged the rapid settlement of the West by giving immigrants and Easterners free land

**House of Burgesses**: in 1619 the first elected legislative body in the English colonies (Virginia)

**House of Representatives**: the half of Congress composed of representatives allotted among the states according to their population

**Imperialism**: the practice of forming and maintaining an empire; possession of foreign territories or colonies for the benefit of the home country; the policy of seeking to dominate economically, politically, or militarily weaker areas of the world

**Industrialization**: economic transformation from an agricultural society to one based largely upon large-scale mechanized production and factory organization. It began in Europe (especially England) in the late 18th century and in American in the early 19th century

**Industrial Revolution**: the transformation of a society from an agricultural one to an industrial one. Began in Europe in 18th century and America in the early 19th century

**Industrial Workers of the World**: labor movement formed in 1905 advocated militant agitation and damage to business if it helped obtain demands

**Inflation**: the rising price of goods, often due to increase in available money and credit
Internment: the detainment and isolation of ethnic groups for purposes of national security

Intolerable Acts: a series of acts of Parliament directed against the American colonies to assert British power and increase revenues from the colonies

Iran Contra Affair: an illegal conspiracy by officials of the Reagan administration to provide funding for the anti-Communist Contra rebels in Nicaragua by secretly selling missiles to Iran and diverting money to the Nicaraguans

Iron Curtain: the series of fortified borders separating Western Europe from Soviet-dominated Eastern Europe during the Cold War period

Isolationism: policy of keeping a nation apart from alliances or other political relations with foreign nations

Jacksonian Democracy: the phrase “Jacksonian Democracy” has been the subject of much debate because, on one hand, it is the term that refers to the political platform of Andrew Jackson and his party, but the broader meaning, as described in Alexis de Tocqueville’s classic Democracy in America (1835), suggests the blossoming of the Democratic spirit in American life around the time of Jackson’s presidency

Jim Crow Laws: laws enforcing segregation or control of Blacks in such a way as to support their political, economic, and social oppression

Judicial Review: power of the Supreme Court to void acts of Congress that are found to violate the Constitution

Ku Klux Klan: secret organization founded in 1866 to intimidate Blacks and keep them in conditions of servitude through threats and acts of violence; it later developed into a nativist organization opposed to Jews, Catholics, and immigrants, as well as African Americans

Laissez-Faire: doctrine opposing governmental regulation of economic matters beyond what is necessary to maintain property rights and enforce contracts, French for “let alone” or “let be”

League of Nations: International organization of countries formed after World War I to promote world peace. It was supported by President Wilson, but the Senate refused to allow the United States to join. After World War II it was replaced by the United Nations

Louisiana Purchase: the purchase from France by the United States of the Louisiana Territory for $15 million, stretching from New Orleans west to the Rocky Mountains, more than doubling the size of the United States

Manifest Destiny: Belief held by many Americans in the 19th century that the United States was destined to control the continent between the Atlantic and Pacific Oceans

March on Washington: (1963) Civil Rights massive demonstration in Washington, D.C., site of Martin Luther King, Jr,’s “I Have a Dream” speech. The march was attended by some 250,000 people; it was the largest demonstration ever seen in the nation’s capital and one of the first to have extensive television coverage

Market Economy: an economic system in which decisions about production and pricing are based on the actions of buyers and sellers in the marketplace; usually associated with Capitalism

Marshall Plan: the program of U.S. aid to Europe following World War II to help those nations recover from the extensive damage to their cities, industries, and transportation

Mayflower Compact: an agreement made by Pilgrims aboard the Mayflower (1620) which established a civil government for “the general good of the Plymouth Colony”

Mercantilism: the economic policies of European nations from the 15th century until the Industrial Revolution, based on mercantile (commercial, trading) activities and characterized by the acquisition of colonies and the establishment of a favorable balance of trade. The American colonies were established under the mercantile system

Mexican War: military conflict fought between the United States and Mexico from 1846 to 1848 resulting in the U.S. gain of territories including present day California, Utah, Nevada, Arizona and New Mexico

Missouri Compromise: an agreement in 1820 between Congressional advocates and opponents of the extension of slavery that preserved sectional balance. It included the simultaneous admission of the slave state Missouri and the free state Maine and the prohibition of slavery in the Northern parts of the Louisiana Purchase

Monopoly: the exclusive control or ownership of an industry by a single person or company

Monroe Doctrine: policy announced in 1823, during the presidency of James Monroe that the United States would oppose European attempts to extend their control of the Western Hemisphere. It became and remains a basic principle of American foreign policy

Muckraker: journalist in the late 19th and early 20th centuries who reported on political or commercial corruption
NAACP: National Association for the Advancement of Colored People formed in 1909 by, among others, Jane Addams, W. E. B. DuBois, and John Dewey

Nationalism: sense of pride in one’s country; extreme devotion to national interests

Nativism: In the United States, the policy of favoring native-born Americans and opposing immigrants

New Deal: name adopted by President Franklin Roosevelt for the reforms and social programs instituted by his administration, beginning in 1933

Nineteenth Amendment: granted suffrage (the right to vote) to women; enacted in 1920

North Atlantic Treaty Organization (NATO): collective security military alliance formed in 1949 by the United States, Canada, and nations of Western Europe to oppose the threat posed by the Soviet Union and Warsaw Pact

Northwest Territory: federal administrative district west of the Allegheny Mountains, north of the Ohio River, south of the Great Lakes, and east of the Mississippi River, including the present states of Ohio, Indiana, Michigan, Illinois, and Wisconsin, and part of Minnesota. The Territory was organized by the Continental Congress in 1787

Nuremberg Tribunal: international military court held in Nuremburg, Germany, in 1945-46; top Nazi leaders were tried and convicted of crimes against humanity and violations of international law.

Open-Door Policy: an attempt by the United States in 1899 to preserve trade interests in China by asking European nations to respect the territorial integrity of China and to permit free access to ports they held in Asia

Ordinance: a law or regulation, usually of a local municipality

Parliament: the legislative body of Great Britain, consisting of the House of Commons and the House of Lords

Patriot Act: this anti-terrorism legislation was passed during the administration of President George Bush in response to the attacks of September 11, 2001

Persian Gulf War: (1990-1991) war following Iraq’s invasion of Kuwait; mandated by United Nations and led by United States forces with a coalition of approximately 30 nations

Political Machine: combination of party and political officials who maintain themselves in office, sometimes through corrupt means

Popular Sovereignty: doctrine in democratic forms of government that power ultimately derives from the people and that the consent of the governed is exercised through the vote. In the years before the Civil War, a political position advocating that the legality of slavery in the Western territories be decided by popular vote of the inhabitants; it was ridiculed by its opponents as “squatter sovereignty”

Populism: movement that began in agricultural areas in the late 19th century seeking government regulation to curb excesses and exploitation by big business

Preamble: introductory part, specifically refers to the opening of the Constitution, which begins “We the people..”

Precedent: rule or decision that serves as a guide for future actions or decisions

Progressive Era: the period roughly from 1900 to 1920, marked by political, economic, and social reform movements

Progressivism: a broad reform movement during the late 19th and early 20th centuries that sought to remedy the worst effects of industrialism and urbanization by imposing governmental controls on big businesses, improving social justice, and increasing direct democratic participation in politics

Prohibition: period from the enactment of the 18th amendment in 1919 until its repeal by the 21st Amendment in 1933, during which the manufacture, sale, import, export, and transportation of alcoholic beverages was illegal

Protective tariff: tax on imported goods intended to protect the interests of internal or domestic industries by raising the price of imports

Pullman strike: 1894 strike by Pullman Car Company workers under the leadership of American Railway Union president Eugene V. Debs, in response President Cleveland sent federal troops to end strike in the interests of “protecting the delivery of the mails”

Pure Food and Drug Act: 1906 Congressional legislation during the progressive administration of President Theodore Roosevelt requiring the contents of food and drug preparations to be described on labels of the product

Quartering: forcibly housing soldiers in private residences

Recall: political reform procedure for removing a public official from office before the end of a term by popular vote; it is usually initiated by a petition
Reconstruction: period from 1865 through 1876, when following the Civil War the Southern states were occupied by federal troops and under the direct control of the national government

Red Scare: fears about the danger of Communist subversion or evasion

Reserved Powers: powers not specifically granted to Congress or the federal government under the Constitution and so held to be reserved to the states

Roaring Twenties: the decade between the end of World War I and the beginning of the Great Depression, which proved to one of the most colorful decades in American history, albeit one troubled by many contradictions and false prosperity

Robber barons: business owners of the latter part of the 19th century using, on many occasions, unscrupulous methods to make their respective fortunes

Roosevelt Corollary: supplement to the Monroe Doctrine asserted by President Theodore Roosevelt, who claimed the right of the United States to exercise international police power in the Western Hemisphere and to intervene in the affairs of Latin American nations

Salutary Neglect: phrase describing the belief that the American colonies benefited from lack of interest in their affairs by the British government during the period before 1763

Search and Seizure: police power to look for and hold evidence in the investigation and prosecution of a crime; evidence from unreasonable searches or searches without probable cause may be excluded from a trial

Secession: withdrawal of a state from the union

Segregation: the isolation or separation of one group from another, usually applied to keeping Whites and Blacks apart in the United States

Senate: the part of the federal legislature made up of two members from each state.

Seneca Falls Convention: convention held in Seneca Falls, New York, on July 19-20, 1848. It was the first women’s rights convention held in the United States

Separate but Equal: legal doctrine established by the Supreme Court in the case of Plessy v. Ferguson (1896) that separate accommodations for blacks and whites did not violate the Fourteenth Amendment if the accommodations were of equal quality. Overruled by the later Supreme Court decision in Brown v. Board of Education (1954)

Separation of Church and State: doctrine that a government may not restrict the free exercise of religious beliefs nor support any religious group or principle

Separation of Powers: doctrine that liberty of the people is best assured by the division of government into separate branches

Sharecroppers: tenant farmers who leased and cultivated pieces of land in exchange for a percentage of the crop

Shays’ Rebellion: armed insurrection in western Massachusetts in the fall of 1786 led by Captain Daniel Shays and others in protest against economic policies and foreclosures of farms for failure to pay taxes. It was suppressed by the state militia, but it had a significant effect on the framing of the Constitution the following summer

Sherman Antitrust Act: passed in 1890 declaring combinations in restraint of trade to be illegal; it was passed to maintain competition in private industry and to correct abuses of companies that had gained monopoly power

Socialism: political philosophy advocating ownership and operation of the means of production (such as land, mines, factories) by society as a collective whole, with all members sharing in the work and benefits. Socialist economic systems usually include government ownership and operation of industries

Social Security Act: passed in 1935 to provide an income for persons who are disabled or aged and for families without a wage earner; it has become a basic means of support for retired persons who lack private pensions from employers

Spoils System: system wherein government positions and offices are awarded to political supporters on the basis of party loyalty or service rather than qualification or merit; based on the saying “to the victor go the spoils,” the system was replaced to some extent by the Civil Service in the 1880s

Stamp Act: enacted by Parliament in 1765, it required a tax stamp on all printed and legal documents and was soon repealed after American resistance

Subpoena: official written order commanding a person to appear in court or to produce specific items

Suffrage: the right to vote
**Supremacy Clause:** portion of the Constitution declaring it “the supreme law of the land” and overriding any state or local laws in conflict with it

**Tariff:** taxes on imports into a country to collect revenues or to protect domestic industries

**Tea Party:** an American populist political movement that is generally recognized as conservative and libertarian, the movement has supported political candidates since 2009

**Temperance:** moderation in the consumption of alcoholic beverages; a movement supporting governmental measures to curb alcohol consumption

**Three-fifths clause:** clause in the Constitution stating that three-fifths of the number of persons held as slaves be included in calculating representation in Congress, even though those persons were not citizens and were not entitled to vote. Superseded by the Fourteenth Amendment

**Tories:** supporters of British rule during the Revolutionary war; also known as Loyalists

**Totalitarian:** characterized by the government’s having total control over the lives of citizens

**Trail of Tears:** the forced relocation of the Cherokee Native Tribe, resulting in an estimated 4,000 deaths, in 1838

**Triangular Trade:** the pattern of trade in the Atlantic Ocean between England, America, and Africa in the 18th and 19th centuries

**Truman Doctrine:** a policy announced in 1947 by President Truman that the U.S. would provide military and economic aid to nations threatened by subversion or invasion

**Trust:** a combination of companies industries established to reduce competition and increase profits

**Uncle Tom’s Cabin:** 1851 anti-slavery book by Harriet Beecher Stowe

**Universal Suffrage:** the right of all citizens to vote, regardless of sex, race, or economic status

**Versailles Treaty:** peace treaty signed in 1919 between Germany and the allies that required Germany to pay reparations, take all guilt for the war, and surrender territory to specific other countries

**Veto:** an action by the executive office preventing the enactment of a legislative act. Can be denied by two-thirds majority of Congress

**Warsaw Pact:** organization of Soviet-led countries in response to the 1949 creation of the North Atlantic Treaty Organization

**Whigs:** a party in the US formed around 1800 who opposed Jeffersonian Republicans and Jacksonian Democrats

**Whiskey Rebellion:** armed insurrection in 1792 by settlers in western Pennsylvania and Virginia protesting the federal excise tax on distilled spirits (whiskey), suppressed by federal troops under Washington and most of the rebels were pardoned

**Yellow Journalism:** irresponsible, sensational, or misleading reporting of news

**Zimmerman Note:** 1917 publication of German correspondence with Mexico in which Germany promised Mexico the recovery of the Mexican Cession (territories lost to the United States during the Mexican War) if Mexico would support Germany in WWI. It inflamed anti-German feelings held by citizens of the United States
Regents Review Crossword Puzzle
Crossword Puzzle Clues

Across
1. Administrative officials of government
10. Tenant farmers who leased and cultivated pieces of land in exchange for a percentage of the crop
15. 1) sense of pride in one’s country; 2) extreme devotion to national interests
17. Name for a journalist in the late 19th and early 20th centuries who reported on political or commercial corruption
18. Period from the enactment of the 18th amendment in 1919 until its repeal by the 21st Amendment in 1933, during which the manufacture, sale, import, export, and transportation of alcoholic beverages was illegal
19. Acronym for an organization that supported equal rights for African Americans that was formed in 1909 by, among others, Jane Addams, W. E. B. DuBois, and John Dewey
21. This refers to the genocidal murders of six million European Jews by the Nazis
23. The exclusive control or ownership of an industry by a single person or company
25. Era during the 17th and 18th centuries when reason replaced religion as guide to politics, philosophy, and government
26. The rising price of goods, often due to increase in available money and credit

Down
2. Period from 1865 through 1876, when the Southern states were occupied by federal troops and under the direct control of the national government
3. Style of government that is characterized as having total control over the lives of citizens
4. A party in the US from around 1800 to the Civil War that opposed Jeffersonian Republicans and Jacksonian Democrats
5. Means to forcibly house soldiers in private residences
6. Systems of government in which powers are divided between a central authority and local subdivisions
7. Systematic annihilation of a particular group, usually racial, ethnic, or political in nature
8. A law or regulation, usually of a local municipality
9. Movement that began in agricultural areas in the late 19th century seeking government regulation to curb excesses and exploitation by big business
11. The act or practice of spying
12. Economic transformation from an agricultural society to one based largely upon large-scale mechanized production and factory organization. It began in Europe in the late 18th century and in American in the early 19th century
13. The detainment and isolation of ethnic groups for purposes of national security, notably Japanese Americans during World War II
14. Movement advocating equal rights and privileges for women
16. The practice of forming and maintaining an empire; possession of foreign territories or colonies for the benefit of the home country; the policy of seeking to dominate economically, politically, or militarily weaker areas of the world
20. The legislative body of Great Britain, consisting of the House of Commons and the House of Lords
22. Economic system in which the means of production and distributions are privately owned and operated for profit
24. Introductory part, especially the opening of the Constitution, which begins “We the people…”

Crossword Puzzle Answers
Tips for Taking the Regents

Test Taking Tips:

1. Bring a watch so you can check the time remaining. Be sure to pace yourself
2. Underline important words and phrases
3. If you do not know the answer, use process of elimination
4. Do not spend too long on a difficult question. Move on and come back to it if you have time later
5. Relax. If you do not know an answer, stay calm
6. Use bathroom time wisely
7. Go with your initial answer unless you are positive that your first answer is wrong
8. If you have time left after you are done, go back and check your answers
9. Read all directions and questions

Preparing for the Test:

1. Practice writing essays with different categories
2. Get a good night sleep before the test
3. Practice with old tests and sample problems
4. Make meetings with your teachers on anything you are confused on before the test
5. Memorize key vocabulary terms
6. Create charts, timelines, flashcards, etc. to help you visualize the information
7. Eat a healthy, good meal the day of and the night before
8. Show up to the test early
9. Go to the bathroom before the test
10. Pack a pencil/pen, water, and anything else you might need the night before.

Practice Multiple Choice Questions

1. Which heading best completes the partial outline below?
   I. ____________________________
      A. House of Burgesses
      B. Mayflower Compact
      C. New England town meetings

   (1) British System of National Government in North America
   (2) Colonial Responses to the Practice of Salutary Neglect
   (3) British Attempts to Control Colonial Governments
   (4) Colonial Efforts at Self-Government

2. Which issue did the Virginia Plan, the New Jersey Plan, and the Great Compromise address at the Constitutional Convention (1787)?
   (1) the power to regulate interstate commerce
   (2) the number of justices on the Supreme Court
   (3) a system for electing the president
   (4) a method of determining state representation in Congress

3. Which headline is reporting the clearest example of the United States Constitution’s system of checks and balances?
   (1) “Environmental Protection Agency Proposes Stricter Air Pollution Controls”
   (2) “Supreme Court Rules on Arizona Immigration Law”
   (3) “President Vetoes Defense Spending Bill”
   (4) “California Passes Strict Gun Control Law”

4. What was the major argument of those who opposed ratification of the United States Constitution?
   (1) The states should not be forced to pay taxes to the federal government.
   (2) The new constitution did not adequately protect individual liberties against abuse by the federal government.
   (3) The judicial branch was granted more power than the legislative and executive branches.
   (4) The federal government did not have enough power to defend the nation against foreign enemies

5. After the Civil War, many owners of large plantations in the South responded to the loss of enslaved labor by
   (1) hiring Irish immigrants to do the work of freedmen
   (2) selling their plantations to formerly enslaved persons
   (3) creating tenant farms and sharecropping
   (4) paying wages to farm workers who had migrated from the North

6. The federal government responded to the railroad strikes of 1877 and the Pullman strike of 1894 by
   (1) using military force against the workers
   (2) requiring negotiation to resolve the disputes
   (3) maintaining a neutral position between labor and management
   (4) providing economic aid to striking workers

7. Few restrictions were placed on immigration to the United States in the late 19th century primarily because immigrants
   (1) would work for low wages
   (2) provided a rich source of investment capital
   (3) would add to the diversity of the population
   (4) faced little opposition from citizens
8. The Federal Reserve Act of 1913 was passed in an attempt to
   (1) increase United States exports
   (2) safeguard the health of workers
   (3) regulate the amount of money in circulation
   (4) protect national forests from destruction
   Base your answers to questions 9 and 10 on the speakers’ statements below and on your knowledge of social studies. 
   Speaker A: As it stands now, the Constitution does not protect civil liberties.
   Speaker B: The system of checks and balances will control any abuse of power by a branch of government.
   Speaker C: The demands of the majority will overwhelm the minority.
   Speaker D: The amendment process will allow the Constitution to be changed when the need arises.

9. How was the concern of Speaker A resolved?
   (1) adoption of the elastic clause
   (2) establishment of the House of Representatives
   (3) creation of the federal court system
   (4) addition of the Bill of Rights

10. Which two speakers support the ratification of the Constitution?
   (1) A and D
   (2) A and C
   (3) B and D
   (4) B and C

10. In the late 1800s, the term robber baron was used to describe some owners of big businesses primarily because they
   (1) favored free trade
   (2) eliminated competition using ruthless methods
   (3) opposed the formation of corporations
   (4) provided workers with high wages

12. Which action addressed the problem suggested by this Progressive Era headline below?
   “United States Senate Criticized as ‘Millionaire’s Club’”
   (1) instituting the direct election of senators
   (2) increasing the number of senators from each state
   (3) decreasing the length of term of office for a senator
   (4) establishing voting rights for eighteen-year-old citizens

13. Which action did the federal government take in response to Cold War tensions after World War II and again in response to the September 11, 2001, terrorist attacks?
   (1) expanding civil rights protections
   (2) monitoring persons suspected of endangering national security
   (3) withdrawing from international organizations
   (4) restricting trade with allies

14. Base your answer to the question on the statement below and on your knowledge of social studies.
   My fellow citizens, events in Iraq have now reached the final days of decision. For more than a decade, the United States and other nations have pursued patient and honorable efforts to disarm the Iraqi regime without war. That regime pledged to reveal and destroy all its weapons of mass destruction as a condition for ending the Persian Gulf war in 1991....—President George W. Bush, March 17, 2003
   Which action did President George W. Bush take following this statement?
   (1) withdrawing from the Persian Gulf War
(2) ordering American forces to invade Iraq
(3) removing economic sanctions on Iraq
(4) threatening Iraq with nuclear weapons

**A NAUSEATING JOB, BUT IT MUST BE DONE**

Source: Utica Saturday Globe, 1906 (adapted)

15. Which book was responsible for prompting the investigation illustrated in this cartoon?

(1) The Octopus by Frank Norris
(2) The Jungle by Upton Sinclair
(3) The Shame of the Cities by Lincoln Steffens
(4) How the Other Half Lives by Jacob Riis

16. “. . . Every thing that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, 'TIS TIME TO PART. . . .” — Thomas Paine, Common Sense

In this quotation, Thomas Paine is trying to convince the colonists to

(1) accept the Proclamation of 1763
(2) break a treaty with Spain
(3) declare their independence from England
(4) dissolve their alliance with France

17. President George Washington set a precedent for all future presidents by

(1) appointing a career soldier to be Secretary of War
(2) choosing a friend to be Chief Justice of the Supreme Court
(3) campaigning actively for the office
(4) creating a cabinet of advisors

18. These post–World War I headlines below are most closely associated with the

“Radical Immigrants Deported”
“Bombs Explode on Wall Street”
“Palmer Raids Criticized by Congress”

1) Volstead Act
2) Ku Klux Klan
3) Scopes Trial
4) Red Scare

19. The United States committed to a Cold War policy of mutual defense when it

(1) aided the Nationalists in China
(2) established the Eisenhower Doctrine
(3) joined the North Atlantic Treaty Organization (NATO)
(4) rejected United Nations efforts to halt the development of atomic weapons

20. One common theme in many of the writings of Ernest Hemingway, F. Scott Fitzgerald, and Langston Hughes was

(1) the need to regulate business
(2) the benefits of mass production
(3) optimism for reforms promised by the Great Society
(4) dissatisfaction with the American culture of the 1920s

21. The New Deal reform that helped labor unions win the right to represent workers was the

(1) creation of Social Security
(2) formation of the Securities and Exchange Commission
(3) passage of the National Labor Relations (Wagner) Act
(4) establishment of unemployment insurance

Answers

1. 4
2. 4
3. 3
4. 2
5. 3
6. 1
7. 1
8. 3
9. 4
10. 3
11. 2
12. 1
13. 2
14. 2
15. 2
16. 3
17. 4
18. 4
19. 3
20. 3
21. 3

How to Analyze Documents for a DBQ

DBQ Images

When presented with an image (cartoon, photograph, etc.) on the Regents Exam, always ask yourself, when was this created? Where? What's happening and why? Who created this image? What was their intent? What is the message or theme?

The Period: When did this happen? How do I know the time?

When events occur and they are recorded, they provide an excellent resource for knowing a time period or particular events in at most chronological order. For example if you're into photography, then film types and their evolution over time would enable you to identify time periods and allow you construct a response. But what happens if you're not into the history of film or photography when it comes to photographic documentation? Don't worry about it! Paying attention to buildings, people, and general surroundings will be just as helpful. Scanning images, looking for written information such as a date (hopefully), dated objects, clothing and even a phrase written on a postcard or poster. Luckily photography is fairly new, unlike paintings and other forms of illustration. Photography has been around since the beginning of the 19th Century, therefore you now have a starting point to operate from. Additionally, most photographs were taken during the 20th and 21st Centuries, with this information it should be easy combined with your U.S History knowledge for the Regents.

Attire & Artwork: Types of clothing and fashion? Are any artworks or monuments such as a mural, mosaic, painting, or sculpture present?

Asking yourself these questions allows you, as the test taker to pinpoint time periods and valuable essay content. For example in the 1970s bell bottom pants and hushpuppies as well as several variations of hair were extremely popular. As a student you can figures things out such as this by looking for fashion, image quality and surroundings. Fashion is a massive help in old photographs, and illustrations. This allows almost anyone to succeed during the U.S History Regents. As for artwork, statues such as Lady Liberty, or The Charging Bull all provide historical information due their association. Identifying paintings, mosaics, and even artistic forms of currency can assist in the Regents, due to their contextual relevance and information for essays.

Technology: What forms of communication are present? Forms of transportation? What's the infrastructure like? Any form of architectural & engineering designs? What methods or skills are present?

When observing a historical document such as a photograph, analyzing any element or human activity is key. Communication has progressed rapidly since the invention of the telephone, and even more so after the computer. It would be important to observe elements such as landlines, radio towers, antennas, and even television/cellular towers in certain cases. The types of devices, the size of their properties, such as the size of old and new phones, TVs, radios as well as appliances. Not only is communication a clue, but transportation. The types of locomotion and the method of choice are very important! From carriages, cars to trains, ocean liners and airliners. For example an image of helicopters with soldiers in a jungle environment in an American conflict should be at least from the 60s during the Vietnam War. Such information allows you to figure out time periods and might assist in solving questions.

Another element of technology would be what was the infrastructure like? What form of architectural styles were used? Is it Beaux-art, Romanesque, or Art Deco? What do the bridges, subways, buildings and roads look like? Additionally what form of engineering was present? Do the bridges look different from today? What's the difference from today's infrastructure? Answering such questions will allow you to pinpoint historical events and to understand the time period of an image, poster or document.

Why create this? What were the goals of this document (image, poster etc.)? Why record this?

The goals of a document, image or poster are usually targeted to an audience, with a mission to inform, to persuade, or demand a change of some sort. Documents, specifically photographs and posters can serve as propaganda, or
promote public awareness, in addition to acts of journalism and for the purpose of historical record. Thus it is important to be aware of these concepts during the Regents exam.

The Purpose: What were the intentions for this image? Who was it for, and why is it so important?

Although similar to a goal, a purpose is somewhat permanent; it is one's intention or objective and the reason why something is done. A purpose might reflect issues such as society, economics, politics, ideologies, beliefs and ethics. A purpose can be quite convoluted, but as a test taker you must use known information to analyze as well as to draw conclusions about what the document's purpose is.

Themes: What's the message? Is this patriotic, nationalistic or anarchist? Who benefits from this? Any lessons, morals or values?

Themes are the subject of the document, conveyed or exhibited messages to the intended audience. They revolve around topics such as the Civil War or Great Depression. Themes are always present and can assist interpretations as well as providing essay content. A theme relates to a topic that was or still is relevant. Once you identify a theme through analyzing, you may use this conclusion for an essay or short answer. Themes help to gather more information out of documents, therefore knowing this can enable you to figure out every historical aspect of any question presented to you.

Social Context: How did society view this? Was this considered positive or negative? How did society frame this in history?

Such questions are important when trying to analyze the context in which a poster or image was received to an audience. For example in today's world, the 'meme' is used for satire, parody, comedy or to express a message with an intended audience; a 'meme' has social context. Therefore, while analyzing an image try to figure out its relationship among audiences, and how they might react to. Utilize this information as a resource for your own advantage to figure out the social and psychological constructs of those associated with a particular archive and that time period to understand its significance.

DBQ Text Document

Step One: Review the Question
- Read the question carefully, multiple times
- Highlight or underline the necessary tasks
- Highlight or underline the terms that are unique to the question
- Identify the question prompt and translate it
- Ask of yourself what do you have to prove?

Step Two: Use Your Outside Information
- Brainstorm everything you know about the context or historical period relevant to the document
- Organize your list into an outline as if you were writing a standard essay
- Consider using a grid or chart to organize your information

Step Three: Analyze the Documents
- Quickly read the documents, carefully and thoroughly
- Note similarities and differences between the documents’ authors and topics
- Remember that the documents are not necessarily facts. Many times the documents simply express an opinion or perception
- Look for:
  - The date of each document – this might highlight change in time between the documents
  - Tensions between the documents
  - Authors’ bias and point of view – this might be found through the tone of each document such as sarcasm, disdain, admiration, etc.
Step Four: Use All of the Documents

- Use your sources to reinforce your main points and outside information
- Reference authors you are citing (e.g. “…In the letter by Abraham Lincoln”) and cite every document used, e.g., (Doc. A), (Doc. F)
- It is not your task to explain the documents - assume the reader of the exam has knowledge about the documents
- When using the documents, do not list or cluster them and remember it is not necessary to use the sources in a chronological order
- Do not quote more than one line of any one document, if you would like to use larger sections paraphrase the information
- Do not make a document say something that it really doesn’t say – use the information thoughtfully

Step Five: Thesis Statement

- Your thesis statement should answer the question or directive of the DBQ, do not simply restate the
- Your thesis must be clearly written
- Write a thesis that incorporates most if not all of the documents

Step Six: Outline

- Create an outline of your essay using a 7 paragraph method:
  - 1st paragraph introduces your thesis
  - 2nd through 4th paragraphs support distinctive aspects of your argument and incorporate evidence from the documents
  - 5th paragraph acknowledges opposing arguments to your thesis
  - 6th paragraph provides counterarguments to those discussed in the 5th paragraph
  - 7th paragraph concludes your essay

Step Seven: The Essay

- Your essay should be an analysis of the documents and their content around a central thesis statement
- Your analysis should include the following:
  - A thesis that divides your answer into categories
  - Documents that support your thesis
  - Frequent references to terms in the question
  - Focus, do not drift away from the question at hand
- Be certain that, if the question and documents allow, that you include the following in your answer:
  - Discuss multiple points of view
  - Express your opinion of the validity of the documents
  - Show change over time

This guide was adapted from A Guide to Writing a DBQ.