**APUSH ~ 50 REVIEW QUESTIONS AND CONNECTIONS (2nd Semester 1877-2008)**

**Directions**: Each group will complete three to four Review Questions and Connections by emailing an electronic copy of their response to Mr. Tickler. Responses should summarize the most pertinent information (in paragraph or chart form, depending on the type of question assigned) needed to answer each question. Responses for all must include a specific claim statement to directly connect the relevant information and included historical evidence.

1. What factors led to rapid **settlement in the West** in the mid- and late 1800s? (SAMPLE)
   * **In the Mid and late 1800's, rapid settlement in the west were mainly driven by economic opportunity along with improved transportation systems such as the transcontinental railroad and government support which allowed cheap purchase of land through subsides. With the advantages that made westward expansion possible, the strong belief of manifest dynasty ultimately encouraged Americans to settle towards the Pacific Ocean. Advances in technology that aided the completion of the transcontinental railroad coupled with the ample economic opportunity provided and pacification of Native Americans in the frontier brought about the realization of Manifest Destiny through rapid western settlement.**
2. What was the purpose and agenda of the **Grangers, Farmers’ Alliance and the Populist Party**? In regards to Farmers Problems, Currency and the Economy. (Susi B)
   * **The Granger Laws were passed in the late 1800's in response to "Granges" formed in each state, who opposed the monopolistic ownership of railroads and high priced shipping of agricultural goods. The Farmers' Alliance was the first national alliance of farmers that formed in order to push for government regulation of railroads and abandonment of national banks; overall a group movement with the intent to improve the lives of farmers and their families. Similarly, the Populist Party was a radical liberal group who represented "the people" and advocated for the Farmer's Alliance ideals in politics.**
3. Who are the participants, what is the background, and what is the significance of the **Election of 1896?** (Jacob H)
   * **Participants: Republican: William McKinley and Democrat: William Jennings Bryan**
   * **Background: The years previous to the election of 1896 were filled with disagreement and division among the American people.  No political party was able to take long-lasting control over the presidency, and the new Populist Party was created in an effort to help support the common people.  The commoners of the time were finding it hard to make money, because a very large economic depression hit the States in the late 1880s. Amidst these conflicts, women’s suffrage was emerging as an important social issue and segregation between whites and blacks grew even larger in the south.**
   * **Significance: The election of 1896 had long term consequences. The Populists’ decided to join the Democrats, marking the end of the Populist Party. The democratic party also changed from Grover Cleveland's Laissez Faire style of leadership to a more reform oriented party. The push for reform from the Populist’s inspired another group called the Progressives that would push for reform a decade later.**
4. What is the **“Gilded Age”?**
   * **The “Gilded Age” was the period of rapid economic expansion and growth at the end of the 19th century that was marked by significant political corruption. As it’s name suggests, this era harbored only surface level success as industrialization and immense immigration flooded the country. Poverty and uneven wealth distribution were especially prominent during this time as people sought to escape Europe. Political machines ran in most major cities and took control of economic, social, and political life. Labor unions rose across the country to combat the failing system and protect the people during this time. (Camille C)**
5. Characterize and Describe **Federal Indian Policy** in the 19th century. (Jiaxi C)
   * **The Indian policy of the 19th century can be characterized as very ignorant. Typically during Jackson's Presidency, Indian removal was commonplace and it also ignored the Supreme Court’s ruling that Native Americans cannot be removed by the Federal government as they can be classified as their own distinct nation and that the US cannot infringe upon their sovereignty. However, Indians were removed from their traditional and sacred lands while being forced onto reservations and land that they were unfamiliar with. This pattern continued to occur until FDR's presidency when they receive compensation for the loss of their land.**
6. What was the **role of railroads** in unifying the United States? (Tara M)
   * **Railroads led to increased trade, at a quicker yet cheaper rate. This allowed for goods and others products that could not be shipped long distances, to be ok to trade. Railroads also allowed for people to travel across the country easier and made migration and settlement in the west much more possible for people. The government also encouraged railroad companies by giving them huge land grants and loans so that they could push our even farther west.**
   * **Railroads, and other advances in transportation, allowed for greater regional economic specialization (i.e. grain/wheat in the plains, cattle from Texas, meat packing in Chicago, steel in Pittsburg) and helped spread cultural ideas from region to region.**
7. Describe at least **Five Inventions of the Mid- to late 1800s** and their impact on either the economy or society. (Charisma C)
   * **Edison patented the first long-lasting light bulb in 1879, liberating society from a near-total reliance on daylight. This increased the production of goods and increasing its economic value.**
   * **The first typewriter was invented in 1867. The prototype had the user hit a key which stoke upward onto a flat plate, producing a carbon impression on the paper. This began a revolution in communication and allowed society the ability to know current events and begin the freedom of the press.**
   * **In 1885, Gottlieb Daimler built a high-speed internal combustion engine drive by vaporized gasoline. This inspired one of the greatest inventions in history. This was further changes economically with the invention of the first gasoline-powered car.**
   * **The telephone was invented be Alexander Graham Bell in 1876. His device transmitted speech sounds across great distances over electric wires. This impacted society allowing communication without the need to learn Morse code.**
   * **The radio was invented by Nikola Tesla. The radio used a certain frequency that could be heard using a machine that could pick up that certain type of frequency. This impacted society because it allowed broadcasts to be sent out for the commoners to listen to.**
8. What was the relationship between the **Federal Government and Big Business** in the late 1800s and early 1900s? How did businesses organize in order to maximize profits? (Heidy N)
   * **In the late 1800s and early 1900s, a second more complete wave of industrialization swept the country. These new inventions and methods of production gave rise to big corporate businesses. With the great income of money due to the rise of these businesses, the federal government adopted a laissez-faire attitude and regulations and taxes loosened. This hands-off government allowed the big businesses to (discretely but not discretely) control the government. In order to maximize profits in the economy these businesses adopted techniques such as pools (agreements between companies that sets limits on production and agreed to the sharing of profits), trusts (one company could could control another by forcing it to yield control of its stock to the bigger company's board of trustees), holding companies (corporations were allowed to own stock in other corporations, eventually merging the two), and vertical (a corporation that owns all of the sites they use to make their product, thus allowing them to control their cost of production) & horizontal integration (allowing corporations to buy-out their competitors and be in control of that entire market).**
9. Were industrialists **Captains of Industry or Robber Barons**?
   * **While industrialists created cruel work conditions for the labor force and bought out smaller companies, they are Captains of Industry because they expanded the market and advanced the U.S. economy. The greatest of these industrialists includes Rockefeller, Carnegie, and Ford. These captains were the cause of U.S. economic and industrial success through Rockefeller's oil monopolization, Carnegie's railroad-building steel industry, and fords revolutionary automobiles. The captains provided hundreds of thousands of jobs and even unskilled labor for the U.S., they allowed for the creation of the assembly line which revolutionized manufactory, and the captains made acts of philanthropy by donating millions to charities, schools and other beneficial organizations. (Seyran B)**
10. What is **socialism**? In answering the question describe the impact of socialism on the U.S. in the 20th century. (Naomi M)
    * **Socialism is an economic and political theory which emphasizes equal distribution through a highly regulated government. This ideology took rise in the early 1900s when Eugene V. Debs founded the socialist party of America. Debs was major advocate and leader of the late 19th century labor movement, however, while serving time in prison for his involvement in the Pullman Strike of 1894, Debs was inspired by Karl Marx’s socialist ideology. Over the next few years Debs realized that in order to provide equal rights for all citizens, America would need to take more drastic measures; the labor movement wouldn't suffice. Although Debs wasn't able to secure the presidency for his party, socialism paved the way for the progressive movement in upcoming years.**
11. Characterize **Labor Unrest** in the late 1800s and early 1900s. (Hannah R)
    * **The unfair treatment of workers by big businesses brought resentment and anger to many laborers, leading to the formation of unions in the cities. The general goals of most of the unions that arose during this period were decreased hours, better working conditions, and increased wages. In the 1860s, the nonviolent protests of the Knights of Labor, the first major union, along with the disastrous events such as the Triangle Shirtwaist factory fire persuaded the public to back their cause. Negative propaganda, however, took violence that occurred during strikes, like the Homestead strike and the Haymarket Riot, and blamed it on the protesters. This quickly turned public opinion against them, which only caused unionists to become more extreme resulting in the formation of the Industrial Workers of the World, a short lived violent labor organization.**
    * **In agricultural areas, most farmers were taken advantage of by merchants in the crop lien system, which ensured they remain in constant debt. Farmers’ unhappiness with this system resulted in the formation of Farmer’s Alliances, which allowed farmers to help each other while also pushing for their rights politically, through the formation of the Populist party. Their goal was to get the government to increase its role in agricultural affairs in order to help the farmers eliminate the control merchants had over them.**
12. Compare and **Contrast Old Immigrants vs New Immigrants.** (Skylar H)
    * The new influx of "new immigrants" in the early twentieth century would serve as a new source of diversity that would enter the American Populous . The US would become an attraction for many eastern and southern Europeans trying to escape famine, corruption, and religious persecution for a republic that was experiencing prosperity and full of opportunity. Yet differences in culture, language, religion, and work customs between old and new immigrants would serve as the basis of anti-immigration legislation and quotas that would counter the ideals of the American Dream.

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| **New Immigrants**  **Only** | **Similarities** | **Old Immigrants**  **Only** |
| ·      Immigrated between 1776-1900  ·      From Western & Northern Europe  ·      Mainly Anglo-Saxon demographic  ·      Mainly Protestants  ·      Generally accepted by Americans  ·      Nationalities:  -England  -France  -Germany  -Switzerland  -Norway  -Scotland  ·      English speakers | ·      Reasons for Immigration:  -Religious persecution  -Poverty-stricken  -Population pressures  -Land distribution  - Industrialization  -Aid families  ·      Immigrant Demographics:  -    Peasants  -    Small Farmers  -    Craftsmen | ·      Majority of Immigration between 1900-1920  ·      Immigrated between 1900-1920  ·      “Second Wave” of Immigration to America  ·      From Southern & Eastern Europe, and Asia, and Ireland  ·      Mainly Jewish and Catholics  ·      Generally disliked by Americans  ·      Nationalities:  -Italy  -Russia  -Austria-Hungary  -Mexico  -China  -Japan  ·      Strong family customs/ ethnic cultures  ·      Non-English speakers  ·      >1/2 worked low-skill jobs before |

1. Describe the changes in lifestyle associated with **Urbanization** of the late 1800s and early 1900s. (Nick S)
   * **Between the late 1800’s and the early 1900’s, cities in the United States grew at a climatic rate. Many of those who accounted for the population spike, were immigrants arriving from around the world. Industrial expansion and population growth dramatically changed the face of the nations cities. New forms of mass transportation such as: cable cars, trolleys, and subways were incorporated into the city, as well as skyscrapers which monopolized the skyline. Those who lived in the city lived in tenants or apartment housing. The growth of these cities led to horrible living conditions; in fact, there were reports of up to six tenants to one bed. Communities inside the city, known as enclave neighborhoods, were where immigrant groups held on to their cultures and traditions. Neighborhoods, called suburbs, were built just outside the city. In the early 1900’s the United States entered a period of “peace, prosperity, and progress”. In the growing cities small businesses flourished, factory output grew and incomes rose. As the promise of jobs and higher wages attracted more and more people into the cities, the US began to shift into a nation of city dwellers. The growing middle class benefited from the increasing wages and leisure time.**
2. Characterize **Political Corruption** during the Gilded Age. (Nabil Y)
   * **As political parties won elections, politicians took bribes and rewarded loyal voters, friends, and relatives with government jobs as an incentive to keep working for the party. Both the Democratic and Republican parties avidly pursued the spoil system to maintain a strong presence, which thus lead to the creation of political machines. Political Machines formed and sponsored different political parties with grafts and rigging elections. Tammany Hall was the most notable political machine and they supported the Democratic party. Through political machines, small networks gained power and used the public treasury to maintain that power.**
   * **A prime example of Gilded Age corruption is the Whiskey Ring Scandal of 1875. This scandal took place during the Grant administration. Government officials imported whiskey, and used their positions to avoid taxes and make profit. Millions of immigrants migrated to America during the Gilded Age due to the rapid expansion of industrialization. The credit mobilier scandal was when major stockholders in the Union Pacific Railroad formed a company, the Crédit Mobilier of America, and gave it contracts to build the railroad. They sold shares in this construction to influential congressmen. This was good for the congressmen because they helped themselves by approving federal subsidies however they eventually got caught. This shows how tainted Gilded Age politics were.**
3. Summarize the social, political and economic issues that **Muckrakers** worked to expose and explain the various strategies employed by specific Muckrakers. (Michael D)
   * **Muckrakers was a term/title given to journalist during the pre-world war 1 era. Muckrakers published content that was controversial, and addressed issues directly. This investigative type of journalism paved the way for new types of journalism to come. One of the first articles was “Tweed Days in St. Louis”, their article highlighted and exposed how large business owners paid to have a say in political decision.**
4. Evaluate the extent in which **Progressive Reforms** succeeded in achieving the goals of the Progressive Movement..
   * **The Progressive Movement (1901-1917) was initiated as a response to political and corporate abuse at the turn of the Twentieth Century. Religious groups, members of the press, and radical political groups all cried out for reform with solutions ranging from subtle changes to the American capitalist economy, to a radical call for the creation of a socialist government. Through various efforts such as the women's suffrage movement and the temperance movement, victory was achieved in the form of the 18th and 19th amendment. Other victories include the 16th and 17th amendment, granting congress the power to tax income, and the direct election of U.S. senators. (Dante G)**
5. Compare and Contrast **Theodore Roosevelt, William Taft and Woodrow Wilson** in terms of: upbringing, personality, political slogans, political policies, position on size of government, trusts, and foreign policy. (Tori G.)

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|  | Theodore Roosevelt | William Taft | Woodrow Wilson |
| Upbringing | ~ suffered from asthma and near-sightedness  ~ Dutch aristocratic family = wealthy | ~despite his rounded figure, Taft was a very active child who loved sports  ~lived in a large, and close family (5 siblings)  ~very smart | ~had weak eyesight and possible dyslexia  ~majority of education came from father:religion, British history, and literature  ~full of energy;active |
| Personality | ~developed a sense of civic responsibility  ~earned a reputation as a combative, politically crafty leader | ~cheerful and friendly  ~sometimes lonely/unhappy, given his lack of close male friends | ~differing personalities:     -quick, generous, impulsive, passionate, self-confident     -cold, exclusive, shy awkward  ~craved affection and demanded loyalty |
| Political slogan | “A simple and poor society can exist as a democracy on the basis of sheer individualism. But a rich and complex society cannot so exist.” | “ Vote for Taft now, you can vote for Bryan later.” | “He kept us out of War.” |
| Political policies | ~Hepburn Act (1906):gave ICC more power to set railroad freights and storage rates | Payne-Aldrich Tariff (1909): a bill that raised certain tariffs on goods entering the US. | Clayton Anti-Trust Act: corrected deficiencies of the Sherman Anti-Trust Act of 1890; outlawed price discrimination and interlocking directorates.  Federal Trade Commission (FTC): investigate companies and issues cease-desist orders.  Federal Reserve Act: established the nation’s first central banking  Underwood Tariff: Reduces and Eliminates certain tariff rates.  Adamson Act: mandated 8 hour workdays. |
| Position on size of gov’t | Republican Party / Progressive Party | Republican Party | Democratic Party |
| Trusts | ~labeled a “trustbuster”  ~believes in distinguishing b/w good and bad trusts | ~Broke up twice as many trusts as Roosevelt did such as the monolithic Standard Oil and Tobacco. | ~believes that all monopolies are bad to the nation. |
| Foreign policy | ~Roosevelt Corollary: and addition to the monroe doctrine that let the U.S. intervene in conflicts b/w Latin American countries and European countries. | ~”dollar diplomacy”: designed to encourage U.S. investments in South/Central America, the Caribbeans, and the Far East | ~Sent marines into Haiti and Dominican Republic to restore order but failed to.  ~14 points: a peace negotiation used to end WWI. |

1. Summarize the **Suffrage Movement**. Explain the goals, strategies and success of this reform movement. (Emery K)
   * **While the fight for women’s rights was always an issue, the suffrage movement evolved during the 19th century. Initially, the reform effort focused mainly on more broader goals of equality before emphasizing more specific goals, such as political, economic and social participation. Suffrage began at a local level during the mid-1800’s, but rose to a national level after the Civil War, culminating in the passing of the passing of the 19th amendment, which gave women the right to vote. To reach this goal, the suffragists used a variety of methods, mostly nonviolent, including parades, picket lines, publishing of suffragist materials (pamphlets, posters, etc.) , speeches, conventions, and demonstrations, such as the picket lines outside of the White House in an effort to pressure Woodrow Wilson into supporting them As a result of these activities, many women were arrested, but their arrests and trials lent momentum to the campaign and furthered the suffragists’ political goals.**
2. Compare and Contrast the arguments in favor of and against **American imperialism**. (Emma N)
   * **The idea of imperialism in the United States was deeply debated because the American populace was divided on whether they should involve themselves in other nations. The American elite known as the Foreign Policy Elite believed that the United States should pursue the ideals of imperialism because it would positively affect their fortunes. They saw these new locations as key points to establish market places to buy and sell goods to new potential customers. The fear of overproduction also further caused the elite to look for new markets because American farms and factories were producing more than they consumed. There was also a belief that Americans had a responsibility to aid weaker nations (believing that they were superior to the other races using social Darwinism as their evidence), reasoning that they were spreading liberty and prosperity to those nations. Believing this, the American government sent out thousands of missionaries to “Christianize and civilize” these nations. Though the white American population commonly believed that they were superior, it was their belief that they were superior that caused them to disapprove of imperialism. They saw themselves as the only race capable of being civilized and intelligent and that spreading their knowledge and influence would be a waste of time and resources.**
3. Explain how the **Spanish American War** represented a shift in American Foreign Policy. (Isa M)
   * **This war, fought between a fading world power (Spain) and a rapidly rising one (the United States), was a strong step toward America assuming the role of power broker in global affairs.  The United States began to move away from its past policy of isolationism with respect to foreign affairs, as outlined in the Monroe Doctrine.  In a way, the United States was beginning to do on a world stage what it had always done during the years of western expansion – to move in to the Caribbean and the Pacific and show the locals the American way.  After the war, the United States began to send troops to countries like Nicaragua and Mexico to support both their own interests and that of other world powers and, at times, to help overthrow governments we saw as corrupt.  We participated in international conferences and promoted our own political and economic interests (dollar diplomacy).  We built a powerful navy and sent it around the world, especially to Japan.  The U.S. annexed islands, and poured wealth into our interests overseas.  After the war, Americans elected two presidents, Roosevelt and Wilson, who felt it was our duty to “export democracy” at any cost.**
4. Summarize and Characterize the U.S. **Relationship with Latin America** in the 20th century. (Hannah G)
   * **The U.S.’ relationship with Latin America in the 20th century was strained. In the first half of the 20th century, the U.S. passed the Roosevelt Corollary (Big Stick Policy), which added onto the Monroe Doctrine and established America as an international police power in Latin America. Similarly, Dollar Diplomacy aimed to accomplish U.S. goals in Latin America through the use of economic power and loans. Tensions began to build up between the US and Latin America as the US implemented these ideas, and US companies began to infiltrate Latin America. The building of the Panama Canal revealed the US’s desire for economic gains in Latin America. But, Roosevelt’s “Good Neighbor Policy” aimed to increase good relations with Latin America and create reciprocal exchanges and new economic opportunities. As communism began to spread to Latin America (ex: fear from Cuban Missile Crisis), the US began to take a greater interest in Latin American affairs.**
5. Summarize the “MAIN” causes of WW I in Europe and explain why **the U.S. entered WW I.** (Susi B)
   * **Overall, militaristic, nationalistic and imperialistic tendencies of European countries were pre-conditions that led to the assassination of Franz Ferdinand in Serbia. In the beginning, the United States wanted to stay neutral in order to remain isolated from foreign conflicts. However, when European loans and trade systems were threatened, in addition to national freedom and security threats by the Zimmerman telegram and the sinking of the Lusitania, the United States felt obligated to enter the war.**
6. How did WW I impact the **American home front**? (Jacob H)
   * **With nearly all able, working men serving overseas in the war, women undertook the task of managing the war effort at home, and also providing for their families.  African-Americans also worked to manage the war effort, and provide for themselves and families by taking industrial jobs.  The home front became a nation of working women and African –Americans, who not only worked in factories to produce goods needed for the war, cared for sick and wounded men, recruited men, and even  supported the war with bonds and boycotts.  The selective service act was enacted which began to draft men into the military.  The Naval Fleet of United States was increased as more shipments were made to Europe. The sedition act and espionage act were also enacted which led to the arrest of enemy sympathizers and anyone who openly criticized the war.  The committee on public information was a new part of the American government and was meant to keep homeland morale high.  All of this lead to a huge boom in the economy which lasted even after the war had ended and into the twenties.**

1. Explain **Conservative Economic Policies of the 1920s**. According to the Harding, Coolidge, and Hoover Administrations, what was the role of the government in the economy? (Camille C)
   * **The 1920’s under Harding operated under Laissez-Faire economics and a promise of a “return to normalcy”. There was significant political corruption during this time as the country struggled to recover from World War I. Coolidge also adopted a minimal government policy during his presidency, allowing business and the economy to flourish. His policies encouraged speculation and may have directly lead to the the eventually Great Depression. Hoover’s conservative stance at the start of the Great Depression failed to grasp the magnitude of the situation and inconsequence did little but pave to the way for the New Deal policies after his time.**
2. What were the major **social conflicts and cultural trends of the 1920s**. Discuss the development of an American Popular culture from the 1920s to today. (Jiaxi C)
   * **There was a growing gap between "traditionalists" and those with more forward thinking. Young people in the 20s began to be more playful and especially women were more open about their sexuality. Top culture also emerged as a very powerful movement by which many young people became enthralled with. To contest these growing cultural changes, laws such as prohibition were implemented to prevent vice and corruption. There were also fundamentalists, who challenged new scientific theories such as the theory of evolution.**
3. Characterize the **Harlem Renaissance** and its impact on American society. (Tara M)
   * The Harlem Renaissance was a movement in black culture during the 1920s. In this movement, middle-class, educated African Americans used art to appreciate their African heritage and their role in American society. Whereas blacks in previous ages had struggled to claim the American label due to the scar of slavery, blacks in this era reconciled the two seemingly conflicting labels by making them inseparable. The black identity at this time was not solely African, nor was it solely American; it was African American. By refusing to integrate into white society and instead creating a label of their own, African Americans succeeded in fostering a community based on mutual appreciation and black pride. The Harlem Renaissance had an impact on American society in that it contributed to the counterculture movement at the time. Like the members of the Lost Generation, the African Americans of this era used art to communicate their dissatisfaction with common society (though for slightly different reasons).
4. Discuss both the initial and long term **causes of the Great Depression**. (Charisma C)
   * **The Great Depression, which lasted from 1929-1939, was a long lasting economic down turn for America. Leading up to the depression, Americans were experiencing the outcomes of WWI. Massive debt along with providing loans to allies led to an unstable economy. Along with this Americans were becoming more and more materialistic leading to the over use of credit. The Great Depression was directly brought on by the stock market crash of 1929 which eventually led to bank failure. Furthermore U.S increasing tax on foreign imports put the world economy at a standstill.**
5. Describe the **New Deal** in regards to Relief, Recovery and Reform. Evaluate the success of the New Deal in fixing the problems that caused and resulted from the Great Depression. (Heidy N)
   * **The New Deal was presented by President Franklin D. Roosevelt during the Great Depression. He intended to bring Reform, Recovery, and Relief to the American people. Relief would stop the economic freefall and acts that were intended to help bring relief were the Agricultural Adjustment Act and Federal Relief Administration Act. Recovery would bring economic stability and some acts were National Industry Recovery Act, Public Work Administration, Tennessee Valley Authority and more. Reform created programs that focused on methods for ensuring that another economic disaster would not happen again some acts passed was the Social Security Act, National Labor Relations Act, Fair Labor Standards Act and several others. The New Deal did improve the U.S economy but it did not stabilize employment and poverty.**
6. Compare and Contrast the **Red Scare of the 1920s with the Red Scare of the 1950s** (Seyran B)
   * The first Red Scare movement in the 1920s focused primarily on dealing with domestic Communists and possible homegrown revolutionary movement, unlike the Red Scare in the 1950s which was mainly focused on the infiltration of foreign Communists. The first Red Scare was characterized by many arrests and searches without warrants, deportations of suspected radicals, and other civil rights violations. The driving force behind the first movement was Attorney General A. Mitchell Palmer, who had directed the controversial Palmer Raids, a campaign to deport foreign radicals, which led to the deportation of more than 500 immigrants for suspected radical involvement. The movement eventually lost steam in mid-1920 when Palmer predicted a massive Communist demonstration on May Day, and nothing happened. But, the movement came back in the 1950s with the second Red Scare, when communist fear was increased when China was taken over by Mao Zedong and the U.S. was dragged into the Korean War to prevent the Communist north from overturning the American-supported south. The leading figure of this movement was Joe McCarthy, whose overzealous approach to pursuing possible Communist threats led to the creation of the term “McCarthyism”, a term which is used to describe the act of accusing someone of treason or disloyalty without any real evidence. After the fall of the Soviet Union the fear of Communism and the Red Scare that had been a part of American culture for so long finally came to an end.
7. Explain the shift in **American Foreign Policy** from 1920 to 1941. Why did the U.S. enter WW II? (Naomi M)
   * **With World War I coming to a close around the 1920’s, America realized the negative impact war could have due to loss of life and limiting of citizens’ rights. This caused the nation to recede into a period of isolationism. After WWII, the abuse of credit led to economic boom and bust cycles, which ultimately led to the Great Depression. With the world’s economy on the low, and an increase in aggressive German submarine warfare, the United States started to support their allies from home until the Japanese attacked Pearl Harbor, triggering American involvement in World War II.**
8. Summarize the **Major Battles of the European and Pacific Theater during World War II.** (Hannah R)
   * **Pacific Theater**
   * December 7, 1941: Pearl Harbor- A surprise military strike by the Japanese on an American naval base, acting as one of the major causes for the US to entrance into WWII. The base was more vulnerable when the attack occurred due to the casual speed that warning messages were sent by Washington, and by the time the messages did arrive, it was too late. The commanders and officers on the base weren’t worried about a Japanese attack because of the distance from Japan to Pearl Harbor.
   * June 1942: Battle of Midway- The date and time of the planned Japanese attack was discovered by American Codebreakers, and the US was ready for the strike, only losing the aircraft carrier Yorktown and a destroyer ship. The US won this battle. This was a major naval battle between the two forces and America’s victory allowed the Allies to move into an offensive position in the Pacific.
   * April 1242: Doolittle Raids- U.S air raid on Tokyo. Showed that the Japanese were vulnerable to air attacks and hurt their prestige.
   * Feb.- March 1945: Battle of Iwo Jima- U.S. invaded and seized the island Iwo Jima, which then served as a base close to the Japanese coast giving America a huge advantage. The battle had a lot of casualties.
   * April - June 1945: Battle of Okinawa- U.S. invaded and seized the island Okinawa, which then served as another base close to the Japanese coast. This battle also had a lot of casualties.
   * August 1945: Hiroshima and Nagasaki: The U.S. dropped an atomic bomb on the Japanese city Hiroshima on August 6, which had devastating effects on the city and its people. Japan’s refusal to surrender led to a second bombing on Nagasaki with equally horrifying destruction. Japan finally surrendered on August 14, ending the war.
   * **European Theater**
   * Spring 1943: Battle of Stalingrad - The USSR takes back Stalingrad and so begins the retreat of the Germans out of Russia.
   * June 6, 1944: D-Day -  Ally invasion at Normandy, France. It was successful and resulted in French liberation in September. Now Hitler faced opposition from the West and the East, both of which were forcing him to retreat.
   * Dec. 1944 - Jan. 1945: Battle of the Bulge- Hitler was trying to break through Ally lines in the west, but Lieutenant General Patton maneuvered his troops around Germany’s so that they created a “bulge”.
   * 1945: Soviets invade Berlin
   * May 1945: Germany surrenders after Hitler’s death.
9. Discuss the impact of **World War II on the American Home front**. Be sure to discuss the economic changes, participation of average citizens and treatment of Japanese. (Skylar H)
   * **World War II was a powerful time in American history. Money was provided to universities for improving science/technology at the time such as atomic bombs. The growth of the economy was also brought by new women workers who filled male workers' jobs and high production rates. The war was also supported by the people themselves by rationing and saving for the soldiers as well as propaganda being used to create a positive image for the war. However, Japanese Americans were imprisoned as a group because of their heritage as Japanese. They were the "enemy race" of the time and put into isolated communities in arid and desolate areas. World War II for the majority was a successful time for Americans as it raised the economy and provided new opportunities for many people.**
10. Trace the **origins of the Cold War**. Describe the participants, WW II Conferences, and both U.S. and Soviet political ideology. (Nick S)
    * World War II placed the Unites States in a position of global leadership and novel prosperity. However, with this victory, the country struggled with domestic and foreign problems as it sought to define itself and live up to its high standards as a democratic nation. The origins of the Cold War can be traced from the emerging rivalry between two former allies, the United States and the Soviet Union, which was exacerbated in the post- war era. Tensions between the two world powers existed since the Russian Revolution in the early 1900s and grew as the Soviet Union intended to extend its control over Europe. Early tensions of the Cold War can be traced from the Yalta Conference (WWII) where United States, Great Britain, and Soviet Union leaders met to establish their post-World War II objectives. For Stalin, recognition of Soviet sphere of influence in Eastern Europe and, although debated, control over noncommunist Poland, were key to the deal. The Soviet Union left its “Red Army” in Eastern Europe, where it imposed puppet regimes. The United States was worried that the Soviets would try to push into Western Europe, soon establishing NATO to protect foreign and war-torn territories. The threat of communist aggression presented from the Soviet Union had always worried the United States, and fears heightened as the country engaged in world affairs and attempted to expand its communism. In order to block further aggression, Truman issued the Truman Doctrine to “contain” communism and the United States enforced The Marshall Plan as an alternative to provide a viable alternative to Soviet-style communism.
11. Describe **key moments and American policies during the Cold War**. (Nabil Y)
    * “Iron Curtain”: Russia’s communist control over Eastern Europe, Winston Churchill coined the term in a speech.
    * Berlin Airlift: Stalin cut off supplies to Berlin (deep in East Germany) so Truman made decision to drop supplies into the city. This showed the world America would fight for Democracy.
    * Truman Doctrine: American foreign policy to promote containment of Communism in Europe, specifically defending Greece and Turkey from Soviet threat
    * Containment: Americans believed that if one Asian country fell to Communism then all of them would.
    * Vietnam War: Americans put troops in Vietnam to assist southerners in civil war and to fight Communism so it wouldn’t spread. American soldiers were faced with brutal tactics, such as guerilla warfare and many Vietnamese citizens were killed. There was much opposition to the war at home and veterans coming back with PTSD were mistreated.
    * Bay of Pigs: CIA tried to step in and overthrow new communist leader Fidel Castro by training citizens that had abandoned their homeland. Ended up being a complete disaster and did not work.
    * Cuban Missile Crisis: In response to the failed Bay Of Pigs Invasion and U.S. implementation of missiles in Turkey, the Soviets placed their own missiles in Cuba aiming at the U.S. in order to deter future harassment of Cuba. Khrushchev and Castro agreed to do this in a secret meeting they had and the tensions of the war escalated
    * Apollo Missions: After soviets sent out Sputnik, the first man-made satellite, there was a race between America and the Soviets to put a man on the moon.
    * Detente: Policy developed by Nixon for dealing with Soviets. Led to improved relations between the two superpowers.
12. Define the **American Dream of the 1950s**. (Michael D)
    * The 1950’s was a great time of prosperity. The American Dream was a goal set by average citizens to live the life of luxury with a good house, job, and income.  This idea encouraged Americans to most commonly live in the suburbs, and buy the newly invented television. The government promoted this idea by instituting laws that would promote diversity amongst the public.
13. Who are the participants, what is the background, and what is the significance of the **Election of 1960?** (Dante G)
    * John F. Kennedy, a democratic senator from Massachusetts, ran against the former republican Vice President Richard Nixon in the Election of 1960. The election came in the middle of the cold war and marked the first time in American history that presidential debates were televised. While the candidates had similar views on most issues, Kennedy took the upper hand with his visual charisma in these debates. John F. Kennedy was the son of a very rich, Catholic family and was later awarded the Navy and Marine Corps Medal for Heroism. Richard Nixon was born into a poor family and also served in the Navy during WWII. Nixon worked his way up the political ladder and eventually became the Vice President under Eisenhower.
14. Discuss the major decisions of the **Warren Court**. (Tori G)
    * In the post war period during the early 1950's the Warren Court proved to be extremely liberal and often fought for equality/civil rights. Warren was appointed in 1953 by Eisenhower as Us Supreme Court Chief Justice. In his ruling time he took part in major court decisions such as Brown vs Board of Education of Topeka. The unanimous decision was that in public education "separate but equal" has no place. The Warren Court worked to enforce voting rights for African Americans and to redraw congressional districts so that minorities could receive greater representation. In the Gideon vs. Wainwright, it was ruled by the court that a defendant must be provided with a lawyer if they can't afford one. Another major decision was in the Miranda vs Arizona where the court ruled that upon arrest a suspect is given the right to remain silent and to consult with a lawyer. The Warren Court also prohibited school prayer and protected the right to privacy.
15. Compare and Contrast the policies of **JFK, Johnson and Nixon** (Emery K)

|  |  |  |  |
| --- | --- | --- | --- |
|  | JFK | LBJ | Nixon |
| Domestic | Kennedy’s domestic policies were similar to those of the modern-day Democratic party. Economically, he sought to protect the working class/ unemployed by increasing minimum wage and lowering taxes. However, most notable were his social policies. He greatly increased funding to education and national highways, and even ventured a universal healthcare plan for the elderly (he was shot down by congress on this). He decided to abstain from taking distinct action on civil rights because he knew that the country was divided on this subject, and he did not want to lose support. | Johnson’s presidency was notable mostly for its expansion of the government’s involvement in domestic affairs. JFK had tried to advance similar reforms during his presidency, but faced opposition in doing so. After his assassination, LBJ used his death as a focal point for the unification of his party and some of his opponents in order to advance an even more aggressive form of JFK comprehensive domestic reform. Policies implemented by LBJ primarily concerned the empowerment of impoverished Americans, the protection and conservation of natural resources, and product regulation. He called this plan the “Great Society”. | Nixon’s domestic policy was mostly focused on dealing with the drop in post-WWII prosperity that had carried the country to its greatest level of international standing ever. Primarily, this meant policy that focused on dealing with inflation, controlling trade, and halting the steady rise in unemployment that threatened to cost him his next term in office. Ultimately successful and re elected, Nixon’s second term represented economic disaster and a failure to deal with rising oil prices, and he left office with the economy a mess. |
| Foreign | Foreign policy was JFK’s primary focus, since he was president at the height of the Cold War. His foreign policy was a mixture of success and failure. On the one hand, his uncalculated attack at Cuba’s Bay of Pigs established him as a novice leader, allowing the Soviet Union to completely ignore his requests for compromise and build the Berlin Wall. However, he did eschew nuclear destruction by navigating his way diplomatically out of the Cuban Missile crisis, as well as successfully overthrow the South Vietnamese government of Ngo Dinh Diem, whose regime mistreated their population en masse. | Though Johnson did have to deal with minor skirmishes in Latin America, the vast majority of his focus was on the Vietnam War. In both cases, however, his responses worldwide involved fighting fire with fire, often resulting in (arguably) unnecessary violence. In Vietnam, he continued to infuse American troops and influence, going so far as to authorize a military attack over an incident of which there was little to no evidence. In Latin America as well, he fought back brutally when the “democratic” election did not swing in his favor (see Dominican Republic, Cuba, Panama) | Much like JFK, Nixon was mostly concerned with foreign policy. His boldest move in this arena was his establishment of foreign relations with China, reversing a precedent that had existed since its Communist Revolution at the beginning of the Cold War. Nixon also worked, less successfully, to end the war in Vietnam as quickly and peacefully as possible by issuing an ultimatum to China and the Soviets, with whom he had recently improved relations. However, he was unable to deliver on his threats, and the war continued. |

1. Characterize the **youth movement and counterculture** of the 1960s.
   * After World War II, in the 50s, American culture was under the consensus that people had to conform to the ‘standard model’ of American living. This return to conservatism had people living conventional lives and stirred rebellious spirits in the newer generation. Young people, in response to the civil rights movement as well as the conflict in Vietnam, began to reject the cultural norms set up by their parents and form a new, freer society. Men began to grow their hair longer, women became more promiscuous thanks to the widespread use of birth control, people dressed unconventionally loosely, and these people known as “hippies” began to completely leave behind their former lives.  They often moved into communes, which were communities that shared everything and served as places where members of the counterculture movement could congregate. One such commune was San Francisco’s Haight-Ashbury neighborhood, where in the 1967 “Summer of Love”, thousands of hippies gathered in protest of the proverbial “man”. Through music, hippies could further relate to each other, the movement, and found another way to reject social conventions. Much of the lyrics spoke of peace and “sex, drugs, rock and roll”. In addition to wanting the Vietnam War to end, hippies advocated for “Free Love”, LGBT rights, and for the use of psychedelic drugs. However, because drugs were so widely used many people overdosed, for the dangers of drug use were not commonly known. After the counterculture movement declined, however, many of the communes like Haight-Ashbury turned into drug and crime riddled areas. Many of the people became addicted to drugs and stayed in the boroughs long after the counterculture movement was over. Counterculture began to decline when more legislation was passed in favor of civil rights and opposing Vietnam became part of mainstream culture. The entire movement was based on rejecting mainstream culture, so when their formerly unconventional beliefs became the norm, they opted out. People fled the communes and returned to living normal lives because it was no longer hip to be a hippie. The counterculture movement, although short, has lasting effects on the music and art of today and also was a testament to the ideals of free speech and equality that were being fought for in that time. (Emma N)
2. Assess the **goals, strategies and success of the Civil Rights Movement.**
   * The Civil Rights Movement sought to bring racial equality to a divided and turbulent America.  Its goals were centered on ending segregation in schools and public facilities, reversing the policy of “separate but equal”, as well as helping African Americans gain access to jobs and housing.  The movement featured a three-pronged attack.  Nonviolent civil disobedience such as marches and sit-ins, which were met with violent reprisal from white southerners, created sympathy for the cause.  Grass roots organizing (Freedom Riders) and efforts at voter registration demonstrated the power of thoughtful and patient pressure in the television age.  Boycotts (Montgomery bus boycott) and economic sanctions (sit-ins) helped Americans experience the battlegrounds of the South firsthand, and see the vulgarities of the current system for themselves.  This coordinated attack helped propel the movement and led to historic legal victories.  The civil rights acts of 1964 and 1968 ended discrimination based on race, religion, national origin, and gender.  The 24th Amendment eliminated the “pay to vote” poll tax. The 1965 voting rights bill eliminated literacy tests and changed the makeup of southern state legislatures.  The Kerner Commission, appointed by President Johnson, met in 1968 to investigate the causes of racism and went public with their findings.  Additionally, the movement left a lasting legacy by increasing the presence of Black actors in films and by fostering the creation of African American Studies courses in colleges. (Isa M)
3. Compare and Contrast **Native American and Latino activism** in the 1960s and 1970s. (Hannah G)
   * In the 1960’s, African Americans succeeded in gaining more rights in the Civil Rights Movement. The success of this movement influenced the Chicano and Native American movements. Cesar Chavez and Dolores Huerta, the leaders of the National Farm Workers Association, fought for increased pay, working conditions, and rights. They carried out a series of strikes and boycotts to raise awareness and get legislation passed to achieve their goals. Others called for better education and promoted Chicano studies and hired Chicano teachers. Students often held protests on their campus to support their own goals in the movement. The Native Americans also fought for greater rights and wanted to preserve their culture. The American Indian Movement (AIM) was an organization that protested injustices and unfair legislation. A group of Native Americans occupied Alcatraz when the land was not returned to them (which they wanted so that they could establish a cultural center), which served as a bold symbol of Native American activism. Ultimately, both sought respect for their culture, the return of land, and formed activism groups that borrowed tactics from civil rights movements.
4. Explain the rise of **Environmentalism** in the 1960s, 1970s and 1980s. (Jacob H)
   * Before the 1960’s, Environmentalism was viewed in two ways; conserving sustainable energy and preserving natural wilderness areas. Once the 1960’s hit, environmentalism became more and more popular. In 1962, Rachel Carson published Silent Spring, raising awareness on pollution and human health as well. This created government involvement to regulate industry, and throughout the 60’s popularity for environmental health increased. This environmental movement also became anti-war, arguing that chemical production and industrial use for warfare contributed to the planets pollution problem. Throughout the 70’s and 80’s, this anti-war and environmental movement lived on, with a large amount of NGO’s created to shift environmental policy in their favor. Today, NGO’s such as Heal the Bay and Green Peace still push for global cleansing, just as they did in in the past decades.
5. Trace the **causes of the Vietnam War Conflict**. Be sure to compare and Contrast the responses of the Truman, Eisenhower JFK and LBJ administrations in escalating American involvement in Vietnam (Camille C)
   * The Vietnam War Conflict was a direct result of the United States’ anti-communistic agenda and Cold War policy. Truman’s doctrine promised support to all countries opposing communism, going against the age-old American tradition of isolationism. This placed an economic burden on the US to provide resources to many different people. Eisenhower supported the policy of containment in Asia but refused to provide military support in the conflict. Both JFK and LBH however used covert operations and military involvement to directly implicate the country in the war.
6. Characterize the experience of **American soldiers in the Vietnam War.**(Jiaxi C)
   * American soliders in the Vietnam War were very young and came mainly from the poorest and least educated young men. It also drafted heavily against African Americans and Latinos. Many of the Americans in the war were subjected to carrying heavy rucksacks and traveling into think jungle of Vietnam where every step could lead to the death of a soldier. Soldiers were always under constant threats from land mines nd booby traps while parasites and insects wearing the body away. The gear soldiers were and their skins also rotted away from rain and the withering sun.
7. Examine **the legacy of the Vietnam War**. What factors led to “failure” in Vietnam? (Tara M)
   * The Vietnam War left a tremendous impact on not only America’s place in the world, but also in the eyes of its own citizens. Groups across the United States protested the war, most famously student protests at Kent States and UC Berkeley. Nonetheless, Johnson pressed on with the war effort, continuously increasing the number of troops and escalating the conflict until his presidency’s end in 1968. The Tet Offensive, the large-scale attack from Viet Cong forces, led many Americans to lose faith in the war, and join protestors in calling for an end to to it. Ultimately, American lost the war both on the ground in Vietnam when Nixon ordered the troops to exit, but also on the home front, where Americans saw the brutality and futility of American involvement.
8. Describe the **Watergate Scandal** and explain the legacy of the scandal in regards to Presidential power and scrutiny. (Naomi M)
   * In the aftermath of the Vietnam War, the American public had lost trust in their government. This mistrust was exacerbated when 5 spies associated with President Nixon’s Committee to Re-elect the President were caught breaking into the democratic national committee’s offices in the Watergate Hotel. Although this scandal was covered up and received little attention at the time, two journalists, Carl Bernstein and Bob Woodward, kept pursuing the incident. Through their research, a series of Nixon’s conversations recorded in the Oval Office were uncovered. When Nixon grudgingly released the tapes, multiple sections had been edited out. Even so, there was enough evidence for the House of Representatives to begin the process of impeachment. Nixon resigned before he could be impeached, but the Watergate scandal has had lasting effects on America. Since this incident, Americans have become more skeptical of their government and the power of the executive branch has been reevaluated.
9. Characterize the **Carter Administration**.
   * Describe the two most accepted failures and successes of his presidency. Carter, as an awkward and unprepared president, faced many ups and downs during his presidency. Faced with the economic crisis of his time, Carter tried fixing unemployment and inflation by encouraging the nation to spend less, as well as lessen the amount of government spending. Unfortunately, these ideas did nothing for the country and much confidence once found in Carter was lost. Another downfall for Carter was the Iranian Hostage crisis in the late 70s. After 66 Americans were kept hostage by angry Iranians in the American Embassy in Tehran, Iran, Cartee was seen as ineffectual in a diplomatic and foreign sense. Fortunately, there were some successes in President Carter’s administration. While in office, the President created a cabinet-level Department of Energy in response to pressure from the OPEC. This development also led to the passing of the National Energy Act, which made the nation more energy efficient. Finally, Carter’s greatest success were the Camp David Accords. These were a series of agreements between Israel and Egypt, mediated by Carter. Israel gained respect from Egypt, and in turn returned land to them. (Emery K)
10. What are the **social, political and economic trends of the 1970s**?
    * The social trends of the 1970s involved a sudden interest in sex, homosexuality, family instability and diversity. The American’s sudden interest in sex was visible in television’s loosely regulated sexual content such as more exposed skin. Homosexuality in the 1970s is the result of the sexual limitation lessening to the point of accepting premarital marriage.  Family instability came from lower birth rate and the no fault divorce. The no fault divorce states that no evidence was necessary to prove that adultery or physical/mental abuse has been committed. Diversity originated from an awareness of the recent influx of immigrants, however the diversity is not oppressed, but instead fostered in schools, workplaces and public culture.   (Emma N)
11. Explain the reasons for the **Conservative Resurgence** of the 1980s.
    * By 1980, many Americans were beginning to react against the liberal, counter-culture legacy of the 1960’s.  They were becoming more conservative and more religious (Moral Majority).  The “New Right” movement emerged, which denounced the perceived hedonism of the recent past and “immoral” social causes such as homosexuality, affirmative action, and feminism.  President Carter, running for re-election against the Republican Ronald Reagan, was seen as weak and timid, especially on foreign policy.  Reagan, in contrast, was a popular actor turned politician with strong campaign skills who championed the common man and wasn’t afraid to confront world leaders. When, as president, he was shot and later recovered, his popularity skyrocketed.  After the Watergate scandal of the 1970’s, in which President Richard Nixon was caught in illegal activities, the American people welcomed a populist president making anti-government promises to shrink the federal budget and slash taxes.  The “supply-side” economics (Reaganomics) of his administration promised to reduce the deficit and help grow the economy.  He eased many regulatory rules despite mounting deficits.  The 1980’s also saw the renewal of the Cold War between the United States and the USSR.  Reagan’s government spent massive amounts of money on the military - he was popularly believed to have forced the USSR to end the Cold War by instigating an arms race that the Soviets could not keep up with.   (Isa M)
12. Discuss the major **social problems of the 1980s.** (Hannah G)
    * Popular culture continued to be sectionalized and sparked debate throughout the 1980s. The cultures wars began between young individuals who wanted to enjoy their freedoms and traditional religious individuals who wanted to reestablish “God’s Law.” These clashing ideas often were debated in government as they tried to decide who to side with. Minority groups saw more high school dropouts, gang involvement, and drug use as a result of inequality. Prisons saw a dramatic increase in prisoners as the crime rates increased and laws were placed to arrest anyone with even a small amount of drugs. Additionally, AIDS and other sexually-transmitted diseases brought back fears surrounding sex (that were earlier calmed by the development of pills).