

5TH Grade Social Studies Georgia Milestones Review

Table of Contents

Government	2
Civil War	3
Reconstruction	4
Turn of the Century America	7
World War I	10
The Roaring Twenties	12
The Great Depression	13
World War II	15
The Cold War	19
Civil Rights	23
America Since 1975	25
Personal Finance	26

5th Grade Cumulative Social Studies Review

Government- SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution.

Principles of Democracy (p. 96-97)

1. What is the purpose of a government? (*Why do we need rules/laws?*)
To protect freedom and to keep order.
2. What is democracy?
A government in which people govern themselves through a system of elected representation. Citizens elect the people to represent them.
3. What is a majority? What is the opposite of a majority?
Majority means more than half. The opposite is minority, less than half.
4. What does the rule of law promise to everyone?
It promises that the laws of the land will protect everyone equally...justice for all.

Bill of Rights (p. 102-103)- SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution.

What is the Bill of Rights?

They are the first 10 amendments to the Constitution and give citizens the right to speak freely. The Amendments gives additional information about rights that are granted to citizen. Due Process protects a citizen's rights granted by the constitution

1. What does the 1st amendment say (in your own words)?
We have the freedom to practice our own religion (freedom of religion), speak our beliefs (freedom of speech), write our beliefs (freedom of the press), have meetings (freedom of assembly), and we can ask the government to change things we don't agree on (freedom of petition).
2. List three rights that are protected by the Bill of Rights.
Answers may vary...there are many! The right to bear arms, the right to a trial by jury, the right to not testify against yourself (plead the 5th), and the right to reasonable bail are just a few.

Structure of the Government (p. 98-99)- SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy

1. What does the system of checks and balances do?
A monitoring system that prevents any one branch from having too much power.
2. What is the executive branch and what does it do?
This branch is headed by the President. He is responsible for proposing/approving/and enforcing laws. He offers "treaties" (agreements) with foreign countries and is "Commander and Chief" of the military.
3. What does "veto" mean?
Reject
4. What is the legislative branch and what does it do?
Congress – Made up of the Senate and House of Representatives-they write the laws, raise money through taxes and loans (from other countries), they approve the printing of money, and declare wars.
5. What is the judicial branch and what does it do?

6. *The Supreme Court System is made up of a panel of judges. They decide if laws are constitutional, interpret laws and explain them, decide if laws are being followed.*

Levels of Government (p. 100-101)

1. Why are there levels of government?
Levels of government exist to better represent and manage all citizens no matter where they live...if one government organization had to do all the work, it would be too much work!
2. What are the levels of government in the United States?
The three levels are Federal, State and Local.
3. Which level of government has the power to run elections?
State

The Civil War- SS5H1 The student will explain the causes, major events, and consequences of the Civil War.

Concepts about Slavery

- 1) What were the views of both North and South about slavery? *The view of the North on Slavery was that it was wrong and it should be outlawed. The South didn't want slavery outlawed it was their main source of income.*
- 2) What was the Fugitive Slave Law? *The fugitive slave law said that slaves that had escaped to the north had to be returned to slavery, and citizens were ordered to help catch fugitives.*
- 3) Why did Southern states leave the Union? *Southerners felt that the federal government had become too powerful. When the government passed tariffs or tried to limit slavery, they argued their state's rights were under attack. With Lincoln as the leader they feared the government would grow stronger so they thought that seceding from the Union was the only way to preserve their rights.*
- 4) Why was slavery important to the people in the south? *Slavery was important in the south because their number one crop was cotton and they needed slaves to pick and process the cotton for it to be sold.*
- 5) How did the abolitionists attempt to end slavery in the 1800's? *They wrote pamphlets and traveled across the country, speaking against slavery. They also acted as conductors and station house owners on the Underground Railroad to help slaves escape slavery.*
- 6) What did Harriet Tubman do after she escaped slavery? *Harriet Tubman went back 19 times to help other slaves escape to freedom. She helped about 300 people escape to freedom.*
- 7) What was the book "Uncle Tom's Cabin" about? *Uncle Tom's Cabin was about written by Harriet Beecher Stowe and it described the cruelty of slavery. It also talked about slavery being wrong and that it was the nation's problem not just the South's problem.*
- 8) Why did John Brown attack the army post? (John Brown's Raid)
- 9) Concepts about the war (battles) *He (John Brown) was an abolitionist and was trying to fight slavery on his own so he tried to lead a rebellion against slavery so he decided to attack the US Army post in Harper's Ferry.*
- 10) What was the act that caused the official start of the Civil War? *The Confederate government wanted control of Fort Sumter and President Lincoln refused to surrender it. Instead he sent a ship with supplies to the fort. The south saw the refusal to surrender Fort Sumter as an act of war, and they (the south) ordered cannons fired on Fort Sumter.*
- 11) Where were the most of the Civil War battles fought? *Most of the battles were fought in the South.*
- 12) What was important about the battle of Antietam? *It was the deadliest day of the war; two armies suffered at least 23,000 casualties.*
- 13) How were most soldiers in the Civil War killed? *Most soldiers died from disease.*

- 14) What was General Sherman's strategy during the war? Sherman planned to attack Atlanta a major confederate city. It was also the center for southern suppliers, factories, and railroads.
- 15) What caused the Confederate Army to become weaker as the war went on? During the battle at Antietam the Confederate Army lost about half of their soldiers by injury or death.
- 16) Who was the army general that captured the city of Atlanta, Georgia? General William Tecumseh Sherman
- 17) What was the March to the Sea? This was when Sherman led his soldiers on a march from Atlanta to Savannah. They destroyed anything southerners needed for the war.

Concepts about Economics (earnings/money)- SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events

- 18) What is a tariff? A tax on Imported Goods
- 19) Why were tariffs good for the North? The value of the goods that the North manufactured and they were growing quickly Northerners were farmers, and made textiles, shoes, tools, and other goods.
- 20) What was the primary (main) economic source in the North? Manufacturing was the primary economic source in the North.
- 21) What was the main economic source in the South? The main economic source in the South was farming (cotton).
- 22) What are some economic effects of war? The South was ultimately destroyed since majority of the war took place in the south. There was a lack of homes, jobs, and no slaves their economic life had to be rebuilt. The North on the other hand was growing stronger as a result of the war, little fighting was going on there so there was little damage to cities, or farms.
- 23) Which side North or South suffered the most hardships economically after the Civil War? The South suffered more economically after the war. They lost homes, or jobs, the slaves were free and they had to begin to find new ways to make their economy work.

Reconstruction- SS5H2 The student will analyze the effects of Reconstruction on American life. Vocabulary:

1. **Reconstruction** (p. 196) – *The time period after the Civil War during which the South rejoined the Union, 1865-1877*
2. **freedmen** – *former slaves who had been freed by the 13th amendment*
3. **Radical Republicans** – *Senators and Representatives who wanted to protect the rights of African Americans, part of Congress*
4. **Freedmen's Bureau** – *provided food, clothing, shelter and medical care to the former slaves and poor whites. They set up hospitals and schools and found jobs for many.*
5. **amendment** – *an addition or change to the Constitution*
6. **subversive** – *trying to undermine the efforts of others*
7. **resistance** – *acts that resist, or go against, the efforts of others*
8. **political** – *related to politics or the workings of the government*
9. **pardon** – *"forgiveness" from a criminal act*
10. **region** – *an area that shares common physical and economic features, like the South or North*
11. **plantation** – *the farmland owned by an owner and worked by slaves*
12. **sharecropping** – *the type of farming system set up on plantations after slaves were freed. It kept the landowner rich and the sharecroppers poor because they were always in debt to the landowner.*
13. **agriculture** – *farming*
14. **carpetbagger** – *A person from the North that came to the South during Reconstruction trying to help, often accused of trying to make money off the Southland.*
15. **scalawag** – *Southerners who supported Northern and Republican viewpoints during Reconstruction.*
16. **economy** – *the system that is used to make money/earn a living*
17. **urbanization** – *movement away from agriculture (farming) to industry (factories/city life)*

Study Questions:

1. What were the different goals/aims for Reconstruction?
 - a. **Abraham Lincoln** (p. 197) – *Preserve the Union and end the Civil War as quickly as possible. He promised an easy Reconstruction in order to persuade southern states to surrender. Lincoln promised that if 10% of the people of a state would pledge their allegiance to the United States of America and ratify the 13th amendment, which abolished slavery, they could form a new state government, elect representatives to Congress and fully participate in the Union again.*
 - b. **Andrew Johnson** – *When Vice President Andrew Johnson became president he continued Lincoln's basic policy. However, Johnson's aim was also to humiliate the southern elite. He required southerners who owned large amounts of property to ask for a presidential pardon. Johnson wanted the elite southerners to acknowledge his power, but he granted pardons easily. While Congress was not in session, Johnson allowed southern states to form new state governments.*
 - c. **Congress (Radical Republicans)** (p. 197) – *Ensure that the Civil War had not been fought in vain and that the freed slaves would indeed be free. They refused to allow the former Confederates elected as senators and representatives by the southern states to take their seats in Congress. They passed a bill extending the Freedman's Bureau so that it could continue to protect the rights of the freedman against the Black Codes.*
 - d. **African Americans (freedmen)** – *Reunite with their families and enjoy the freedom that had been denied to them for so long under slavery. Many left their plantations, but most soon returned to the land that they knew. They married and established strong communities in the South. African Americans formed their own churches where they could worship freely. Many African Americans sought an education in the freedom schools they or others had established. Some established businesses. They voted and held elective office during Reconstruction.*
 - e. **Southerners** – *Bring an end to the war, but they did not want their society to change. They were willing to recognize the end of slavery, but were not willing to grant rights to the freedmen. Southern states passed laws known as Black Codes that replaced the slave codes and kept the freedmen in positions of social, political and economic inferiority. Southerners used violence and threats to intimidate their former slaves. Southerners also elected former Confederates to Congress.*
2. How did Lincoln's assassination affect his original plans for Reconstruction? (p. 197)
The rights of the freed slaves were not as protected. Black Codes were allowed by Johnson and would not have been allowed by Lincoln. Southern states were allowed to form new state governments without pledging allegiance to the union or enforcing the 13th amendment.
3. What rights were given by the following amendments? (p. 200)
 - a. **13th** - *outlawed slavery*
 - b. **14th** - *granted former slaves citizenship and said all citizens must be treated equally*
 - c. **15th** - *gave African American MEN the right to vote*
***Remember FREED CITIZENS CAN VOTE!**
4. How did Southern governments try to limit the rights given by the new amendments? Be specific. (p. 198, 208)
They made laws called the Black Codes that limited the rights of African Americans to vote by implementing poll taxes and literacy tests, own land, travel, etc.
5. What other resistance did African-Americans face after the amendments were passed?
Intimidation and violence by subversive groups such as the KKK, lynchings/hangings, keep African- Americans "in their place," after Reconstruction ended, Jim Crow laws were put into place to keep the races socially separate (segregated).
6. What was the purpose of the Freedmen's Bureau, and who did it help? (p. 198)
They gave former slaves and poor whites food, clothing, medical care, education and schools, and some protection from the hostile white environment in the South. They helped freedmen find jobs.
7. How did Reconstruction affect the Plantation System? (p. 207)
The Plantation system was ruined. Plantation owners no longer had slaves to work their plantations, so they divided up their plantations into shares and began letting sharecroppers farm their land.

8. How did Reconstruction cause more urbanization (movement from farms to factories)? (p. 202-203) *Because the Plantation system was ruined by the war, and the demand for cotton decreased, more people started seeking jobs elsewhere. Slowly, factories began opening up in the South, and people also moved to the North to find jobs in factories.*
9. How did Reconstruction affect the following populations?
 - a. **Former Plantation Owners** – *set up systems of sharecropping*
 - b. **Poor White People** – *became sharecroppers, or some got land from the Freedmen’s Bureau; many also moved to the north and the west, and they were given a political voice.*
 - c. **Former Slaves** – *became sharecroppers, or some got land from the Freedmen’s Bureau; many also moved to the north and the west*
10. How did the end of Reconstruction affect the lives of African-Americans?

Subversive groups rose to power because the Federal troops left the South. Jim Crow laws kept African Americans segregated, socially inferior, from voting, economically poor by the sharecropping system, and they were denied opportunities to own land.

Turn of the Century America- SS5H3 The student will describe how life changed in America at the turn of the century.

Key Vocabulary:

1. **Homestead Act** – *the Act Congress passed in 1862 that gave citizens and immigrants 160 acres of land if they paid a small amount and stayed on the land to farm for a minimum of 5 years*
 2. **industry** – *a business activity, usually characterized by trade, manufacturing, and technologies*
 3. **conflict** – *a problem. It can be internal, meaning in someone’s mind, or external, between man vs. nature, man vs. man, or man vs. animal.*
 4. **ethnic group** – *a group of people who share the same culture*
 5. **immigrant** – *a person who moves into a country from another country*
 6. **displacement** -- *being forced to move from your home*
 7. **assimilate** -- *to become “like” those around you*
 8. **culture** – *the behaviors and beliefs of a particular ethnic group; a way of life*
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1. **Industrial Revolution-** *time period of a great change in the economic face of the U.S., shifting from agriculture to manufacturing*
 2. **manufacturing-** *economic activity based largely in factories and production*
 3. **mass production-** *producing more than one thing at a time, usually using machines, the assembly line, and specialized workers*
 4. **raw materials-** *resources before they are produced in factory*
 5. **consumer goods** – *products sold to consumers*
 6. **segregation** – *separation based on race*
 7. **integration**—*joining together*
 8. **emigration** – *exiting a country to move to another*
 9. **persecution** – *being treated unfairly because of your culture or beliefs*
 10. **nativism** – *strong feelings that a native culture is superior to other cultures that aren’t native to the area (immigrants)*
 11. **reform** – *change*
 12. **progressive** -- *people who tried to make changes*
 13. **muckraker**—*someone who “digs up the dirt” and exposes corruption and bad conditions*
 14. **tenement** – *poor apartment-style housing, often unsafe and unsanitary*
 15. **monopoly** – *a business that buys out all other businesses and has control*
 16. **labor union** – *a group of workers who work together to solve problems, sometimes in the form of strikes*

What contributed to the United States' rise to world power during the early 1900s?

- *There was a need for more sources of raw materials.*
- *There was a need for more markets to sell the goods produced by American industries.*
- *Many people believed that Americans were superior and had the right to expand across the seas (manifest destiny)*

What was the Spanish-American War?

The Spanish-American War was really Cuba's war for independence from Spain, fought in the late 1890s between Cuba and Spain. America joined in 1898.

What were the causes for U.S. involvement in the Spanish-American War?

*Cuba had a great location, and we were very interested in its economic possibilities. The U.S. newspapers used **yellow journalism** and made people in the U.S. believe that Spain was treating the Cubans terribly and that the Cubans needed "help" fighting their war. When the USS Maine exploded in Havana, newspapers made it seem like Spain blew it up, and we went to Cuba to fight to help demonstrate American military power. We won the war, changing it into the "Spanish-American War." We also continued to occupy Cuba for more than 30 years, setting up a permanent naval base there.*

What new territories did the United States annex as a result of the Spanish-American War?

The U.S. gained control of Cuba as a protectorate, as well as Puerto Rico, the Philippines, and Guam from Spain as territories. (Puerto Rico and Guam are still U.S. territories.)

What was the Panama Canal?

The Panama Canal is a canal (really a system of locks) that allows ships to pass through the narrow Isthmus of Panama instead of having to go all the way around South America.

Why did the United States want to build the Panama Canal?

It would allow American merchant and war ships easier access between the Atlantic and Pacific, strengthening our economic and military power.

Explain the role of the following groups of people during Westward Expansion:

- Miners – first group to move West, initially in search of Gold, and then to work for companies that were mining other resources*
- Immigrants (Chinese and European) – Irish Immigrants helped to build the Transcontinental railroad from the East, Chinese Immigrants helped to build the Transcontinental railroad from the West, other European immigrants settled land in the West*
- Farmers/Homesteaders – began settling and farming the land of the West; they made money off the crops they grew and sold for profit.*
- Mexican Americans – got lands taken away from them, vaqueros helped teach the American cowboys how to herd cattle*
- Ranchers/Cowboys -- ranchers settled the land of the West, raising cows and other animals. Cowboys helped to "drive" these animals to the railheads, where the animals were shipped back East to market.*
- African Americans -- had a variety of roles. Became Homesteaders and cowboys, as well as "Buffalo Soldiers," who helped to "police" the West, including driving Native Americans into reservations.*

During the Westward Expansion, there were conflicts between different groups of people. Some were resolved and some were not. Tell how the following groups interacted with each other in a negative way. (p. 226-227, 241, 246-249)

- Cowboys vs. Homesteaders
Ranchers and cowboys trampled over the farms of the homesteaders with their cattle, so the homesteaders started putting up barbed wire to keep ranchers and their cattle out of the farms.
- Homesteaders vs. Native Americans
The homesteaders set up their farms on land belonging to the Native Americans, so many conflicts arose between the two groups.

i. Ranchers vs. Native Americans

The ranchers tromped through the land belonging to the Native Americans, so many conflicts arose between the two groups. Ranchers also helped eliminate the buffalo population, which Native Americans used as a food source.

j. American Miners vs. European/Asian Immigrants

Miners from the U.S. didn't like the immigrants "taking their jobs," and immigrants didn't like that the U.S. miners were being paid more.

Study Guide Questions:

1. How did new methods of transportation impact the growth of industry?

The train, cable car, and automobile allowed people to travel farther away and more quickly. Railroads shipped raw materials to cities where manufacturers changed raw materials into consumer products. As more people bought cars, other industries also grew such as steel, glass, rubber & oil industries.

2. How did new methods of communication impact the growth of industry?

The telegraph and telephone allowed people to communicate with others who were far away more quickly. It also allowed people in large buildings to communicate to people on other floors.

3. How did the invention of the light bulb affect manufacturing?

The light bulb allowed people to work at night, and were cleaner, safer, and brighter than oil lamps. The light bulb also allowed factories to create more work shifts, which impacted how much they could produce and how many workers they could hire. The light bulb also brought electricity to cities, which further developed new technologies.

4. What is mass production and how did it affect manufacturing? (p. 323, 326-327)

Mass production means using machines to make many products at once. It allowed industries and businesses to grow and produce more products inexpensively.

5. What were **push factors** that motivated immigrants to leave their home countries and move to the United States?

War, poverty, discrimination/persecution

6. What were **pull factors** that attracted immigrants to the United States?

Promise of economic opportunity (jobs), religious freedom, political and social equality, education

7. What is the difference between "old immigrants" and "new immigrants?"

Old immigrants came from England, Ireland, and Germany prior to the 1890s, and were mostly Protestants. The Chinese immigrants were considered "old," and new Chinese immigration was strictly limited by the 1890s. New immigrants had different cultures from the old immigrants and were from Italy, the Slavic States of the Balkan Peninsula, and Russia, and were mostly Catholic or Jewish. New immigrants also included Japanese, but the "Gentleman's Agreement" eventually limited this.

8. Why did the US government limit immigration? How did they do this?

*Native-born Americans were prejudiced against new immigrants (nativism). Immigration from China was limited through the **Chinese Exclusion Act**, literacy tests, and quota systems. The **Gentleman's Agreement** limited Japanese immigration, but was imposed by the Japanese government. Irish were also discriminated against but no formal laws were passed. Individual businesses began discriminating on their own ("No Irish Need Apply").*

9. What were reasons that immigrants faced resistance from native-born Americans?

- *American Protestants were prejudiced against Catholics because they believed they wouldn't serve as good American democrats because they followed the authority of the Pope.*
- *Fear that political bosses could manipulate the immigrant vote.*

- *Fear that immigrants would take jobs and drive down wages.*
- *Many failed to assimilate into American society.*

10. How did immigrants contribute to the culture and economy of the United States?

Immigrants brought with them different languages, foods, religions, and customs. They made America a diverse country with many ethnicities, like a “salad bowl” (formerly called “the melting pot”). They exercised their right to vote and helped make political changes. Immigrants made major contributions to the growth and development of the United States (Transcontinental Railroad, Andrew Carnegie, and Alexander Graham Bell) and supplied a great part of the labor (work) force.

11. What was the impact of urbanization?

Negative Effects: overcrowding in the cities, poor living conditions in tenements in slums

Positive Effects: the above negative impacts led reformers to work for better living and working conditions

12. What labor reforms were made during this time period?

Labor unions and Progressives helped workers get better pay, shorter work days, and safer working conditions. They also advocated for child labor laws and mandatory school attendance laws.

13. What was the impact of big business?

Progressives began working to keep monopolies and trusts from having too much control and influence over the American economy and politics. Big businesses encouraged the government to have an open immigration policy to keep the work force plentiful and cheap. Big businesses also caused the economic gap between the rich and poor to widen; the big business owners became richer, while their workers remained poor.

14. What business reforms were made during this time period?

- *The **Pure Food and Drug Act** and the **Meat Inspection Act** made medicine and foods cleaner and safer.*
- *The **Interstate Commerce Commission (ICC)** was to make sure railroad rates were fair.*
- *The **Sherman Antitrust Act** broke up monopolies into smaller business.*

**Even though the ICC and Sherman Antitrust Act laws were not passed, this was the first time the government tried to regulate big businesses.*

World War I- SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.

Vocabulary Focus:

1. **militarism** the building of a strong military
2. **alliance** an agreement between nations to support and defend each other
3. **nationalism** the belief that your country deserves more success than others, “extreme patriotism”
4. **imperialism** when nations build empires by adding colonies
5. **empire** a country + its colonies and other territories
6. **territory** a piece of land owned by another country
7. **annex** to take a piece of land or another country as your own
8. **yellow journalism** a kind of writing that exaggerates news to shock and attract readers
9. **canal** a man-made waterway between 2 larger bodies of water
10. **competition** rivalry for supremacy
11. **neutral** not taking sides
12. **isolationism** trying to stay out of world events and wars; staying “isolated”
13. **trench warfare** fighting from long, narrow ditches called trenches
14. **ration** a measured amount of foods and supplies

Questions:

1. What contributed to the United States' rise to world power during the early 1900s?
 - There was a need for more sources of raw materials.
 - *There was a need for more markets to sell the goods produced by American industries.*
 - *Many people believed that Americans were superior and had the right to expand across the seas (manifest destiny)*
2. What were the causes of WWI (in Europe)?

A man from Serbia assassinated Austrian Archduke Francis Ferdinand, and then all the alliances of Serbia and Austria got involved. The Allied Powers were the countries allied with Serbia and included: Great Britain, France, and Russia. The Central Powers were Austria-Hungary, Germany, Ottoman Empire, and Bulgaria. The 4 MAIN causes of WWI were:

M-Militarism A-Alliances

I-Imperialism N-Nationalism
3. What were the reasons the U.S. got involved in WWI?
 - **Germany's unrestricted submarine warfare:** *Germany began bombing passenger ships. They bombed the Lusitania in 1915, a British passenger ship with Americans onboard. The Allies made an agreement with Germany that passenger ships would not be bombed, but Germany broke the promise.*
 - *Germany also asked Mexico for help through the "Zimmerman Note." They promised to return Texas to Mexico if it would allow Germans to establish a military route through Mexico into the United States.*
 - *We wanted to make the world safe for democracy.*
 - *In 1917, we joined the war.*
4. Who won WWI?

The Allied Powers won WWI after America came to help.
5. What was the Treaty of Versailles?

It was a treaty to end WWI. The treaty was used to punish Germany. Germany was blamed for the war, and as a result, Germany had to give up some of its land to France, they were unable to build their military, and had to pay war reparations (war debts) to the Allies.
6. What was the League of Nations?

The countries that joined the League of Nations would try to solve their problems peacefully and they promised to protect each other if war would start.
7. What did President Wilson want to accomplish with his "Fourteen Points?"

To prevent future world wars
8. Why did the United States Congress refuse to join the League of Nations?

They thought it would compromise the right of Congress to declare war and wanted to isolate itself from world conflicts.

*You should be able to locate the following on a map: Guam, Philippines,

Puerto Rico, Cuba

The Roaring Twenties- SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.

Vocabulary Focus:

- “boom” (related to business) *growth in business*
- standard of living *a measure that helps determine what is “normal” for people to own*
- suffrage *right to vote*
- prohibition *the banning of something, like the manufacture and distribution of alcohol*
- renaissance *a rebirth of new ideas, music, art, and literature*
- migration *the movement from one place to another*
- repeal *cancel*
- prejudice *discrimination; treating others cruelly because of a false belief you have about them*
- minority *a group that is smaller in number than the majority*

Other vocabulary terms you should know from previous units:

- *economy*
- *ethnic group*
- *culture*
- *segregation*
- *conflict*
- *nativism*
- *manufacture*
- *mass production*
- *amendment*

Questions:

- How did the end of WWI cause a “boom,” leading to the “Roaring 20s?” (p. 322, 324-325)
The United States grew socially and economically during the 20s. The war was over, people were celebrating, and new technologies and consumer goods were being developed. There was also increased consumer borrowing and spending, which led to a booming economy.
- How did production change during this time? (p. 322, 326-327)
Mass production strengthened the economy. Because consumer goods could be produced more efficiently, prices became cheaper.
- What new products or items did consumers own during the 1920’s? (p. 323, 328-329, 331)
vacuum cleaners, toasters, radios, cars, washing machines, refrigerators, sewing machine, houses all helped to improve the standard of living
- How did many consumers afford the new products they were buying in the 1920s?
Borrowing money from banks, buying goods using credit, and the installment plan
- Which groups of people continued to struggle throughout the Roaring 20s?
Sharecroppers, African Americans, minority groups
- What is women’s suffrage? (p. 329) *Women’s right to vote!*

- What led women to fight harder for their rights during this time period? (p. 329)
Women had worked hard during WWI, and when the war was over, they continued to work for equal rights.
- What did the 19th amendment do? (p. 329)
Gave women the right to vote!
- What is the Harlem Renaissance? (p. 330, 334-335)
A time period centered in Harlem, New York, where African Americans created noteworthy works of art, music, and literature.
- Describe problems with discrimination toward minority groups during the 1920's. (p. 332)
"Last hired, first fired;" Jim Crow Laws; nativist groups like the KKK targeted blacks, Jews, Catholics, and immigrant groups
- What was the Great Migration, and why did it happen?
African Americans started moving North and West to escape discrimination and leave the South, where there were few economic opportunities for them. They were attracted to big cities like New York and Chicago because of the availability of new factory jobs.
- What was Prohibition? (p. 333)
The U.S. government decided to ban alcohol for many reasons. People feared that it caused crime and the downfall of the family, and they also wanted to control the immigrant population because Americans feared they drank too much.
- What did the 18th and 21st amendments do? (p. 333)
18th: began Prohibition, making the production and sale of alcohol illegal
21st: ended Prohibition, because laws that people did not agree with are difficult to enforce

The Great Depression / New Deal- SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

Vocabulary Focus:

1. **overproduction**- *the practice of producing more than is necessary*
2. **depression** – *a time when people can't find work and many businesses close, characterized by high unemployment and decreased prices, leading to a sharp decline in the economy*
3. **recession** – *a decline in the economy that is not as bad as a depression*

Other vocabulary terms you should know from previous units:

- *economy- the wealth and resources of a country; the amount of goods and services that are produced and consumed*
- *migration- a movement from one region to another*

Questions:

- 1) What were causes of the Great Depression?
Farm prices decreased because of overproduction.
Factories overproduced goods and couldn't sell all their products. Factory wages were low. Workers were laid off. Investors rushed to sell their stocks.

2) How did buying on credit cause the economy to decline?

When people bought on credit, they may not have actually had the money to pay for everything. Many stockbrokers bought stock on credit, and when the stock market crashed, there was actually very little real money circulating in the economy. Businesses couldn't afford to stay open when people defaulted on their credit, and people lost their jobs.

3) Why did the banks fail, and how did the failure of banks affect people? (p.337) *Unemployed*

workers and failed businesses were unable to pay off bank loans

People rushed to withdraw their savings

Many other people lost their savings when the banks closed. There was a great loss of confidence in the banking system

4) What were economic effects of the Great Depression? (p.337-338) *people lost*

their money and couldn't buy products

businesses failed prices fell

people lost their jobs high

unemployment

Farmers were especially hit hard. Hoboes rode the rails

to try to find jobs.

5) What happened on October 29, 1929, and why did it happen? (p. 336-337)

The stock market crashed. It had been rising sharply, and "what goes up must come down." Because people were buying stock on margin/with credit, when it crashed and people rushed to sell what they had, there was very little money left.

6) What was "The Dust Bowl," where did it happen, and what caused it? (p. 338, 340-341)

- *What: severe drought coupled with terrible windstorms that caused dust storms to roar across the Great Plains.*

- *Where: Great Plains*

- *Causes: drought, storms, and the destruction of sod and overproduction beginning with Westward Expansion and continuing through the 20s*

7) What were effects of the Dust Bowl?

- *Farmers lost money*

- *Many people left the Dust Bowl area and migrated to California.*

8) How did people feel about President Hoover's efforts to help the country during the Great Depression?

- *Too little, too late.*

- *They blamed him for the suffering (nicknaming shantytowns "hoovervilles" and the newspapers they slept under "hoover blankets.")*

9) What did President Roosevelt do to help the country during the Great Depression? (p. 345)

- *Stronger government intervention and spending.*

- *New Deal programs: relief, recovery, and reform*

10) Explain the New Deal Programs below: (p. 345-346)

- *Social Security forced savings account so people over 65 would have money when they retired or could no longer work, still in place today*

- *Federal Deposit Insurance Corporation (FDIC) insures money in the bank up to a certain amount (today, \$250,000), restored and maintained confidence in the banking system, still in place today*

- *Securities and Exchange Commission (SEC) helped regulate the stock market and prevented inappropriate sale of stock, still in place today*

- *Civilian Conservation Corps (CCC) created jobs and helped conserve and protect the natural environment, built many state and national parks, planted trees, cleared trails, etc.*

What group did not benefit much from the New Deal programs? *Workers in most agriculture and domestic services, which employed many African Americans, were not covered.*

1. What ended the Great Depression?
U.S. involvement in WWII led to more people getting jobs. The "war industry" helped boost our economy.
2. How does what happened during the Great Depression/New Deal era relate to what is happening currently in our country?
 - *Decline in prices, unemployment, problems with too many loans/credit (housing industry)*
 - *Lots of federal involvement and spending on programs*

World War II- SS5H6 The student will explain the reasons for America's involvement in World War II.

Vocabulary Focus:

1. **appeasement**- giving in to other's demands to prevent future problems (doesn't always work!)
2. **campaign**- military strategies to accomplish a specific goal
3. **theater** (*related to war*)- the general location of fighting/battles
4. **front** – location of fighting (front lines)
5. **aviation**- military aircraft
6. **internment**- the state of being confined/imprisoned
7. **dilemma**- a difficult decision where there may be no easy right or wrong choices
8. **militarism**-*the building of a strong military*
9. **alliance**- *an agreement nations make to support and defend each other*
10. **imperialism**- *the building of empires by adding colonies*
11. **nationalism**- *devotion to one's country*
12. **isolationism**- *the belief that the United States should stay out of world events*

You should be able to look at a map of the world and identify the major theatres of WWII, including North Africa/the Mediterranean, Europe and the Pacific.

Questions:

Explain the role each of the following played in the events of WWII:

Adolph Hitler Hitler was the dictator of Nazi Germany. He believed that Germans were better than other people. He wanted to take over the world.

Josef Stalin Stalin was the dictator of the Soviet Union. Even though the Soviet Union was allied with the Allied Powers, he was not friendly toward democratic countries.

Benito Mussolini Mussolini was the dictator of Italy who was allied with Hitler.

Winston Churchill Churchill was the prime minister of Great Britain who encouraged his citizens not to give up during the bombings. He was closely allied with the United States.

Franklin D. Roosevelt Roosevelt was the president of the United States at the beginning of WWII. He died while still in office.

Harry Truman Truman took over the U.S. presidency after Roosevelt died and made the tough decision in August 1945 to bomb Hiroshima and Nagasaki, ending WWII

1. What countries made up the **Axis Powers** in WWII? **Germany, Italy, Japan**
2. What countries made up the **Allied Powers** (or Allies) in WWII?
Great Britain, France, the Soviet Union, and eventually, the United States
3. What event began World War II in Europe?
In an unlikely and brief alliance, the Soviet Union and Germany invaded Poland on September 1, 1939.
4. What was the **“Battle of Britain?”**
Germany launched an aerial attack on Great Britain during 1940. For 8 months, they bombed cities and buildings. Winston Churchill refused to give up, and Great Britain never succumbed to German occupation.
5. When did Germany **invade the Soviet Union?** **Germany invaded the Soviet Union on June 22, 1941.**
6. What event brought the United States into WWII? On what date did this happen?
Japan bombed Pearl Harbor, Hawaii, on December 7, 1941. Before this event, the United States was trying to stay out of the world war. This event brought the isolated United States into WWII. We realized that Japan and Germany were achieving far too many military successes and were beginning to threaten our democracy.
7. How did the U.S. military’s need for war supplies affect the nation’s factories?
The federal government encouraged factories to switch from making consumer goods to making war- related goods.
8. What were some key developments in technology that impacted WWII?
 - **aviation** bombers, aircraft carriers, and jets, which led to growth in air travel and transportation immediately after WWII
 - **weaponry** torpedoes, atomic bomb, which led to the arms race and more spending in military and research
 - **communication** secret codes, radar, early stages of computers
9. How did U.S. involvement in WWII impact women? Who was “Rosie the Riveter?”
A shortage in labor led women to once again leave their homes and go to work in the factories. “Rosie the Riveter” was a caricature created to encourage and recruit women into wartime industries. Many women joined the armed forces as nurses, drivers, pilots, and even soldiers.
10. How did WWII have a profound social impact on the US?
The nation came together as each American was encouraged to “Do Your Part” in the war effort. Each and every American was called upon to conserve scarce materials by contributing to scrap metal drives and planting “Victory Gardens.”
11. How did U.S. involvement in WWII impact African Americans? Who were the Tuskegee Airmen?
A shortage in labor led many jobs to open up for African-Americans. Many African-Americans also helped to fight during WWII, and after their efforts in WWII, President Truman officially banned segregation in the military, desegregating the armed forces. The Tuskegee Airmen were an elite group of African-

American pilots in the 1940s. The Tuskegee Airmen included pilots, navigators, bombardiers, maintenance and support staff, instructors, and all the personnel who kept the planes in the air. They were still forced to operate in segregated units.

12. What was the **impact of WWII on Japanese-Americans** in the United States?

Japanese-Americans were distrusted after the bombing of Pearl Harbor. The United States forced those of Japanese descent who lived along the coasts of California, Oregon, and Washington into internment camps in the desert. Many ended up losing their homes and jobs.

13. What was **D-Day (Invasion of Normandy)**, and what was its impact on World War II?

D-Day was a massive military campaign of the Allied forces on June 6, 1944. They used paratroopers, ships, and amphibious vehicles to launch a massive invasion along the coast of France (Normandy). This was the turning point of WWII for the Allied forces in the European theater.

14. What was "**Pacific Island Hopping**," and how did it help the United States and the Allies in its fight against Japan in World War II?

Pacific-island hopping was the strategy the U.S. military used in the Pacific theatre of WWII. They strategically took over certain islands and skipped over others in an attempt to get closer to Japan.

15. What was the "**Battle of Midway**," and how was it a turning point in the war for the Allies?

The Battle of Midway was a battle near Midway Island on June 4, 1942. The Japanese had planned to take over the island from the United States. The U.S. intercepted this information and kept the Japanese from succeeding by destroying much of their navy. They were no longer able to capture islands. This was the turning point of WWII for the Allied forces in the Pacific theatre.

16. What was President Truman's **dilemma** with using the atomic bomb?

President Truman had the tough decision to decide whether or not to use the nuclear bomb to help end WWII. After the bloody battle of Okinawa, he knew that a land invasion of Japan would cause many soldiers' lives to be lost, but he also knew using the nuclear bomb would cause many innocent Japanese civilian deaths. He chose to drop the bombs to end the war quickly. Using the atom bomb was the beginning of the "Arms Race".

17. What events led to the Allied victory over Japan in August 1945?

The United States dropped the atomic bomb on Hiroshima, Japan, on August 6. Japan did not respond, so they dropped a 2nd bomb on Nagasaki, Japan, on August 9. On August 14, Japan surrendered.

18. After WWII, how did the governments in Europe and Japan change?

Germany was divided into 4 quadrants, controlled by the democratic U.S., Great Britain, and France, and the communist Soviet Union. The eastern half of Europe fell under Soviet communist control, while the western half remained democratic. Japan was forced to create a democratic constitution and government under the leadership of U.S. General Douglas MacArthur.

19. What was V-J (Victory over Japan) Day?

On August 14, 1945, Japan surrendered unconditionally to the Allies ending the war in the Pacific.

20. What was V-E (Victory in Europe) Day?

On May 8, 1945 the war ended in Europe.

You should be able to look at a map of the world and explain the changes in political boundaries that occurred after WWII.

The Cold War- SS5H7 The student will discuss the origins and consequences of the Cold War.

Vocabulary Focus:

1. Interdependence *depending on others for your survival*
2. international *between/among nations*
3. arms race *a contest between nations to build more powerful weapons*
4. market economy *an economic system in which people and businesses make most economic decisions*
5. iron curtain *a symbol of the differences dividing communist and non-communist countries in Europe*
6. welfare *a government program that helps people in need*
7. baby boom *the drastic increase in births during the 1950s due to the end of WWII. Many people delayed getting married and starting families until after the war was over.*
8. Communism *a system of government in which the government has total control of the people and the economy (usually uses a "command" economy)*
9. veteran *someone who has served in the military*
10. cease fire *an agreement to stop all fighting*
11. United Nations *an international organization of the United States and other countries*
12. prosperity *economic success and security*
13. segregation *the forced separation of the races*
14. generation *a group of people born and living at about the same time*
15. capitalism *an economic system in which ordinary people and business control the production of goods and services*
16. overthrow *to remove from power*
17. nonviolent protest *a way of bringing change without using violence*
18. space race *a competition between the United States and the Soviet Union to send people into outer space*

Questions:

1. How did mass media affect people in the United States?
Mass media is media that is directed at large numbers of people, like movies, radio shows, or the news on television. It began influencing how people thought and what they bought. They were able to see things that were happening far away in their own living rooms.
2. Why did people start moving away from the cities and into the suburbs after WWII?
How is this different from what was going on before WWII?
Before WWII, people were living in the cities where there were jobs available because of the Great Depression. People started moving away from the cities and into the suburbs because they had more money and needed more room for their growing families! Also, with the development of the interstate transportation system and better automobiles, traveling from the suburbs to the cities became easier.
3. How did consumerism affect the U.S. economy after WWII?
"Consumerism" is the idea of buying consumer goods to achieve happiness. There was a bigger demand for consumer goods after the war ended. Also, service industries grew.
4. What were new technologies of the 1950s that improved the lives of the American people?
Jet airliners, new changes in automobiles (automatic transmissions, radial tires, power steering), long-distance telephone service, air conditioning

5. Explain why the job market was expanding and why service industries were growing after WWII.
During WWII, factories were producing goods to support the war effort. After WWII ended, they switched back to producing consumer goods. With the birth of more babies and the needs to take care of them, service industries like health care, dry-cleaning, and child-related services grew. As people worked and earned money, the banking industry grew.
6. Why was the Cold War called a “cold” war? (p. 384)
“Cold” can refer to hostility and anger. The Cold War was not necessarily a war of fighting (although there were several actual wars that were fought during the Cold War era), but it was a war of words and ideas.
7. How did the fear of a cold war affect the lives of ordinary citizens?
Schools had “duck and cover” drills, people built bomb shelters in their homes,
8. In what ways did women’s roles change after WWII?
In the 50s, women went back into the home to be stay-at-home moms. But into the 60s and 70s, more women began working. They worked hard to gain equal rights with men and close the earnings gap between men and women doing the same jobs. The Equal Pay Act, Title IX education amendment, and proposed Equal Rights Amendment were efforts to improve the status of women.
9. Complete the chart below contrasting democracy and communism: (p. 384-385).

Government Type:	Principles:	Strengths:	Weaknesses:
Democracy/Capitalism	<p><i>-people can own property</i></p> <p><i>-markets based on supply/demand</i></p> <p><i>-little government control of economy</i></p>	<p><i>-individual freedom</i></p> <p><i>-more advances in technology because of demand for new technology</i></p> <p><i>-wealth depends on individual accomplishments</i></p> <p><i>-economy produces things that people want (consumer goods) and encourages competition</i></p>	<p><i>-economy can “boom” or “bust”</i></p> <p><i>-big differences in personal wealth/big gap between rich and poor</i></p>

Communism	<p><i>-government ownership of property</i></p> <p><i>-markets based on needs and resources and planned by government</i></p> <p><i>-economy planned and controlled by government</i></p>	<p><i>-everyone has a job</i></p> <p><i>-wealth distributed evenly</i></p> <p><i>-social programs to care for elderly, workers, etc.</i></p> <p><i>-promotes social consciousness</i></p>	<p><i>-no individual freedom</i></p> <p><i>-less technology and growth in economy because of government control and no competition</i></p> <p><i>-consumer goods in short supply</i></p>
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1. What is McCarthyism? (p. 391)

Joseph McCarthy was a U.S. senator that accused many people of being spies for communist Soviet Union. McCarthyism refers to mass panic and suspicion of others of being communist in the United States.
2. Why did the United States want to keep communism from spreading? (p. 390-391, p. 394-395)

The United States did not want communism to spread because they did not agree with its philosophies, were afraid of world domination by communists, and were afraid of nuclear war.
3. What was the Korean War about? (p. 392)

The Korean War was between communist North Korea and non-communist South Korea. In 1953, North Korea invaded South Korea and wanted to join the Korean peninsula together under communism. The United States and other countries got involved to help South Korea defend itself against communism to keep communism from spreading and pushed the North Koreans back into their country. The country remains divided today at the 38th parallel, and North Korea is still communist and a nuclear threat to the world.
4. What was the Cuban Missile Crisis? (p. 392)

In 1962, Cuba (a communist country off the coast of Florida VERY close to the U.S.) allowed the Soviet Union to come into the country and place nuclear missiles aimed at the United States. This happened after Fidel Castro took over and as a response to the hatred many Cubans felt toward Americans after the Spanish-American war and American occupation of Cuba. President Kennedy ordered a blockade of Cuba and prevented Soviet ships from reaching Cuba. Finally, the Soviet Union removed the missiles when the U.S. promised not to attack Cuba. It is the closest the world has ever come to nuclear war.
5. What did the launch of Sputnik by the Soviet Union trigger? (p. 415)

The space race was the competition between the Soviet Union and the United States to send people into outer space. The Soviets had the first satellite (Sputnik) and then the first man (Yuri Gagarin) in space, but the United States had the first man on the moon (Neil Armstrong and Buzz Aldrin). This highlighted the need for excellent education and promoted the development of science and technology in the United States.
6. What was the Vietnam War about? (p. 422-425)

In the early 1960s, North Vietnam was divided into 2 countries: North Vietnam which was communist, and South Vietnam which was not. Communist South Vietnamese rebels started trying to take over South Vietnam. The United States got involved to try to prevent the spread of communism. The war went on for many years, from 1965 to 1973. Eventually, a cease-fire agreement was signed, American soldiers left, and 2 years later, North Vietnam invaded and took over South Vietnam. The country was united under communism.
7. Why did so many Americans begin to oppose the Vietnam War? (p. 424)

The Vietnam War was the first war on television. People were able to see the terrible effects of war and became divided in their opinions about whether we should be fighting in the Vietnam War or not. Sometimes the news broadcasters were biased and presented the war in a negative light. This made the anti-war movement strong. The war was also longer than Americans expected, and the longer the war dragged on, the more people opposed it. They felt it was not the U.S.'s job to patrol and protect the world. The media's impact on how people felt about the war caused returning veterans to be treated badly and disrespected.

8. What was the Berlin Wall, who built it, and why was it built? (p. 387)

The Berlin Wall was a wall that was built by the Soviets around East Berlin to prevent people from East Germany from escaping into West Berlin and then into non-communist West Germany. They did not want all of their workers to leave, because communism depends on workers.

When did it come down? (p. 450)

The Berlin Wall was finally torn down in 1989. This became the symbolic end to the Cold War.

9. When and why did the Cold War eventually end? (p. 450, 452-453)

The Cold War finally ended after the Berlin Wall came down and East and West Germany were reunited. Soon after, the Soviet Union fell apart and other countries began setting up non-communist governments. It was finally over in 1990-1991, when the last country declared its independence from the Soviet Union and the union ceased to exist.

10. What is the UN? Why was it formed?

The United Nations is a group of countries from all over the world that work together. The United Nations was formed after WWII to keep peace around the world and prevent future world wars.

11. What is NATO? Why was it formed? (p. 386)

NATO is the North Atlantic Treaty Organization. NATO was formed to protect the countries in the organization against communism.

12. What is OPEC? Why was it formed?

OPEC is the Organization of Petroleum Exporting Countries. It was formed to help regulate the production, prices, and trade of petroleum/oil around the world.

13. What was the Berlin Airlift?

When the Soviets created a blockade leading to West Berlin in an effort to force the Allies out, the U.S. and Britain refused to leave and instead they flew food and supplies into the city each day.

Civil Rights – Key people, events, and developments between 1950 – 1975

Vocabulary Focus:

1. desegregation- ending the separation of people by racial or ethnic groups
2. civil rights- the rights that countries guarantee their citizens
3. NAACP- The oldest civil rights group, the National Association for the Advancement of Colored People, was founded in 1909.
4. Nonviolent protest- a method of peaceful protest in which people fight unfair laws by refusing to obey them
5. boycott— the refusal to buy, sell, or use certain goods
6. segregation- the forced separation of the races

Questions:

1. We have previously studied a lot about the Jim Crow laws. What were they? *Laws that segregated African Americans from other Americans*
2. What act was made legal by the Plessy v. Ferguson court ruling (1896)?
A case that was brought to Supreme Court by black lawsuits to challenge the legality of segregation. The court ruled that segregation was legal as long as it was "equal"

3. What was the main goal of the Civil Rights Movement?
To outlaw racial discrimination against African Americans and restore their voting rights
4. Who was Rosa Parks, and why is she important to the Civil Rights movement? (p. 407)
An African American woman who refused to give up her seat on the bus. Her actions brought about a boycott of the Montgomery buses which was led with the help of Dr. Martin Luther King.
5. What are "Freedom Rides?" (p. 408)
A group of civil rights protesters traveled by bus throughout the South and used restrooms, bus waiting rooms, and restaurants that were for "whites only" to show that segregation wasn't legal anymore.
6. What are "sit ins?" (p. 408)
A form of protest in which African Americans sat down at a "whites only" restaurant or store and refused to leave until they were served.
7. Who was Martin Luther King, Jr., and why is he important to the Civil Rights movement? (p. 407, p. 412- 413)
A minister from Atlanta, Georgia who was dedicated to bringing about change, through nonviolent protests while he worked for civil rights for all Americans.

When did he first emerge as a leader of the Civil Rights movement? In the Montgomery Bus Boycott.
8. Who was Malcolm X, and why is he important to the Civil Rights movement?
An advocate of black power and member of the Nation of Islam for some time. He believed in black power and self-defense, as opposed to M L King's peace
9. What was the Brown v. Board of Education court case about? (p. 407)
The parents of Linda Brown went to court against the Board of Education of Topeka, Kansas to argue that she was not getting the same education as white students in a segregated school. Overturned Plessy v. Ferguson (1896)

What did the Supreme Court rule?

The court ruled that segregation was illegal under the Constitution What was the effect of the ruling?

Desegregation was ordered in all public schools
10. How did the media impact the Civil Rights movement?
Television brought the nonviolent civil disobedience campaigns to a wider audience. It showed the violence they were met with from Southern law enforcement. Social, political, and technological events were broadcast to wide audiences as more homes got televisions
11. How did President Lyndon B. Johnson help the Civil Rights movement?
He made the Civil Rights movement a main focus of his administration and signed the Civil Rights Act into law
12. What did the Civil Rights Act of 1964 do? (p. 410)
Banned segregation in schools, workplaces, and public places
13. What is the Voting Rights Act? (p. 411) A law that made it illegal to prevent or hinder citizens from voting because of their

racial or ethnic backgrounds

14. Who was Thurgood Marshall?

The first African American to serve on the Supreme Court of the United States. Prior to becoming a judge, he was a lawyer who was best remembered for his activity in the Little Rock 9 and his high success rate in arguing before the Supreme Court and for the victory in *Brown v. Board of Education*

15. What was the impact of the Assassination of the following people? John F. Kennedy

People were shocked and saddened; some lost hope; others wanted to carry on his vision Robert F. Kennedy

Americans were stunned and those who supported his ideals felt a loss. The baby boom generation wanted to continue to change American culture and politics

Dr. Martin Luther King, Jr.

The death of Martin Luther King caused riots in major cities and set back civil rights for years, there was general distrust between whites and blacks

America Since 1975

1. What happened on September 11, 2001 in New York?

A plane was hijacked and flown into the World Trade Center

2. What is violence against regular citizens for a political goal called? Acts of terrorism

3. What signified the end of the Cold War?

The fall of the Berlin Wall which reunited East and West Germany, eventually the Soviet Union itself fell apart

4. Why was America considered a world power after WWI? They became the richest country

5. What is the purpose of a coalition?

When people, organizations, or countries work together for a common goal

6. Who is the United States biggest trade partner?

Canada

7. What has American economy been like since the turn of the century?

A boom economy

8. What is a free-trade agreement?

A treaty designed to increase trade between two or more countries

9. What is NAFTA?

The North American Free Trade Agreement is an agreement between Canada, Mexico, and the U.S. designed to increase trade by eliminating or reducing restrictions like tariffs and import quotas.

10. How did the U.S. respond to the invasion of Kuwait by Saddam Hussein?
Troops went to the Persian Gulf to fight Iraq
11. How did the U.S. win the war in the Persian Gulf?
They won quickly by using advanced weapons and highly trained soldiers
12. How did President Bush respond to terrorist attacks?
He led a coalition of nations in a war against Afghanistan
13. How was President Bill Clinton's beliefs similar to earlier Democratic Presidents?
He believed that one function of government was to help Americans improve their lives. Clinton was the second U.S. president to be impeached (accused of a crime / or wrong doing) but was found not guilty
14. What technology did people learn to use in the 1990s to get information and communicate quickly?
Personal computers and the internet

Personal Finance

1. What is a budget?
A plan showing how income is to be spent
2. What is credit?
A promise of payment at a future time in return for goods/services now
3. What does it mean to invest?
Use money to gain a profit
4. What are taxes?
Required payment of money made to governments by people and businesses on goods and services
5. What is the Federal Reserve Bank?
The central banking organization in the U.S.
6. What is supply?
The amount that producers are able and willing to produce and sell at all possible prices at a given time
7. What is demand?
The amount that consumers are able and willing to buy at all possible prices at a given time
8. What is competition?
Methods used by businesses to gain more customers and earn higher profits
9. What is a consumer?
Someone who spends their money on a good or service
10. What are examples of goods?
food, shirt, dress, jewelry, etc.
11. What are the roles of a Consumer: *to spend money*

Producer: *provide / create goods and services*

12. What is a checking account used for?

To keep money in a safe place until you are ready to spend it

13. What is a savings account?

A bank account that earns interest. Usually the money is kept in the account for a long period of time. Interest what a bank pays you to hold your money

14. What is income?

Any money received on a regular basis from work or investments

15. What is an investment?

The purchase of goods that are not consumed today but are used in the future to create wealth