

United States History



SSUSH 9

The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

GPS 9 a

A. Explain the **Kansas-Nebraska Act**, the failure of popular sovereignty, **Dred Scott Case**, and **John Brown's Raid**.

Kansas-Nebraska Act- 1854-This act allowed the previously free and unorganized territories of Kansas and Nebraska to choose whether or not to permit slavery. Repealed the Missouri Compromise Settlers rushed into Kansas from both the North and the South. Kansas became known as "Bleeding Kansas" as armed clashes between pro-slavery forces and abolitionist settlers became commonplace. Because of illegal voting on the part of pro-slavery forces, two governments, one slave and the other free, were set up in Kansas. Kansas essentially existed as a state in civil war.

After "Bleeding Kansas"- Popular Sovereignty failed- The people living in the area would not be able to vote on whether or not to allow slavery. Civil War in "Bleeding Kansas".

Dred Scott Case- 1857-Famous Supreme Court Case which threw the nation into turmoil.

Dred Scott, a slave in Missouri, was taken by his owner onto Northern soil. In fact, he lived in the Wisconsin Territory for four years with his owner. When the owner returned to Missouri, Dred Scott sued for his freedom.

Supreme Court Ruling: No slave or descendant was a citizen according to the Constitution. Dred Scott was not a citizen, so he had no right to bring a case to federal court. The time Scott spent on free soil did not make him free. As a resident of Missouri, he was governed by the state's laws which declared him a slave. This ruling established that slave owners had the right to bring slaves into free territories and states. The federal government would protect that right.

John Brown's Raid 1859- John Brown led a band of followers to seize an arsenal at Harper's Ferry, Virginia. Captured by federal troops and found guilty of treason and hung. His death helped galvanize the abolitionist movement. Southerners saw the northern sympathy for Brown as a sign that their security was at risk.

The Kansas-Nebraska Act

- Illinois Senator Stephen Douglas had two goals: to make Chicago benefit from trade with the West and to run for President. To accomplish these goals, Douglas needed Kansas and Nebraska to become states, but without angering Southerners by becoming free states.
- To accomplish these goals, Douglas proposed the [Kansas-Nebraska Act](#) in January 1854. This act would essentially repeal the Missouri Compromise by letting the people of a territory decide for themselves whether to become a free or slave state according to the principles of [popular sovereignty](#).
- Douglas envisioned that Kansas and Nebraska would peacefully vote to become free states.
- The act passed, but Northerners were enraged by what they saw as a sellout to the South.

Slavery and National Politics

The Dred Scott Decision

- The Supreme Court's March 1857 *Dred Scott v. Sandford* decision angered antislavery forces.
- In the decision, the Court reasoned that slaves were the property of their owners, and that the Constitution protected the right to own property. It ruled that slaves were not citizens, had no right to sue in court, and could not be considered free even if living in a free state or territory.
- The decision meant that Congress had no power to ban slavery anywhere.

John Brown's Raid

- On October 16, 1859, abolitionist John Brown and a group of followers attacked the federal **arsenal**, a place where weapons are made or stored, at Harper's Ferry, Virginia.
- Brown hoped to give the weapons from the arsenal to enslaved people so that they could rebel.
- United States troops, under Colonel Robert E. Lee, surrounded the arsenal, killed half of Brown's men, and forced the rest to surrender. Brown was convicted of treason and sentenced to death.
- Northerners hailed Brown as a martyr, while Southerners saw him as a criminal. The reactions caused by Brown's raid deepened the anger between the North and the South.

Assessment

What did the Kansas-Nebraska Act propose?

- (A) New states north of $36^{\circ} 30'$ N latitude had to be free states.
- (B) New states could decide whether to be free or slave states.
- (C) New states from Mexican territory had to be slave states.
- (D) California would become a free state, and Utah and Nebraska would decide for themselves whether to be free or slave states.

Assessment

Which of the following groups were probably pleased with the Dred Scott decision?

- (A) Proslavery forces
- (B) Antislavery forces
- (C) Former slaves living in free territories
- (D) Supporters of John Brown

GPS 9c

Describe Civil War roles of Ulysses Grant, Robert E. Lee, “Stonewall” Jackson, William T. Sherman and Jefferson Davis.

- Grant- Union forces lead by Grant conquered Vicksburg, Mississippi and gained control of the Mississippi River. Mississippi River came under the control of the Union. Turning point of Civil War in the West.
- Lee- Brilliant Southern general that won many victories for the Confederacy
- Jackson-Confederate general that helped defeat greatly outnumbered Union soldiers at Battle of Chancellorsville. He was wounded there and died eight days later.
- Sherman-Union general famous that led an infamous march 60 miles wide from Chattanooga, Tennessee through Atlanta to Savannah, Georgia-purpose was to destroy the railroad tracks and farms to disable the civilian from helping the Confederate army. –this march broke the spirit of the Confederate creating bitterness and tension between the North and the South
- Davis- President of the Confederacy

Assessment

The excerpt below is from the memoirs of Ulysses Grant. This excerpt is like many from this period of the war. Given the statement in the excerpt, which of the following would BEST define the Union strategy during this phase of the war?

“ on the 23rd Sherman, with the left wing, reached Milledgeville. The right wing was not far off: but proceeded on its way towards Savannah destroying the road as it went. The troops at Milledgeville remained over a day to destroy factories, buildings used for military purposes, etc., before resuming its march. “

- To kill as many Confederate soldiers as possible
- To destroy the Confederate capacity to conduct war
- To fight the war on the Union's home territory
- To secure the goodwill of the local inhabitants.

GPS 9d

Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta.

Fort Sumter, South Carolina-April 12, 1861- shots fired here began the Civil War –Confederate soldiers fired on the fort before supply relief (food but not soldiers/ no munitions) ship arrived to this federal fort

Antietam- (Sept.17, 1862)-The battle of Antietam Creek, Maryland is considered the bloodiest one day battle in the history of the United States. Lee for Confederacy and McClellan for Union-Union victory-Lee greatly outnumbered. Pres. Lincoln issued Emancipation Proclamation after this Union victory

Vicksburg- (May 15- July 4, 1863)- General Grant defeated Pemberton's Confederate forces at Vicksburg lasting two months. The Mississippi River came under the control of the Union. Turning point of the war in the West.

Gettysburg- (July 1-3,1863)-This battle in Gettysburg, Pennsylvania, is considered the turning point of the war because the Confederacy no longer had the ability to launch an offensive into Union territory. In Nov. 1863, at this site, Lincoln gave The Gettysburg Address, which affirmed his belief in democracy and his desire to see the warring nation reunited in peace.

Battle of Atlanta- Sept. 2, 1864- General Sherman (Union) led an advance against Atlanta, Georgia, which was a vital railroad terminal for the South. Sherman burned Atlanta to the ground, destroying the ability of the Confederacy to supply the war effort. This broke the spirit of the Confederates

The War Starts

Conflict at Fort Sumter

- When **Fort Sumter** in South Carolina requested supplies from the federal government, Lincoln faced a dilemma.
- Lincoln had to decide between appearing to be an aggressor against the South and maintaining federal property. He chose to send food but not soldiers or arms.
- When Major Robert Anderson, the leader at Fort Sumter, refused to surrender the fort, Confederates attacked it, winning Anderson's surrender.

The South Attacks

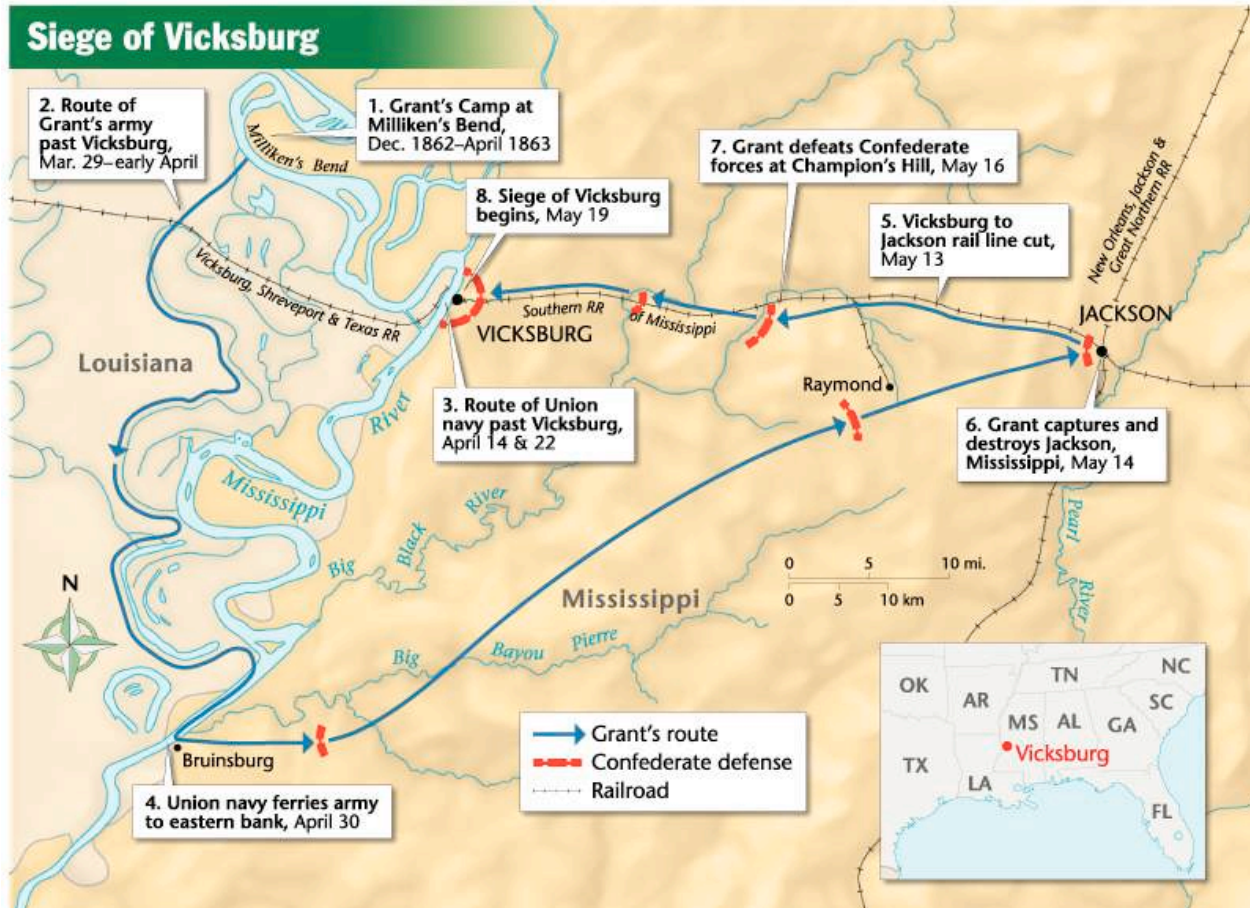
The Battle of Antietam

- The Confederate forces invaded the North.
- The Union army learned of General Lee's strategy.
- On September 17, 1862, the two armies met at Antietam Creek near Sharpsburg, Maryland.
- The Union forces had more than 75,000 troops, with nearly 25,000 in reserve. The Confederate forces numbered about 40,000.
- By the day's end, the Union casualties numbered more than 12,000. The Confederate casualties were nearly 14,000, more than a third of the entire army.
- The [Battle of Antietam](#) became the bloodiest day of the Civil War.

Major Battles of 1863

Battle	Union Officer	Confederate Officer	Victor/ Why
Fredericksburg	Burnside	Lee	South/Burnside crossed right in front of Lee's army; kept charging into gunfire.
Chancellorsville	Hooker	Lee/Jackson	South/Lee split his army and sent Jackson around to attack; surprised Hooker; Jackson died after the battle.
Gettysburg	Hooker	Lee/Longstreet/ Pickett	North/General Pickett charged the Union unsuccessfully. Confederates lost more than a third of their troops.
Vicksburg	Grant	Pemberton	North/Union army laid siege to Vicksburg. Confederate army surrendered.

War in the West



The Importance of 1863

On July 4, 1863:

- 30,000 Confederate troops defending Vicksburg laid down their arms and surrendered.
- Former slaves celebrated Independence Day for the first time.
- Four days later, the Mississippi River was in the hands of the Union army, effectively cutting the Confederacy in two.

Sherman Marches to the Sea

- In early September, the Confederate army was forced to leave Atlanta.
- General Sherman vowed to “make Georgia howl.” Sherman ordered Atlanta evacuated and burned. He left the city in ruins.
- He led some 62,000 soldiers on a march to the sea to capture Savannah.
- On December 21, 1864, the Union army entered Savannah without a fight.
- Sherman’s message to Lincoln read: “I beg to present you, as a Christmas gift, the city of Savannah.”

Assessment

That fact that the bulk of the Civil War was fought in the South was disadvantageous for the Confederacy in all of the following ways EXCEPT-

- The Union could march forces more rapidly from battle to battle.
- **The Union could cut Confederate telegraph lines and destroy their rail lines.**
- The Union could gain information and saboteurs from within the ranks of the slaves.
- The Union could control Confederate ports and minimize foreign supply shipments.

GPS 9e

Describe the significance of the **Emancipation Proclamation**.

President Lincoln Issued this Executive Order on January 1, 1863 freeing the slaves in the Confederate States, while maintaining slavery in the border states loyal to the Union. He hoped to give the war a moral focus beyond saving the Union and undermine the slave labor supporting the Confederacy. He also wanted to insure the support of England and France which had already abolished slavery.

Emancipation and the War

- On January 1, 1863, President Lincoln issued the final Emancipation Proclamation.
- [The Emancipation Proclamation](#) freed all of the slaves in states under Confederate control.
- Although the proclamation did not bring an immediate end to slavery, it promised that enslaved people would be free when the North won the war.
- The most significant reaction to the proclamation came from Europe. Europeans felt very strongly about ending slavery and the Emancipation Proclamation ended any chance that France and Great Britain would aid the Confederates.

Assessment

The Emancipation Proclamation freed

- All enslaved people living in the United States
- Enslaved people living in areas controlled by Confederacy
- Enslaved people living in the Union states
- Enslaved people living in the territories.

GPS 9f

Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

Economic Disparity- North had more money, industry and supplies than South.

North

75%-railroads

Short-lived recession (economic downturn) because return of 800,000 Union soldiers to work plus the less demand for manufactured products

Federal Budget before war- 63 million and after war-1.3 billion

Industrial production increased to record high levels

Lost 360,000 Union soldiers

South

Lost slavery-based economy-farms destroyed-agricultural economy declined

258,000 Confederate soldiers lost their lives

South devastated-railroads, factories destroyed and banks closed (No way to get supplies)

Southern wealth destroyed-(majority of wealth disappeared)

Slaves free and went North to work

High taxes-lost property and economic hardships caused by the war

Preparing for War

Strengths of the North and the South

Northern Advantages

- More railroads
- More factories
- Better balance between farming and industry
- More money
- A functioning government, an army, and a navy
- Two thirds of the nation's population

Southern Advantages

- Leadership: Most of the nation's military colleges were in the South; most officers sided with the Confederacy.
- Military tactics: Because the South was defending its borders, its army needed only to repel Northern advances rather than initiate military action.
- Morale: Many Southerners were eager to fight to preserve their way of life and their right to self- government.

The Hardships of War

The Northern Economy

- Northern farms and factories produced almost all of the goods needed by the army and civilian populations.
- Women filled critical jobs in factories and on farms.
- Profiteers paid women lower wages than male workers and sold inferior products at inflated prices.

The Southern Economy

- Many planters refused to grow food instead of cotton.
- Due to the Union blockade, cotton piled up in warehouses while food riots erupted in Southern cities.
- Even though production increased, the South was never able to provide all the goods its army needed.
- Labor shortages and a lack of goods contributed to inflation.
- Women filled many of the

Assessment

Which of the following is generally considered an advantage of the Confederacy at the beginning of the Civil War?

- The South could more quickly receive supplies from Europe than the North could.
- The South had larger numbers when one took into account the slaves that were employed indirectly and directly in the war effort.
- **The South was able to take better advantage of their leadership talent early in the war.**
- The South had a bigger munitions production industry.

SSUSH10

The student will identify legal, political, and social dimensions of Reconstruction.

GPS 10a

Compare and contrast Presidential Reconstruction which Radical Republican Reconstruction.

Presidential –Lincoln’s Plan-10 % plan-restore the Union quickly and gradual peaceful restructuring of the South-Generous way to readmit Southern states into the Union- for each state to be admitted, and for the occupying forces of the North to leave, 10 % of the voting populace had to swear allegiance to the Union and the Constitution

Radical-Harsh Congressional plan- strict readmission standards and vigorous restructuring of the South-Radicals in Congress wanted to punish the South for leaving the Union-Reconstruction Act-March 1867

- a. All Southern States except Tennessee had to ratify the 14th amendment
- b. All would be divided as five military districts
- c. Black citizen must be granted the right to vote
- d. Former Confederate officials could not hold public office.

Assessment

Which of these was an important provision of the Radical Republicans' Reconstruction Act of 1867?

- It ended Reconstruction.
- It legalized black codes.
- It offered pardons to Confederate generals.
- It put to the South under military rule.

GPS 10b

Explain efforts to redistribute land in the South among the former slaves and provide advanced education (e.g., Morehouse College) and describe the role of the Freedmen's Bureau.

Freedmen's Bureau-March 1865-Congress established to aid both black and whites. Provided clothing and surplus army food, five million dollars and agent to organize school for Af. Am. Children and adult, medical care for over one million people and agents to find work for freedmen and prevent exploitation.

Redistribute of Land- 40 acres and a mule

Sharecropping- blacks and poor whites cultivate a portion of a landowner's farmland-after living expenses and tool were taken out of the earning, the sharecropper received a portion of the profit

Tenant Farming- renter cultivated a parcel of land-after the harvest and the salve of the produce, the landlord is paid for rent of the land

Under both systems, the harvest often did not pay for the expense associated with the crop. Both grew deeper in debt.

Morehouse College- first Af. Am College to eliminate wide spread illiteracy

- In 1867, two years after the Civil War ended, Augusta Institute was established in the basement of Springfield Baptist Church in Augusta, Ga. Founded in 1787, Springfield Baptist is the oldest independent African American church in the United States. The school's primary purpose was to prepare black men for the ministry and teaching. Today, Augusta Institute is Morehouse College, which is located on a 66-acre campus in Atlanta and enjoys an international reputation for producing leaders who have influenced national and world history.
- Augusta Institute was founded by The Rev. William Jefferson White, an Augusta Baptist minister and cabinetmaker, with the encouragement of The Rev. Richard C. Coulter, a former slave from Augusta, Ga., and The Rev. Edmund Turney, organizer of the National Theological Institute for educating freedmen in Washington, D.C. The Rev. Dr. Joseph T. Robert, trained minister and physician, was appointed the Institute's first president by William Jefferson White.

Assessment

The goal of the Freedmen's Bureau was to

- Help former slaves adjust to freedom
- Abolish slavery
- Prevent African American from voting
- Force African Americans to move North.

GPS 10c

Describe the significance of the 13, 14, and 15 amendments.

Civil War Amendments:

13th- abolished slavery

14th-citizenship to African Americans

15th-African American right to vote

A New Birth of Freedom

- The [Thirteenth Amendment](#) was ratified by the states and became law in December 1865.

“Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

Lincoln noted in his Second Inaugural Address that slavery had divided the nation, but he also laid the groundwork to “bind up the nation’s wounds.”

Assessment

In 1870, thanks to the Fifteenth Amendment, southern black men

- Voted for the first time
- Took charge of the Senate
- Received free government land
- Produced their own Reconstruction plan

GPS 10d

Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during the Reconstruction.

Black Codes-State governments in the South passed a series laws that allowed whites to maintain their power and keep African American out of office. While securing some basic right for Af. Ams. these codes in effect, made Af. Ams. Second-class citizens. Ex= Af. Amp. could not own weapons , meet together after sundown, or marry whites.

KKK- 1866- secret organization that used terrorism and violence to intimidate Af. Ams. And other minorities. –designed to remove from power the people in Reconstruction governments who were giving right to blacks.

Poll Tax and Literacy Test to vote in most southern states.

Assessment

Black Codes were laws passed in the post-Civil War era to restrict the rights of freed slaves. Some of these laws were used to circumvent the loss of slave labor that occurred with the end of the Civil War. Which of the following statements BEST describes how Black Codes got around the prohibition on slavery?

- The 13th Amendment was declared null and void in accordance with John Calhoun's Doctrine of Nullification.
- Unemployed blacks were arrested for loitering or other offenses and forced to work on a plantation in exchange for food and lodging.
- The codes allowed curfew violators to be arrested and shipped to Caribbean sugar plantations, on which slavery was still legal.
- The codes allowed Native Americans to be sold into slavery because it was not expressly prohibited by the 13th amendment.

GPS 10 e

Explain the impeachment of Andrew Johnson in relationship to Reconstruction

Vice President Andrew Johnson became the new President for the remainder of Lincoln's second term. Johnson was sympathetic to white Southerners and advocated a mild form of Reconstruction that allowed the whites to maintain their power and keep black out of office.

Congress feared the Pres. Johnson would thwart the enforcement of the Reconstruction Act, so they passed several laws which limited the Pres' power and strengthened the Reconstruction Act. Johnson violated one of these laws by firing the Secretary of War and the House of Representatives threatened to impeach Johnson (remove him from office). House voted to impeach and Senate held the trial and escaped a conviction in the Senate by one vote. He finished his term but was weakened politically.

Assessment

The main goal of the Ku Klux Klan during Reconstruction was to

- Prevent African American from exercising their rights
- Gain control of state legislature
- Restore the Confederacy
- Improve conditions for poor whites.

SSUSH 11

The student will describe the growth of big business and technological innovations after Reconstruction.

GPS11a

Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.

Railroads and Industry

Railroads played a key role in revolutionizing business and industry in the United States in several key ways.

- They provided a faster, more practical means of transporting goods.
- They lowered the costs of production.
- They created national markets.
- They provided a model for big business.
- They encouraged innovation in other industries.

GPS11a

A Technological Revolution-Assessment

How did railroads play a key role in revolutionizing business and industry?

- (A) They lowered the cost of production.
- (B) They provided a model for big business.
- (C) They were a faster and more practical means of transporting goods over long distances.
- (D) All of the above

What innovations did the Bessemer process encourage?

- (A) Faster communication across long distances
- (B) The creation of national markets
- (C) A new age of building
- (D) The growth of railroads

GPS11b

Describe the impact of the railroads in the development for the West; include the transcontinental railroad, and the use of Chinese labor.

The Railroads

- On May 10, 1869, the **transcontinental railroad**, extending from coast to coast, was finished with the hammering of a golden spike at Promontory Point, Utah.
- The growth of railroads led to the development of many towns throughout the western part of the United States.
- In 1883, the railroads adopted a national system of time zones to improve scheduling. As a result, the clocks in broad regions of the country showed the same time, a system we still use today.

Settlers From Far and Wide

- Irish, Italians, European Jews, and **Chinese** settled in concentrated communities on the West coast. They took jobs in mining and **railroad construction** that brought them to the American interior.

Assessment

The government contributed to the building of the transcontinental railroad by

- Not allowing immigrants to work for railroad companies.
- Collecting extra taxes from the industries that would use the railroad.
- Awarding loans and land grants to private companies to build the railroad.
- Assigning the army to lay out a path for the railroad.

GPS11c

Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.

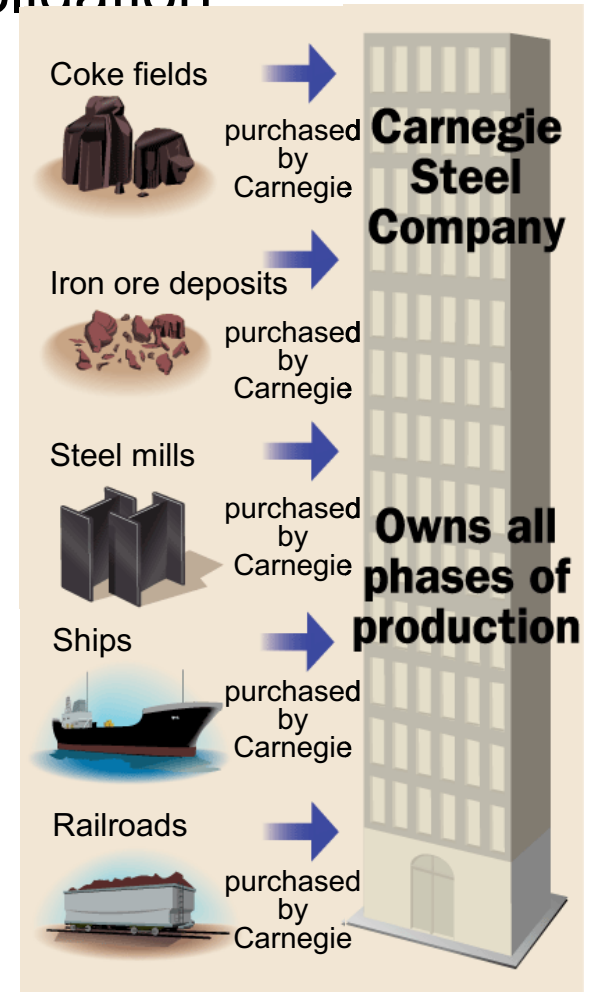
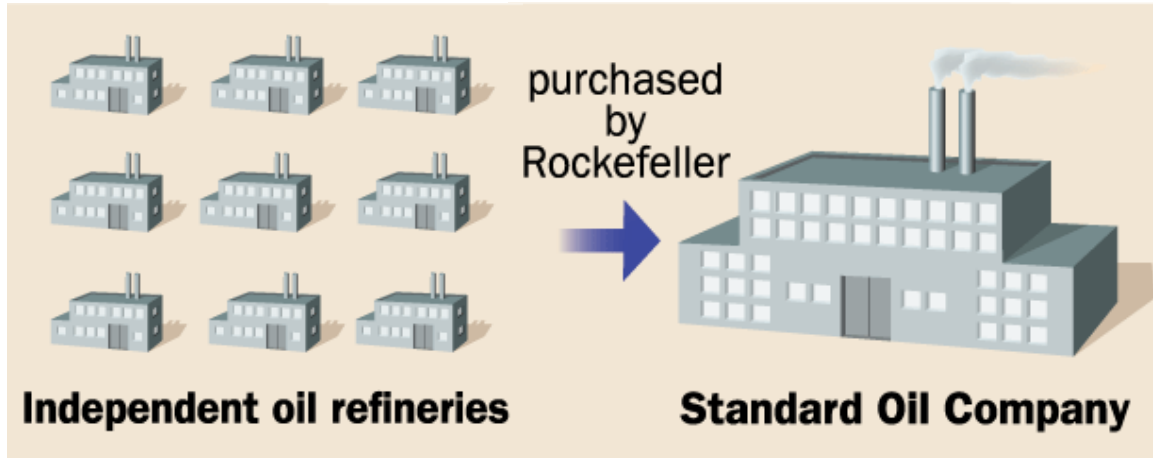
Business on a Larger Scale-trust and monopolies

Gaining a Competitive Edge

New Market Structures

- Some companies set out to gain a **monopoly**, or complete control of a product or service.
- Some industrialists prospered by taking steps to limit competition with other firms. One way was to form a **cartel** — a loose association of businesses that make the same product.

Horizontal and Vertical Consolidation



Assessment

John D. Rockefeller gained control over much of the oil industry by

- Managing a trust made up of Standard Oil and allied companies
- Buying large sections of the transcontinental railroad.
- Going into partnership with Andrew Carnegie.
- Charging higher prices than his competitors.

GPS 12

The student will analyze important consequences of American industrial growth.

GPS 12a

Describe Ellis Island, the change in immigrants' origins to southern and eastern Europe.

Ellis Island- location(below Statue of Liberty) where immigrants were processed (legal documents and health inspections) before entrance into the United States

- In 1892, the federal government required all new immigrants to undergo a physical exam.
- Immigrants came to the United States fleeing crop failures, shortages of land and jobs, rising taxes, famine, and religious and political persecution.
- In the 1880s in Russia many Jewish people fled a wave of **pogroms**, or violent massacres of Jews.
- Steam-powered ships could cross the Atlantic Ocean in two or three weeks. Most immigrants traveled in **steerage**, a large open area beneath the ship's deck.

Immigrants from Europe

- Urban neighborhoods dominated by one ethnic or racial group of immigrants were called **ghettos**.
- Some ghettos formed because immigrants felt more comfortable living near people with the same language and traditions.
- Other ghettos formed from **restrictive covenants**, when homeowners agreed not to sell real estate to certain groups.
- Still other ghettos formed when ethnic groups isolated themselves because of threats of violence, mostly from whites.

The Immigrant Experience

- Between 1865 and 1890 about 10 million immigrants arrived. Most came from northwestern and central Europe.
- In the 1890s, most new immigrants came from central, southern, and eastern Europe and the Middle East.
- More than 70 percent of all immigrants came through New York City which was called the “Golden Door.”

Assessment

Which of the following was a major result of both immigration and the increased productivity of factory jobs in the late 1800s?

- **The rapid expansion of urban areas**
- Mechanization of agriculture
- High wages for factory workers
- Overpopulation of the South

GPS 12b

Identify the American Federation of Labor
and Samuel Gompers.

The Rise of Labor Unions

GPS12b

Early Labor Unions

- Became strong after the Civil War
- Provided assistance to members in bad times
- Later expressed workers' demands to employers

The Knights of Labor

- A national union
- Recruited skilled and unskilled workers, women, and African Americans
- Emphasized education and social reform

The American Federation of Labor (AFL)

- Led by Samuel Gompers
- Was a craft union of skilled workers
- A bread and butter union
- Used collective bargaining as a strategy

Industrial Workers of the World (IWW)

- Known as "The Wobblies"
- Organized unskilled workers
- Had radical socialist leaders
- Many violent strikes.

GPS12c

Describe the growth of western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

The Lure of the West

When geographers study reasons for major migrations, they look at what they call **push-pull factors**-events and conditions that either force (push) people to move elsewhere or strongly attract (pull) them to do so. Here are some push-pull factors for moving west.

“Push” Factors

- The Civil War had displaced thousands of farmers, former slaves, and other workers.
- Eastern farmland was too costly.
- Failed entrepreneurs sought a second chance in a new locations.
- Ethnic and religious repression caused people to seek the freedom of the west.
- Outlaws sought refuge.

“Pull” Factors

- The Pacific Railway Acts of 1862 and 1864
- Morrill Land-Grant Act of 1862
- Land speculators
- Homestead Act, 1862
- Legally enforceable property rights

Key Events in the Indian Wars, 1861-1890

Native American

Wars / Battles

Nations / Homelands

Key Players

Description / Outcome

Apache and Navajo Wars
1861–1886

Apache in Arizona, New Mexico, and Colorado territories; Navajo in New Mexico, Colorado territories

- Geronimo
- Col. Christopher “Kit” Carson

Carson kills or relocates many Apache to reservations in 1862. Clashes drag on until Geronimo’s surrender in 1886. Navajo told to surrender in 1863, but before they can, Carson attacks, killing hundreds, destroying homelands. Navajos moved to New Mexico reservation in 1865.

Sand Creek Massacre
1864

Southern Cheyenne, Arapaho, in central plains

- Black Kettle
- Col. John Chivington

Cheyenne massacres prompt Chivington to kill up to 500 surrendered Cheyenne and Arapaho led by Black Kettle.

Red River War
1874–1875

Comanche and southern branches of Cheyenne, Kiowa, and Arapaho, in southern plains

- Comanche war parties
- Gen. William T. Sherman
- Lt. Gen. Philip H. Sheridan

Southern plains Indians relocated to Oklahoma Indian Territory under 1867 Treaty of Medicine Lodge. After buffalo hunters destroy the Indians’ food supply, Comanche warriors race to buffalo grazing areas in Texas panhandle to kill hunters. Sherman and Sheridan defeat warriors and open panhandle to cattle ranching.

Battle of Little Bighorn
1876

Northern plains Sioux in Dakota, Wyoming, and Montana territories

- Sitting Bull
- Crazy Horse
- Red Cloud
- Lt. Col. George A. Custer

U.S. tries to buy gold-rich Black Hills from Sioux. Talks fail. Custer’s 7th Cavalry is sent to round up Sioux, but meets huge enemy force. Custer and some 200 men perish in “Custer’s Last Stand.”

Nez Percé War
1877

Largest branch of Nez Percé, in Wallowa Valley of Idaho and Washington territories and Oregon

- Chief Joseph
- Gen. Oliver O. Howard
- Col. Nelson Miles

Howard orders Nez Percé to Idaho reservation; violence erupts. Joseph leads some 700 men, women, and children on 1,400-mile flight. His 200 warriors hold off Miles’s 2,000 soldiers until halted 40 miles short of Canada. Sent to Indian Territory, many die of disease. In 1885, survivors moved to reservation in Washington Territory.

Battle of Wounded Knee
1890

Sioux at Pine Ridge Reservation, South Dakota

- Sitting Bull
- U.S. 7th Cavalry

Ghost Dance raises fears of Sioux uprising; Sitting Bull killed in attempted arrest. His followers surrender and camp at Wounded Knee. Shots are fired; some 200 Sioux die.

Assessment

What drew many new immigrant to the West?

- The opportunity to learn new languages
- The climate on the plains
- “Land-grant” colleges
- Cheap land and new jobs

GPS12d

Describe the 1894 Pullman Strike as an example of industrial unrest.

Railroad Workers Organize

- Debs and the American Railway Union
 - At the time of the 1877 strike, railroad workers mainly organized into various “brotherhoods,” which were basically craft unions.
 - Eugene V. Debs proposed a new industrial union for all railway workers called the American Railway Union (A.R.U.).
 - The A.R.U. would replace all of the brotherhoods and unite all railroad workers, skilled and unskilled.

Strikes Rock the Nation

Pullman, 1894

- Eugene Debs instructed strikers not to interfere with the nation's mail.
- Railway owners turned to the government for help. The judge cited the Sherman Antitrust Act and won a court order forbidding all union activity that halted railroad traffic.
- Court orders against unions continued, limiting union gains for the next 30 years.

Assessment

The government responded to the Pullman Strike by

- Taking Pullman officials to court
- Shutting down all railway operations
- Using federal troops to control the workers
- Forcing unions and workers to negotiate

SSUSH13

The student will identify major efforts to reform American society and politics in the Progressive Era.

GPS 13a

Explain Upton Sinclair's *The Jungle* and federal oversight of the meatpacking industry.

Upton Sinclair- Muckraker-wrote book "*The Jungle*" which described the atrocities of meat packing Industry (exposed use of child labor and poor working conditions) and this led to Meat Inspection Law .

Igniting Reform: Writers and Their New Ideas

- The ideas of many writers and journalists influenced public opinion about how to reform society.
- Journalists investigated and publicized conditions in certain industries, slums, tenement houses, and sweat shops.
- Theodore Roosevelt called the journalists “muckrakers.”
- Upton Sinclair (*The Jungle*), Lincoln Steffens (*The Shame of Cities*), and Ida Tarbell (*History of Standard Oil*) were respected writers and muckrakers.

Assessment

Upton Sinclair is most well known for his book entitled "*The Jungle*" that resulted in----

- The elimination of immigration quotas on Latin American emigres.
- Increased funding for naval ship-building and armament.
- Legislation intended to improve the purity of meat products in the US.
- Legislation making it easier to arrest and deport foreigners on mere suspicions.

GPS 13 B

Social Reforms

The Charity Organization Movement

- Kept detailed files on people who received their help
- Decided who was worthy of help
- Wanted immigrants to adopt American, middle-class standards.

The Social Gospel Movement

- Sought to apply the gospel teachings of charity and justice to society's problems.

The Settlement Movement

- Moved into poor communities
- Their **settlement houses** served as community centers and social service agencies.
- Hull House, a model settlement house in Chicago, offered cultural events, classes, childcare, employment assistance, and health-care clinics.

Ideas for Reform—Assessment

Hull House grew out of which movement?

- A) The settlement movement
- B) The purity crusader movement
- C) The social gospel movement
- D) The charity organization movement

Assessment

Participation in volunteer organization helped many women

- Take their first steps toward public life
- Get higher-paying jobs.
- Gain financial independence.
- Get elected to state governments.

GPS 13c

Describe the rise of Jim Crow, Plessy v Ferguson, and the emergence of the NAACP.

The World of Jim Crow

- How were African Americans discriminated against after Reconstruction?
- How did African Americans resist this discrimination?

Voting Restrictions for African Americans in the South 1889-1908

GPS 10d(racial inequality during Reconstruction-1908) and 12c

Voting Restrictions	States										
	AL	AR	FL	GA	LA	MS	NC	SC	TN	TX	VA
Grandfather Clause											
Property Test											
Literacy Test											
Poll Tax											

SOURCE: *The American Record: Images of the Nation's Past*

Post-Reconstruction Discrimination

- During this period, many states also instituted a system of legal segregation. **Segregation** means separation of people by race. When this separation is a result of custom it is called *de facto* segregation.
- In the South, segregation was required by statutes called **Jim Crow** laws.
- One of the greatest setbacks to African American equality was the Supreme Court's establishment of the "separate-but-equal" doctrine in the case of *Plessy v. Ferguson*.

Resisting Discrimination

- As conditions deteriorated for African Americans, black leaders began to seek new solutions.
 - Booker T. Washington supported legal cases against segregation and gave financial support to civil rights and black businesses.
 - W.E.B. Du Bois founded the Niagara Movement. Participants in this movement insisted on equality and vowed never to accept inferiority nor bow to oppression.
 - The NAACP ([National Association for the Advancement of Colored People](#)) formed in 1909 and works to abolish segregation and discrimination, to oppose racism, and to gain civil rights for African Americans.

The World of Jim Crow— Assessment

Radical Segregation as a result of custom is called

_____.

(A) *de jure*

(B) *de facto*

(C) apartheid

(D) Jim Crow Laws

Plessy v. Ferguson was a Supreme Court decision that established the doctrine of _____.

(A) universal integration

(B) *separate but equal*

(C) separate but unequal

(D) universal suffrage

GPS 13e

Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.

Progressive Political Reforms

Before



Party leaders choose candidates for state and local offices.



State legislatures choose U.S. senators.



Only members of the state legislature can introduce bills.



Only legislators pass laws.



Only courts or the legislature can remove corrupt officials.

Reforms

Direct Primaries
Voters select their party's candidates.

17th Amendment
U.S. senators are elected by popular vote.

Initiative
Voters can put bills before the legislature.

Referendum
Voters can vote on bills directly.

Recall
Voters can remove elected officials from office.

After

Power moves to voters.



An Expanded Role for Government

- Progressives sought more **social welfare programs** to help ensure a minimum standard of living.
- Many of the earliest Progressive reforms were made at the **municipal**, or city, level.
- Some municipal reformers worked for **home rule**, a system that gives cities a limited degree of self-rule.
- Municipal reformers opposed the influence of political bosses.
- Reformers made efforts to take over city utilities such as water, gas, and electricity.
- Some reform mayors led movements for city-supported welfare services such as public baths, parks, work-relief programs, playgrounds, kindergartens, and lodging houses for the homeless.

Progressive Era Legislation

Sherman Antitrust Act, 1890	Outlawed monopolies and practices that restrained trade, such as price fixing.
National Reclamation Act, 1902	Created to plan and develop irrigation projects.
United States Forest Service, 1905	Created to manage the nation's water and timber resources.
Hepburn Act, 1906	Authorized the Interstate Commerce Commission to regulate railroad rates.
Pure Food and Drug Act, 1906	Banned interstate shipping of impure food and deliberate mislabeling of food and drugs.
Meat Inspection Act, 1906	Required federal inspection of meat processing to ensure sanitary conditions.
Department of Labor, 1913	Cabinet department created to promote the welfare and employment of working people.
16th Amendment, 1913	Gave Congress the power to levy an income tax.
17th Amendment, 1913	Provided for the direct election of senators.
Federal Reserve Act, 1913	Created Federal Reserve System of government banks to supervise private banks and provide a flexible money supply.
National Park Service, 1916	Created to administer the nation's parks.
18th Amendment, 1919	Prohibited the manufacture and sale of liquor. (Repealed in 1933)
19th Amendment, 1920	Granted women full suffrage.
Women's Bureau, 1920	Created within the Department of Labor to improve the status of working women.

Progressive Reform Organizations

The Labor Movement

Employers discouraged union membership. Courts often issued **injunctions**, court orders prohibiting a certain activity, preventing workers from going on strike. Unions continued to fight for better working conditions.

Socialists

The Progressive Era saw a rise in socialism. American socialists hoped to use the ballot box, not revolution, to end the capitalist system and distribute wealth more equally.

Women's Groups

The National Consumers' League (NCL) investigated how goods were made and sold. They discouraged people from buying from shops that employed child labor. All women's groups agreed that women's suffrage was an important cause.

Wilson's Policies as President

- Wilson's first major victory was tariff reduction.
- He attacked the trusts by helping Congress pass the [Clayton Antitrust Act](#) in 1914. This act strengthened the Sherman Antitrust Act of 1890.
- Wilson and Congress created the [Federal Trade Commission](#) to enforce the Clayton Antitrust Act.

Progressive Legislation—Assessment

Which of the following was a city-supported welfare service?

- (A) Playgrounds
- (B) Kindergartens
- (C) Homeless shelters
- (D) All of the above

What was the purpose of the Sherman Antitrust Act?

- (A) To require federal inspection of meat processing
- (B) To outlaw monopolies and practices that restrained trade, such as price fixing
- (C) To authorize the Interstate Commerce Commission to regulate railroad rates
- (D) To plan and develop irrigation projects

SSUSH14

The student will explain America's evolving relationship with the world at the turn of the twentieth century.

GPS 14a

Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.

Controlling Immigration and Behavior

- Many Americans linked the problems of the cities to the new immigrants. By controlling immigrants, they hoped to restore what they believed was a past of purity and virtue.
- Groups were formed to pursue this goal. Some sought to keep immigrants out of the United States. Others wanted to change their behavior.
- Many people were Nativists, who believed in **nativism**, or favoring native-born Americans over immigrants.
- In the 1850s, the Know-Nothing Party had gained many followers by vowing to restrict immigration. The rise of immigrants to positions of power in the cities during the late 1800s provoked a new wave of antiforeign bias.
- Several groups, such as the American Protective Association, tried to make it more difficult for immigrants to assimilate to American culture or to even come into this country at all.
- Chinese Exclusion Act 1882- Chinese were prohibited from legally immigrating to the U.S. limit number (quota) of Chinese to enter the US to build railroads (**example of nativism**)

Ideas for Reform—Assessment

What explains the revivals of nativism and the temperance movement in the late 1800s?

- A) A rise in the amount of people drinking alcoholic beverages
- B) Conclusions reached by sociologists
- C) The organization of Native American rights advocates
- D) The belief that the problems of the cities were linked to the new immigrants

GPS 14b

Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.

Setting the Stage for War

- By demanding that a dispute between Venezuela and Great Britain be sent to [arbitration](#), the United States defended the validity of the Monroe Doctrine. (Arbitration is the settlement of a dispute by a person or panel chosen to listen to both sides and come to a decision.) The British government backed down because it needed to stay on friendly terms with the United States.
- The United States became involved in the Cuban rebellion against Spain, to protect American business interests.
- In competition for readership, two New York newspapers wrote exaggerated stories about the Cuban rebellion. This yellow journalism sold a lot of papers but had other effects as well:
 - It whipped up American public opinion in favor of the Cuban rebels.
 - It led to a burst of national pride and the desire for an aggressive foreign policy, which became known as [jingoism](#).

The Spanish-American War

Steps to War

- The USS *Maine* was stationed in Havana harbor.
- Spanish Ambassador de Lôme insulted President McKinley.
- The USS *Maine* exploded, and the American public blamed Spain.
- Congress recognized Cuban independence and authorized force against Spain.

“A Splendid Little War”

- May 1, 1898: The United States launched a surprise attack in Manila Bay and destroyed Spain’s entire Pacific fleet in seven hours.
- July 1: Roosevelt led the Rough Riders up San Juan Hill.
- July 3: The United States Navy sank the remaining Spanish ships.

The Treaty of Paris

- The Spanish government recognized Cuba’s independence.
- Spain gave up the Philippines, Guam, and Puerto Rico in return for \$20 million. The island nations then became unincorporated territories of the United States.

The Spanish-American War

The Spanish-American War, 1898



New Challenges After the War

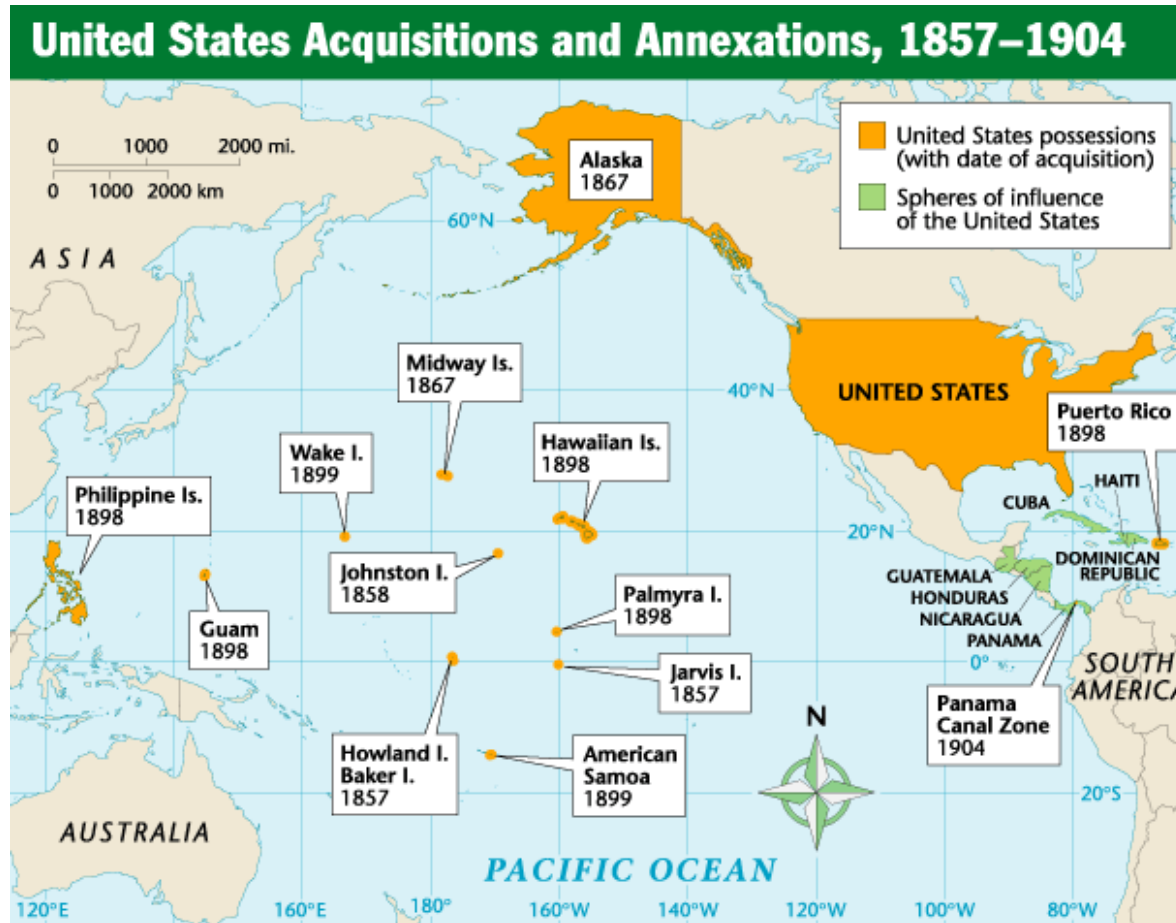
The Philippines

- President McKinley's arguments for annexation:
 - Filipinos were unfit for self-government.
 - Independence would bring anarchy.
 - European powers would try to seize the islands.
- The Filipinos fought a three-year war for independence.
- The Philippines did not gain complete independence until 1946.

Cuba

- President McKinley installed a military government to protect American business interests.
- Cuba drafted a constitution in 1900 that did not allow for U.S. involvement.
- The U.S. government only agreed to remove its troops if Cuba included the [Platt Amendment](#).
- The Platt Amendment remained in place until 1934. It allowed for U.S. naval bases on the island and intervention whenever necessary.

United States Acquisitions and Annexations 1857-1904



Debating Imperialism

Anti-Imperialists

- A moral and political argument: Expansionism was a rejection of our nation's founding principle of "liberty for all."
- A racial argument: Imperialism was just another form of **racism**.
- An economic argument: Expansion involved too many costs. Maintaining the armed forces required more taxation, debt, and possibly even **compulsory**, or required, military service. In addition, laborers from other countries would compete for jobs with U.S. workers.

Pro-Imperialists

- Imperialism offered a new kind of frontier for American expansion.
- A new international frontier would keep Americans from losing their competitive edge.
- Access to foreign markets made the economy stronger.
- In 1907, President Roosevelt sent the **Great White Fleet**, part of the United States Navy, on a cruise around the world to demonstrate U.S. naval power to other nations. American citizens clearly saw the advantages of having a powerful navy.

The Spanish-American War-Assessment

Which of the following was a reason President McKinley stated for the annexation of the Philippines?

- (A)The United States needed raw materials from the Philippines.
- (B)McKinley believed that the Filipinos could not govern themselves.**
- (C)McKinley believed that if the United States fought for it, they should own it.
- (D)McKinley was concerned that granting independence would damage his public image.

How did the United States defend the Monroe Doctrine?

- (A)By forcing the British to go to arbitration over their dispute with Venezuela**
- (B)By demolishing Spain's navy
- (C)By annexing the Philippines
- (D)By winning the Spanish-American War

Debating America's New Role-Assessment

Which of the following was not an argument against imperialism?

- (A) Foreign workers would compete for jobs against U.S. laborers.
- (B) Other nations might boycott U.S. goods.
- (C) Imperialism is another form of racism.
- (D) Imperialism goes against the founding principles of our nation.

Which of the following was not an argument for imperialism?

- (A) People with non-Western cultures would enrich and strengthen the United States.
- (B) Access to foreign markets would make a stronger U.S. economy.
- (C) Imperialism offered a new frontier.
- (D) Expansion helped to make the United States Navy stronger.

GPS 14 c

Explain the involvement in Latin American, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

The Panama Canal

Americans needed a shorter route between the Atlantic and Pacific oceans. A French company had bought a 25-year concession from Colombia to build a canal across Panama. (A concession is a grant for a piece of land in exchange for a promise to use the land for a specific purpose.) Defeated by yellow fever and mismanagement, the company abandoned the project and offered its remaining rights to the United States for \$100 million.



Expanding U.S. Interests

The Monroe Doctrine

- Originally meant that the United States declared itself neutral in European wars and warned other nations to stay out of the Western Hemisphere.
- Later, the doctrine was interpreted to mean a more active role to protect the interests of the United States.

Imperialism Viewed From Abroad

- In the Caribbean and Central America, the United States often had to defend governments that were unpopular with local inhabitants.
- Many U.S. citizens in Latin America heard the cry “Yankee, Go Home!”
- Even before the completion of the Panama Canal, the Panamanians began to complain that they suffered from discrimination.
- However, many countries also began to turn to the United States for help.
- The United States was both welcomed and rejected in other countries.
- The American government still struggles to reconcile its great power and national interests with its relationships with other nations.

Roosevelt's Big Stick Diplomacy

“Speak softly and carry a big stick and you will go far.”
Roosevelt used this old African proverb to guide his foreign policy.

The Roosevelt Corollary to the Monroe Doctrine — The United States will act as “an international police power” in the Western Hemisphere and intervene to prevent intervention by other powers.

- Roosevelt in Latin America — Under Roosevelt, the United States often intervened in Latin America.
- Roosevelt in Asia — Roosevelt wanted to preserve an open door to trade with China. He won a Nobel peace prize for negotiating a peace settlement between Russia and Japan.

Assessment

Which of the following demonstrated enforcement of the Monroe Doctrine?

- The United States convinced Japan to open trade relations.
- The United States allowed Hawaiians to import sugar duty free.
- **The United States insisted that Great Britain submit a boundary dispute with Venezuela to arbitration.**
- The United States insisted that Great Britain submit a boundary dispute with Venezuela.

SSUSH 15

The student will analyze the origins and impact of U.S. involvement in World War I.

GPS 15a

Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.

The American Response

- Because many Americans were European immigrants or the children of European immigrants, many felt personally involved in the escalating war. Although some had sympathies for the Central Powers, most Americans supported the Allies.
- To protect American investments overseas , President Wilson officially proclaimed the United States a neutral country on August 4, 1914.

Moving Toward War

Unrestricted Submarine Warfare

- On January 31, 1917, Germany announced its intent to end the Sussex pledge and return to unrestricted submarine warfare.
- This action caused the United States to break off diplomatic relations with Germany.
- Despite this announcement, the German navy did not attack any American ships in February, causing the United States to continue to hope for peace.

German Submarine Warfare

- To break a stalemate at sea, Germany began to employ **U-boats**, short for Unterseeboot, the German word for submarine. U-boats, traveling under water, could sink British supply ships with no warning.
- When the British cut the transatlantic cable, which connected Germany and the United States, only news with a pro-Allied bias was able to reach America. American public opinion was therefore swayed against Germany's U-boat tactics.

The *Lusitania* and the Sussex Pledge

The Sinking of the *Lusitania*

- On May 7, 1915, a German U-boat sank the British passenger liner *Lusitania*, which had been carrying both passengers and weapons for the Allies.
- Since 128 American passengers had been on board, the sinking of the *Lusitania* brought the United States closer to involvement in the war.

The Sussex Pledge

- More Americans were killed when Germany sank the *Sussex*, a French passenger steamship, on March 24, 1916.
- In what came to be known as the [Sussex pledge](#), the German government promised that U-boats would warn ships before attacking, a promise it had made and broken before.

The United States Declares War—Assessment

What was the significance of the *Lusitania*?

- (A) Its sinking brought America closer to entering the war.
- (B) The weapons it carried helped Britain gain an advantage.
- (C) Its crew delivered the Zimmermann note.
- (D) It inspired the Sussex pledge.

GPS 15b

Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.

Changing People's Lives

African Americans and Other Minorities

- With much of the work force in the military, factory owners and managers who had once discriminated against minorities began actively recruiting them.
- The flood of African Americans leaving the South to work in northern factories became known as the **Great Migration**.

New Roles for Women

- The diminished male work force also created new opportunities for women.
- Many women joined the work force for the first time during the war. Some found work on farms with the Woman's Land Army; others took jobs traditionally reserved for men.

Waves of Migration

- During the Great Migration, which lasted through World War I, many African Americans had moved from the rural South to take jobs in northern cities. Industrial expansion during the 1920s also encouraged African American migration to the North. However, they often faced discrimination in both the North and the South.
- After World War I, masses of refugees applied for entry into the United States. Immigration from China, Japan, and southern and eastern Europe was limited; however, many immigrants from Mexico and Canada filled low-paying jobs in the United States.
- Certain areas became magnets for immigrants. A barrio, or Spanish-speaking neighborhood, developed in Los Angeles, California; New York also attracted numerous Spanish-speaking immigrants.

Espionage Act

June Act of 1917- This act was used to imprison any citizen of the US who made false statement or reports designed to interfere with the war effort. Determined lat to be unconstitutional by the Supreme Court.

Eugene Victor Debs-Union leader and a political activist. Ran for Pres. In 1918 as a Socialist Party candidate. Her was arrested and jailed in the Atlanta Federal Penitentiary in 198 after being convicted under the Espionage Act for speaking against and protesting WW I.

Enforcing Loyalty

Enforcing American Loyalty During World War I

Fear of Foreigners

Fear of espionage, or spying, was widespread; restrictions on immigration were called for and achieved. (Espionage Act)

“Hate the Hun”

The war spurred a general hostility toward Germans, often referred to as Huns in reference to European invaders of the fourth and fifth centuries. German music, literature, language, and cuisine became banned or unpopular.

Repression of Civil Liberties

Despite Wilson’s claim that the United States fought for liberty and democracy, freedom of speech was reduced during the war. **Sedition**, or any speech or action that encourages rebellion, became a crime.

Political Radicals

Socialists, who argued that workers had no stake in the war, won popular support in some states. (Eugene Debs)
The radical labor organization Industrial Workers of the World (IWW) tried to interfere with war production; **vigilantes** took the law into their own hands.

Eugene Victor Debs

Union leader and a political activist in the late 1800s. He worked as a firemen on a railroad and eventually became charter member of the Brotherhood of Locomotive Firemen. In 1893, he organized an industrial union called the American Railway Union. In the early 1900's Debs ran for the office of President of the US on multiple occasions. He campaigned for and represented the **Socialist Party**. He was arrested and jailed in the Atlanta Federal Penitentiary in 1918 after being convicted under the Espionage Act for speaking against and protesting World War I.

Assessment

Which best describe the Great Migration?

- The increase in European immigration during WWI
- **The movement of African Americans to northern cities**
- The movement of women into jobs formerly held by men
- The Progress of Allied troops across France.

GPS15d

Explain Wilson's Fourteen Points and the proposed League of Nations.

President Wilson's Proposals

- As the war neared an end, President Wilson developed a program for peace around the world known as the **Fourteen Points**, named for the number of provisions it contained.
- One of Wilson's Fourteen Points called for an end to entangling alliances; another involved a reduction of military forces. Another dealt with the right of Austria-Hungary's ethnic groups to **self-determination**, or the power to make decisions about their own future.
- Although both Wilson and the German government assumed that the Fourteen Points would form the basis of peace negotiations, the Allies disagreed. During peace negotiations, Wilson's Fourteen Points were discarded one by one.

The Paris Peace Conference

The League of Nations

- One of Wilson's ideas, the formation of a **League of Nations**, was agreed upon at the Paris Peace Conference. The League of Nations was designed to bring the nations of the world together to ensure peace and security.
- Republicans in Congress, however, were concerned about Article 10 of the League's charter, which contained a provision that they claimed might draw the United States into unpopular foreign wars.

The Peace Treaty

- The treaty which was negotiated at the Paris Peace Conference redrew the map of Europe to the Allies' advantage.
- Nine new nations were created from territory taken from Austria-Hungary, Russia, and Germany. Although most borders were drawn with the division of ethnic minorities in mind, the redivisions created new ethnic minorities in several countries.
- France insisted that Germany be humiliated and financially crippled. The peace treaty required Germany to pay billions of dollars in [reparations](#), or payment for economic injury suffered during the war. Wilson, however, opposed this plan, claiming that these demands would lead to future wars.
- On June 28, 1919, the peace treaty, which came to be known as the [Versailles Treaty](#), was signed at Versailles, outside of Paris.

Global Peacemaker—Assessment

What was the League of Nations?

- (A) The reassignment of lands in Europe
- (B) A demand to Germany to pay war reparations
- (C) A global organization to maintain peace and security
- (D) A new secret alliance system

GPS 15d

Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

Progressive Era Legislation

18th Amendment, 1919	Prohibited the manufacture and sale of liquor. (Repealed in 1933)
19th Amendment, 1920	Granted women full suffrage.
Women's Bureau, 1920	Created within the Department of Labor to improve the status of working women.

Victory for Suffrage

- In 1918, Congress formally proposed the suffrage amendment.
- After the amendment was proposed the ratification battle began.
- In August 1920, Tennessee became the 36th state necessary to ratify the suffrage amendment.
- The Nineteenth Amendment, granting women the right to vote, was the last major reform of the Progressive Era.

Assessment

One result of Prohibition during the 1920s was

- An increase in alcoholism
- A decline in dancing and socializing
- **The rise of organized crime**
- The reaction of urban artistic colonies

GPS 16

The student will identify key developments in the aftermath of WWI.

GPS 16a

Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

The Red Scare

- Issues of concern in the presidential election of 1920:
 - Emerging from the shadow of World War I
 - Putting the economy back on track
- Republican Warren G. Harding called for a return to “normalcy.”
- Many Americans hoped that Harding’s “normalcy” would protect them from the spread of Russia’s **communism**, an ideology openly hostile to capitalism and First Amendment freedoms.
- Some Americans were concerned that the European immigrants entering the United States were Communists or other radicals.
- Events at home and abroad brought about a **Red Scare**, an intense fear of communism and other radical ideas.

Immigration Restriction

Domestic Issues

As Americans became more isolationist during the Red Scare, they also became more nativist. Nativism is a movement favoring native-born Americans over immigrants.

In 1921, Congress passed a law restricting immigration. The law included a **quota**, or a numerical limit imposed on immigrants.

Assessment

The Red Scarce was a response to

- Prohibition
- The Teapot Dome scandal
- **The Russian Revolution**
- The Kellogg-Brian Pact

GPS 16b

Identify Henry Ford, mass production , and the automobile.

Ford and the Automobile

- In 1896, Henry Ford perfected his first version of a lightweight gas-powered car. He called it the “quadricycle.” The improved version was the Model T.
- Ford wanted to produce a large number of cars and sell them at prices ordinary people could afford.
- To sell less expensive cars, he adapted the **assembly line** for his factories. An assembly line is a process in which each worker does one specialized task in the construction of a final product.
- Ford’s success came partly from vertical consolidation—controlling the businesses that make up the phases of production.
- Ford was a complex businessman. His pay rate was very generous, but he used violence to fight unions.

Assessment

Henry Ford's invention of the assembly line was important because all of the following **except** which one:

- Created an affordable automobile allowing people to buy cars
- Allowed people to travel long distances for work and pleasure
- Created the emergence of mass production
- **Allowed more economic division between rich and poor.**

GPS 16 c

Describe the modern forms of cultural expression; include Louis Armstrong and the origins

The Jazz Age

- Jazz, a style of music that grew out of the African American music of the South, became highly popular during the 1920s. Characterized by improvisation and syncopation, jazz became so strongly linked to the culture of the 1920s that the decade came to be known as the [Jazz Age](#).
- Harlem, a district in Manhattan, New York, became a center of jazz music. Flappers and others heard jazz in clubs and dance halls; the Charleston, considered by some to be a wild and reckless dance, embodied the Jazz Age.
- Jazz pioneers Duke Ellington and [Louis Armstrong](#) made important contributions to jazz music.

The Harlem Renaissance

- In addition to being a center of jazz, Harlem emerged as an overall cultural center for African Americans. A literary awakening took place in Harlem in the 1920s that was known as the **Harlem Renaissance**.
- Expressing the joys and challenges of being African American, writers such as James Weldon Johnson, Zora Neale Hurston, and **Langston Hughes** enriched African American culture as well as American culture as a whole.

Irvin Berlin

was an American composer and lyricist, and one of the most prolific American songwriters in history. Berlin was one of the few Tin Pan Alley/Broadway songwriters who wrote both lyrics and music for his songs. Although he never learned to read music beyond a rudimentary level, with the help of various uncredited musical assistants or

Mass Media and the Jazz Age— Assessment

Which of these best describes how the growth of mass media affected American culture?

- (A) It allowed local cultural traditions to flourish.
- (B) It made learning the Charleston easier.
- (C) It spread the work of Lost Generation writers.
- (D) It helped create a common American popular culture.

What was the Harlem Renaissance?

- (A) A style of jazz music
- (B) An African American literary awakening
- (C) An increase in the popularity of newspapers and magazines
- (D) A type of jazz club found in Harlem