

VA/US HISTORY

EOC TEST

CONTENT REVIEW

NOTES FOR PARENTS

AND STUDENTS

2010-2011



SUFFOLK
PUBLIC SCHOOLS

OVERVIEW

VA/US History Content Review Notes are designed by the High School VA/US History Steering Committee as a resource for students and parents. Each nine weeks' Standards of Learning (SOLs) has been identified and a detailed explanation of the specific SOL is provided. Specific notes have also been included in this document to assist students in understanding the concepts. A "**TRY IT**" section has also been developed to provide students with the opportunity to check their understanding of the content.

The document is a compilation of information found in the Virginia Department of Education (VDOE) Curriculum Framework, Enhanced Scope and Sequence, and Released Test items. In addition to VDOE information, McDougal Littell Textbook Series and resources have been used. Finally, information from various websites is included: the VA/US History End of Course Blueprint and Curriculum Framework can be found on the VDOE website: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

The VA/US History End of Course Blueprint Summary Table is listed below as a snapshot of the reporting categories, the number of questions per reporting category, and the corresponding SOLs. It is the VA/US History's Instructors' desire that students and parents will use this document as a tool toward the students' success on the end-of-year assessment.

**Virginia and United States History
Test Blueprint Summary Table**

Test Blueprint Summary Table Reporting Category	Virginia and United States History Standards of Learning	Number of Items
Assessed with Other SOL		VUS.1a-b, d, g-i
Early America Through the Founding of the New Nation	VUS.2 VUS.4c-d VUS.5b-c	7
Expansion, Reform, Civil War, and Reconstruction	VUS.6a, c-e VUS.7a-f	10
Emergence of Modern America and World Conflict	VUS.8b-d VUS.9b VUS.10a, c VUS.11a, c-e VUS.12a-d	13
The United States since World War II	VUS.13b-e VUS.14a-b VUS.15b-d, f	13
Geography	VUS.6b VUS.8a VUS.9a VUS.11b VUS.13a	7
Civics and Economics	VUS.3 VUS.4a-b VUS.5a, d-e VUS.10b, d VUS.15a, e	10
Excluded from Testing		VUS.1c, e-f
Number of Operational Items		60
Number of Field-Test Items*		10
Total Number of Items on Test		70

The information in this document provides detailed information about how the test is designed and the SOLs that will be tested in May 2011. Good Luck!

HOW IS THE TEST DESIGNED?

MULTIPLE CHOICE SECTION: (NOT TIMED)

- 70 MULTIPLE CHOICE QUESTIONS

WHAT DOES THE FINAL SCORE LOOK LIKE?

In order to pass the VA/US History EOC Test, a student needs to have a score of 400. If a student receives 500 or higher, he/she scored *pass advanced*. 600 is a perfect score!!!

WHAT SOLS ARE ON THE TEST?

STANDARD VUS.2: The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

EARLY AMERICA: EARLY CLAIMS, EARLY CONFLICTS

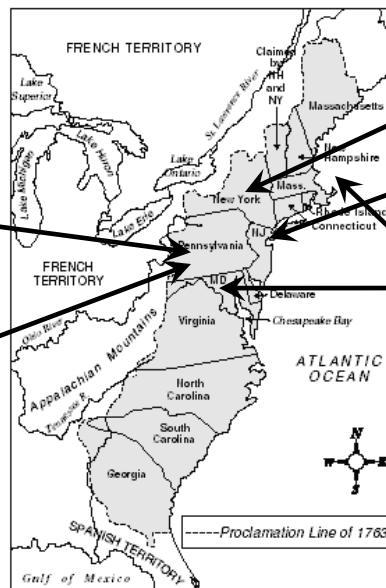
The outcomes of early European exploration and colonization:



- Redistributed the world's population as millions of people from **Europe and Africa** voluntarily and involuntarily moved to the New World.
- Initiated world-wide **commercial expansion**
 - agricultural products** were exchanged between the Americas and Europe
- **Representative** government
- Religious **toleration**

Settled by **English, Dutch, and German-speaking immigrants**

Quakers wanted religious freedom in Pennsylvania



Huguenots & Jews in New York

Presbyterians in New Jersey

Catholics in Maryland

Settled by **Puritans** for religious freedom

PURITANS

VA COMPANY

Religious freedom



Economic Opportunity



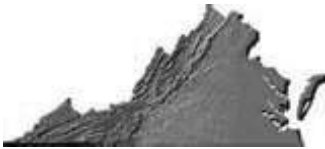
TRY IT



Formed a **covenant community** based on the **Mayflower Compact** and Puritan religious beliefs

Intolerant of those who didn't share their beliefs!

Practiced a form of a **democracy** through **town meetings** similar to Athenian direct democracy



Virginia was settled by _____ who were **English nobility** who received large land grants in eastern Virginia from the King of England. In addition, poor English immigrants or **artisans** came seeking better lives as _____ who agreed to work for a period of time.

HINT:



Did you know?

_____ was established in **1607** and was the **first permanent** English settlement in North America. Furthermore, the _____ was established in the 1640s and was the **first elected assembly** in the New World. Today, it is known as the _____.

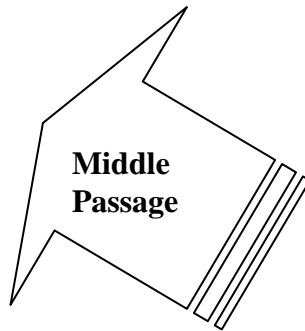
Interactions among Europeans, Africans, and American Indians

Explorations and settlements of the English in the American colonies and Spanish in the Caribbean, Central America, and South America led to:

- Violent conflicts with the American Indians
- American Indians lost their traditional territories and caught diseases from Europeans
- French exploration of Canada **DID NOT** lead to large immigration from France.
- French explorers' relationship with the native people was cooperative.



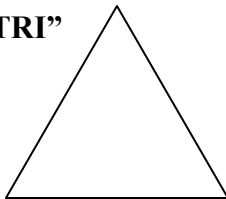
Growth of the **agricultural economy** based on large landholdings in the **Southern colonies** and in the Caribbean led to **slavery**. The first Africans arrived in **Jamestown in 1619** to work the **tobacco plantations**.



TRY IT

The large landholdings in the South were known as _____. The three cash crops of the Southern colonies were _____, _____, _____.

HINT: "TRI"

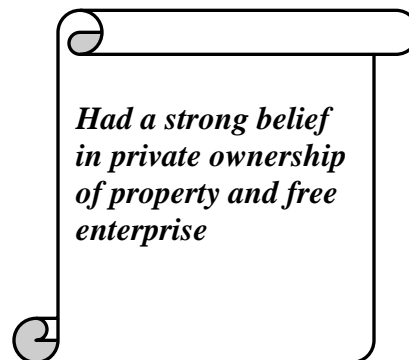


STANDARD VUS.3: The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.



NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES
Shipbuilding, fishing, lumbering, small-scale farming, eventually manufacturing.	Shipbuilding, small-scale farming, and trading, and eventually cities, such as Baltimore, NY, and Philadelphia grew as seaports and commercial centers.	“Cash crops” such as tobacco, rice, indigo, and in the Appalachian foothills, the economy was based on small-scale farming, hunting, and trading.

ALL COLONIES:



Social Characteristics

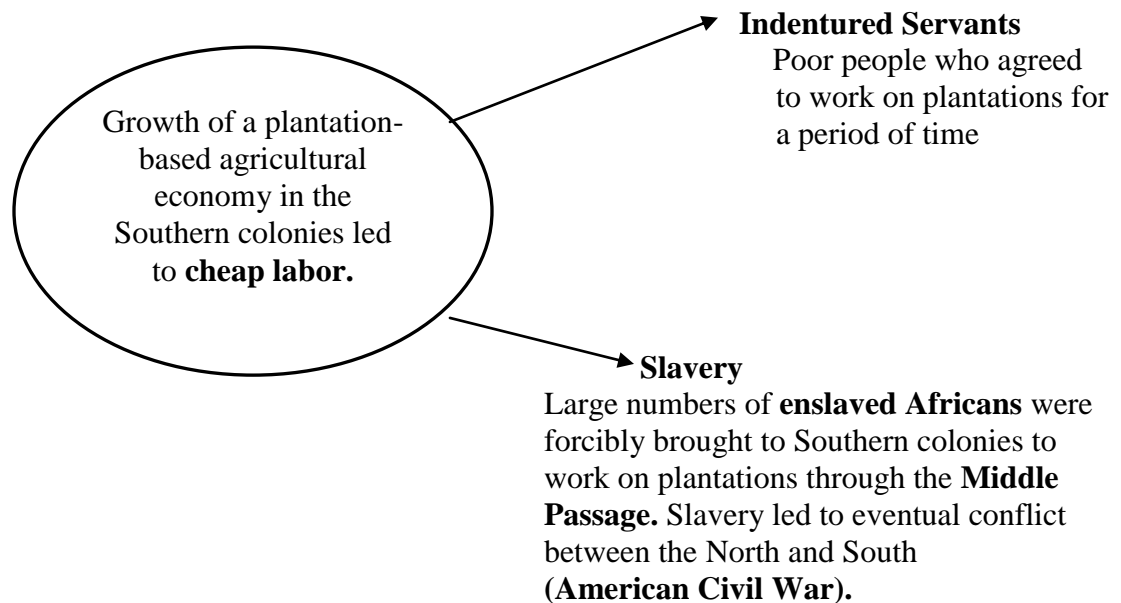
NEW ENGLAND	MIDDLE COLONIES	SOUTHERN COLONIES
-Based on religious standing	- Quakers (Pennsylvania) - Jews & Huguenots (New York) - Presbyterians (New Jersey)	-Social structure based on family status and land ownership -Large land ownership dominated the government and society
-Increasingly intolerant of dissenters who challenged the Puritans’ belief in the connection between government and religion	-Flexible social structures	-Maintained allegiance to the Church of England -Maryland-Catholics
-Rhode Island was founded by dissenters fleeing persecution from the Puritans in Massachusetts.	-Developed skilled artisans, business owners, and small farmers	-In the mountains and valleys: small farming, hunting, and trading of English and Scottish-Irish descent



THE GREAT AWAKENING: A Revival of Religions!

- **Religious movement** that swept both Europe and the colonies in the **mid-1700s**
- Led to rapid growth of Methodists and Baptists which **challenged the religious and governmental order**
- One cause of the **American Revolution**

Development of Indentured Servitude and Slavery



TRY IT

Although they came to the New World to escape religious persecution, these colonies were very INTOLERANT of other beliefs: _____.

The four (4) colonies founded for Freedom of Religion were _____, _____, _____, _____.

STANDARD VUS.4B: The student will demonstrate knowledge of events and issues of the Revolutionary Period by b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy.

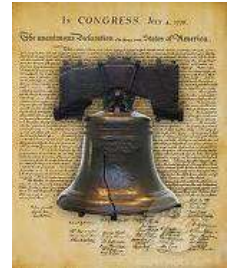
John Locke, an **Enlightenment philosopher**, influenced American belief in self government, and Thomas Jefferson in writing the Declaration of Independence.

Thomas Paine urged the Patriots to overthrow Britain's rule in his pamphlet, "**Common Sense**."

TRY IT

What was the reason the Declaration of Independence was written?

HINT: It was NOT to declare our independence!



Ideas of the Declaration caused:

1. Increased political participation
2. Free public education
3. Due process of law
4. Abolishment of Slavery
5. More rights for minorities
6. Protection of property rights

STANDARD VUS.4C: The student will demonstrate knowledge of events and issues of the Revolutionary Period by c) describing the political differences among the colonists concerning separation from Britain.

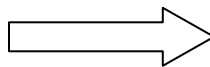
REVOLUTION AND THE NEW NATION

What led to the American Revolution?

1.



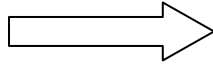
Ideas of **Enlightenment**



Colonists realized unfairness of British policies which led to **DEBATE AND RESISTANCE**

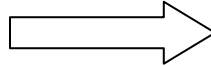
2.

**Anglo-French
Rivalry**

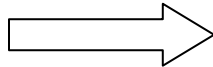


French and Indian War
(French lost Canada and
their territories west of the
Appalachian Mountains)

3.



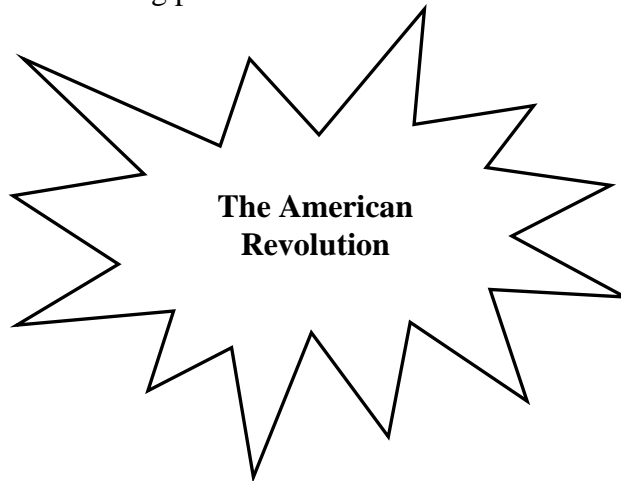
Proclamation of 1763
(**British** prohibited settlement **west of the**
Appalachian Mountains)



Stamp Act
(New taxes on **legal documents, tea, sugar**)

TRY IT

What was the main reason the King passed the **Proclamation of 1763** and many tax acts?



The first time **all thirteen colonies** came together as one was the_____.



: HINT

BOSTON TEA PARTY...

was staged



BOSTON MASSACRE

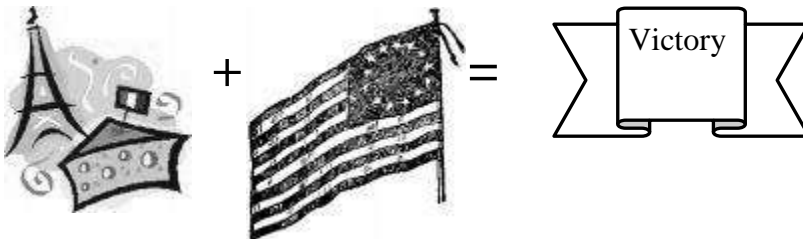
British troops fired on **anti-British demonstrators**.



Minute Men fought for _____, the first battle of the American Revolution.

PATRIOTS	LOYALISTS (TORIES)	NEUTRALS
-Complete independence from England	- Loyal to England w/ cultural and economic ties	- Not involved!!!
-Provided the troops for the American army led by George Washington	-Believed in taxation of the colonists	
-Inspired by Locke, Paine, and Patrick Henry		
-Opposed to taxation without representation		

STANDARD VUS.4D: The student will demonstrate knowledge of events and issues of the Revolutionary Period by d) analyzing reasons for colonial victory in the Revolutionary War.



FACTORS LEADING TO COLONIAL VICTORY

1. Diplomatic

Benjamin Franklin



+



= **TREATY ALLIANCE**

2. Military

- **General of the American Army, George Washington**, avoided any situation that threatened the destruction of his army, and his **leadership kept the army together**.
- **Americans** benefited from the presence of the **French army and navy at the Battle of Yorktown**, which ended the war with an **American victory**.

TRY IT

Who negotiated an alliance with the French?

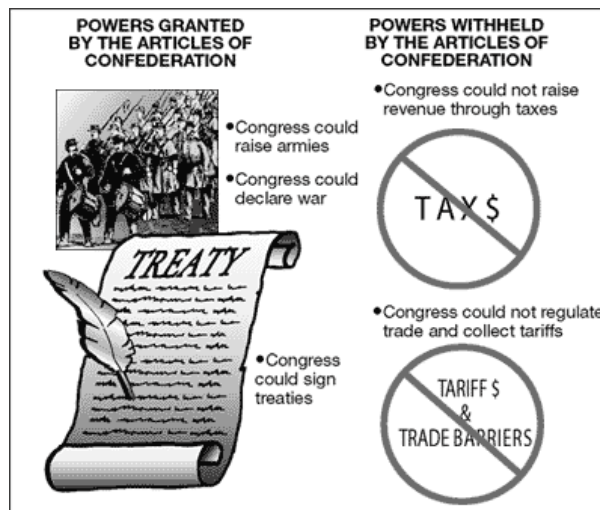
England surrendered at the last battle of the Revolution which was _____?



REVOLUTION AND THE NEW NATION

STANDARD VUS.5A: The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by a) explaining the origins of the Constitution, including the Articles of Confederation.

The Articles of Confederation were weak and failed.



STANDARD VUS.5B: The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington.

**** (NOTE – THESE ARE THE MOST MISSED QUESTIONS ON THE SOL) ****

TRY IT

The Constitution is known as the Great Compromise.

These were 3 of the Compromises:

_____ Plan

_____ Plan

_____ Compromise (Hint: Involves Math)



George Mason of Virginia wrote the Virginia Declaration of Rights, which became the Bill of Rights.

Thomas Jefferson wrote the Virginia Statute of Religious Freedom, which became part of the 1st Amendment.

TRY IT

_____ presided over the Constitutional Convention

_____ was the Father of the Constitution

_____ wrote the Virginia Declaration of Rights

_____ said **no** discrimination based on religious beliefs

STANDARD VUS.5 C: The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

The  +  Court Cases!

The John Marshall Cases:

Marbury v. Madison

McCulloch v. Maryland

Gibbons v. Ogden

TRY IT

Match each case with its phrase!

A Marbury v. Madison

B McCulloch v. Maryland

C Gibbons v. Ogden

___ Commerce Clause

___ Judicial Review

___ "The Power to Tax is the Power to Destroy"

STANDARD VUS.5D: The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today.

FEDERALIST	ANTI-FEDERALIST
Favored a STRONG national government that shared some power with the states.	AGAINST a strong national government. It would usurp the powers of the state governments.
Argued that the checks and balances in the Constitution prevented any one of the three branches of government from having preponderant power.	FAVORED a national Bill of Rights.
Argued that a republic could survive in a territory as large as the US	FORCED the Federalists to pledge that the Bill of Rights would be the FIRST order of business of the new government established by the Constitution.
Argued that a national Bill of Rights would be redundant . The Constitution itself protected basic rights and most states already had bills of rights.	

The **Constitution and the Bill of Rights** gave Americans a blueprint for successful self-government that has become a model for the rest of the world.



STANDARD VAUS. 6A: The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party.

TRY IT

What were the 1st two political parties? _____ and _____ -
_____.

Hint:



Match the Founding Father to their party!

<input type="checkbox"/> John Adams	A Democratic-Republican
<input type="checkbox"/> Thomas Jefferson	B Federalist
<input type="checkbox"/> James Madison	
<input type="checkbox"/> Alexander Hamilton	

STANDARD VUS.6B: The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians.

EXPANSION AND REFORM: 1788-1860



Andrew Jackson
Elected 1828 & 1832

Listen...
The common man
is important!
Aristocrats are
bad!!

This is what happened during my era:

- New democratic spirit
- Increased participation in elections
- Universal manhood suffrage
- Presidential nominating conventions
- Spoils system rewarded political supporters with government jobs
- Loved to use my veto power
- Ended the National Bank (the “monster”)

TRY IT

Match each term with its definition:

Aristocracy

Aristocrat

Spoils System

Panic of 1837

1. A practice of using public offices to benefit members of the victorious party is called_____.
2. A member of an aristocracy_____.
3. Presidential veto: Power granted to President to prevent passage of legislation is called_____.
4. The economic situation that resulted from reckless speculation that led to bank failures and dissatisfaction with the use of state banks as depositories for public funds is called_____.
5. A government in which power is given to those believed to be the best qualified is called_____.

Bank of the United States



I made the veto part of the legislative process.

- Viewed the bank as an undemocratic tool of the Eastern elite (Aristocrats)
- Vetoed the rechartering of the bank in 1832
- Won the election against John Quincy Adams
- Withdrew the government money and deposited it in state banks, my “pet banks”
- Resulted in an economic depression (Panic of 1837)

STANDARD VUS.6C: The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation.

War of 1812

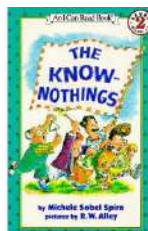
Cause: British blockades of U.S. shipping **Effect:** Federalist Party proposes secession

STANDARD VUS.6D: The student will demonstrate knowledge of the major events during the first half of the nineteenth century by d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics.

2 New Parties are formed: The WHIGS

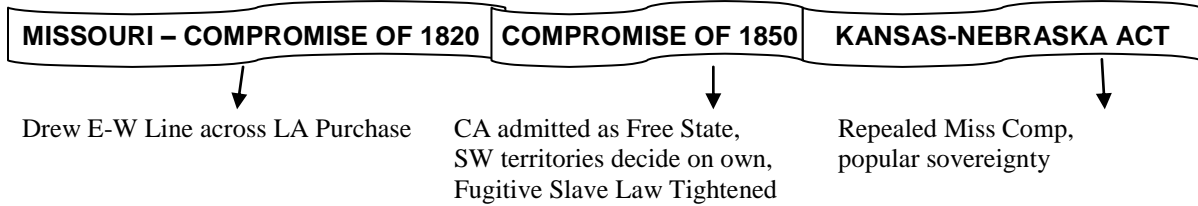


AND The KNOW-NOTHINGS



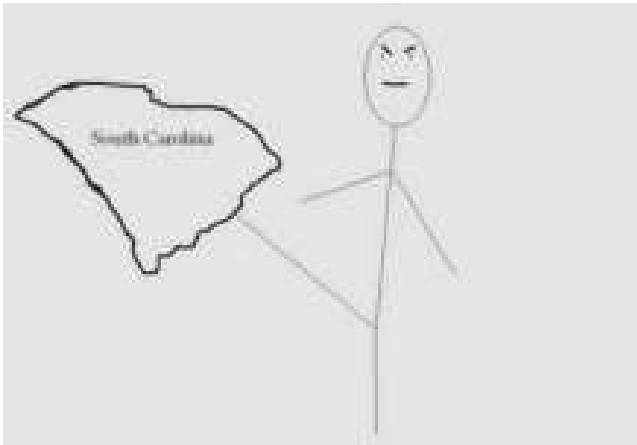
STANDARD VUS.6E: The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

COMPROMISES



Nullification Crisis

Because of the **Tariff of 1832**, South Carolina threatened to *nullify* the law by refusing to pay. To solve the crisis, Jackson threatened to send in federal troops.



STANDARD VUS.7A: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict.

TRY IT



Where did the event in the picture take place?

- A Vicksburg
- B Appomattox Court House
- C Manassas
- D Gettysburg

STANDARD VUS.7B: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

CIVIL WAR AND RECONSTRUCTION: 1860-1877



LEADERS OF THE CIVIL WAR

Abraham Lincoln: Elected in **1860** followed by the **secession of several Southern states** that feared that Lincoln would try to **abolish slavery**. He insisted that the **Union** be held together by **force** if necessary.

Frederick Douglass: Former slave who became a prominent **black abolitionist** and who **urged Lincoln to recruit former slaves to fight in the Union army**.

Ulysses S. Grant: **Union military commander**, who won victories over the South after several Union commanders had failed.

Robert E. Lee: **Confederate general of the Army of Northern Virginia**, who urged **Southerners to accept** defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox. Although Lee opposed secession, he did not believe the Union should be held together by force.



EVENTS OF THE CIVIL WAR:

- Election of Lincoln
- Ft. Sumter: Opening confrontation of the Civil War
- Emancipation Proclamation issued after Battle of Antietam
- Gettysburg: Turning point of the Civil War (Northern Victory)
- Appomattox: Site of Lee's surrender to Grant



The secession of southern states triggered a **long and costly war** that concluded with **Northern Victory**, a restoration of the Union, and emancipation of the slaves.

STANDARD VUS.7C: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address.



The **Civil War** was fought to fulfill the promise of the **Declaration of Independence** and was the second "American Revolution." My vision: So that the government of the people, by the people, and for the people shall not perish from this earth.

The United States is **ONE nation** not a federation of independent states.

The **Civil War** was a struggle to preserve a nation that was dedicated to the proposition that "**all men are created equal.**"



Freed the slaves located in rebelling states (seceded Southern states)

Made the destruction of slavery a Northern war aim

Discouraged any inference of foreign governments

Allowed for African-Americans to join the Union Army

TRY IT

This quote from the Gettysburg Address best defines which principle of American constitutional government?

- A Separation of powers
- B Limited government
- C Rule of law
- D Democratic government

... and that government of the people, by the people, for the people, shall not perish from the earth.

— Abraham Lincoln

STANDARD VUS.7D: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

CIVIL WAR AND RECONSTRUCTION LED TO:

- Southern resentment toward the North and Southern African Americans
- Political, economic, and social control of the South by whites

Political Effects

- Lincoln's view that the US was **ONE** nation indivisible had prevailed
- Lincoln believed that since secession was illegal, **Confederate governments** in the Southern states were **illegitimate** and the states had never really left the Union.
- Lincoln believed the **restoring** the Reconstruction was a matter of quickly **restoring legitimate state governments** that were loyal to the Union in the Southern states.
- Lincoln believed that to **reunite** the nation, the federal government should not punish the South, but act "with malice towards none, with charity for all... to bind up the nation's wounds..."

Economic and Social Impact

- Southern states were left devastated by the war: farms, railroads, and factories had been destroyed. **Richmond and Atlanta** were in ruins. For many decades, the South remained a backward, agriculture economy; the poorest section of the nation.
- The **North and Midwest** emerged with strong industrial economies making the US, in the next half century, a global economic power.
- The completion of the **Transcontinental Railroad** after the war, intensified the westward movement of settlers into the states between Mississippi and the Pacific Ocean.
- Built by Chinese and Irish immigrants



The **assassination of Lincoln** led to **Radical Republicans** to:

- **not allow** states that seceded back into the Union immediately
- **believed** in guaranteeing **voting and other civil rights to African Americans**
- **Impeached** President Andrew Johnson

CIVIL WAR AMENDMENTS

FREED SLAVES

**13th
Amendment:
Abolished
slavery**

EQUAL RIGHTS

14th Amendment:
States were
prohibited from
denying **equal rights**
under the law to any
American

VOTING-BLACK MALES

15th Amendment:
Voting rights were
guaranteed regardless
of “race, color, or
previous condition of
servitude.”

COMPROMISE OF 1877

- **Ended** Reconstruction
- **Enabled former Confederates** who controlled the Democratic Party to regain power
- Opened the door to the “**Jim Crow**” Era

STANDARD VUS.7E: The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history e) by examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia.

During the Civil War, women assumed new roles in **agriculture, nursing, and war industries.**



The **Emancipation Proclamation** allowed for the enlistment of African American soldiers.



STANDARD VUS.7F: The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history f) explaining postwar contributions of key leaders of the Civil War.

After the War

U.S. Grant
Reconstruction President
urged Good Relations with
the South

Robert E. Lee
President - Washington College
emphasized education
Urged South to rejoin US

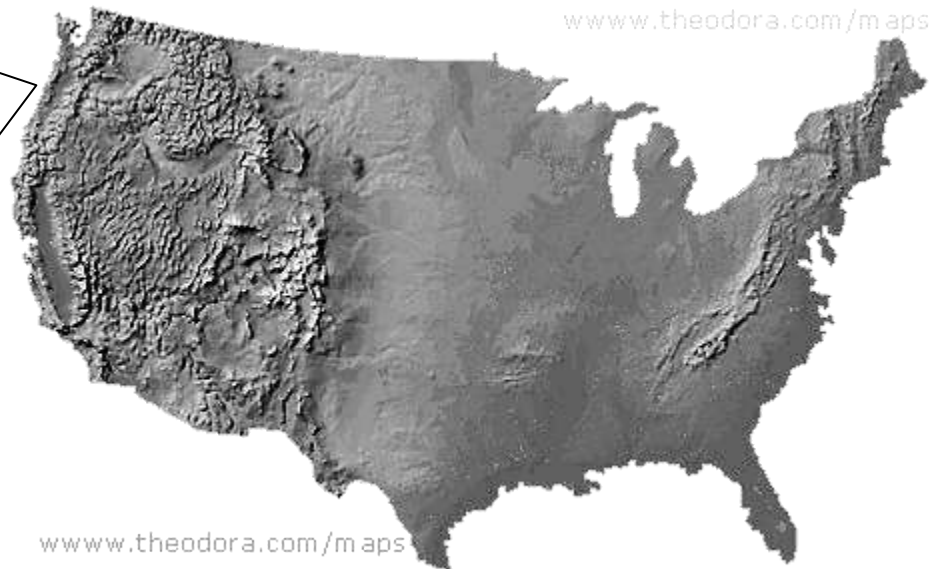
Frederick Douglass
worked for 14 & 15 Amendments
worked for Freedman's rights
Ambassador to Haiti

STANDARD VUS.8A: The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States.

RESHAPING THE NATION AND THE EMERGENCE OF MODERN AMERICA: 1877-1930s

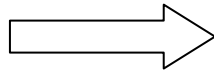
In the late 19th and early 20th centuries, economic and opportunity, industrialization, technological change, and immigration fueled American growth and expansion.

Westward movement intensified into the vast region between the **Mississippi River** and the **Pacific Ocean**.



Era of the **American cowboy** was marked by long **cattle drives** and for hundreds of miles over unfenced open land in the West, the only way to get cattle to the market.

Homestead Act of 1862: gave free public land in the western territories to settlers who would live on and farm the land.



Southerners and African Americans wanted new opportunities after the Civil War.

What else was new?

- **New technologies**, such as the **railroads** and the **mechanical reaper**, opened new land in the West.
- The **Great Plains and Rocky Mountain** region was becoming a region of farms, ranches, and towns.
- Transcontinental Railroad

IMMIGRANTS FLOCK TO AMERICA

Prior to 1871

Immigrants came to America from **northern and western Europe** (Germany, Great Britain, Ireland, Norway, and Sweden).

1871-1921

Immigrants came from **southern and eastern Europe** (Italy, Greece, Poland, Russia, Hungary, Yugoslavia, China and Japan)

Both groups wanted **FREEDOM** and **BETTER LIVES.**

How did the immigrants contribute to the industrial growth of America?

Chinese immigrants helped to build **Transcontinental Railroad.**

Slavs, Italians, and Poles worked in **coal mines in the East.**

Immigrants worked in **textile and steel mills** in the **Northeast** and the **clothing industry** in **New York.**





- Immigrants began the process of assimilation into what was termed as the “**melting pot.**”
- The **nation’s industrial growth** continued to grow particularly in **Detroit, Cleveland, Pittsburgh, and NY.**
 - Rapid growth caused **housing shortages**
 - Need for **public services**
 - NYC began the construction of the **world’s first subway system.**



- **Public schools** served as an essential role.

What hardships did the immigrants face?

- **To learn English**
- **Adopt American customs**
- **To become American citizens**
- **Prejudice, fear, hostility**
- **Poor living conditions**



Led congress to limit immigration through **Chinese Exclusion Act of 1882** and **Immigration Restriction Act in 1921.**

STANDARD VUS.8B: The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States.

TRY IT

Matching:

__ Theodore Roosevelt	A	organized skilled workers
__ Woodrow Wilson	B	federal troops sent in to break strike
__ Andrew Carnegie	C	extracted steel from iron ore
__ Andrew Bessemer	D	strengthened the Sherman Anti-trust Act
__ 17 th Amendment	E	a trustbuster with a “Square Deal”
__ Eugene V. Debs	F	organized railroad workers
__ Samuel Gompers	G	suffragette who went to jail several times
__ Homestead Strike	H	Progressive who promoted “New Freedom”
__ Clayton Anti-Trust Act	I	steel tycoon
__ Susan B. Anthony	J	amendment allowing direct election of senators
__ 19 th Amendment	K	amendment allowing women the vote

In the period from the Civil War to World War I, how did the United States undergo an ECONOMIC TRANSFORMATION?



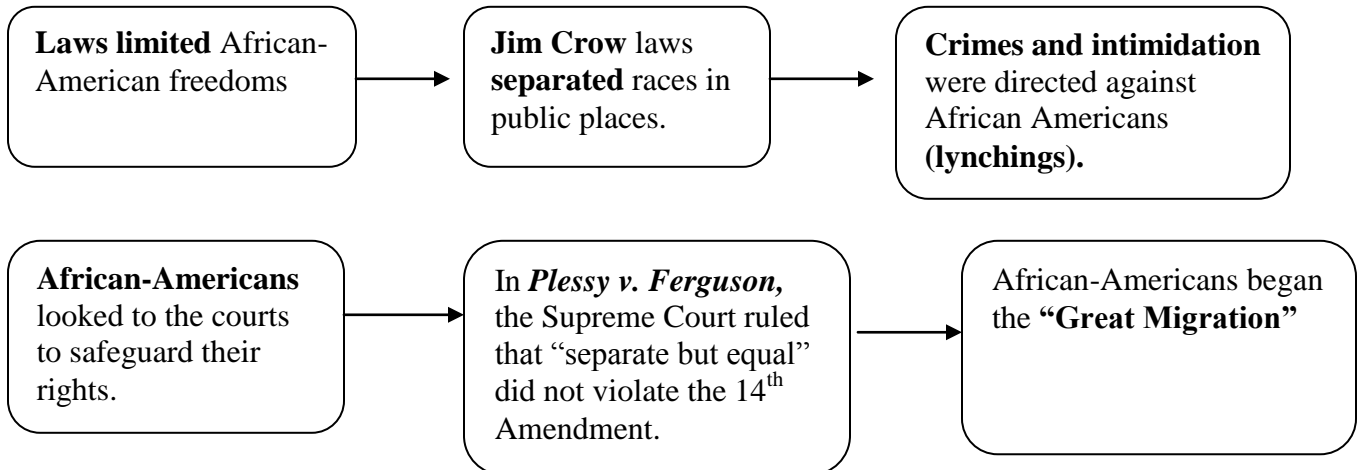
1. **Laissez faire capitalism:** Government does not interfere in big business.
2. **Increase in labor supply:** immigrants and workers leaving the farms
3. **Wealth of natural resources and navigable rivers**

**“Prices and wages should be determined by the marketplace.”
The author of this statement would most probably support—**

- A. government ownership of utilities
- B. minimum-wage laws
- C. wage and price controls
- D. laissez-faire capitalism

STANDARD VUS.8C: The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois.

DISCRIMINATION AND SEGREGATION AGAINST AFRICAN AMERICANS



AFRICAN AMERICAN ACTIVISTS



Ida B. Wells: Led an **anti-lynching crusade** and called on the federal government to take action.



W. E. B. Dubois: Believed that **education was meaningless without equality**. He supported political equality for African Americans by helping to **form the National Association for the Advancement of Colored People (NAACP)**.

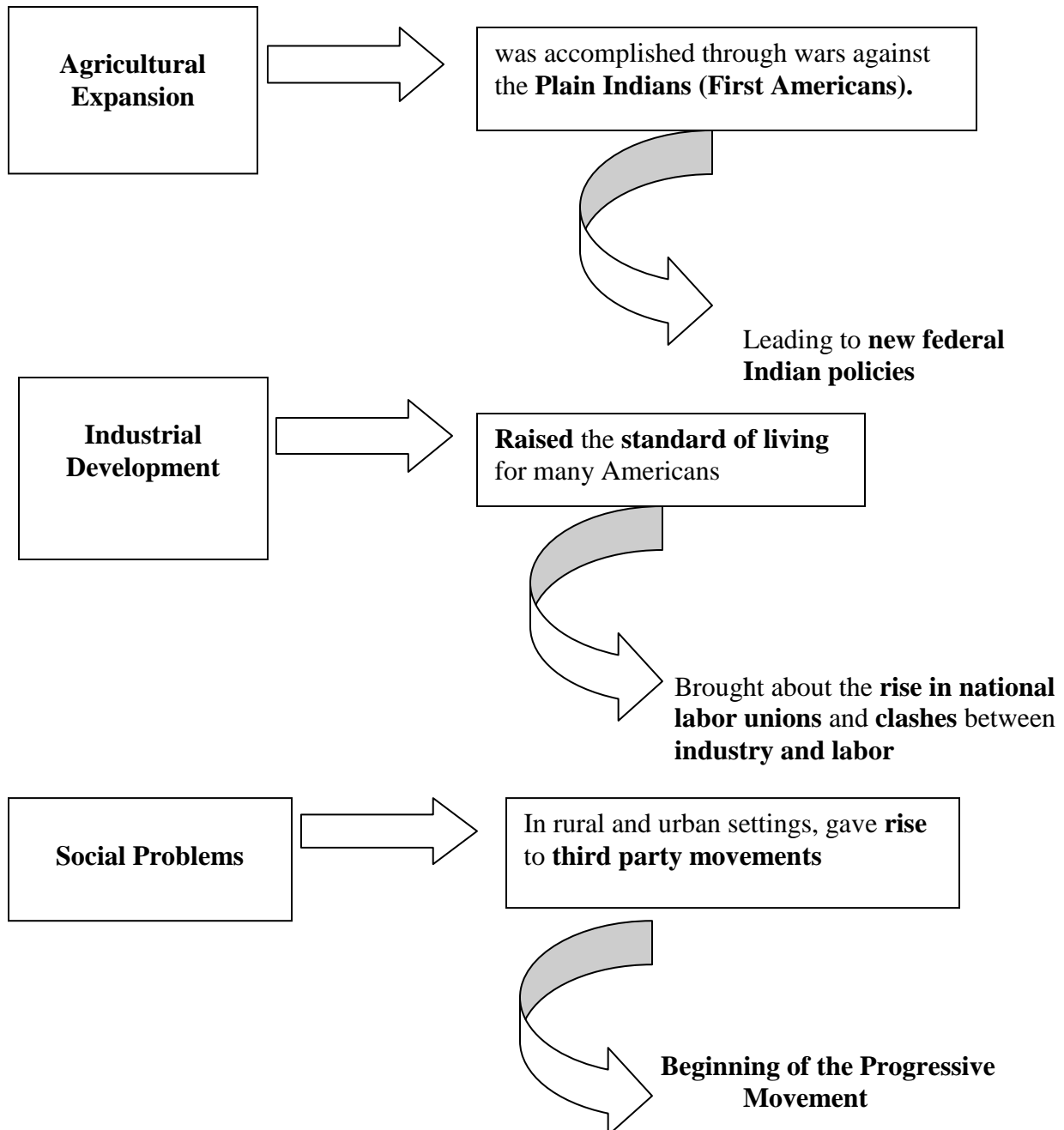


Booker T. Washington: Believed the way to equality was through **vocational education and economic success**; he **accepted social separation**.

STANDARD VUS.8D: The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

PROGRESSIVE MOVEMENT and the GILDED AGE

Reconstruction through the early **twentieth century** was a time of **contradictions** for many Americans.



The **Progressive Movement** used the **government to reform problems** created by **industrialization**.



I implemented the “Square Deal.”
Who am I?



I implemented “New Freedom.”
Who am I?

GOALS OF THE PROGRESSIVE MOVEMENT

- Government **controlled by people**
- Guaranteed **economic opportunities** through **government regulation**
- **Elimination** of social injustices

Working conditions for Labor

- **Dangerous** working conditions
- **Child Labor**
- **Long** hours, **low** wages, **no** job security, **no** benefits
- Company towns
- Employment for **women**



**Progressive
Accomplishments**

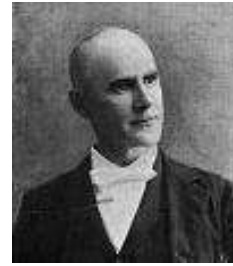


LOCAL GOVERNMENTS	STATE GOVERNMENTS	ELECTIONS	WOMEN'S SUFFRAGE	CHILD LABOR
<ul style="list-style-type: none"> ▪ New forms to meet needs of increasing urbanization: commission and council manager 	<ul style="list-style-type: none"> ▪ Referendum ▪ Initiative ▪ Recall 	<ul style="list-style-type: none"> ▪ Primary elections ▪ Direct election of US Senators (17th Amendment) ▪ Secret Ballot 	<ul style="list-style-type: none"> ▪ Resulted in the 19th Amendment ▪ Forerunner of modest protest movement ▪ Strong leadership: Susan B. Anthony ▪ Women could enter labor force 	<ul style="list-style-type: none"> ▪ Muckraking literature to describe abuses of child labor ▪ Child Labor Laws

IMPACT OF LABOR UNIONS



Samuel Gompers
American Federation of Labor



Eugene V. Debs
American Railroad Union

Organizations

- Knights of Labor
- Industrial Ladies' Garment Workers Union



Strike

Haymarket Square
Homestead Strike
Pullman Strike

Anti-Trust Laws

- **Sherman Anti-Trust Act:** Prevents any business structure that “restrains trade” (monopolies)
- **Clayton Anti-Trust Act:** Expands Sherman Anti-Trust Act; **outlaws** price-fixing; **exempts** unions from Sherman Act.

GOALS OF PROGRESSIVE MOVEMENT

- A. Government Controlled by the PEOPLE
- B. Elimination of Social Injustices

How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?

1. **Gilded Age:** opposite of “golden age.” Everything appears to be covered with gold, but in truth, it was superficial. However, the Gilded Age saw the greatest period of economic growth in American history.
2. The disparity between the average person’s income and the lavish lifestyle of the “**robber barons**” encouraged Progressive reforms.
3. **Social problems** in rural and urban settings gave rise to third-party movements



In this political cartoon, Roosevelt is trying to appeal to Americans as the “Third Party Candidate”



LABOR UNIONS:

THE FOLKS WHO BROUGHT YOU THE WEEKEND.
CHILD LABOR LAWS, OVERTIME,
MINIMUM WAGE, INJURY PROTECTION,
WORKMENS COMPENSATION INSURANCE,
PENSION SECURITY, RIGHT TO ORGANIZE . .ETC.

TRY IT

In the United States, industrial unions of the 1880’s and of the 1980’s had similar goals in that both campaigned for —

- A. national health insurance
- B. better unemployment insurance
- C. greater job security and higher wages
- D. wage and price freezes

STANDARD VUS. 9A: The student will demonstrate knowledge of the emerging role of the United States in world affairs by a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets.

AMERICA EMERGED AS A



POWER!

The growing role of the **United States in international trade** displayed the **American urge to BUILD, INNOVATE, AND EXPLORE** new markets.



Open Door Policy

- Secretary of State John Hay proposed a **policy** that would give all nations equal trading rights to China.

Dollar Diplomacy

- President Taft urged American banks and businesses to **invest** in Latin America.

International Trade

- **Growth in international trade** occurred from the **late 1800s to WWI**-the first era of the global economy.

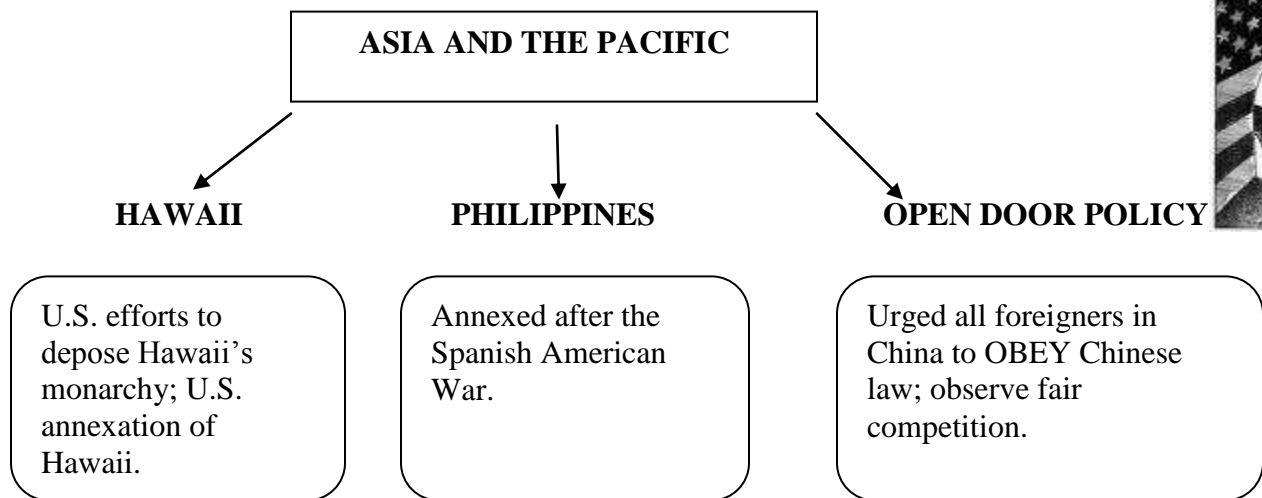
LATIN AMERICA

SPANISH AMERICAN WAR

- Puerto Rico was annexed by the U.S.
- The U.S. asserted the right to intervene in Cuban affairs.

PANAMA CANAL/ROLE OF THEODORE ROOSEVELT

- U.S. encouraged Panama's independence from Columbia.
- Parties negotiated a treaty to build the canal.

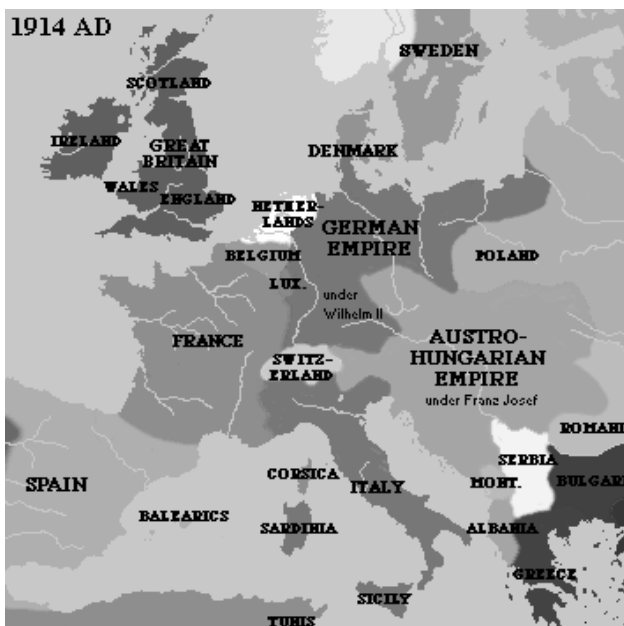


STANDARD VAUS 9.B The student will demonstrate knowledge of the emerging role of the United States in world affairs by b) evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

WHY DID THE U.S. BECOME INVOLVED IN WORLD WAR I?



- The war began in **1914** with Germany and Austria-Hungary **AGAINST** Britain, France, and Russia.
- For three years, **America remained NEUTRAL**
- **Decision** to enter the war was to continue **German submarine warfare** (freedom of the seas) and **American ties to Great Britain**
- **Americans** wanted to make the **world safe for democracy** (Wilson)
- **America's military** resources of soldiers and **war materials tipped the balance of the war** and led to **Germany's defeat**.

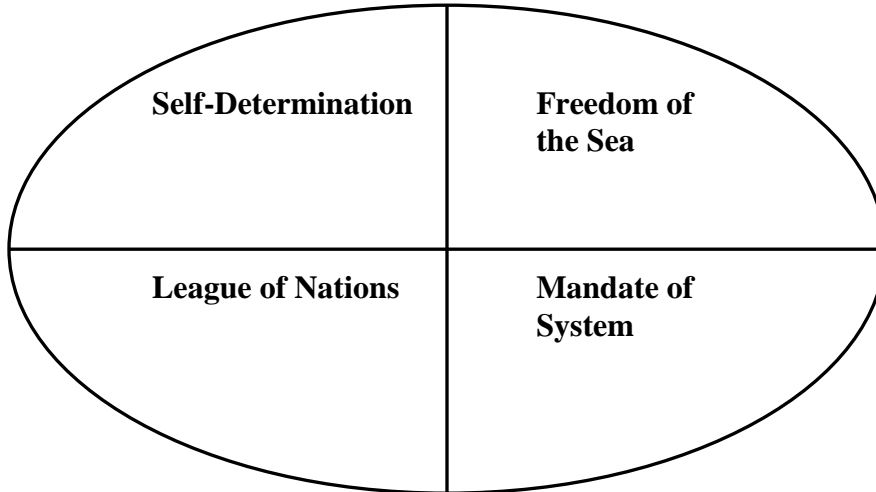


While American entry into World War I ensured **Allied Victory**, the failure to conclude a lasting peace left a **BITTER legacy**.

14 POINTS



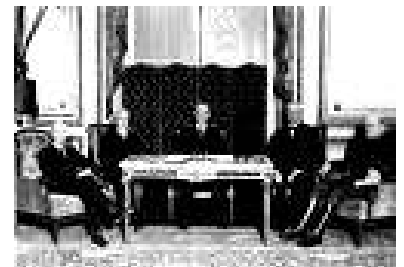
Woodrow Wilson's plan to eliminate the causes of war:



- The **French and English** insisted on **punishment of Germany**.
- A **League of Nations** was created.
- **National boundaries** were redrawn, creating many new nations.

LEAGUE OF NATIONS FAILED

- **Objections** to U.S. foreign Policy decisions by an International organization, **not by U.S. leaders**
Senate's failure to approve Treaty of Versailles



STANDARD VUS.10A: The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values.

THE ROARING 20s and NOT SO HAPPY 30s

HOW DID POPULAR CULTURE REFLECT THE PROSPERITY OF THE ERA?

1. **Radio** - broadcast jazz and Fireside Chats
2. **Movies** - provided escape from Depression-era realities
3. **Newspapers/magazines** – shaped cultural norms and sparked fads

What were Challenges to Traditional Values?

1. Darwin's Theory and the Scopes "Monkey" Trial

*"RATIONALISTS CHALLENGE
A TENNESSEE LAW
FORBIDDING THE TEACHING
OF EVOLUTION"*

THE CAST

**Clarence Darrow
vs.
William Jennings Bryan**



2. A new role for Women – "**Flappers**", 19th Amendment
3. Rise of the "new" KKK – immigration issues
4. **Prohibition** – smuggling alcohol and "speakeasies"

TRY IT



The cartoon shown above (c. 1901) reflects which of the following reformers and their reform movement?

- A. Carrie Nation, prohibition
- B. Susan B. Anthony, suffrage movement
- C. Margaret Sanger, birth control
- D. Ida Tarbell, muckraker
- E. Jane Addams, settlement house movement

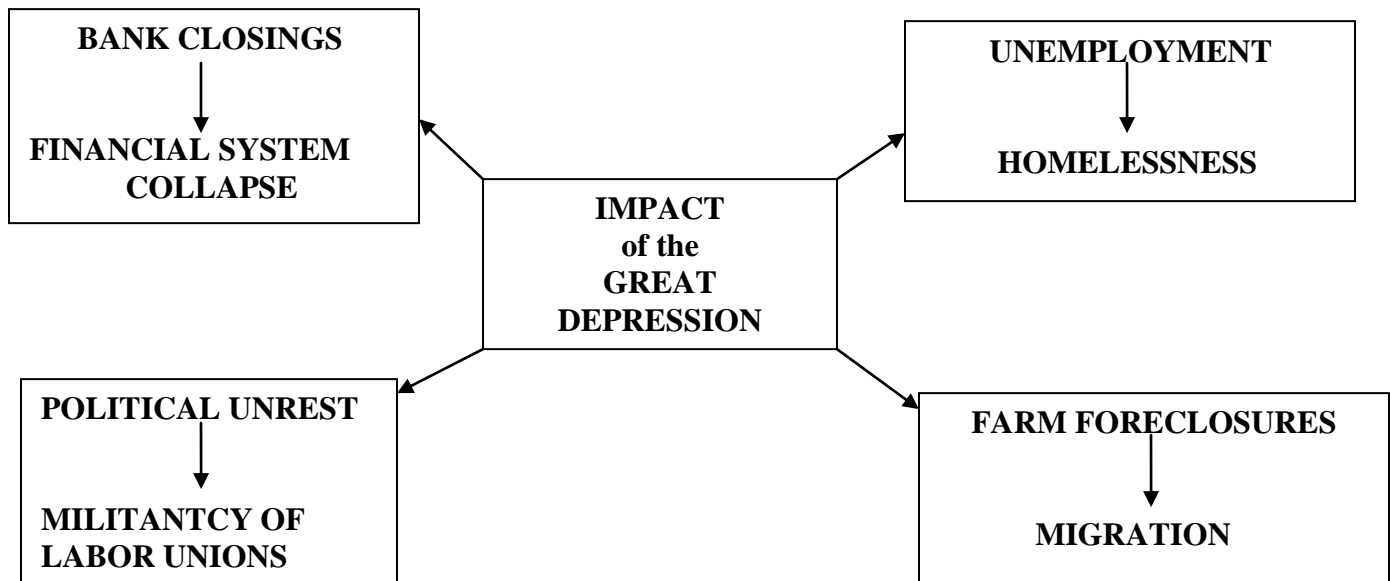
The 1920's are sometimes called the "Roaring Twenties" because—

- A. foreign trade prospered after World War I
- B. the United States assumed a leadership role in world affairs
- C. political reforms made government more democratic
- D. widespread social and economic change occurred

STANDARD VUS.10B: The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by b) assessing the causes and consequences of the stock market crash of 1929.

CAUSES OF THE GREAT DEPRESSION:

STOCK MARKET	BANK FAILURES	TARIFFS
Too much credit Banks deposited their \$\$ in the Stock Market Banks ran out of money	Federal Reserve's failure to prevent widespread collapse of the nation's banking system.	High protective tariffs that produced retaliatory tariffs in other countries— Tariff Act of 1930 (Hawley Smoot Act)



STANDARD VAUS.10D: The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by d) describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.

NEW DEAL:



- **Permanently altered** the role of American government
- **Fostered changes** in people's attitudes towards government's responsibilities
- Set in place **new legislation** that reshaped modern American **capitalism.**
- Got rid of laissez-faire

What do each of these stand for????

WPA

AAA

FDIC

SSA



Relief measures provided direct payment to people for immediate help



Recovery programs designed to bring the nation out of depression over time---**AAA**

Reform measures **corrected unsound banking and investment practices---**



Offered safeguards for workers

STANDARD VUS.11A: The student will demonstrate knowledge of World War II by a) analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor.

CONFLICT: THE WORLD at WAR: 1939-1945

WHAT CAUSED AMERICA'S GRADUAL ABANDONMENT OF ITS POLICY OF NEUTRALITY?

- **Hitler** invaded Poland in 1939
- **Soviet Union's** invasion of Poland and the Baltic countries



THE WAR IN EUROPE

- As the U.S. remained neutral, **Germany** overran **France**, most of Europe, and did an air raid on Britain (**Battle of Britain**)
- In **mid 1941**, Hitler invaded Soviet Union
- U.S. helped Britain: _____ gave the President the right to sell or lend equipment to countries to defend themselves against the Axis Powers.
"Like lending a garden host to a neighbor whose house is on fire."

THE WAR IN ASIA

- In the **1930s**, **Japan** invaded **Manchuria** and **China**, as result, U.S. imposed an embargo on exports of oil and steel to Japan.
- "A date that will live in infamy": **December 7, 1941** Japan attacked the American base at **Pearl Harbor**
- Hitler joined forces with Japan **and declared war on the U.S.** The U.S. was NOW INVOLVED!



Lend Lease Act: *“Like lending a garden hose to a neighbor whose house is on fire”*

TRY IT

What is this poster about?

*...we here highly resolve that these dead
shall not have died in vain...*

REMEMBER DEC. 7th!

STANDARD VUS.11B: The student will demonstrate knowledge of World War II by b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day) and Truman's decision to use the atomic bomb to force the surrender of Japan.

ALLIED STRATEGY IN EUROPE

Wartime strategies reflect the **military goals of alliance, resources** on hand and the **geographical** extent of the conflict.

DEFEAT HITLER FIRST!!!!!!



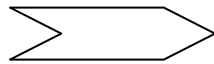
BRITAIN

SOVIET UNION

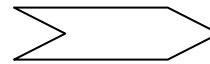
UNITED STATES

AXIS STRATEGY IN EUROPE

GERMANY

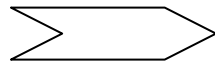


Defeat Soviet Union



Gain control of Soviet oil fields

Force Britain out of the war through a **bombing campaign** and **submarine warfare**.



Complete mission before **America's industrial and military strength** could turn the tide.

TRY IT

ALLIED STRATEGY IN THE PACIFIC

An **American military strategy** which involved **seizing islands** closer and closer to **Japan** and using them as bases for air strikes on Japan is called_____.

HINT:



AXIS STRATEGY IN THE PACIFIC



Japan invaded the Philippines and Indonesia.



Japan planned to invade Hawaii and Australia.



MAJOR BATTLES AND MILITARY TURNING POINTS

North Africa

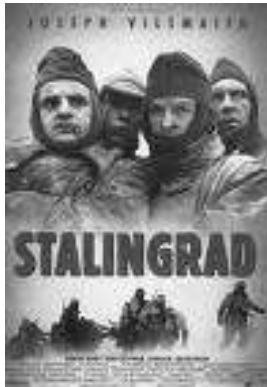
El Alamein:

British forces defeated German forces.

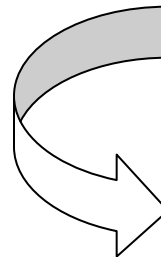
Germany **threatened** to seize **Egypt** and the **Suez Canal**.

This defeat **prevented Hitler** from gaining access to Middle Eastern oil supplies and attacking the Soviet Union from the south.

The Siege of



Soviet Union: Hundreds of thousands of **German soldiers** were killed or captured in **Stalingrad**.



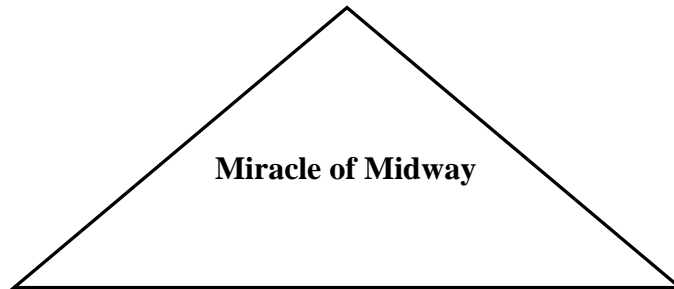
As a result, this defeat **prevented Germany** from seizing the Soviet oil fields.



D-DAY: Normandy Landings

- **American and Allied troops** under **Eisenhower** landed in Germany and occupied France on **June 6, 1944**.
- The landings were **successful and the liberation** of western Europe from Hitler had begun.

American naval forces **defeated Japanese**



American victory ended the Japanese **threat to Hawaii**.

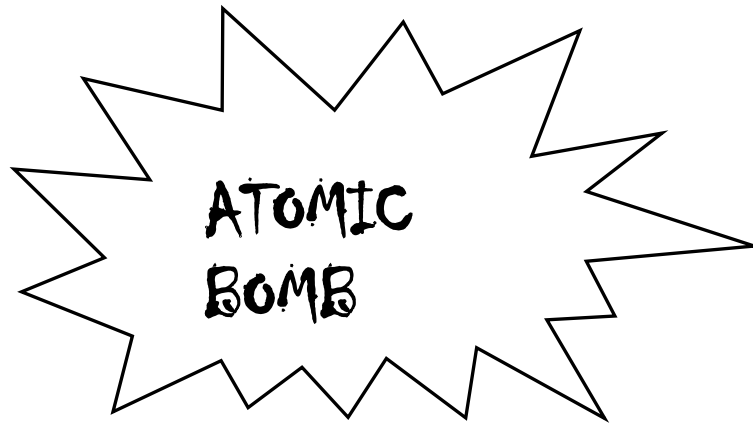
Series of American victories in **“island hopping.”**



IWO JIMA AND OKINAWA



- Americans invaded Iwo Jima and Okinawa which brought American forces closer to Japan.
- Invasions cost thousands of Americans and Japanese lives
- Japanese committed suicide rather than surrender.



Bomb **Hiroshima**
and **Nagasaki!!!!!!**

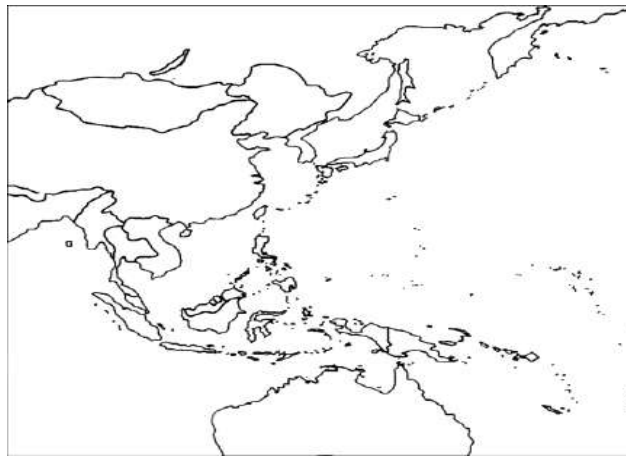


WHO AM I?



Label these battles on the map:

Stalingrad
 Battle of Britain
 El Alamein
 Normandy



**Label the following
 Pacific Theater**

Events:

Midway
 Iwo Jima
 Okinawa
 Hiroshima
 Nagasaki
 Hawaii

TO THE JAPANESE PEOPLE:

"America asks that you take immediate heed of what we say on this leaflet. "We are in possession of the most destructive explosive ever devised by man. A single one of our newly developed atomic bombs is actually the equivalent in explosive power to what 2000 of our giant B-29's can carry on a single mission. This awful fact is one for you to ponder and we solemnly assure you it is grimly accurate.

STANDARD VUS.11C: The student will demonstrate knowledge of World War II by c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments.

ALL- MINORITY MILITARY UNITS

TUSKEGEE AIRMEN

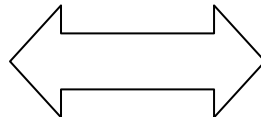
African-American

- Served in Europe with distinction

NISEI REGIMENTS

Asian-American

- Earned a high number of decorations

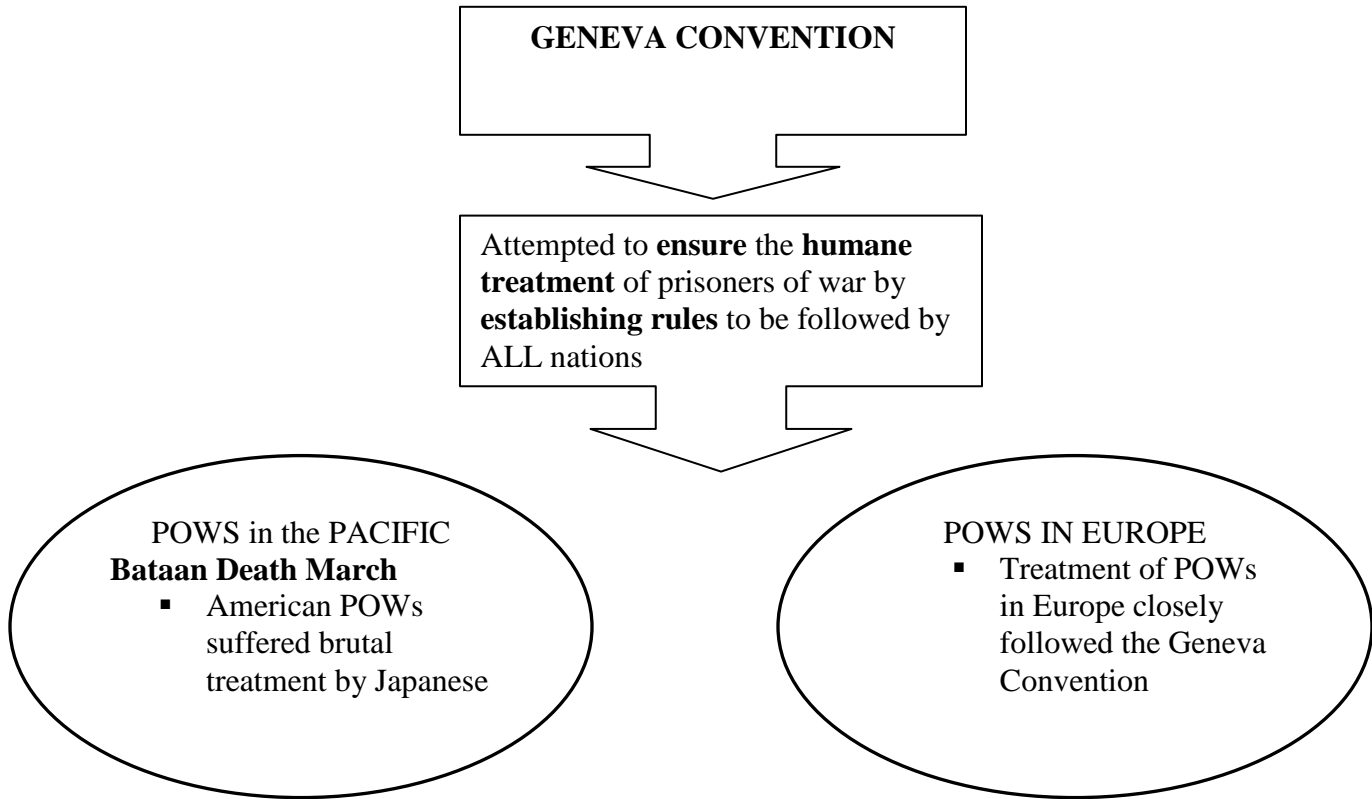


- Both groups **DEMANDED TO THE RIGHT TO SERVE IN COMBAT** rather than to serve in support roles

ADDITIONAL CONTRIBUTIONS OF MINORITIES

- Use of communication codes of the **Navajo (oral, not written language)**
- Mexican Americans also fought, but in units, not segregated.
- Many casualties
- Won many citations and individual medals for bravery

STANDARD VUS.11D: The student will demonstrate knowledge of World War II by
d) examining the Geneva Convention and the treatment of prisoners of war during World War II.



TRY IT

“There were more than 140,000 white prisoners in Japanese prisoner of war camps. Of these, one in three died from starvation, work, and punishments or from diseases for which there were no medicines to treat. “

The above passage describes violations of the _____.

One place where the worst violations occurred was in the Philippines, where the _____ took place.

The rulings in the *Dred Scott v. Sanford* (1857) *Plessey v. Ferguson* (1896) and *Korematsu v. United States* (1944) all demonstrate the Supreme Court has—

- A** continued to extend voting rights to minorities
- B** protected itself from internal dissent
- C** sometimes failed to protect the rights of minorities
- D** often imposed restrictions on free speech during wartime

STANDARD VUS.11E: The student will demonstrate knowledge of World War II by e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals.



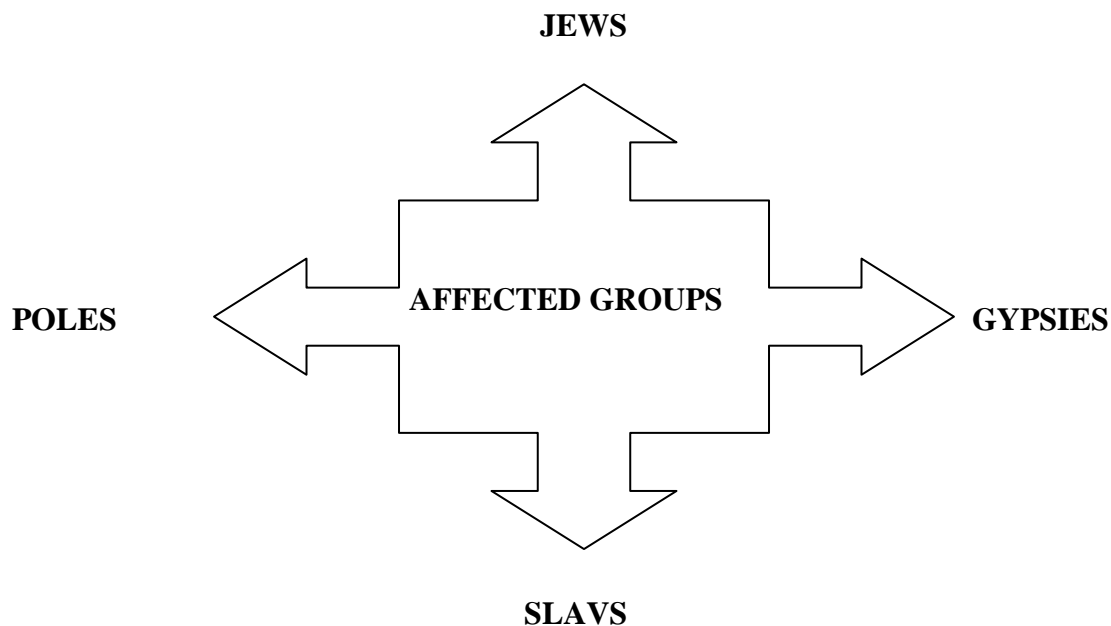
TRY IT

- Specific groups, often the object of **hatred and prejudice**, face increases risk of **discrimination** during wartime.

Identify the term:

_____ is called the systematic and purposeful destruction of a racial, political, religious, or cultural group.

Germany's decision to exterminate all Jews was called _____.



- **Undesirables** (homosexuals, mentally ill, political rebels) were affected.

SIGNIFICANCE: NUREMBURG TRIALS

- **Nazi leaders** and others were **convicted** of war crimes.
- The trials **emphasized individual responsibility**, regardless of orders received.
- The trials led to **increased demand** for a Jewish homeland.
- Israel=Zion

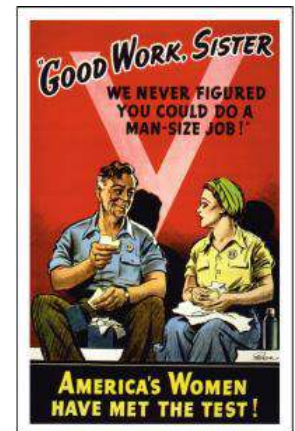
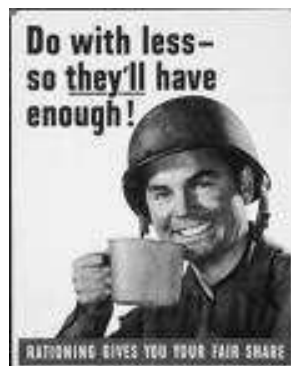
STANDARD VUS.12A: The student will demonstrate knowledge of the effects of World War II on the home front by a) explaining how the United States mobilized its economic, human, and military resources.

Success in the war required **total commitment** of the nation's resources.

Mass Media supported nationalism



Economic Resources	Human Resources	Military Resources
Rationing was used to maintain supply of essential products	More women and minorities entered the work force.	The draft/selective service was implemented to provide personnel for the military.
War bonds and income tax were to used to finance	Citizens volunteered in support of war effort.	
Business retooled from peacetime to war time		



There were intended and unintended consequences of women and minorities entering the work force during the war—namely, leading to the **Civil Rights Movement** for blacks and women as a result of their having tasted “equality” in the workplace.

STANDARD VUS.12B: The student will demonstrate knowledge of the effects of World War II on the home front by b) describing the contributions of women and minorities to the war effort.



Women replaced men in the workforce (e.g. Rosie the Riveter)

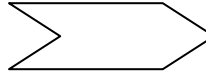
They typically participated in **noncombat** military roles.

HOW DID MINORITIES CONTRIBUTE TO AMERICA'S EFFORTS DURING WWII?

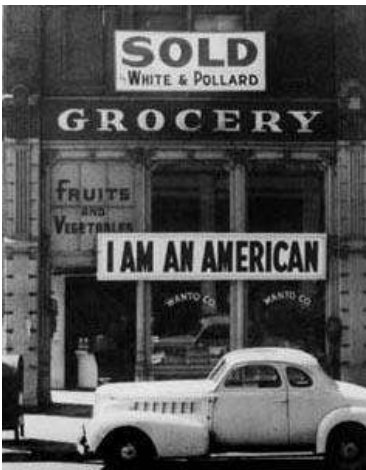
- **African-Americans migrated** to cities in search of jobs in war plants.
- They campaigned for **victory** in war and **equality** at home.

STANDARD VUS.12C: The student will demonstrate knowledge of the effects of World War II on the home front by c) explaining the internment of Japanese Americans during the war.

Prejudice, coupled with wartime **fears**, can affect **civil liberties** of **minorities**.



**JAPANESE
INTERMENT CAMPS**



REASONS FOR INTERNMENT

- Strong anti-Japanese prejudice on the West Coast
- False belief that Japanese Americans were aiding the enemy

- Japanese Americans were **relocated** to internment camps.
- **Supreme Court** upheld the government's right to act against Japanese Americans living on the West Coast.
- A public **apology** was issued by the U.S. government (1993-Clinton).
- **Financial payment** was made to survivors.

STANDARD VUS.12D: The student will demonstrate knowledge of the effects of World War II on the home front by d) describing the role of media and communications in the war effort.



MEDIA/COMMUNICATIONS ASSISTANCE

- **U.S. government** maintained **strict censorship** of reporting the war.
- **Public morale** and **ad campaigns** kept Americans focused on war efforts.
- The **entertainment industry** produced movies, plays, and shows that boosted morale and patriotic support as well as portrayed the enemy in stereotypical ways.

STANDARD VUS.13A: The student will demonstrate knowledge of United States foreign policy since World War II by a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan.

THE UNITED STATES SINCE WORLD WAR II

WARS have CONSEQUENCES:

POLITICAL

- Germany divided in two
- U.S. scared of communism
- Jews get Israel

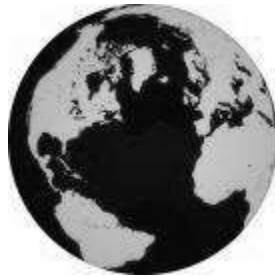
SOCIAL

- Women work in factories
- Truman integrate armed forces

ECONOMIC

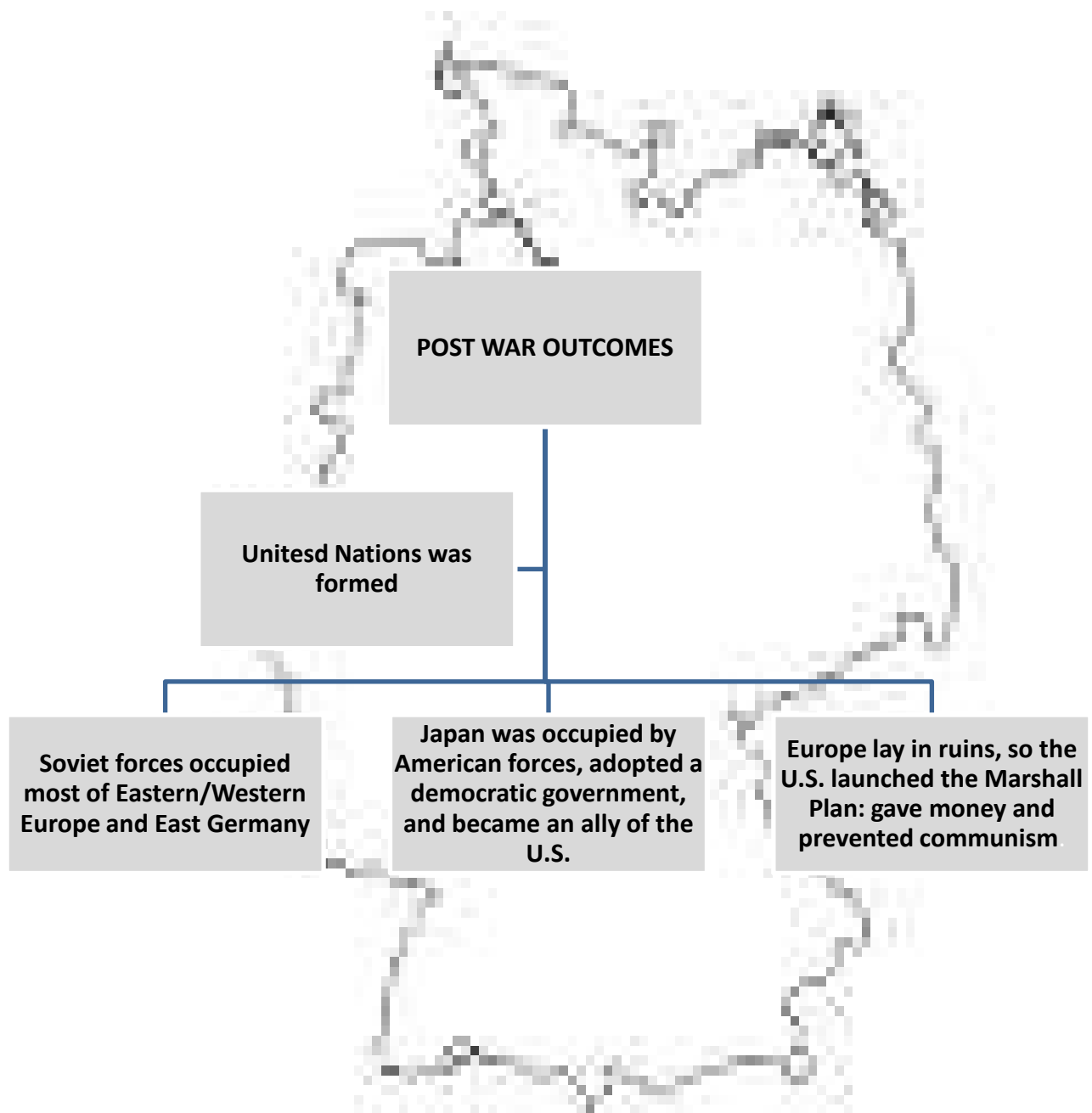
- U.S. gets out Depression
- Europe is poor
- U.S. gives \$\$ for Marshall Plan

SOVIET UNION BECAME A



POWER!!!!!!

United Nations formed to prevent future wars



STANDARD VUS.13B: The student will demonstrate knowledge of United States foreign policy since World War II by b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

Cold War:



- Set the **framework** for global politics for the next **45 years**
- **Influenced** the American politics, the conduct of foreign affairs, and the role of government in the economy after 1945
- **Competition** between two very different ways of organizing government: **democracy** and **totalitarianism**

U.S. represented a free market economic system. While, the **Soviet Union** a communist economic system.

Lasted from the end of **WWII** to the collapse of the **Soviet Union** in **1989**

ORIGINS OF THE COLD WAR

TRY IT



HINT

_____ was a **guiding principle** of American foreign policy throughout the Cold War.

- Led to U.S. involvement in the **Korean and Vietnam Wars**.



North Atlantic Treaty Organization (NATO)

- Formed by U.S. and Western European countries
- Prevented Soviet invasion of Western Europe.
- Kept large military forces in Europe
- Stop the spread of communism

SOVIET ALLIES FORMED

WARSAW PACT



CHINA

Increased

U.S. FEARS OF A COMMUNIST WORLD

Allies that became **RIVALS** for territory and diplomatic influence.

→ President Nixon's foreign policy in 1970s.



KOREAN WAR

involvement in the **Korean War** reflected the **American policy of containment of communism.**



North Korea **invaded** South Korea

U.S. forces led a counterattack on North Korea. (**United Nations**)

Communist China joins forces with North Korea.

War ended in a stalemate and with **South Korea free of communism!**



VIETNAM WAR



North Vietnam

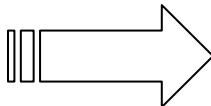
In the **mid 50s to early 60s** attempted to invade

SOUTH VIETNAM

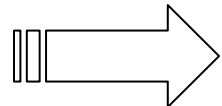


involvement in the **Vietnam War** reflected the **American policy of containment of communism.**

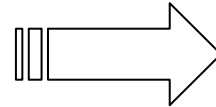
U.S. assisted South Vietnam to resist and U.S. military buildup began in Vietnam under **President Kennedy.**



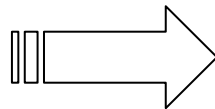
After **Kennedy's assassination (1963)**, **Lyndon B. Johnson** intensified forces in Vietnam.



Combat in Vietnam grew larger in the 60s. **U.S.** forces **defeated North Vietnam in the field**, but could not force an end to the war.



U.S. became **bitterly divided** about the war. Many Americans protested the war, particularly on college campuses.

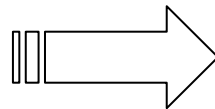


As the **new president**, **Nixon** was charged with bringing the war to an end. He instituted **“Vietnamization.”**



What is Vietnamization?

- Withdraw troops
- Replace with South Vietnam troops
- Give military aid to South Vietnamese



Vietnamization failed



invaded South Vietnam, so **North and South Vietnam** merged under communist rule (**1975**).



Nixon was forced from office! (**1975**)

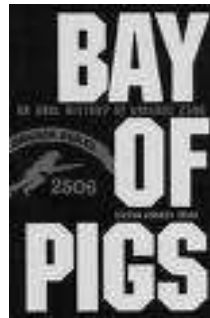
Who led a **communist revolution** that took over Cuba in the late 1950s?



CUBAN MISSILE CRISIS

HINT

What was the ?



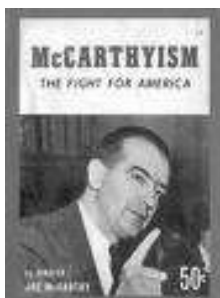
In 1962, the Soviet Union put missiles in Cuba, instigating the



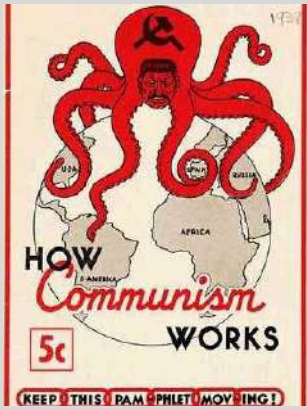
Kennedy ordered the **Soviets to remove their missiles** and eventually the Soviet leadership **removed** their missiles.

IMPACT OF THE COLD WAR AT HOME

FEAR OF COMMUNISM	THREAT OF NUCLEAR WAR
The convictions of Alger Hiss and Julius and Ethel Rosenberg for spying for the Soviet Union.	In the 50s and 60s American schools held drills .
Construction of nuclear weapons by the Soviets.	American citizens were urged to build bomb shelters .
Senator Joseph McCarthy accused many government officials and citizens of being communists based on no evidence.	



- The Cold War made **foreign policy** a major issue in every **presidential election**.
- **Military expenditures** benefited Virginia's economy particularly **Hampton Roads** and **Northern Virginia** (Pentagon).



How Communism Works

5c

KEEP THIS PAMPHLET MOVING!

This 1938 cartoon illustrates "How Communism Works" to infiltrate itself around the world. Which of the following people made his own career suggesting a very similar chain-of-events for Communist infiltration?

- A. Joseph McCarthy
- B. Alger Hiss
- C. Adlai Stevenson
- D. Omar Bradley

"Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism."

-Senator Margaret Chase Smith, 1950

This criticism of Senator Joseph McCarthy and his supporters suggests that

- A. Senator McCarthy did not do enough to protect the nation from a Communist conspiracy
- B. the tactics of Senator McCarthy were necessary to protect the basic principles of democracy
- C. free speech must be limited in times of national crisis
- D. Senator McCarthy was a greater threat to the nation than Communist sympathizers

STANDARD VUS.13C: The student will demonstrate knowledge of United States foreign policy since World War II by c) explaining the role of America's military and veterans in defending freedom during the Cold War.



“Ask not what your country can for you; ask what you can do for your country.”

AMERICAN MILITARY FORCES DURING THE COLD WAR

- Millions of Americans served in the military to defend freedom.
- Many were killed, but the spread of democracy ultimately prevailed in the Cold War struggle.
- Vietnam veterans returned often to face opposition, indifference, and hostility from some Americans.
- Not until several years after the war that the wounds of the war began to heal in America.



STANDARD VUS.13D: The student will demonstrate knowledge of United States foreign policy since World War II by d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy.

COLLAPSE OF THE SOVIET UNION



Mr. Gorbachev,
**TEAR DOWN THAT
WALL!!!!**



INTERNAL PROBLEMS OF THE SOVIET UNION

- Increasing Soviet military expenses to compete with the U.S.
- Rising nationalism in the Soviet Republics
- Face-paced reforms
- Economic inefficiency
- Gorbachev “glasnost” and “perestroika” (openness and economic restructuring)

STANDARD VUS.13E: The student will demonstrate knowledge of United States foreign policy since World War II by e) explaining the impact of presidents of the United States since 1988 on foreign policy.

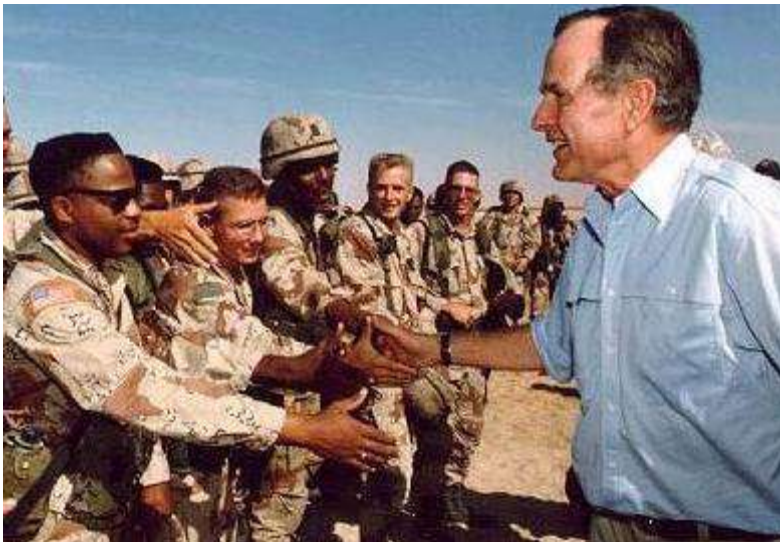
Foreign Aid Humanitarian Aid Human Rights <i>Since 1988, American involvement in other areas of the world has been an integral part of our foreign policy</i>	
George H.W. Bush 1989-1993	Fall of Communism – Eastern Europe Reunified Germany Collapse of Yugoslavia Break up of Soviet Union Persian Gulf War 1990-1991 1st war where women serve in combat <i>Operation Desert Storm</i>
William J. Clinton 1993-2001	NAFTA – North American Fair Trade Agreement Full Diplomatic relations w/Viet Nam Lifting sanctions vs. South Africa when they ended apartheid NATO action in former Yugoslavia
George W. Bush 2001-2008	9/11/2001 – Terrorist Attack on US Soil War in Afghanistan War in Iraq

For the United States, the breakup of the Soviet Union has had the greatest effect on —

- A. import quotas
- B. immigration policies
- C. advances in technology
- D. defense spending

President Bill Clinton supported the North American Free Trade Agreement (NAFTA) primarily as a way to —

- A. normalize trade relations with Cuba
- B. stimulate economic growth in the United States
- C. restrict the flow of drugs into the United States
- D. increase the United States trade deficit

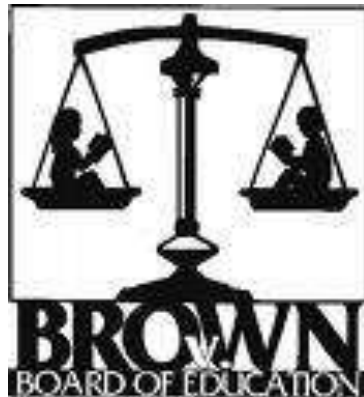


George H.W. Bush's greatest foreign policy success may have been in putting together an international coalition to prosecute the first Gulf War against Iraq. What neighbor nation did the militaristic Iraqi leader, Saddam Hussein, attempt to annex in 1990, sparking the first Gulf conflict?

- A. Iran
- B. Syria
- C. Kuwait
- D. Libya

STANDARD VUS.14A: The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded.

WHAT WAS THE SIGNIFANCE OF BROWN V. BOARD OF EDUCATION? WHAT ROLES DID THURGOOD MARSHALL AND OLIVER HILL PLAY IN THE DEMISE OF SEGREGATED SCHOOLS?



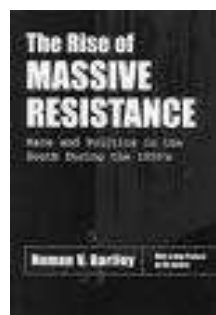
Supreme Court decision that **segregated schools** are **unequal** and must **desegregate**.



Thurgood Marshall: NAACP Legal Defense Team

Oliver Hill: NAACP Legal Defense Team in Virginia

Virginia's Response:



= closing of some schools; establishment of private academies; and white flight from urban school systems

STANDARD VUS.14B: The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

African-Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil legislation.

1963 March on Washington

- Inspired by the “**I Have a Dream**” speech given by **Martin Luther King Jr.**,
- Influenced public opinion to support civil rights legislation
- Demonstrated the **power of non-violent, mass protest**



Civil Rights Act of 1964

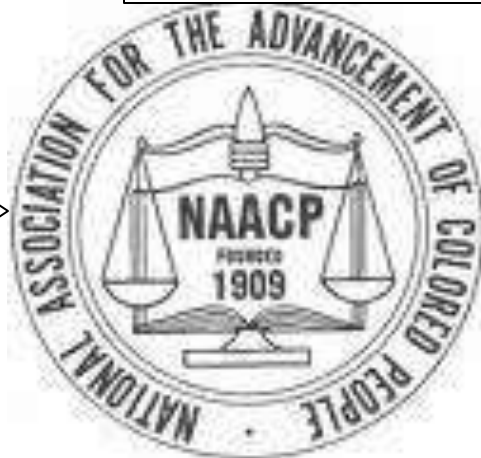
- Prohibited discrimination based on race, religion, national origin, and gender
- Desegregated public accommodations
- **President Lyndon B. Johnson** played a role in the passage of the act.

Voting Rights Act of 1965

- **Outlawed** literacy tests
- Federal registrars were sent to the South to register voters.
- Resulted in an **increase in African-American voters.**
- LBJ played an important role in the passage of the act.

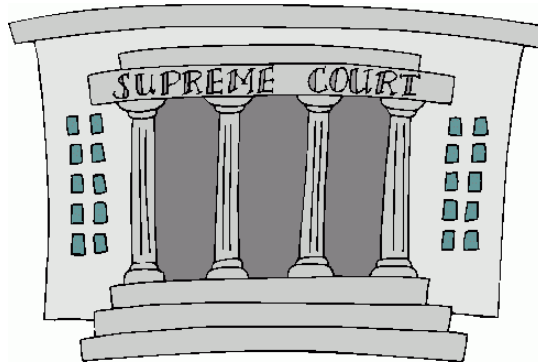
National Association for the Advancement of Colored People NAACP

- Challenged segregation in the courts



STANDARD VUS.15A: The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.

I'm
Sandra
day
O'Connor!



HAS BECOME MORE DIVERSE

I'm Ruth
Bader
Ginsberg!



What has the Supreme Court done SINCE *Brown*??

- **Expanded the rights of the individual**
Miranda warnings
 Right to a lawyer
- **Promoted equality**
 Affirmative action
 Title IX prohibits sex discrimination in education
- **Extended civil liberties**
 Freedom of speech in school (Viet Nam protest)
 Flag burning OK (freedom of speech)
 No school prayer
- **Identified a right to privacy protected from governmental interference**
 Right to privacy in marriage
 Right to abortion
- **Overrules acts of the legislature and executive acts if unconstitutional**



I'm
Clarence
Thomas!

TRY IT

An original purpose of Affirmative Action programs was to—

- A. increase educational and employment opportunities for women and minorities
- B. improve the American economy by guaranteeing that employees will be highly skilled
- C. decrease social welfare costs by requiring recipients of public assistance to work
- D. reduce the Federal deficit by increasing government efficiency

Participation in High School Sports

School Year	Boys	Girls
1971–72	3,666,917	294,015
2003–04	4,038,253	2,865,299

Source: National Federation of State High School Associations (adapted)

Which development contributed most to the changes shown in the table?

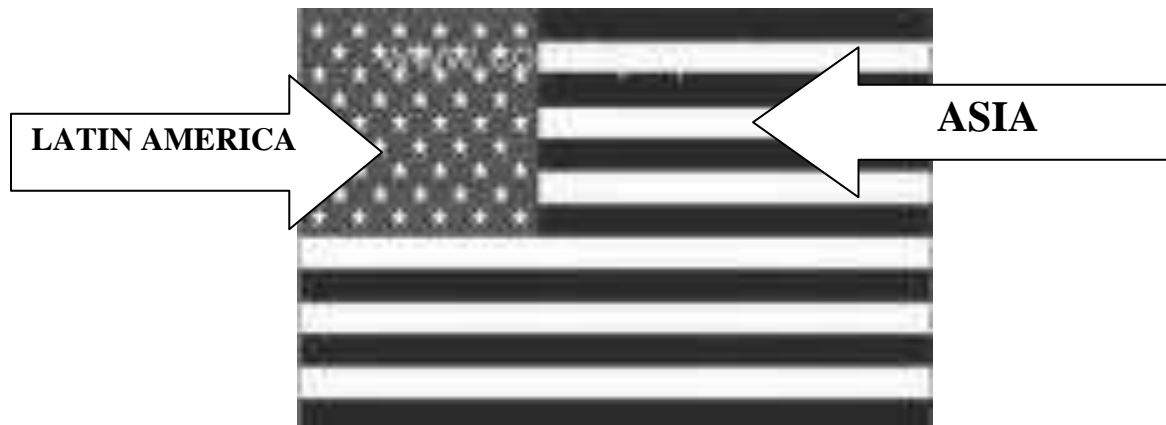
- A. passage of the Civil Rights Act of 1964
- B. inclusion of Title IX in the Education Amendments of 1972
- C. the beginning of Head Start programs in the 1960s
- D. increase in the number of nonpublic schools since the 1970s

STANDARD VUS.15B: The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by b) analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America, and the debates over immigration policy.

WHAT FACTORS HAVE DRAWN IMMIGRANTS TO THE UNITED STATES?

	Immigration and Immigrants	
Reasons	Issues	Contributions
Political Freedom	Strain on government services Border issues Low paying jobs Bilingual education Increased cultural diversity	Diversity in music, arts, literature Labor force Expanded source of scientists/engineers
Economic Opportunity		

WHAT IMMIGRANT GROUPS ACCOUNT FOR THE BULK OF IMMIGRATION?



STANDARD VUS.15C: The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

- **Dramatic advances in technology** have affected life in America in many significant areas.
- American **space program** was a triumph of American technological skill.
- **Technology** can make communication and information more accessible.



I pledge **to increase support** for the American space program.



“That’s one small step for a man, one giant leap for mankind.”
Neil Armstrong

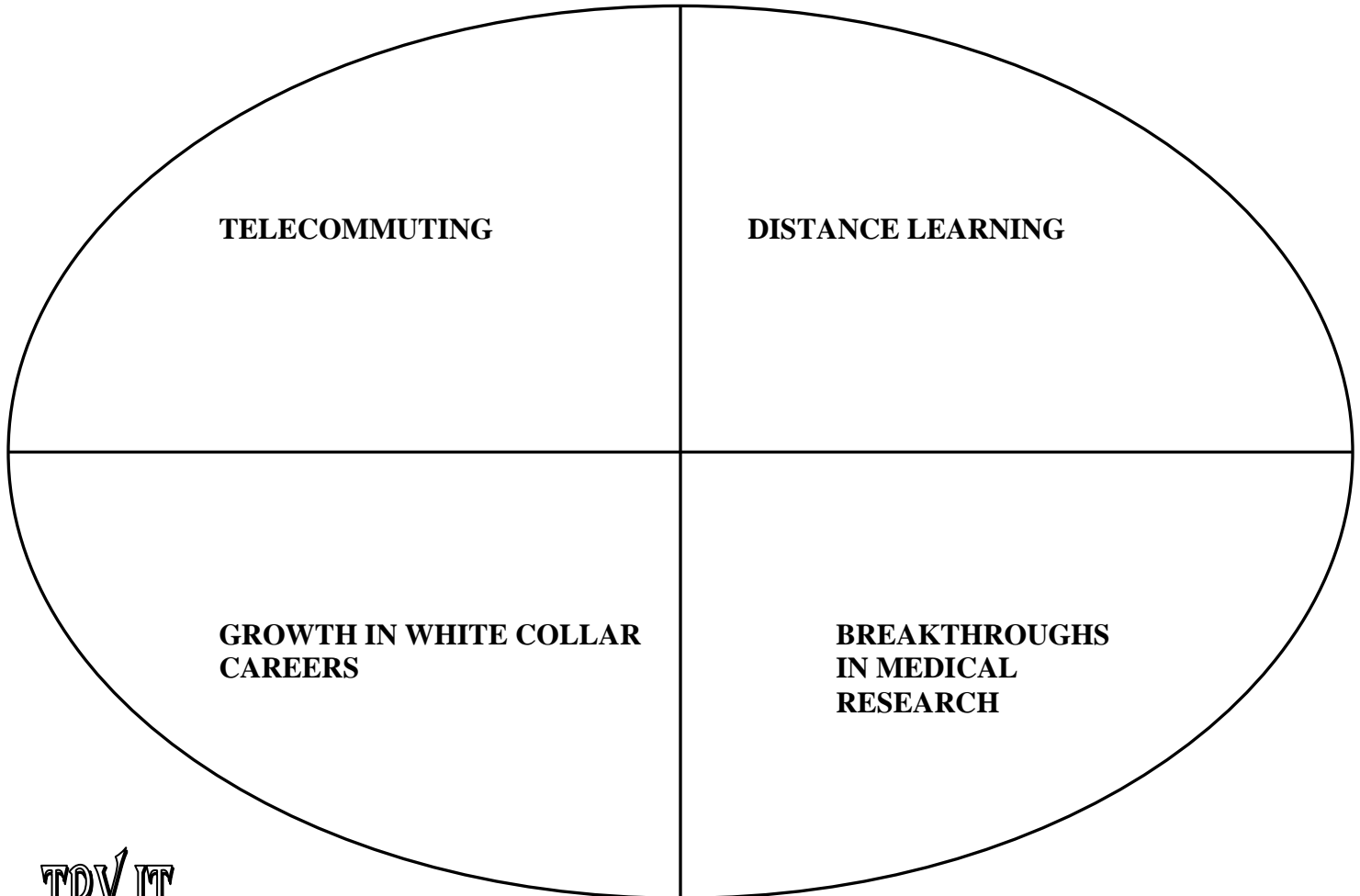
TRY IT

_____ was the **first U.S.** astronaut to **orbit the Earth**.

Media and technology have brought about better access to communication and information.



Changes in work/school/health care:

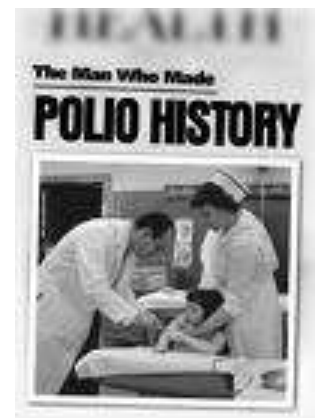


TRY IT

HINT:



Who invented the vaccine for polio?



REFERENCES

<http://images.google.com/imghp?hl=en&tab=wi>

http://teachers.henrico.k12.va.us/specialist/ganzert_j/socialstudiesonline/StudyMaps/Grade11StudyMaps/Grade11StudyMaps.htm#unit1

If you want more information to assist you in your studying, check out this site:

http://4.apush-d-e.freedom.groupfusion.net/modules/locker/files/group_files.phtml?parent=2171095&gid=664747&sessionid=a6abe1c699fef5ec615643b18b4c747a

GOOD LUCK!