STUDY GUIDE

to accompany

Nash/Jeffrey/Howe/Frederick/Davis/Winkler/Mires/Pestana

THE AMERICAN PEOPLE

Creating a Nation and a Society

Volume One to 1877

Seventh Edition

Prepared by

Thomas F. Jorsch
Ferris State University
# Table of Contents

The Active Teaching and Learning of History:
An Introduction to *Teaching the American People* ........................................... 1

I. *A Colonizing People, 1492–1776* .............................................................................. 9

Chapter 1  Ancient America and Africa ........................................................................... 10
Chapter 2  Europeans and Africans Reach the Americas .............................................. 17
Chapter 3  Colonizing a Continent in the Seventeenth Century .................................... 24
Chapter 4  The Maturing of Colonial Society .............................................................. 35
Chapter 5  The Strains of Empire ..................................................................................... 44

II. *A Revolutionary People, 1775–1828* ..................................................................... 53

Chapter 6  A People in Revolution ................................................................................... 54
Chapter 7  Consolidating the Revolution ........................................................................ 62
Chapter 8  Creating a Nation ......................................................................................... 70
Chapter 9  Society and Politics in the Early Republic .................................................. 78

III. *An Expanding People, 1820–1877* ................................................................. 87

Chapter 10 Economic Transformations in the Northeast and the Old Northwest ......... 88
Chapter 11 Slavery and the Old South ............................................................................ 97
Chapter 12 Shaping America in the Antebellum Age .................................................. 104
Chapter 13 Moving West ............................................................................................... 114
Chapter 14 The Union in Peril ...................................................................................... 122
Chapter 15 The Union Severed ...................................................................................... 130
Chapter 16 The Union Reconstructed ........................................................................... 138

*Answers to Sample Test and Examination Questions* ................................................... 147
“A people without history is like wind upon the buffalo grass.”
—Lakota

Acknowledgments

The credit for this study guide goes to two groups of people. First, the historians, educators, reviewers, proofreaders, and editors who contributed to the earlier editions of this study guide. Their work, more than my own, shaped the intellectual and physical look of it. Second, the students in history classes who inspired this study guide’s creation as a resource to help them understand and find relevance in historical study.

Special thanks are also due to Kristi Olson and Teresa Ward at Pearson Longman. Their editorial and computer skills made the revision of the seventh edition a success.

Thomas F. Jorsch

“The value of History is, indeed, not scientific but moral: by liberalizing the mind, by deepening the sympathies, by fortifying the will, it enables us to control, not society, but ourselves . . . and to meet the future.”

—Carl L. Becker
INTRODUCTION

How to Do Well in Your History Course by Rediscovering the Past

In one of Garry Trudeau’s “Doonesbury” cartoons, Mike and Zonker are strolling through the woods as Zonker reminisces about their college days. Among other things, he says, they went on study dates in the boat house, held midnight sledding parties, parked the dean’s Volvo inside the chapel, got busted at a rock concert, and ran naked through a meeting of the board of trustees. After listening to Zonker’s recollections of those “bright college years,” Mike reminds him that “we never did any of those things.” Zonker agrees, saying, “I know, but one day we’ll think we did.” “Isn’t it a little early to start embellishing?” Mike asks. Zonker cooly responds, “You gotta grab the past while you can!” We introduce the Study Guide to The American People: Creating a Nation and a Society with this cartoon for two reasons. First, we are aware that the conflicting demands and pressures of college life often lead students to pranks, pizza parlors, parties, and paper deadline panics—the kinds of events that stimulated Zonker’s imagination. Exaggerated and embellished as his fantasies were, they suggest the range of experiences we know students go through, or think about, during their college years. We certainly did. Our current fantasy is that you might add the study of American history to the positive college experiences that you will remember in later years—not made up, like Zonker’s, but for real!

We have prepared this Study Guide, therefore, to smooth your way through the American history textbook, not as a substitute for it but as a supplement—a guide to reading The American People for maximum understanding, appreciation, enjoyment, and, yes, success on examinations. To be sure, you have many long hours of reading, reflection, and study ahead of you. Studying history is not easy. But it can be pleasurable as well as profitable, and we sincerely hope that you will find your study of American history almost as enjoyable—and certainly as educational—as the diversions that Zonker imagined as a college student.

We also introduce this Guide with Trudeau’s cartoon because the last lines say something significant not only about students but also about historians. Although professionally committed to telling the truth about the past, which for the most part they succeed in doing, historians tend sometimes, like Zonker, to “embellish.” Like any good storytellers, historians enjoy building an exciting drama by the addition of juicy adjectives and heightened tension. Occasionally they even get a date or name wrong. At one level this is inexcusable, and historians try to check and doublecheck their facts so as never to make errors. But they are only human, and both the authors of your textbook and your history professor may sometimes embellish or make mistakes. So will you, but your errors will be marked wrong. The ultimate responsibility for “getting the history right,” therefore, is yours.
Historians also embellish when they interpret the past, not by telling inflated stories or committing factual errors but simply by showing their human point of view, which is the result of their particular time, place, circumstances, and personal backgrounds. Such factors influence the selection and interpretation of past events. Interpretation is unavoidable, and students should beware of a book or person that claims to be “the truth” rather than one interpretation of the truth.

All works of history, even textbooks, present a point of view reflecting the values, assumptions, and interests of the author. Interpretation differs from a biased presentation in that the latter willfully distorts truth while the former deepens understanding by the process of explaining how and why things happened in the past. This makes the writing (and teaching) of history more than a listing of names, dates, and other facts. The act of interpretation is a humble one, and you should be looking for the interpretive point of view of the authors of your textbook as you read. The Preface is a good place to start.

The history presented in *The American People* is enriched by an interpretive framework. It tells the story of the many ways in which the diverse people coming to this country—whether on foot across the Bering Straits, on rafts across the Rio Grande, or on the *Mayflower*, slave ships, or immigrant steamers—created a cultural mosaic of many societies, and one nation. These individual stories are the history, or “story,” of “the American people.” Our major goal is to help you both learn and enjoy this story. In the 1990s, as we continue to seek to know who we are by knowing where we came from, we realize that, like Zonker, “you gotta grab the past while you can.”

**IMPORTANT ASSUMPTIONS TO BE AWARE OF**

Toward that end, we have prepared this Study Guide. Your teacher has a similar one. We believe that you should know some of our most important assumptions as we prepared the textbook and these Guides. They are as follows:

1. The authors have tried to write a textbook that is not just a series of historical names, dates, places, and other facts—“one damned thing after another,” as someone once described history. Rather, we show history as the story of the daily lives of both ordinary and famous Americans in the past. We have sought to take you inside these lives, to experience the fears, frustrations, and aspirations of the American people.

2. We want you not only to reexperience these lives but also to be confident that you remember what you have studied. When learning history is connected to your own experiences, as well as fun, you tend to do better on tests.

3. We believe that the textbook and Guides are only as good as they are teachable and learnable. We have designed both the text and these guides to be immediately usable, if an instructor desires, for a variety of classroom learning activities and assignments that enrich student learning and the appreciation of American history.
4. We believe that students become historians themselves the minute they open their textbooks and begin to read them. When you consulted your list of classes and other sources in order to discover what history course you signed up for and at what time and in what room it met, you were already acting as a historian, recovering a small piece of your own past in order to understand the present. We have designed a special feature in every chapter, called “Recovering the Past,” to show the variety of ways in which all historians, including yourselves, work to construct the past.

5. We believe that students—all people, in fact—learn best when they begin with a personally compelling human experience, their own or someone else’s. This human story suggests further stories, or facts, and some overarching themes and concepts. These are in turn analyzed, interpreted, compared to other facts, applied to other settings, and evaluated. Finally, there must be an opportunity to express what one has learned and to receive feedback on how well. We have structured the textbook and this Guide according to this basic pattern of human learning.

**HOW TO UNDERSTAND A CHAPTER**

Take Chapter 1, for example, which begins with the story of four powerful women in four different cultures. Through determination, guile, and wisdom, these women shape the culture they are part of and influence the future interaction of these cultures. Their stories give us insight into the cultures that will collide in the Americas. For example, Queen Isabella’s religious zeal results in Roman Catholicism becoming dominant in Spain at the expense of Jews and Muslims. This pattern of religious conformity will happen again when the Spanish travel to the New World and the meet Aztec people like Tecuichpotzin.

The brief anecdote about the four women introduces most of the overarching themes and major concepts of Chapter 1: the different cultural values that were evolving in different parts of the world and the active resistance put forward by Native Americans and Africans to European influence. The result of this contact (as told in subsequent chapters) was terrible for the Native Americans, whether living in Spanish-controlled Central and South America or near English settlements in North America, and Africans who mostly came to America as slaves. The anecdote indicates the religious and commercial rivalry between Spain and England in Europe that will lead to colonization and different types of settlements. It also reveals tension felt by Native Americans and Africans to the encroachment of Europeans into their culture and that change would not be accepted passively. In each chapter of the textbook, an anecdote of an ordinary person’s life will, like the one about the four women, suggest the major themes of the chapter. These themes are stated in the most important section of each chapter: the paragraphs that follow the opening story and precede the first main topic. Read these paragraphs very very carefully.

The bedrock of history, as many history students have found out to their despair, is composed of facts. Broad historical themes are the handles, or pegs, upon which to hang the many particular facts that make up the past. These facts must be mastered—often by memorization—in order to provide life and substance to the larger themes. In Chapter 1, for example, there are a number of names, dates, places, and terms. Once you are familiar
with major concepts like the background of the three cultures bound to collide in the Americas and the active role of Native Americans and Africans in this confrontation, these facts can be placed in some category, or hung on some peg, and are therefore easier to remember. Think, for example, of how you would remember the following facts: names such as Mansa Musa, Elizabeth I, and Incas; dates or periods such as “pre-Columbian,” Renaissance, and 1492; places such as Cahokia, Venice, and Mali; and terms such as matrilineal, reciprocal obligation, and Black Death.

Once the facts are mastered within the context of the major themes, you are able to work with, or use, both facts and concepts in a more sophisticated way than just repeating or listing them. You could, for example, contrast the three worlds according to their differing values and beliefs about nature, religion, family, and political and economic goals. Or you could analyze the reasons for the conflict between Spain and England. Or you could apply or transfer your knowledge to similar situations, like the intermingling and conflicts today, perhaps even in your own community, among ethnic and racial groups with differing sets of values. Or you might evaluate how people thought and felt about the effects of the clash of cultures in both the seventeenth and twentieth centuries. Being able to form judgments like these is the highest level of learning and depends upon a prior understanding of specific facts and thematic concepts.

Finally, to check how well you have learned the material of a chapter, it is good to be tested—on both the specific facts and the larger themes of that chapter. This feedback is necessary both to confirm your confidence in how much has been learned and to identify areas that need further study.

To summarize, most people learn best by moving through the following sequence:

1. Engagement in a human story
2. An overview of major themes and concepts
3. Mastery of specific facts that support or illustrate those themes
4. Analysis, synthesis, comparison, application, and evaluation of the themes
5. An opportunity to demonstrate knowledge practicing these steps on tests and other assignments

Each chapter in The American People can be understood better by studying it in terms of this basic learning pattern.
HOW TO USE THE STUDY GUIDE WITH THE TEXT

The Study Guide also follows this pattern. Students who work back and forth from the chapter in *The American People* to the chapter in the Guide will continually be reinforcing and strengthening their mastery and enjoyment of American history. With a little experimenting, students will find that it is sometimes better to read the textbook chapter before looking at the Guide and sometimes better to read the Guide before the textbook. We have also included PART summaries and the accounts of three important technological innovations to enhance your learning.

Each chapter contains the following sections:

(1) **Chapter Outline (with opening anecdote)**

It is helpful to look through the outline before reading a chapter in order to see at a glance both the major topics to be covered and the chapter’s organization. The short summary of the human story or anecdote that begins each chapter should point toward these topics and suggest the structure.

(2) **Significant Themes and Highlights**

Three or four statements will provide an overview summary of the main themes, concepts, threads, major ideas, and special features of each chapter. To consult this section before reading the chapter may be the most helpful thing you can do in order to have some handles or pegs to help you understand and place the many particular facts encountered in the chapter. Keeping these major concepts in mind as you read will prevent you from getting lost in a sea of facts. Specific facts are valuable to a historian only as illustrations of some larger theme. If you have a strong sense of the themes you will more easily remember the appropriate illustrative factual examples when taking examinations.

(3) **Learning Goals of the Chapter**

The list of the goals, or objectives, of each chapter is a way of providing a self-check on how well you are mastering the material. After completing a chapter, try answering each item. If you can, you are ready to move on. If you cannot, you know which topics to review in the chapter. When you are preparing for examinations, reread the sections on learning goals for the appropriate chapters.

The first 5—6 learning goals indicate the “basic knowledge” you should be familiar with—the essential facts every history student has to know before doing anything else. Such knowledge is usually tested with short-answer exam questions: multiple-choice, true-or-false, identification, fill-in-the-blanks, and similar formats. You also need to know these facts in order to handle more difficult kinds of questions. The second part of the learning goals section includes three goals intended to give you “Practice in Historical Thinking Skills,” higher order learning tasks such as analyzing, comparing and contrasting, applying, assessing, and evaluating historical phenomena. This is what we mean by interpretation. These intellectual skills are usually tested by essay questions and paper
assignments. You can prepare for these by writing short practice essays on these three learning goals.

(4) Important Dates and Names to Know

Nothing drives history students crazier than having to memorize dates. Yet chronology—the order and sequence of past events—is essential to understanding history. What is most important for students to remember is not that they must memorize every exact date but rather that they should form a general idea of the sequence in which events happened. Remembering key dates is not as mysterious as students often think: it is usually just a matter of common sense. One could, for example, remember that the Declaration of Independence was signed in 1776 and the Constitution in 1787, but what is really important is to get them in the right order. Imagine how silly it would be to reverse them. It is common sense that the bonds of one government had to be dissolved before a new one could be created. The chronologies of important dates will usually include important names to remember as well. Names that are not associated with a particular date but are nevertheless significant are listed at the end of the chronology.

(5) Glossary of Important Terms

Although history is not nearly as filled with jargon and special vocabularies as other disciplines, various unfamiliar terms inevitably turn up in every chapter. These are listed and briefly identified in this section. Remember that your teachers may also have favorite terms that they want you to learn, so it is a good idea to add them to these lists.

(6) Enrichment Ideas

We think this is the most important section in the Guides. In this part is a list of activities and assignments designed to aid and enhance learning of the important themes and concepts in each chapter. Some are activities you can follow and do on your own. A longer list, not included in the Student Guide, contains assignments and classroom activities your instructor may want to use. The variety of suggested approaches to enrich learning—both in the classroom and out—is extensive, but they always begin with further ways of using the “Recovering the Past” feature. This section, found in each chapter, is intended to introduce students of history to the many sources and ways in which historians find out what happened in the past.

A century ago, most historians would probably have said that they recovered the past by reading old manuscripts, primarily government and other institutional documents housed in official archives, and by consulting the letters, papers, and manuscripts of former presidents, senators, generals, and other leaders. But in recent years, as historians have broadened their interest from political and military history (unkindly called “drum and trumpets” history) to include the social history of ordinary people, they have also widened the kinds of sources they find useful in recovering the past. To written government documents and archival manuscripts historians have added private diaries, popular songs, paintings, cartoons, census returns, tax and inventory lists, films and photographs, material objects, oral history, and many other means of recovering the past.
The “RTPs,” as the authors affectionately call them, are intended not only to enrich your learning of American history but also to show you how you can become your own historian. For the most part, each means of recovering the past is appropriate to the content of the chapter in which it is found. Thus the work of archaeologists and the contributions archaeology makes to understanding earlier civilizations are discussed in Chapter 1; folktales in the chapter on slavery; and films, oral history, and television in the twentieth-century chapters. Additional ways of recovering the past, such as popular Hollywood feature films and trips to historical areas, are mentioned in the appropriate Enrichment sections in this Study Guide.

(7) Sample Test and Examination Questions

Many students will find this section most useful in preparing for examinations, not because their teachers will necessarily select test questions from those included (though they might) but because students can check for themselves how well they have learned the material in a chapter. Note that the sample questions begin with short-answer types (multiple choice, matching, etc.) to test basic knowledge (how well you remember the material), whereas the later questions are essays and interpretive questions that test historical thinking skills (how well you can compare and contrast, analyze, interpret, apply, and evaluate the main ideas of the chapter). In these higher order questions, you gain practice in learning how to think like historians, doing the kind of basic detective groundwork interpreting evidence from various sources and writing analytic essays.

The test questions for some chapters in this Guide end with a map question, which is a lower-order but fundamentally important content knowledge skill (knowing where places are). Other chapters end with a quotation, chart, or other verbal or quantitative illustration, which we ask you to identify and interpret—who, what, where, when, and why significant. This is a more sophisticated exercise in the detection and interpretation of a historical source.

**HOW TO UNDERLINE A CHAPTER**

One of the first problems students face when they begin reading a textbook is how much to underline or highlight. A consideration of the purpose of underlining may help guide you through a chapter. The major goal, of course, is to aid memory and comprehension by highlighting the main themes, selecting important examples for each major idea. This helps not only to understand the chapter but also to review for examinations. Too little underlining means that you may end up rereading the entire chapter the night before a test. Too much, in which no discrimination has taken place, may also mean having to reread everything. It is, of course, important to note the topic sentences for each paragraph.
The following is an example of how we would underline a short section from Chapter 1.

**Contrasting Worldviews**

Having evolved in complete isolation from each other, European and Native American cultures exhibited a wide difference in values. Colonizing Europeans called themselves “civilized” and typically described the people they met in the Americas as “savage,” “heathen,” or “barbarian.” Lurking behind the physical confrontation that took place when Europeans and Native Americans met were latent conflicts over humans’ relationship to the environment, the meaning of property, and personal identity.

Europeans and Native Americans conceptualized their relationship to nature in starkly different ways. Regarding the earth as filled with resources for humans to use and exploit for their own benefit, Europeans separated the secular and sacred parts of life, and they placed their own relationships to the natural environment mostly in the secular sphere. Native Americans, however, did not distinguish between the secular and the sacred. For them, every aspect of the natural world was sacred, inhabited by a variety of “beings,” each pulsating with spiritual power and all linked together to form a sacred whole.

Consequently, if one offended the land by stripping it of its cover, the spiritual power in the land—called “manitou” by some eastern woodland tribes—would strike back. If one overfished or destroyed game beyond one’s needs, the spirit forces in fish or animals would take revenge, because humans had broken the mutual trust and reciprocity that governed relations between all beings—human or nonhuman. To neglect reciprocal obligations in nature’s domain was to court sickness, hunger, injury, or death.

Europeans believed that land, as a privately held commodity, was a resource to be exploited for human gain. They took for granted property lines, inheritance of land, and courts to settle resulting land disputes. Property was the basis not only of sustenance but also of independence, wealth, status, political rights, and identity. The social structure directly mirrored patterns of land ownership with a land-wealthy elite at the apex of the social pyramid and a propertyless mass at the bottom.

Native Americans also had concepts of property and boundaries. But they believed that land had sacred qualities and should be held in common. As one German missionary explained the Native American view in the eighteenth century, the Creator “made the Earth and all that it contains for the common good of mankind. Whatever liveth on the land, whatsoever growth out of the earth, and all that is in the rivers and waters . . . was given jointly to all and everyone is entitled to his share.”

Communal ownership sharply limited social stratification and increased a sense of sharing in most Native American communities, much to the amazement of Europeans accustomed to wide disparities of wealth. Not all Europeans were acquisitive, competitive individuals. The majority were peasant farmers living from the soil, living in kin-centered villages with little contact with the outside world, and exchanging goods and labor through barter. But in Europe’s cities a wealth-conscious, ambitious individual who valued and sought wider choices and greater opportunities to enhance personal status was coming to the fore. In contrast, Native American traditions stressed the group rather than the individual and valor rather than wealth.

There were exceptions. The empire of the Aztec in Central America and the Inca in South America were highly developed, populous, and stratified. So, in North America, were a few tribes such as the Natchez. But on the eastern and western coasts of the continent and in the Southwest—the regions of contact in the sixteenth and seventeenth centuries—the European newcomers encountered a people whose cultural values differed strikingly from theirs.

European colonizers in North America also found disturbing the matrilineal organization of many tribal societies contrary to the European male-dominated sexual hierarchy. Family membership among most tribes was determined through the female line and divorce was the woman’s prerogative. Clans were composed of several matrilineal kin groups related by a blood connection on the mother’s side.
PART ONE (Chapters 1–5)

A COLONIZING PEOPLE
1492–1776

America has always been a nation of immigrants, an elaborate cultural mosaic created out of the unending streams of people who, for four centuries, have flocked to its shores from every corner of the world. It is the colonial roots of this intermingling of people and cultures that provide an organizing framework for the first part of this book. America began with the convergence of people from the three continents of North America, Europe, and Africa.

Chapter 1, “Ancient America and Africa,” explores the mingling of their values, institutions, and lifeways during the fifteenth and sixteenth centuries. Insights to African, European, and Native American life and culture prior to contact are revealed. Chapter 2, “Europeans and Africans Reach the Americas,” examines Spanish conquest of the Americas, the early African slave trade, and the blending of cultures in the Americas. Chapter 3, “Colonizing a Continent in the Seventeenth Century,” explores six regions of settlement along the Atlantic seaboard and the Caribbean. The interplay of religious idealism, economic opportunity, political experimentation, and social adaptation to the new environment is examined on the Chesapeake tobacco coast; in Puritan New England; in the French, Dutch, and English colonies from the St. Lawrence to the Hudson rivers; in proprietary Carolina; in Quaker Pennsylvania; and New Spain’s Northern Frontier.

The ability to grow from small and struggling settlements in the seventeenth century to thriving, more populous colonies in the early eighteenth century depended above all on exploiting the natural resources of North America. Chapter 4, “The Maturing of Colonial Society,” traces the development of the colonies of England, Spain, and France in the first half of the eighteenth century. It stresses the increasingly complex, yet unfinished, character of colonial society, highlights its regional differences, and shows how economic growth, religious revival, and political maturation prepared the English colonists by 1750 for the epic events that would occur in the next generation. It was this fluidity of colonial society that made the Seven Years’ War (1756 - 1763) and the subsequent coming of the American Revolution such a multifaceted and dynamic period, as Chapter 5, “The Strains of Empire,” spells out. Many other “American revolutions” will follow in our history.
Ancient America and Africa

(1) CHAPTER OUTLINE

As the stories about four important women of this era demonstrate, deep transformations were underway in West Africa, in southern and western Europe, and in the Americas. The cultures of Africa, Europe, and the Americas prior to contact are revealed.

The Peoples of America Before Columbus
- Migration to the Americas
- Hunters, Farmers, and Environmental Factors
- Mesoamerican Empires
- Regional North American Cultures
- The Iroquois
- Pre-Contact Population
- Contrasting Worldviews

Africa on the Eve of Contact
- The Spread of Islam
- The Kingdoms of Central and West Africa
- African Slavery
- The African Ethos

Europe on the Eve of Invading the Americas
- The Rebirth of Europe
- The New Monarchies and the Expansionist Impulse

Conclusion: The Approach of a New Global Age
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The clash that developed when the people of three continents—North America, Europe, and Africa—began to encounter each other forms the opening chapter of American history and is therefore the opening chapter of the textbook. With the stories of Isabella of Castile, Tecuichpotzin, Elizabeth I of England, and Queen Njinga, we see the intermingling and transformation of three worlds.

2. The chapter challenges the concept that Africans and Native Americans were passive primitive bystanders awaiting conquest. Native American, Africans, and Europeans were all critical participants in the making of the modern world.

3. The spread of Islam and the rise of great empires in West and Central Africa is also examined.

4. By taking readers inside the cultural beliefs and experiences of Native Americans and Africans, as well as Europeans, this chapter serves to counteract the traditional ethnocentric view that sees all developments through the eyes of Europeans. An example of this is the oft-repeated phrase “Columbus discovered America,” implying that there was no life or culture in the Americas until a European found it in 1492.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Locate and briefly describe the Native American Mound Builders of the Ohio and Mississippi River valleys, the Pueblo dwellers of the Southwest, and the Iroquois Indians of the East Coast.

2. Describe Native American attitudes toward and beliefs about the natural world, wealth, community, family, and men and women.

3. Name and locate three West African kingdoms between the fifth and fourteenth centuries and describe West African beliefs about family, religion, and social organization.

4. Explain the political, economic, and religious changes in early modern Europe that led to the exploration and eventual settlement of North America.

5. Explain the navigational improvements that led to European exploration.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Compare and contrast the values and lifestyles of the three worlds—Native American, African, and European—that met in the Americas early in the sixteenth century.

2. Evaluate the outcomes of that collision for each world. What do you think and feel about these outcomes?

3. Evaluate the motivations for European exploration. What do you think about their motivations?

(4) IMPORTANT DATES AND NAMES TO KNOW

Pre-Columbian epochs:

35,000 B.C.E. First humans cross Bering Land Bridge to reach the Americas
12,000 B.C.E. Beringian epoch ends
8000 B.C.E. Paleo-Indian phase ends
500 B.C.E. Archaic era ends
500 B.C.E.-1000 C.E. Post-Archaic era in North America
600 C.E.-1100 Rise of mound building center at Cahokia
632-750 Islamic conquest of North Africa spreads Muslim faith
800-1026 Kingdom of Ghana controls West Africa’s trade
1000 Norse seafarers establish settlements in Newfoundland
1000-1500 Kingdom of Benin develops
1000-1500 Kingdoms of Ghana, Mali, Songhai in Africa
1200s Pueblo societies develop village life in southwestern North America
1235 Defeating the Ghanaian king, Mali becomes a West African power
1291 Marco Polo’s return from East Asia to Venice quickens European trade with Eastern Hemisphere
1300s  Rise of Aztec society in Valley of Mexico
1300-1450  Italian Renaissance
1324  Mansa Musa’s pilgrimage to Mecca expands Muslim influence in West Africa
1420s  Portuguese sailors explore west coast of Africa
1435  Kingdom of Songhai declares independence from Kingdom of Mali
1450-1600  Northern European Renaissance
1460s-1590s  Kingdom of Songhai controls West Africa’s trading societies
1469  Marriage of Castile’s Isabella and Aragon’s Ferdinand creates Spain
1500s  Quickening of western European trade and production of consumer goods

Other Names to Know

Prince Henry the Navigator  Mansa Musa  Marco Polo
Isabella of Castile  Ghana  Iroquois
Magna Carta  Cahokia

(5) GLOSSARY OF IMPORTANT TERMS

matrilineal: tracing descent and property and political rights through the mother

Mesoamerica: the middle region bridging the great land masses of South and North America

Muslim: a person believing in the religion of Islam, which began in the seventh century and spread throughout the Middle East and northern Africa and eventually to Asia and Europe in succeeding centuries (Muslims, or Moslems, were sometimes called Moors by Europeans)

Pre-Columbian era: the period of history before Columbus in which Native American Indian cultures lived in the Americas undiscovered—and unaffected—by Europeans

Renaissance: period of cultural rebirth in Europe (fifteenth-sixteenth centuries)
(6) ENRICHMENT IDEAS

1. Find out which Native American tribes and nations lived in your part of the country and whether there are any archaeological working sites or remains, like Cahokia, to visit. Also visit any museums or historical parks that feature local Indian history.

2. Assume that you are an archaeologist or anthropologist who wants to understand and reconstruct in your region as much of the original Indian culture and typical daily life as possible from relics and other remains. Present your findings to others in various forms: oral report, written paper, table display showing artifacts and a model of Indian life, or artistic drawings or skits illustrating Indian culture.

3. Pretend that you are an archaeologist or anthropologist from some distant future who wants to understand and reconstruct as much as possible of present-day culture and daily life in your community. Imagine the absolute destruction of all written records and the near-destruction and burying under dirt and debris of material objects and structures. As you dig up the remains or observe unusual topological and other features (like dammed-up streams, terraced and flattened hills, or roadway patterns), how much of the original daily life and culture do you think you could reconstruct?

4. Imagine yourself as an alien, who has never seen earthlings, arriving to explore and settle the planet Earth. From the behavior of human beings, what kind of conclusions might you draw about their cultural patterns and values? What images do you have about groups different from your own? Think about both positive and negative images.

5. Look over the opening anecdote. Imagine yourself as each of the four women leaders, write a diary entry discussing the specific challenges you face as the leader of your specific group.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. The “New World” was first entered by people from what is now Asia
   a. around 35,000 B.C.E.
   b. about 14,000 to 25,000 years ago.
   c. in about 1000 C.E.
   d. in 1492.

2. The five tribes that comprised the League of the Iroquois were
   b. Aztec, Olmec, Toltec, Inca, and Mayan.
   c. Choctaw, Chickasaws, Cherokee, Creeks, and Seminoles.
   d. Mohawk, Oneidas, Onondagas, Cayugas, and Senecas.
3. Cahokia was the center of
   b. “Mississippi” culture.
   c. “Pueblo” culture.
   d. “Iroquois” culture.

4. According to Native Americans, before the European invasion
   a. the natural world was a resource given by a Christian God.
   b. every part of the natural environment was sacred.
   c. the belief that spirits resided in nature was fading.
   d. land was the basis of status and identity.

5. From the fifth to the fourteenth centuries, West Africa
   a. was a savage land of nomadic hunters.
   b. was colonized and exploited by various European nations.
   c. was engaged in perpetual warfare with Muslims from the Middle East.
   d. featured the development of a series of kingdoms with relatively advanced cultures
      and complex political structures.

6. In the fifteenth century, West African societies
   a. developed an extensive industrial system based on slaves captured in tribal wars.
   b. had the most brutal system of slavery in the civilized world.
   c. respected the privileges of education and marriage and the protection of the law for
      slaves.
   d. provided legal protection and rights only for slave children.

7. Each of these was a West African empire EXCEPT
   a. Ghana.
   b. Mali.
   c. Songhai.
   d. Egypt.

8. By the end of the fifteenth century a new political entity, _________, had arisen in
   European countries like Portugal.
   a. dictatorships
   b. feudal states
   c. nation-states
   d. democracies

9. In traditional African slavery
   a. slaves were considered chattel.
   b. slavery was race based.
   c. status of a slave was limited and not inherited by offspring.
   d. the primary occupation of slaves was gang field worker.

10. The Magna Carta
    a. curbed the powers of the monarchy and established the parliament in England.
    b. authorized Christopher Columbus’ first expedition to the Americas.
    c. created a parliament solely composed of hereditary members.
    d. was a kingdom in Central Africa.
11. The Renaissance that encouraged innovation in science and the arts in Europe peaked in
   a. the time from 500 -1000 B.C.E.  c. the late fifteenth century.
   b. the centuries before 1400.  d. the late sixteenth century.

12. All of the following changes in fifteenth century Europe led to an expansionist impulse
   EXCEPT
   a. the rise of new monarchies.
   b. technological improvements.
   c. the rise of the Protestant denomination.
   d. trade rivalry with the Muslims.

13. Which of the following pairs is not correct?

14. The expansionist impulse of European monarchs in the latter fifteenth century was
   a. temporarily subdued by the growth of the Renaissance culture.
   b. nourished by population decline and civil disorder.
   c. disrupted by internal wars of bickering nobles.
   d. motivated by a desire to bypass Muslim merchants in trade with Africa and Asia.

15. Which of the following nations became the early leader of the transatlantic slave trade
   and European exploration?

**Essays**

1. Compare and contrast African, Native American, and European beliefs and practices about
   the natural world, status of women, property and wealth, and community and family life.

2. Discuss the differences between traditional African slavery and transatlantic slavery.

3. Analyze European motivations for exploring and eventually settling the New World.

4. “Too often in historical writing, Europeans reaching the Americas are portrayed as the
   carriers of a superior culture that inevitably vanquished people living in a primitive if not
   ‘savage’ state.” Selecting appropriate evidence from the chapter, write an essay refuting
   this depiction of Africans and Native Americans as a passive or primitive people.
Europeans and Africans Reach the Americas

(1) CHAPTER OUTLINE

Between 1492 and 1504 we see people like Estevan and Alvar Cabeza de Vaca brought together from three previously unconnected continents. This chapter examines the Columbian voyages, the arrival of the Spanish conquistadors and their conquest of Mesoamerica and the southern regions of North America. A central theme is the exchange of goods and cultures between Europe, Africa, and the Americas that begin to create the modern world.

Breaching the Atlantic
The Columbian Voyages
Religious Conflict During the Era of Reconnaissance

The Spanish Conquest of America
Caribbean Experiments
The Conquistadors’ Onslaught at Tenochtitlán
The Great Dying
The Columbian Exchange
Silver, Sugar, and Their Consequences
Spain’s Northern Frontier

England Looks West
England Challenges Spain
The Westward Fever
Anticipating North America

African Bondage
The Slave Trade
The Middle Passage
Slavery in Early Spanish Colonies

Conclusion: Converging Worlds
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The clash of three cultures from three continents—the Americas, Europe, and Africa—affects tremendously the cultures on each continent. It is the basis for conflict and community for the next five hundred years.

2. A secondary clash within the European white world, that between Catholic Spain and Protestant England, explains the different development of Spanish Central and South America and English North America.

3. By taking readers inside the cultural beliefs and experiences of Native Americans and Africans, as well as Europeans, this chapter serves to counteract the traditional ethnocentric view that sees all developments through the eyes of Europeans. An example of this is the oft-repeated phrase “Columbus discovered America,” implying that there was no life or culture in the Americas until a European found it in 1492.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Explain the political, economic, and religious changes in early modern Europe that led to the exploration and eventual settlement of North America.

2. Locate on a map the names and routes of the most significant Spanish, English, French, and Dutch explorers and conquerors in the fifteenth and sixteenth centuries.

3. Describe the impact of the European conquest of the Americas on the Native American Indian population.

4. Explain the economic impact of exploration on the European continent.

5. Explain African participation in the transatlantic slave trade.

6. Describe the conditions of the Middle Passage.

7. Locate on a map the areas European slave traders carried the majority of enslaved Africans during the fifteenth and sixteenth centuries.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Evaluate the outcomes that resulted from the collision between Europe, the Americas, and Africa. What do you think and feel about these outcomes?

2. Compare and contrast the cultures of Spain and England, and their motivations for settling the Americas.

3. Explain the images that Europeans had of the Native American and African populations. How were the realities different from the perceptions?

4. Analyze the Islamic and transatlantic slave trade.

(4) IMPORTANT DATES AND NAMES TO KNOW

1440s Portuguese begin kidnapping Africans and trading with them for slaves on Africa’s western coast

1460s Using African labor, sugar plantations in Portuguese Madeira become major exporters

1492 Christopher Columbus lands on Caribbean islands
   Spanish expel Moors (Muslims) and Jews

1493-1504 Columbus makes three additional voyages to the Americas

1493 Spain plants first colony in Americas on Hispaniola

1494 Treaty of Tordesillas

1497-1585 French and English explore northern part of the Americas

1498 Vasco da Gama reaches India after sailing around Africa

Early 1500s First Africans reach the Americas with Spanish

1508-1511 Spanish conquistadors subjugate native people on Puerto Rico and Cuba

1513 Portuguese explorers reach China

1517 Luther attacks Catholicism and begins Protestant Reformation

1520 First disease contracted from Spanish devastates Aztec people

1521 Cortés conquers the Aztecs
1528  Spain plants first settlement on Florida coast
1527-1536  Cabeza de Vaca *entrada* across southern region of North America
1530s  Calvin calls for religious reform
1533  Pizarro conquers the Incas
1534  Church of England established
1539-1542  De Soto expedition explores the southeast
1540-1542  Coronado explores the Southwest
1558  Elizabeth I crowned Queen of England
1585  English plant settlement on Roanoke Island
1588  English defeat the Spanish Armada
1590  Roanoke settlement fails
1603  James I succeeds Elizabeth I

**Other Names to Know**

Bartolemé de Las Casas  Thomas Hariot  Francis Drake
Estevan (Estanvanico)  John White  King Philip II
Moctezuma II  Francisco Feliz de Sousa

---

**Glossary of Important Terms**

*Columbian Exchange*: most significant geographical rearrangement of plant and animal life between Europe and the Americas with profound environmental and human consequences

*conquistador*: any of the sixteenth century Spanish conquerors of Mexico, Peru, etc.

*Middle Passage*: the journey during the transatlantic slave trade from Africa to the Americas and Europe

*Moors*: any of a Muslim people living chiefly in Northwest Africa

*Protestant Reformation*: period in Europe in the sixteenth century of protest against the Roman Catholic church and the creation of new (Protestant) religious institutions
(6) ENRICHMENT IDEAS

1. Imagine that you are an enslaved African, one of the European explorers, or a Native American during the fifteenth and sixteenth century. Write a journal entry describing your contact with people of another land and culture. What might be some obstacles in interacting with people of another culture? What might be some positive outcomes of contact?

2. Find an old history textbook that discusses European exploration during the fifteenth and sixteenth century. Compare and contrast the interpretation of the old history textbook with your current one. How do historical interpretations change over time?

3. Pretend that you are a Catholic priest living during the time of the Protestant Reformation. Write a letter to your parishioners explaining some of the difference in doctrine between Protestants and Catholics. How would you respond to some of the criticisms against the Catholic Church? Do a similar exercise from the perspective of a Protestant minister. How would you respond to criticisms against the Protestant Church?

4. Create a poster illustrating the Columbian Exchange. Use the “Analyzing History” inset to guide your project.

5. Imagine yourself as a newly enslaved African. Write a letter to people back home explaining how you were acquired and what has happened to your life since your capture.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. In the latter half of the fifteenth century, Christopher Columbus
   a. received financial backing by Prince Henry the Navigator for a westward voyage.
   b. overestimated the distance between Europe and Japan.
   c. argued that Europeans could reach the Indies by sailing west rather than east.
   d. reaped significant fame and riches from his four voyages of exploration.

2. According to Martin Luther
   a. only a chosen few deserved salvation.
   b. salvation came through faith in God’s grace.
   c. only non-Catholics could ever be saved.
   d. salvation was earned through good works.

3. The doctrines of Protestant leader John Calvin
   a. offered a system for both self-discipline and social control.
   b. emphasized the need for hierarchical church structure.
   c. offered hope of salvation to most believers.
   d. appealed only to the poorest and most oppressed peoples of Europe.
4. The Treaty of Tordesillas divided settlement of the Americas between

5. The population of the Americas dramatically declined following the arrival of Europeans primarily because of the
   a. enslavement of Native Americans by Europeans.
   b. lack of immunity among Native Americans to European diseases.
   c. loss of morale and sense of hopelessness that pervaded Native American societies.
   d. policy of systematic genocide employed by European explorers toward Native Americans.

6. Which of the following pairs is not correct?

7. What percentage (estimated) of the inhabitants of the Americas died of diseases brought by Europeans?
   a. 25 percent. b. 67 percent.
   c. 75 percent. d. 95 percent.

8. Motivation(s) for Spanish settlement included
   a. spread of the Catholic religion.
   b. national pride.
   c. dreams of personal enrichment.
   d. all of the above.

9. The massive flow of silver bullion from the Americas to Europe in the sixteenth and seventeenth centuries
   a. triggered a sharp increase in the price of goods.
   b. delayed further exploration of America.
   c. increased prevailing wage rates in Europe.
   d. hampered capitalist modes of production.

10. The primary enterprise of the Portuguese in Brazil during the late sixteenth and early seventeenth centuries involved the
    a. extraction of silver.
    b. enslavement of Native American laborers.
    c. conversion of Native Americans to Catholicism.
    d. production of sugar.

11. Which of the following best describes England’s motivations for moving westward to North America?
    a. They only wanted to expand their fishing capabilities.
    b. The quest for gold and silver.
    c. Rivalry with Spain, a quest for new markets, and an expanding population.
    d. The desire to Christianize heathen Indians.
12. The defeat of the Spanish Armada by England in 1588
   a. solidified Catholicism in England.
   b. decreased nationalistic spirit in England.
   c. increased English interest in overseas exploration and colonization.
   d. brought about continued European religious wars.

13. Early European images of the “New World”
   a. described an earthly paradise full of riches.
   b. depicted a harsh environment, not conducive to farming.
   c. pictured only backward, hostile savages.
   d. described all of the above.

14. English colonizing ventures in the New World differed from earlier Portuguese and Spanish efforts in that English attempts were
   a. immediate and major successes.
   b. met with little or no Native American resistance.
   c. strictly coordinated and governed by the Crown.
   d. privately owned and financed.

15. The least likely destination of European slave traders in the seventeenth century would have been
   a. the West Indies.                 b. Brazil.

Essays

1. Discuss the various explorers and the areas that they conquered. Examine the process of how these areas were dominated. Discuss the reaction of the Native American and/or the African. What steps, if any, did they take against colonization?

2. Analyze English motivations for exploring and eventually settling the New World. Compare and contrast their motives with those of the Spanish.

3. Evaluate the converging of three worlds—Native American, African, and European—in the Americas. What was gained and what was lost by each of the three?

4. “Neither the Spanish nor the English respected Indian culture and society; this lack of respect enabled them to destroy Native American life with few regrets.” Write an essay supporting or rejecting this statement, selecting appropriate evidence.

5. Explain how the religious changes of the Protestant Reformation affected the English colonization of America.

6. Explain the transatlantic slave trade from acquisition in Africa until their new lives in the Americas. Why do you think the Islamic slave trade in northern Africa has received less attention than the transatlantic slave trade?
Anthony and Mary Johnson, two freed slaves, live in the uneasy world between freedom and slavery. Their experiences are just one of thousands detailing the experiences of seventeenth-century immigrants who arrived in North America. Free immigrants, indentured servants from Europe, the African labor force, and Native Americans had to learn to cope with new environments, new social situations, and new mixings of people in the six areas of early colonization.

The Chesapeake Tobacco Coast
   Jamestown, Sot Weed and Indentured Servants
   Expansion and Indian War
   Proprietary Maryland
   Daily Life on the Chesapeake
   Bacon’s Rebellion Engulfs Virginia
   The Southern Transition to Slave Labor
   The System of Bondage

Massachusetts and Its Offspring
   Puritanism in England
   Puritan Predecessors in New England
   Errand into the Wilderness
   New Englanders and Indians
   The Web of Village Life
   King Philip’s War in New England
   Slavery in New England

From the St. Lawrence to the Hudson
   France’s America
   England Challenges the Dutch

Proprietary Carolina: A Restoration Reward
   The Indian Debacle
   Early Carolina Society
The Quakers’ Peaceable Kingdom

The Early Friends
Early Quaker Designs
Pacifism in a Militant World: Quakers and Native Americans
Building the Peaceable Kingdom
The Limits of Perfectionism

New Spain’s Northern Frontier
Popé’s Revolt
Decline of Florida’s Missions

An Era of Instability
Organizing the Empire
The Glorious Revolution in North America
The Social Basis of Politics
Witchcraft in Salem

Conclusion: The Achievement of New Societies

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. A theme running throughout the chapter, illustrated by King Philip’s War and Bacon’s Rebellion, is the confrontation in North America between two cultures: the English colonists (in various kinds of settlements) and Native American tribes. The two cultures collided as the colonists sought to realize the goals that had lured them to the New World and the Indians sought to defend their tribal homelands.

2. A second theme focuses on tensions growing out of the religious and economic motivations behind settlement. Many English colonists came to America to create religious utopias, a New World Zion. Others, even in the same settlement, came for economic opportunity, gold, and land. Regardless of motive, the colonists experienced limits to their aspirations: both utopia and economic opportunity proved elusive, the former far more than the latter.

3. Another recurrent theme of the chapter is the tension between religious idealism and violence. The colonial world was a violent one, both in contact with the Native Americans and in the social conflicts that emerged in the difficult early years of settlement.

4. The English colonists not only clashed with Native American cultures but also developed different cultures themselves. This chapter is structured around the reconstruction of the modes of settlement and character of life in five distinctly different societies along the Atlantic Coast: the Chesapeake region of Virginia and Maryland, Puritan New England, New York under the Dutch and English, proprietary Carolina, and Quaker Pennsylvania.
In the account of each society is a picture of daily life as reflected in the architecture of houses, material household belongings, patterns of family life, and the role of women.

5. Small insurrections against colonial administrators and elites, triggered by the Glorious Revolution of 1688, erupted in several colonies. Although they were in no way a “dress rehearsal” for the American Revolution, they did reveal some of the social and political tensions growing out of the attempt to plant English society in the New World.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Locate the various distinct settlements on a map of the Atlantic Coast, in particular Jamestown and the Chesapeake Bay tobacco area, Roanoke Island, Charleston, Plymouth, Boston and Massachusetts Bay, New York, the Hudson River, Delaware, the Connecticut and James rivers, and Philadelphia and the greater Pennsylvania settlement.

2. Describe the changing population, social patterns, and daily life of the Chesapeake tobacco coast in the seventeenth century.


4. Describe the course and consequences of King Philip’s War in New England and Bacon’s Rebellion in Virginia.


6. Describe Quaker beliefs and the efforts to build a peaceable kingdom in William Penn's settlement in Pennsylvania.

7. Discuss Spanish missionary activity in Florida and New Mexico and its impact on settlement activity in the United States.

8. Explain the key ideas England used to organize its empire. How was control affected by the Glorious Revolution?
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Compare and contrast the reasons and motivations for the settlement of each of the five main colonies, and describe the relationship of each of the five settlements with the Native American tribes of that region.

2. Reconstruct and compare the essentials of daily life, including the lives of women, in each of the six settlements in the seventeenth century.

3. Discuss whether you think utopian idealism or economic necessity was a more important motivation in the settlement and development of the English colonies.

4. Show the most important effects of the Glorious Revolution in England and of European national rivalries on the colonies in the late seventeenth and early eighteenth centuries.

(4) IMPORTANT DATES AND NAMES TO KNOW

1607    Jamestown settled
1616-1621  Native American population in New England decimated by European diseases
1617    First tobacco crop shipped from Virginia
1619    First Africans arrive in Jamestown
1620    Pilgrims land at Plymouth
1622    Powhatan tribes attack Virginia settlements
1624    Dutch colonize mouth of Hudson River
1630    Puritan immigration to Massachusetts Bay
1632    Maryland grant to Lord Baltimore
1633-1634  Native Americans in New England again struck by European diseases
1635    Roger Williams banished and flees to Rhode Island
1637    New England wages war against the Pequot Indians
1638    Anne Hutchinson exiled to Rhode Island
1640s  New England merchants enter slave trade
       Virginia forbids Blacks to carry firearms
1642-1649 English Civil War ends great migration to New England
1643  Confederation of New England
1650-1670 Judicial and legislative decisions in Chesapeake colonies solidify racial lines
1651  Parliament passes first navigation act
1659-1661 Puritans hang three Quaker men and one Quaker woman on Boston Common
1660  Restoration of King Charles II in England
1663  Carolina charter granted to eight proprietors
1664  English capture New Netherland and rename it New York
       Royal grant of the Jersey lands to proprietors
1673-1685 French expand into Mississippi valley
1675-1677 King Philip’s War in New England
1676  Bacon’s Rebellion in Virginia
1680  Popé’s revolt in New Mexico
1681  William Penn receives Pennsylvania grant
1684  Massachusetts charter recalled
1688  Glorious Revolution in England, followed by accession of William and Mary
1689  Overthrow of Governor Andros in New England
       Leisler’s Rebellion in New York
1690s  Transition from white indentured servitude to black slave labor begins in
       Chesapeake region
1692  Witchcraft hysteria in Salem
Other Names to Know

<table>
<thead>
<tr>
<th>Captain John Smith</th>
<th>Anthony Johnson</th>
<th>Metacomet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel de Champlain</td>
<td>William Bradford</td>
<td>Mary Dyer</td>
</tr>
<tr>
<td>John Winthrop</td>
<td>Olaudah Equiano</td>
<td>Sir William Berkeley</td>
</tr>
<tr>
<td>John Locke</td>
<td>Pocahontas</td>
<td>King James II</td>
</tr>
</tbody>
</table>

(5) GLOSSARY OF IMPORTANT TERMS

**antinomianism:** an interpretation of Puritan doctrine associated with Anne Hutchinson that stressed mystical elements in God's grace and diverged from orthodox Puritan views on salvation

**genocide:** the willed extermination of a race or ethnic group by another

**Glorious Revolution** the English revolution of 1688 that replaced James II with William and Mary; the revolution was based on the rejection of the “divine right” of kings and was a victory for Protestants, parliamentary power, and the English merchant and gentry class

**indentured servants:** European migrants, usually young and single, who entered into work contracts for a specified period of years in exchange for free passage to the New World and sometimes a promise of land at the end of the contract

**magistrates:** secular, civil leaders in Massachusetts Bay, usually not ministers

**Pilgrims:** a radical separatist group of English Protestants who settled at Plymouth in order to be left alone to lead a pure and primitive life

**proprietors:** prominent Englishmen to whom the king granted vast areas of land in the New World

**Puritans:** English Protestants who wished not only to purify the Church of England but also to reform English society; they came to New England to set up a model community as an example to England

**Society of Friends (Quakers):** a visionary radical sect, much persecuted, whose members believed in, among other things, an inner light that brought them close to God, equality in religious and social life, pacifism, and defiance of authority when it denied their right to practice their religion
(6) ENRICHMENT IDEAS

1. As an extension of the Recovering the Past section in this chapter, recall the differences in housing between Massachusetts Bay and the Chesapeake region. How do the houses and their furnishings show the differences and similarities in the two societies? Find examples of house design in Maryland and Virginia in the early eighteenth century. What are the significant differences between the earlier Chesapeake housing and these? What do the newer designs reveal about social and economic changes? You can also compare the Boardman house to eighteenth-century Massachusetts houses to see what kind of changes have taken place there.

2. Write a letter or diary entry describing the daily life of a typical inhabitant on a typical day in three of the five settlements in seventeenth-century America.

3. Write a will for an individual colonist of the late seventeenth and early eighteenth centuries leaving items that were most likely to exist in an ordinary household.

4. Construct an imaginary document reflecting each settlement’s attitude toward and relationship with the area’s Indian tribes. The document might be a sermon, a treaty, a leader’s policy statement, a letter by a young man or woman in the settlement, or a speech (or letter) by a young Indian of the appropriate area.

5. Chart the main events in Anthony and Mary Johnson’s lives and the lives of their children. How might one explain the changing nature of race relations?

6. Imagine yourself to be an indentured servant in the Chesapeake. Were you to write a letter home to a brother or sister, how would you describe your life? Would you encourage your brother or sister to come to the New World?

7. For those near local museums with eighteenth century exhibits, a visit and brief description of items and their significance will enhance understanding of daily life.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. The Jamestown colony suffered all of the following problems of population EXCEPT
   a. too few skilled workers who had useful talents in a frontier environment.
   b. too many gold-seeking gentlemen.
   c. too many slaves.
   d. too few women.
2. Most indentured servants who came to Virginia and Maryland in the seventeenth century were
   a. married couples.
   b. young, male, and poor.
   c. young, single, and female.
   d. black Africans.

3. Before 1700, houses in the Chesapeake region were
   a. crude, one-room structures.
   b. large homes with sleeping lofts and lean-to kitchens.
   c. small predecessors of plantation-style houses.
   d. connected to long, tobacco-drying barns made of brick.

4. Women in Chesapeake society, as compared to New England,
   a. died young and were scarce.
   b. were given religious freedom.
   c. lived long lives, bearing many children.
   d. were at the center of both economic and political life.

5. Puritans migrated to Massachusetts Bay because they wanted
   a. to convert heathens.
   b. freedom from oppressive government taxes.
   c. to set up an experiment in religious toleration.
   d. to pursue their vision of a pure religious community, free from persecuting authorities.

6. Bacon’s Rebellion involved all of the following issues EXCEPT
   a. rivalry between free blacks and indentured servants for land near Williamsburg.
   b. a lack of opportunity for land expansion.
   c. declining tobacco prices and rising taxes, which aggravated social class conflict.
   d. conflict between white frontiersmen and the Susquehannock Indians.

7. The underlying cause of King Philip’s War was
   a. the execution of three Wampanoags for murdering an Englishman.
   b. young tribesmen’s anger over white encroachment on their lands.
   c. King Philip’s desire for an English wife.
   d. all of the above.

8. Roger Williams was a problem for the ruling authorities in Massachusetts Bay because
   a. he advocated mandatory worship, enforced by the government if necessary.
   b. he accused the Puritans of illegal intrusion on Indian lands.
   c. he embraced “coerced religion.”
   d. all of the above.
9. Anne Hutchinson was excommunicated from a Boston church primarily because
   a. she challenged traditional religious, political, and social authority.
   b. she spoke against antinomianism.
   c. she opposed wage and price controls.
   d. all of the above.

10. The results of King Philip’s War included
    a. the extension of the New England frontier.
    b. the rebuilding of all of New England’s 90 towns.
    c. the devastation of Indian society in New England.
    d. the call for colonial unity.

11. Which settlement did King Charles II grant to those that supported him during his exile?
    a. Rhode Island.
    b. Pennsylvania.
    c. Carolina.
    d. Maryland.

12. Quakers believed in all of the following EXCEPT
    a. equality of all persons, including women, in religious matters.
    b. renunciation of the use of force in human affairs.
    c. signing witnesses oaths on the Bible.
    d. no church leaders or institutions standing between an individual and God.

13. Sir Edmund Andros outraged New Englanders by
    a. abolishing freedom of religion.
    b. turning an Anglican church into a Catholic one.
    c. initiating trial by jury.
    d. imposing taxes without legislative consent.

14. In settling Pennsylvania, Quakers sought to
    a. acquire as much Indian land as possible, whatever means necessary.
    b. keep out non-Quakers.
    c. maintain a sense of community based on kinship and a sense of common endeavor.
    d. earn money for the church by selling land at high prices.

15. The Salem witchcraft trials were evidence of
    a. multiple tensions and hysteria growing from community instability.
    b. the Devil’s plan to destroy Puritanism.
    c. an Indian plot to avenge white massacres.
    d. the irrationality of teenage girls.
Identify and show a relationship between each of the following pairs:

<table>
<thead>
<tr>
<th>Virginia meetinghouse</th>
<th>and</th>
<th>Massachusetts Bay Company town meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain John Smith</td>
<td>and</td>
<td>Powhatan</td>
</tr>
<tr>
<td>Anne Hutchinson</td>
<td>and</td>
<td>Roger Williams</td>
</tr>
<tr>
<td>Jacob Leisler</td>
<td>and</td>
<td>Sir Edmund Andros</td>
</tr>
<tr>
<td>John Winthrop</td>
<td>and</td>
<td>William Bradford</td>
</tr>
<tr>
<td>Nathaniel Bacon</td>
<td>and</td>
<td>King Philip</td>
</tr>
</tbody>
</table>

[This question form, which invites a short essay, combines a basic memory task (identifying the person or term) with a higher-order thinking skill (showing a connection). Note that the instruction says “a” relationship, not “the” relationship, suggesting that there is no single “right answer.” There are many possible connections, but in the following example each new answer is better than the last: Anne Hutchinson and Roger Williams were both Puritans; they were both Puritans who left Massachusetts Bay; they were both Puritans who left Massachusetts Bay because of religious beliefs; they were both Puritans who left Massachusetts Bay because of religious beliefs that challenged traditional authority.]

Essays


2. The character of immigration to the Chesapeake, Massachusetts Bay, the Carolinas, and Pennsylvania goes a long way toward explaining the social development of each place. Discuss with evidence.

3. Why do you think utopian perfectionism proved to be so elusive for colonial Americans? To what extent do you think the answer is found in human nature or in historical conditions?

4. In what ways does this chapter suggest that racism is a continuing part of American life? Which came first in American society, racism or slavery? What relevance does this chapter have for today? What social or international conflicts still occur between peoples?
Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

We must be knit together in this work as one man. We must entertain each other in brotherly affection. . . . We must delight in each other, make others’ conditions our own, rejoice together, mourn together, labor and suffer together: always having before our eyes our commission and community in the work, our community as members of the same body. . . . We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies, when He shall make us a praise and glory, that men shall say of succeeding plantations: “The Lord make it like that of New England.” For we must consider that we shall be as a city upon a hill, the eyes of all people are upon us.
The Maturing of Colonial Society

(1) CHAPTER OUTLINE

Hannah Cook Heaton was a typical colonial woman: she was married to a farmer, had children, and went to church. After hearing the inspirational preaching of Great Awakening evangelists, Heaton underwent a conversion experience that caused her to reject her present (and husband’s) church in favor of an uneducated lay preacher and her own reading of the Bible. Heaton challenged traditional authority by not submitting to her husband, defying local laws requiring church attendance, and questioning the community minister.

The North: A Land of Family Farms
- Northern Agricultural Society
- Unfree Labor
- Changing Values
- Women and the Family in the Northern Colonies
- Ecological Transformation

The Plantation South
- The Tobacco Coast
- The Rice Coast
- The Backcountry
- Family Life in the South
- Enslaved Africans in the Southern Colonies
- Resistance and Rebellion
- Black Religion and Family

Contending for a Continent
- France’s Inland Empire
- A Generation of War
- Spain’s Frail North American Grip
- Cultural and Ecological Changes Among Interior Tribes

The Urban World of Commerce and Ideas
- Sinews of Trade
- The Artisan’s World
- Urban Social Structure
- The Entrepreneurial Ethos
- The American Enlightenment
The Great Awakening
- Fading Faith
- The Awakeners’ Message
- Revivalism in the Urban North
- Southern Revivalism
- Legacy of the Awakening

Political Life
- Structuring Colonial Governments
- The Crowd in Action
- The Growing Power of the Assemblies
- Local Politics
- The Spread of Whig Ideology

Conclusion: America in 1750

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. In the first half of the eighteenth century, America was made up of several distinct regional societies, each in the process of growth and change. Beyond the Appalachians, extensive contact with France’s growing inland empire and Spanish American settlements in the South and Southwest transformed Native American ways of life. English settlements, however, exploding in population, threatened Indian cultural cohesion the most. This chapter stresses the increasing complexity, adaption, and maturing of colonial English society. The eighteenth century provided opportunities for some, like William Phips; great gains for a few, like Boston merchant Andrew Belcher; but disappointment and privation for many others, like members of many Native American tribes.

2. The farming society of the North was characterized by widespread land ownership and a rough kind of economic equality. In the South, plantation society was marked by the emergence of a gentry class and a labor force almost entirely made up of black slaves, while the backcountry, still in the frontier stages and settled by thousands of Scots-Irish and German immigrants, lacked the sharp class distinctions of the tidewater region. Colonial cities, with their highly differentiated class structure and new commercial values, were on the “cutting edge” of change. In each area, women played an important but limited role in daily life.

3. Slavery became a primary source of labor and profits in the plantation south but was also closely bound up with economic life in the North. Slavery profoundly affected the lives of both white and black Americans and was an ironic comment on the notion of America as a place of refuge and hope.

4. The Great Awakening was more than a religious revival, for it produced patterns of thought and behavior that helped to fuel the Revolution. The course of the Great Awakening in Boston and Virginia vividly shows the way in which its message fused with local social and economic tensions to threaten established authority.
5. Although many historians focus on the changing political arrangements in the colonies in the first half of the eighteenth century as a means of preparing for a discussion of the Revolution, this chapter makes the point that the fluidity of American society itself must be understood as a prelude to the events of the 1770s.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Name the major immigrant groups coming to the colonies in the early eighteenth century, describe their social backgrounds, find their destinations on the map, and summarize their relative opportunities for social and economic advancement.

2. Describe the cultural changes of the interior Indian tribes as a result of their contact with French, Spanish, and English settlements in economic, social, and domestic life; in their relation to the environment; in political organization; and in intertribal tensions.

3. Describe northern farm society and its most important social characteristics and problems, including family life and the ways in which the roles and rights of women changed in the colonies.

4. Give an account of the “profound social transition” of the Upper South, characterize the social and political nature of the southern gentry, and detail the social and economic differences between the tobacco and rice coasts and the backcountry.

5. Describe cultural features, such as religion and family, of enslaved African Americans during the seventeenth and eighteenth centuries.

6. Contrast the practice of slavery in the plantation south with the northern colonies.

7. Describe the urban social structure, including the merchant’s pivotal role, and the work pattern and attitudes of urban artisans.

8. Explain the major events and message of the Great Awakening, including its comparative impact on New England and the southern colonies and its effects on colonial political life.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Compare and contrast the development and maturing of English society in the farming northern colonies, in the plantation South, and in colonial cities.

2. Discuss the foundations of colonial political structures and ideology, including what colonists meant by a political balance of power and how it matched the reality of Whig ideology and local political arrangements.

3. Analyze how the changing mixture of ethnic, racial, religious, and regional settlements in North America, as well as class differences, provided awkward incongruities and threats of social unrest in the various societies of the New World.

(4) IMPORTANT DATES AND NAMES TO KNOW

1662    Half-Way Covenant in New England
1682    La Salle canoes down Mississippi River and claims Louisiana for France
1689-1697  King William’s War
1700    Spanish establish first mission in Arizona
1701-1713  Queen Anne’s War
1704    *Boston News-Letter*, first regular colonial newspaper, published
1712    First northern slave revolt erupts in New York City
1713    Peace of Utrecht
1714    Beginning of Scots-Irish and German Immigration
1715-1730  Volume of slave trade doubles
1718    French settle New Orleans
1720s    Natural increase of African population begins
1732    Benjamin Franklin publishes first *Poor Richard’s Almanack*
1734-1736  Great Awakening begins in Northampton, Massachusetts
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1735</td>
<td>Zenger acquitted of seditious libel in New York</td>
</tr>
<tr>
<td>1739</td>
<td>Slave revolt in Stono, South Carolina</td>
</tr>
<tr>
<td>1739-1740</td>
<td>Whitefield's first American tour spreads Great Awakening</td>
</tr>
<tr>
<td>1740s</td>
<td>Slaves compose 90 percent of population on Carolina rice coast</td>
</tr>
<tr>
<td></td>
<td>Indigo becomes staple crop in Lower South</td>
</tr>
<tr>
<td>1747</td>
<td>Impressment Riot in Boston</td>
</tr>
<tr>
<td>1750s</td>
<td>Quakers initiate campaign to halt slave trade and end slavery</td>
</tr>
<tr>
<td>1760</td>
<td>Africans compose 20 percent of colonial population</td>
</tr>
<tr>
<td>1760s-1770s</td>
<td>Spanish establish California mission system</td>
</tr>
<tr>
<td>1769</td>
<td>American Philosophical Society founded at Philadelphia</td>
</tr>
</tbody>
</table>

**Other Names to Know**

- Jonathan Edwards
- Benjamin Lay
- John Bartram
- James Davenport
- Andrew Belcher
- Cotton Mather

**5) GLOSSARY OF IMPORTANT TERMS**

**artisan:** a skilled worker, using hand tools, usually in a small shop, such as a carpenter, cooper, shoemaker, or silversmith

**franchise:** the right to vote, widespread among colonial free white males

**Half-Way Covenant:** an attempt by New England clergy in 1662 to counteract declining church membership by allowing the children of church members to join the church even though they had not experienced salvation; they were, however, denied voting and communion rights

**power of the purse:** the power of colonial legislatures in the eighteenth century to initiate money bills, specifying the amount to be raised and its uses
(6) ENRICHMENT IDEAS

1. Examine the contents of your household. What do the items of your house reflect about your culture and values? What do they reveal about the society you live in? What do you need to survive? What items would be considered luxury items? Referring to “Recovering the Past,” compare and contrast the possession of the Chandler brothers with Robert Oliver’s. What might the possessions reveal about class tensions during the eighteenth century?

2. If you live in the East, you will probably be able to visit a historic house that dates from this period. In the South, see the country houses of the new gentry class or their town houses in Williamsburg. In the North and the Mid-Atlantic states, there are fine old houses of the merchant class and often of German immigrants. What do the houses suggest about daily life and about the class structure of the eighteenth century? Do you see evidences of slaves or servants? What suggestions are there about the lives of women and children? What would you conclude about the nature of work and leisure? Does the historic preservation of a house present a romanticized version of life in the past?

3. Consider recent episodes of religious revivalism. What has changed and what is the same?

4. Does the existence of pluralistic ethnic, racial, religious, and regional groups strengthen or threaten American cultural and political life today?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. Most German and Scots-Irish immigrants settled
   a. in the nation’s interior.
   b. along the Atlantic coast.
   c. only in the South.
   d. in major cities.

2. The fastest-growing area in the early eighteenth century was
   b. South Carolina.
   c. the northern frontier.
   d. the area south of Pennsylvania.

3. Most eighteenth-century emigrants were
   a. wealthy landed aristocrats.
   b. middle-class artisans and yeoman farmers.
   c. slaves and indentured servants.
   d. prisoners.
4. Most eighteenth-century indentured servants
   a. lived long prosperous lives in North America.
   b. were brought from Africa.
   c. usually were able to buy land after serving their time.
   d. found the system harsh and even deadly in some cases.

5. Slavery in the northern colonies during the eighteenth century
   a. was prohibited by law.
   b. was more repressive than in the southern colonies.
   c. was similar to southern plantation slavery
   d. utilized slaves as primarily artisans, farmhands, and personal servants.

6. Compared to slaves in the West Indies and Brazil, slaves in North America
   a. started many more massive slave insurrections.
   b. had little opportunity to develop a culture because of their short life span.
   c. lived in a relatively healthy environment.
   d. has a less balanced gender ratio.

7. Slave resistance in North America did not usually take the form of
   a. avoiding work.
   b. running away.
   c. overt rebellion.
   d. arson and breaking work equipment.

8. Barriers to slave family life during the eighteenth century included
   a. the abrupt sale of husband, wife, or child to another owner.
   b. white male exploitation of enslaved Black women.
   c. both (a) and (b).
   d. neither (a) nor (b).

9. In the backcountry of the South, settlers
   a. were primarily German and Scots-Irish.
   b. lived in a subsistence society of small farms.
   c. had few institutions.
   d. all of the above.

10. In the eighteenth century, what percentage of Americans lived in cities?
    a. 5 percent.
    b. 10 percent.
    c. 15 percent.
    d. 20 percent.
11. Urban artisans
   a. expected a rapid rise to ownership of their own shops.
   b. took fierce pride in their craft, role as community leaders, and independence.
   c. viewed themselves as “mere mechanicks.”
   d. did better economically in New England than Philadelphia.

12. All of the following statements about eighteenth-century cities are true EXCEPT that they
   a. showed an increasing gap between rich and poor.
   b. showed evidence of a new entrepreneurial ethic.
   c. were marked by frequent episodes of intensely violent social conflict.
   d. devised new ways of dealing with the poor.

13. In the early eighteenth century, most Americans
   a. were Congregationalists.
   b. were Anglicans.
   c. were Baptists.
   d. belonged to no church at all.

14. The Great Awakening
   a. decreased the number of religious denominations.
   b. undermined church-state ties.
   c. undermined community diversity.
   d. encouraged higher education by emphasizing that the clergy should be educated within the established church.

15. American political assumptions included the belief that
   a. only free men with property should vote.
   b. only men of wealth and social status should hold positions of political power.
   c. people had the right to protest openly if power was abused.
   d. all of the above.

16. In the mid-eighteenth century, colonial assemblies
   a. gradually gained more powers, such as that of initiating money bills.
   b. were mainly advisory bodies.
   c. were regularly dissolved by royal governors.
   d. ignored instructions from local constituencies.

**Essays**

1. The three items under “Practice in Historical Thinking Skills” can serve as the basis for essays.

2. The Great Awakening transformed American life and thought in significant ways. Support this statement using appropriate evidence.
3. Rising tensions among social classes characterized colonial society in the eighteenth century and made political and religious struggles bitter. Discuss with evidence.

4. Explain how religion and family could be used a means of survival for the slaves and a means of social control for the slave owners.

**Identify and Interpret: Quotation**

(that is, state who, what, where, when, and why significant)

*The bow of God’s wrath is bent, and the arrow made ready on the string; and justice bends the arrow at your heart, and strains the bow; and it is nothing but the mere pleasure of God, and that of an angry God, without any promise or obligation at all, that keeps the arrow one moment from being made drunk with your blood. Thus are all you that never passed under a great change of heart, by the mighty power of the Spirit of God upon your souls; all you that were never born again, and made new creatures. . . . The God that holds you over the pit of hell, much as one holds a spider or some loathsome insect over the fire, abhors you, and is dreadfully provoked; his wrath towards you burns like fire; he looks upon you as worthy of nothing else, but to be cast into the fire.*
The Strains of Empire

(1) CHAPTER OUTLINE

Shoemaker Ebenezer MacIntosh finds that the Stamp Act crisis offers him opportunities for influence and prominence. He leads mobs during the Stamp Act crisis protesting against both English authority and Boston's elite.

The Climactic Seven Years' War
  War and the Management of Empire
  Outbreak of Hostilities
  Tribal Strategies
  Consequences of the Seven Years' War

The Crisis with England
  Sugar, Currency, and Stamps
  Stamp Act Riots
  Gathering Storm Clouds
  The Growing Rift

The Ideology of Revolutionary Republicanism
  A Plot Against Liberty
  Revitalizing American Society

The Turmoil of a Rebellious People
  Urban People
  Patriot Women
  Protesting Farmers

Conclusion: On the Brink of Revolution

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. Beginning with Ebenezer MacIntosh, the chapter stresses the role of common people in the events leading to the American Revolution rather than placing the usual emphasis on famous founding fathers.
2. The chapter shows that there was widespread group support for not one but two American revolutions. As MacIntosh’s activities suggest, the “dual American Revolution” combined an external struggle to sever colonial ties to England with an internal struggle for control and reform of colonial society. The colonists sought liberation from English rule. But they also sought to combat the aristocratic, elitist nature of colonial society. The first revolution, marked by violent conflict with England, was the War for American Independence; the second, which involved intense class resentments, is called the American Revolution. The first ended in the Declaration of Independence; the second continued long into the next century.

3. The chapter not only explains these two revolutions but also interweaves colonial history with events in Europe and with the Native American tribes of the interior forests. The perspectives, survival strategies, and cultural changes of the Iroquois, Creek, and Cherokee are seen to be just as important as those of the British, French, and American colonists. The harmful effects of the Seven Years’ War loom large in this chapter, especially on groups like the urban laboring poor, backcountry farmers, and women.

4. These groups each had their own struggles against concentrated wealth and power. But these differences were fruitful, for with educated lawyers and rich merchants and planters they fashioned a political ideology of revolutionary republicanism.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Make a clear statement distinguishing between the War for American Independence and the American Revolution.

2. Describe the issues at stake in the series of wars of empire between England, Spain, France, and the several Native American Indian tribes, and outline the major developments and consequences of the Seven Years’ War.

3. Outline the steps in the crisis with England between 1763 and 1776 leading to the War for American Independence.

4. Explain the essential issues and elements involved in the ideology of revolutionary republicanism.

5. Describe the grievances and concerns of ordinary Americans between 1763 and 1776, explaining how urban people, women, and farmers understood their “liberties” and “natural rights” in the early 1770s.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Discuss the two revolutions going on in the British colonies between 1763 and 1776, explaining the main characteristics of each and indicating which revolution you think motivated the American people more in the 1760s and 1770s.

2. Assess the mutual impact and influence of the interior Indian tribes, the American colonists, and the British and French on one another in the mid-eighteenth century.

3. Identify the chapter author’s interpretation of “the nature of the American Revolution” and cite the evidence presented to support that point of view.

(4) IMPORTANT DATES AND NAMES TO KNOW

1696 Parliament establishes Board of Trade
1701 Iroquois set policy of neutrality
1702-1713 Queen Anne’s War
1713 Peace of Utrecht
1733 Molasses Act
1739-1742 War of Jenkins’ Ear
1744-1748 King George’s War
1754 Albany conference
1755 Braddock defeated by French and Indian allies Acadians expelled from Nova Scotia
1756-1763 Seven Years’ War
1759 Wolfe defeats the French at Quebec
1759-1761 Cherokee War against the English
1760s Economic slump
1763 Treaty of Paris ends Seven Years’ War
Proclamation Line limits westward expansion
1764  Sugar and Currency acts
      Pontiac’s Rebellion in Ohio valley

1765  Colonists resist Stamp Act
      Virginia House of Burgess issues Stamp Act resolutions

1766  Declaratory Act
      Tenant rent war in New York
      Slave insurrections in South Carolina

1767  Townshend duties imposed

1768  British troops occupy Boston

1770  “Boston Massacre”
      Townshend duties repealed (except on tea)

1771  North Carolina Regulators defeated

1772  Gaspee incident in Rhode Island

1773  Tea Act provokes Boston Tea Party

1774  “Intolerable Acts”
      First Continental Congress meets in Philadelphia

Other Names to Know

General James Wolfe  Pontiac  Governor Thomas Hutchinson
William Pitt  George Grenville  General Thomas Gage
Patrick Henry  Lord North  Phillis Wheatley
John Adams  Samuel Adams  Andrew Oliver

(5) GLOSSARY OF IMPORTANT TERMS

nonimportation and nonconsumption agreements: economic boycotts, as individual colonists pledged neither to import nor to use any British articles but rather to go without or to make their own, the main tactic of colonists protesting the Townshend duties and the Tea Act

privateers: privately outfitted ships licensed by colonial governments to attack French merchant shipping during the Seven Years’ War
revolutionary republicanism: A set of political ideals developed in the American Revolutionary era that emphasized anti-monarchy, liberty in balance with power, and political equality in tension with rule by an aristocracy of talent

(6) ENRICHMENT IDEAS

1. Study the “Recovering the Past” section for this chapter, noting how the poetry of Phillis Wheatley during the Revolutionary War era contributes to your understanding of the American resistance to British policies. Evaluate Wheatley’s comparison between the plight of the colonist to that of African slaves, indirectly challenging the institution of slavery in the United States. How effective is poetry in mobilizing political energy?

2. If you live in a rural area or small town (especially in the Midwest), it is likely that your local newspaper will advertise several auctions of the property and household belongings of family farms in the process of dissolution. Go to an auction or two, and note how the items for sale reflect social class.

3. If you live in the East, you can visit such Revolutionary sites as Philadelphia, Boston, and Lexington and Concord, as well as battle sites at Bunker Hill (Breed’s Hill), Saratoga, Trenton, Valley Forge, Brandywine, and Yorktown. What interpretation is provided at these sites? Which “American Revolution” is presented? Is there any indication of the social tensions of the inner war? How do you explain the approach taken at these Revolutionary-era sites?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. In seeking to survive the wars of empire in North America, the Native American Indian tribes
   a. depended on French friendship.
   b. formed treaty alliances with the more numerous British.
   c. sought to play European powers against each other.
   d. formed intertribal confederacies.

2. Most at stake for the European powers in the wars of empire was
   a. the economic and political value of North American land and resources.
   b. religious freedom.
   c. national pride.
   d. treaty obligations to the Indians.
3. The Seven Years’ War  
a. spurred colonial prosperity.  
b. required heavy taxes.  
c. rendered the colonies vulnerable to fluctuations in the British economy.  
d. all of the above.

4. The British finally turned the tide of battle to their side in the Seven Years’ War when they  
a. pursued William Pitt’s policies in North America.  
b. defeated the Iroquois allies of the French.  
c. convinced the American colonists to share more of the fighting burdens of the war.  
d. dispatched General Braddock to attack French forts.

5. After the Treaty of Paris, economic prosperity in the colonies  
a. surged because of captured French resources.  
b. turned to depression, especially among the laboring classes in coastal towns.  
c. remained high because of war profiteering.  
d. was largely unchanged.

6. The Stamp Act riots  
a. happened only in Boston.  
b. revealed how united all American classes were in opposing British authority.  
c. politicized the American people against both English rule and internal elites.  
d. convinced Parliament to limit its authority over the colonies.

7. The Sugar Act  
a. doubled duties on sugar imported from the West Indies.  
b. kept duties the same but improved enforcement.  
c. cut duties in half but improved enforcement through strengthening the vice-admiralty courts.  
d. required stamps on every gallon of imported molasses.

8. In June 1772, a British proposal that deeply threatened and angered colonists in Massachusetts was one  
a. to tax window glass.  
b. to have the British government rather than colonial assemblies pay the salaries of royal governors.  
c. to limit town meetings to once a month.  
d. to close the port of Boston permanently.

9. Which is in the correct chronological order?  
10. In the face of tougher expressions of British authority, by the end of 1774 the colonists had
   a. knuckled under to British rule.
b. created armed militia units to harass British troops and bully local Loyalist merchants.
c. sought aid from the French.
d. begun electing their own provincial assemblies to draft declarations of independence.

11. The ideology of revolutionary republicanism included all of the following EXCEPT
   a. a call for the guaranteeing of English liberties.
b. a demand for the end to corruption in government.
c. independence through a guarantee of property rights.
d. pure leveling of society through economic equality.

12. Revolutionary agitation for equality and rights among social groups was expressed by all of the following EXCEPT
   a. urban artisans.
b. backcountry farmers.
c. Most Virginia planters.
d. women.

13. The dual American Revolution
   a. united all colonial classes in a common effort.
b. exposed class tensions in the process of struggling against British tyranny.
c. tore the colonies apart.
d. put the colonists at war with both the French and British.

14. The North Carolina Regulators
   a. were an example of urban insurrection.
b. won their demands without bloodshed.
c. were comprised mainly of farmers from the eastern part of the state.
d. demonstrated lower-class resentment of corrupt authority

15. Colonists disliked the Quebec Act of 1774 because it
   a. cut off western lands from speculators and recognized the rights of Catholics.
b. put New England under the political control of Quebec.
c. was passed without the consent of Parliament.
d. gave away land to various Indian tribes.
Identify and show a relationship between each of the following pairs:

- Pontiac and Proclamation Line of 1763
- “Liberty Tree” and Andrew Oliver
- Thomas Hutchinson and Samuel Adams
- William Pitt and Fort Duquesne
- James Wolfe and Thomas Gage
- George Grenville and Patrick Henry
- John Hancock and Ebenezer MacIntosh
- Sons of Liberty and Philadelphia militia
- Stamp Act and Townshend Acts

Essays

1. Items 1–3 under “Practice in Historical Thinking Skills” in the “Learning Goals” section can be used as practice essay questions.

2. To ignore the role of Native Americans in the pre-Revolutionary era is to ignore a very real factor in the coming struggle. Discuss with suitable evidence.

3. Even with better will and more compromises on both sides, it would have been difficult to prevent the American War for Independence. It was, in short, inevitable. The “American Revolution,” however, was not. Discuss.

4. It has been said that “the American Revolution was not made but prevented.” Discuss what you think this means and the extent to which you agree.
Map Question:

Locate the following on the accompanying map.

1. Lake Champlain  
2. Iroquois Confederacy  
3. Cherokee nation  
4. Ohio River valley  
5. Fort Duquesne  
6. New York City  
7. Philadelphia  
8. Charleston, South Carolina  
9. Fort Ticonderoga  
10. Creek nation  
11. Jamestown  
12. Fort Niagara  
13. Boston  
14. Quebec City
PART TWO (Chapters 6–9)

A REVOLUTIONARY PEOPLE
1775–1828

The American Revolution not only marked an epic military victory over the powerful mother country, but set the course of national development in ways that still affect American society. Members of the Revolutionary generation were inspired by the idea that once they were free from England, they would build a model society based on principles of freedom and equality. Even as the battle for independence raged, they embarked on the task of building new forms of government and transforming their social, religious, and economic lives. This attempt to construct a novus ordo seclorum, a new order of the ages, continued beyond the Revolutionary era and continues yet today.

Chapter 6, “A People in Revolution,” traces the impact of the Revolutionary call to arms on the various groups—male and female, white, black, and Native American—that made up American society and traces the exhilarating yet divisive efforts to fashion a new, republican political order. Chapter 7, “Consolidating the Revolution,” examines the critical years of the 1780s, when the new nation struggled to forge national unity following the Revolutionary War and to find security in a hostile Atlantic world. Out of that struggle and the continuing competition for political power in the states emerged a great debate over the country’s governmental structure. That debate led to the replacement of the Articles of Confederation with a new constitution, which in turn helped to create a stronger government. Learning to live under the new constitution during the 1790s is the focus for Chapter 8, “Creating a Nation.” During those tumultuous years, charged with the reverberations of the French Revolution and fierce disagreements about the government’s role in economic affairs, Federalists and Jeffersonians battled for control of the new government and the chance to shape the nation’s future.

Chapter 9, “Society and Politics in the Early Republic,” delves into the political and diplomatic developments of the first three decades of the nineteenth century, when the young nation expanded rapidly beyond the Appalachians, acquired vast new territories, fought a series of wars with Indian nations and a second war against England, and moved toward a new party system, all under the presidencies of three Virginia Democratic-Republicans—Jefferson, Madison, and Monroe—and one New Englander, John Quincy Adams. This chapter examines the impact of the Haitian Revolution and the Latin American independence movements on American foreign policy. Chapter 9 also investigates efforts by the American people in the areas of education, women’s rights, and slavery to perfect their republican society in keeping with the lofty principles of the Revolution.
“Long Bill” Scott, wounded and captured by the British, explains that the ambition to better himself rather than patriotism led him to join the Revolutionary army. Still, in the next few years, he escapes twice from the British, fights in New York and Rhode Island, and volunteers for the navy. The main effect of the war for Long Bill and his family, however, was not military exploits but poverty, sickness, and death.

**Bursting the Colonial Bonds**
- The Final Rupture
- Thomas Paine’s *Common Sense*
- Declaring Independence

**The War for American Independence**
- The War in the North
- Congress and the Articles of Confederation
- The War Moves South
- Native Americans in the Revolution
- The Devastation of the Iroquois
- Negotiating Peace
- The Ingredients of Victory

**The Experience of War**
- Recruiting an Army
- The Casualties of Combat
- Civilians and the War
- The Loyalists
- African Americans and the War

**The Ferment of Revolutionary Politics**
- Mobilizing the People
- A Republican Ideology
- Forming New Governments
- Different Paths to the Republican Goal
- Women and the Limits of Republican Citizenship

**Conclusion: The Crucible of Revolution**
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. As Long Bill Scott’s sad but heroic story reveals, people in America during the Revolution struggled not only to create a nation but even more to improve their own lives. This chapter emphasizes the private struggles and hardships and the disrupted lives of people in America during the Revolutionary War rather than the battles and public policy decisions of the war. The chapter continues the account of class divisions in American society during wartime, which underlines the theme of a “dual revolution.”

2. This chapter creates a mood that underlines the startling facts that the American Revolutionary War was the longest war in American history (except one), the most costly in per capita casualties (except one), and (without exception) the most damaging in terms of per capita victimization of civilians and the disruption and disarray of economic life.

3. It was in state politics that Americans transformed and expressed the political meaning of the Revolution. The making of new state governments involved converting the ideology of revolutionary republicanism into action, first by writing state constitutions and second by resolving the thorny issues of Revolutionary times.

4. Although many more ordinary people—white farmers, small shopkeepers, urban artisans, and the like—were politicized and joined the political process, there were limits to republican representation and political participation. Large numbers of Americans—women, blacks, Indians—were excluded from the new political system.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Describe the major British and American strategies in the American Revolution and state how well they worked.

2. Explain five reasons why the Americans defeated the British and won the war.

3. Describe the economic costs of the war to commerce, agriculture, and manufacturing.

4. Explain how the war affected slaves, Loyalists, and Native American Indians, especially the Iroquois.

5. List the questions that the early republican politicians (or anyone, for that matter) asked when thinking about creating new governments.

6. State a few key differences between the Pennsylvania and Massachusetts state constitutions.
7. State ways in which Americans were politicized during the Revolutionary era.

8. Describe American sentiment on women’s political participation during the post war era.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze how the American people made the shift from separating from an imperial system to the creation of a republican form of government.

2. Assess the extent to which the American Revolution, on balance, was good or bad for slaves, northern farmers, Loyalists, Native Americans, wealthy Patriots, and ordinary citizens.

(4) IMPORTANT DATES AND NAMES TO KNOW

1775  
Lexington and Concord  
Second Continental Congress  
Lord Dunmore’s proclamation to slaves and servants in Virginia  
Iroquois Six Nations pledge neutrality

1776  
Thomas Paine’s *Common Sense*  
British evacuate Boston and seize New York City  
Declaration of Independence  
Eight states draft constitutions  
Cherokee raids and American retaliations

1777  
British occupy Philadelphia  
Most Iroquois join the British  
American win victory at Saratoga  
Washington's army winters at Valley Forge

1778  
War shifts to the South  
Savannah falls to the British  
French treaty of alliance and commerce

1779  
Massachusetts state constitutional convention  
Sullivan destroys Iroquois villages in New York

1780  
Massachusetts constitution ratified  
Charleston surrenders to the British
1780s  Destruction of Iroquois Confederacy
1781  Cornwallis surrenders at Yorktown
      Articles of Confederation ratified by states
1783  Peace treaty with England signed in Paris
      Massachusetts Supreme Court abolishes slavery
      King's Commission on American Loyalists begins work

Other Names to Know

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joesphe Brant</td>
<td>Thomas Danforth</td>
<td>John Adams</td>
</tr>
<tr>
<td>General William Howe</td>
<td>Robert Morris</td>
<td>Abigail Adams</td>
</tr>
<tr>
<td>Charles Grannier de Vergennes</td>
<td>Thomas Peters</td>
<td>Esther DeBerdt Reed</td>
</tr>
<tr>
<td>John Dickinson</td>
<td>King George III</td>
<td>Nathaneal Greene</td>
</tr>
</tbody>
</table>

(5) GLOSSARY OF IMPORTANT TERMS

**bills of credit:** paper money issued by the continental government and backed by government credit to finance the war

**Loyalists:** Americans loyal to the crown during the Revolution who actively supported, sympathized with, or fought on the British side

**partisan warfare:** American strategy (called guerrilla warfare today) under Nathanael Greene in the South whereby several small, highly mobile bands of soldiers waged hit-and-run attacks on British troops rather than standing together as one army

**privateering:** government chartering of private vessels to prey upon English merchant ships

**sovereignty:** source or locus of ultimate power; for republican ideology, sovereignty resided in the people

(6) ENRICHMENT IDEAS

1. After examining the military muster rolls in the “Recovering the Past” section for this chapter, discuss the social composition of the revolutionary army. How did it change over time? What types of people took arms for the Revolution? How would social historians use military rolls to describe and analyze more recent wars?
2. If you live in the East, visit Revolutionary War battle sites at Boston, New York, Trenton, Princeton, Bennington, Saratoga, Brandywine, Savannah, Charleston, Cowpens, Guilford Court House, or Yorktown. Imagine yourself a common soldier at one of those battles. Write a letter home or a diary entry describing what it was like.

3. Imagine you are a former crown official—or a slave—or a New England farmer—or a northern artisan—or a Virginia Patriot slave owner—or a woman living on the frontier—or some other colonist. What reasons would you give to explain your position for or against the war?

4. Difficult material like political ideology is sometimes easier to understand by representing abstract ideas in some sort of visual way. Construct a chart on revolutionary republican ideology, showing such things as political focus and structures (branches and levels of government), ways of balancing liberty and power, and ideas about equality and who should rule; for example, a continuum:

```
<table>
<thead>
<tr>
<th>LIBERTY</th>
<th>POWER/ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAPPINESS</td>
<td>PROPERTY</td>
</tr>
</tbody>
</table>

the PEOPLE
```

or a diagram showing John Adams’s “Thoughts on Government” and his proposal for the Massachusetts state constitution:

```
LEGISLATIVE           EXECUTIVE           JUDICIARY

REPRESENTATIVE       SENATE            GOVERNOR
ASSEMBLY            (Council)       (President)
·democratic        ·aristocratic ·independent ·separate
·the many          ·the few       ·the one     ·and distinct
·liberty           ·property     ·balancer
```

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

**Multiple choice:** Choose the best answer.

1. The primary strategy of the American continental forces against the British was
   a. defensive, surviving by avoiding major battles.
   b. aggressive, seeking to split British forces in half.
   c. to hide while waiting for French help.
   d. to let the British have coastal cities while protecting the frontier against Indians.
2. His pamphlet, *Common Sense*, encouraged America’s revolt:
   a. Samuel Adams.
   b. Thomas Paine.
   c. Patrick Henry.
   d. John Hancock.

3. The Americans were successful at the Paris treaty convention because
   a. they had the support of the French foreign minister, Vergennes.
   b. they ignored the French and negotiated directly with the British.
   c. they held Cornwallis hostage until they received generous terms.
   d. Franklin and Adams respected instructions from Congress.

4. As the war dragged on, the continental army was made up largely of
   a. poor men conscripted or hired as substitutes by wealthy men in towns filling their quotas.
   b. city merchants.
   c. a polyglot mixture of local militias.
   d. eager volunteer enlisted men.

5. The Declaration of Independence
   a. was accepted exactly as Jefferson’s committee had written it.
   b. was ratified after all thirteen delegations voted “yes.”
   c. was based on earlier justification of American resistance previously stated theories of government.
   d. was jeered by most Philadelphians when it was first read to them.

6. The American Patriots won the war against Great Britain for all of following reasons EXCEPT
   a. the administrative talents and determination of General Washington.
   b. British caution and lack of will.
   c. the enormous drain on England’s financial resources.
   d. the military skill of the state militias.

7. The battle of Saratoga
   a. was a critical defeat for the colonial army.
   b. saw the colonists defeat an army of German mercenaries.
   c. prompted France to join the colonial struggle against England.
   d. was won by the colonists because of General Washington’s brilliant strategy.

8. Women contributed to the War for Independence by in all the following ways EXCEPT
   a. joining the army at the same rate as men.
   b. raising money.
   c. publishing pamphlets on revolutionary politics.
   d. spinning and weaving clothing formerly made by the British.
9. The Iroquois resolve to remain neutral during the Revolution
   a. reflected a new strategy of surviving conflicts among whites in the New World.
   b. was abandoned in 1777 when most of the Iroquois nations followed the advice of
      Joseph Brant and joined the British against the Americans.
   c. resulted in generous land concessions under the Treaty of Paris.
   d. was abandoned to side with the French in exchange for trade goods, arms, and
      protection.

10. All of the following were included in the Treaty of Paris (1783) EXCEPT
    a. the western boundary of the United States was set at the Mississippi River.
    b. all debts between citizens of the two countries were invalidated.
    c. the British recognized the independence of the United States of America.
    d. the Americans promised to restore Loyalists’ rights and properties.

11. The Pennsylvania constitution provided for
    a. an executive governor without veto power.
    b. two representative legislatures.
    c. an executive created out of the assembly.
    d. no governor.

12. The Massachusetts constitution was based on John Adams’s ideas of
    a. the predominance of aristocratic power.
    b. a weak executive branch.
    c. mixed and balanced separate branches of government.
    d. power in the lower house.

13. The American people were politicized during the American Revolution by
    a. ministers.
    b. an outpouring of political pamphlets and newspapers.
    c. the frequency of state-level elections.
    d. all of the above.

14. For the colonial soldiers in the Revolution, which proved most deadly?
    a. Indian attacks.
    b. British bullets.
    c. Diseases and sickness.
    d. French cannons.

**Date and put the following events in the correct chronological order:**
(This includes material from chapters 5 and 6: the entire revolutionary era.)

- Lexington and Concord
- Treaty of Paris
- French treaty of alliance and commerce
- End of Seven Years’ War
- Yorktown
- Boston Tea Party
- Stamp Act
- Battle of Saratoga
- Declaration of Independence
- “Boston Massacre”
Identify and show a relationship between each of the following pairs:

- Joseph Brant and Loyalists
- Yorktown and Treaty of Paris
- Partisan warfare and Valley Forge
- Saratoga and French treaty of alliance and commerce
- John Adams and Abigail Adams

Essays

1. Assess the extent to which the American Revolution, on balance, was good or bad for five of the following groups: northern farmers, Virginia slave owners, enslaved Africans, free African Americans, Native Americans, Loyalists, urban artisans and shopkeepers, frontier women.

2. Assess how well Americans were able to fulfill their revolutionary republican ideology in the war and the postwar era.

3. Show how the ideology of republicanism, which developed during the war, reflected the colonial experience with England prior to the war.

4. Why did the American colonists win the War for Independence?

Identify and Interpret: Quotation

I cannot say that I think you are very generous to the ladies; for, whilst you are proclaiming peace and goodwill to men, emancipating all nations, you insist upon retaining an absolute power over wives. But you must remember, that arbitrary power is like most other things which are very hard, very liable to be broken; and, notwithstanding all your wise laws and maxims, we have it in our power, not only to free ourselves, but to subdue our masters, and, without violence, throw both your natural and legal authority at our feet.
Consolidating the Revolution

(1) CHAPTER OUTLINE

Timothy Bloodworth of New Hanover County, North Carolina, rises from humble origins and gains a substantial position in his community and the respect of his neighbors. Although he becomes a delegate to the Confederation Congress in 1784, he soon loses confidence in the Articles of Confederation and supports the call for a special convention to meet in Philadelphia in 1787. When he views the constitution that emerges from that convention, however, he fears that the gains of the Revolution will be lost. He works tirelessly to defeat the new proposal. As a result of his efforts and the efforts of men like him, North Carolina only endorsed the new union when the Congress had forwarded a national bill of rights to the state for its approval.

Struggling with the Peacetime Agenda
Demobilizing the Army
Opening the West
Wrestling with the National Debt
Surviving in a Hostile Atlantic World

Sources of Political Conflict
Separating Church and State
Slavery Under Attack
Politics and the Economy

Political Tumult in the States
The Limits of Republican Experimentation
Shays's Rebellion

Toward a New National Government
The Rise of Federalism
The Grand Convention
Drafting the Constitution
Federalists Versus Anti-Federalists
The Struggle over Ratification
The Social Geography of Ratification

Conclusion: Completing the Revolution
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. As the anecdote of Timothy Bloodworth suggests, this chapter explores the uncertain world facing Americans after the Revolutionary War had ended. Many feared the new government would not be able to assure settlement of the country’s interior or pay off the massive war debt. The new nation was a weak newcomer in a world still dominated by powers like Great Britain.

2. The frantic pace of political experimentation on the state level moderated after 1783 as conservative arrangements replaced some of the radical ones passed only a few years earlier. As Shays’s Rebellion suggested, however, many had not forgotten the cries for equal rights and popular consent that had been so powerfully expressed in 1776.

3. This chapter presents the political controversies marking the writing and ratification of the Constitution and explains the struggle for ratification of that document.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Describe the terms of the land ordinances of 1785 and 1787 and the ideas behind the conquest strategy.

2. Discuss problems with the American economy after the war.

3. Explain the causes and consequences of Shays’s Rebellion.

4. Describe the movement for full religious liberty.

5. Describe the reasons for dissatisfaction with the Articles of Confederation.

6. State the major compromises worked out at the Constitutional Convention and the major features of the original Constitution—its organizational format and the most significant allocations of power, rights, and responsibilities.

7. Outline the major arguments of Federalists and Anti-Federalists in the debates over ratification of the Constitution.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Assess how well Americans were able to fulfill their revolutionary republican ideology in the post war era.

2. Discuss the impact of Thomas Jefferson’s “Bill for Establishing Religious Freedom.”

3. Compare and contrast the different ideological positions regarding slavery.

4. Explain the reasons for the success of the Federalists in writing and securing the ratification of the Constitution.

5. Analyze how the Constitution changed and strengthened the government that had existed under the Articles of Confederation.

6. Describe the different political and social perspectives of the Federalists and Anti-Federalists.

(4) IMPORTANT DATES AND NAMES TO KNOW

1780s Pennsylvania begins gradual abolition of slavery
Virginia and Maryland debate abolition of slavery

1784 Treaty of Fort Stanwix with the Iroquois
Spain closes the Mississippi River to American navigation

1785 Treaty of Hopewell with the Cherokee
Land Ordinance for the Northwest Territory
Jay-Gardoqui negotiations

1786 Virginia adopts Bill for Establishing Religious Freedom
Annapolis Convention calls for revision of Articles of Confederation

1786-1787 Shays’s Rebellion

1787 Northwest Ordinance
Constitutional Convention
*Federalist Papers* published by Hamilton, Jay, and Madison

1788 Constitution ratified
Other Names to Know

William Paterson          Luther Martin
John Trumbull             Robert Morris

(5) GLOSSARY OF IMPORTANT TERMS

federalism: a system where political power is divided between a central (national) government and smaller governmental units called states or provinces

ordinance: a governmental law or regulation

ratification: formal sanctioning of a document such as a proposed constitution or treaty

relief ("stay") laws: state laws desired by debtors and farmers in hard times that would suspend the collection of private debts and the foreclosure of farms for a specified period

(6) ENRICHMENT IDEAS

1. Find an Indian treaty for the Native Americans in your region and discover what it suggests about the attitudes and values of both the white and Native American treaty-makers.

2. The complete text of the United States Constitution is found in the Appendix of The American People. Read and study the Constitution, breaking it down into its major parts, and identify the five or so most significant points to remember in each part.

3. Make a chart contrasting the major differences between the Declaration of Independence and the Constitution over their primary purposes, the quality and style of language, political ideology, assumptions about human nature and ends of government, and how to achieve political change.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. After the Revolution, the Confederation Congress
   a. successfully opened western lands.
   b. quelled Indian resistance to white western migration.
   c. was unable to open the interior.
   d. gave all western lands to speculators.
2. Shays’s Rebellion revealed that
   a. farmers wanted more gold coins in circulation.
   b. authority under the Articles of Confederation was too weak.
   c. the American Revolution had succeeded in shifting the balance of power from the rich to the poor.
   d. the court system was responsive to the needs of the people.

3. The Federalists believed all of the following EXCEPT that
   a. the national government should be stronger.
   b. there were “natural distinctions” between people.
   c. there was a crisis threatening the nation’s survival.
   d. the states should assume more powers.

4. After the Revolution, the Confederation Congress treated Native Americans of the interior
   a. as if they were sovereign nations.
   b. as if they were military foes.
   c. no differently than they had in colonial times.
   d. as if they were conquered peoples.

5. The Virginia Plan differed most significantly from the New Jersey Plan by calling for
   a. a bicameral Congress and a whole new national government.
   b. revision of the Articles of Confederation by letting Congress choose a president.
   c. revision of the Articles by providing for equal representation in both houses of Congress.
   d. the abolition of the executive branch.

6. The Constitution clearly shows that the founding fathers
   a. wanted to abolish slavery.
   b. were prepared to lay the groundwork for eventual equal rights between whites and blacks.
   c. provided for the protection of the institution of slavery.
   d. were willing to abolish only three-fifths of the slaves.

7. That the Constitution shifted power from the states to the central government is made evident by giving Congress power
   a. to lay and collect taxes.
   b. to regulate foreign and domestic commerce.
   c. to pass all laws “necessary and proper” for carrying out other powers.
   d. all of the above.

   a. was created to end the privilege of Massachusetts Congregationalists.
   b. turned the Church of England into the Episcopal Church.
   c. rejected all connections between church and state, and removed all religious tests for public office.
   d. was based on the First Amendment to the Constitution.
9. All of the following participated in the Constitutional Convention EXCEPT
   a. Thomas Jefferson.
   c. Benjamin Franklin.
   d. James Madison.

10. After the War for Independence, Americans were angry with Spain for
    a. unlawfully occupying all of Florida.
    b. holding most of the post-war debt.
    c. closing the mouth of the Mississippi River to American commerce.
    d. all of the above.

11. Anti-Federalists believed that
    a. the Constitutional Convention was unfortunate but thoroughly legal.
    b. separation of powers was enough to prevent the abuse of power in the new
government.
    c. republican liberty was best preserved by the balancing of factions.
    d. republican liberty was best preserved in small, simple, homogeneous societies.

12. Madison argued in Federalist No. 10 that factions were
    a. necessary to maintaining liberty in a republic.
    b. more likely to destroy liberty in a large republic than in a small one.
    c. undemocratic and therefore should be suppressed.
    d. good for homogeneous states but unnecessary in a federal system.

13. The ratification process revealed that Federalist strength was strongest
    a. in small interior farm regions.
    b. in coastal cities and towns.
    c. in the South except for Georgia.
    d. among merchants but not working-class artisans and workers.

True or False: Questions on the U.S. Constitution

___ 1. The Constitution (plus laws and treaties) is the supreme law of the land.
___ 2. The Constitution created a Supreme Court and 13 district courts.
___ 3. Congress has the power to coin money.
___ 4. Congress may not tax exports.
___ 5. The president makes treaties with the approval of two-thirds of Congress.
___ 6. The president appoints ambassadors, judges, and other officials with the advice and
    consent of the Senate.
7. To be a senator, one must be at least 35 years old.

8. Treason consists of levying war against the United States or giving aid and comfort to the enemy.

9. Slaves and indentured servants count as three-fifths of a person for purposes of representation.

10. All bills for raising revenue must originate in the House of Representatives.

11. New states may be admitted to the Union by Congress.

12. The United States may intervene against domestic violence within a state.

13. The president declares war with the approval of two-thirds of Congress.


15. The president shares with federal courts the power “to faithfully execute the laws.”

16. Amendments may be proposed by either two-thirds of Congress or the states (in legislatures or conventions) and must be ratified by three-quarters of the states (in legislatures or conventions).

17. The First Amendment guarantees the rights of speech, press, petition, religion, and bearing of arms.

18. The president may veto decisions of the Supreme Court.

**Essays**

1. Explain why the Articles of Confederation were considered too weak for the fledgling republic.

2. Show how the roots of the main provisions of the Constitution are in the colonial experience under English rule as well as in the Articles of Confederation period.

3. To what extent did the Constitution continue or contract revolutionary republicanism?

4. Why did Anti-Federalists want to defeat ratification of the Constitution, and why were they unsuccessful?
Identify and Interpret: Quotation

(that is, state who, what, where, when, and why significant)

That this is a consolidated government is demonstrably clear; and the danger of such a government is, to my mind, very striking. I have the highest veneration for those gentlemen; but, sir, say, **We, the people**? My political curiosity, exclusive of my anxious solicitude for the public welfare, leads me to ask, Who authorized them to speak the language of **We, the people**, instead of, **We, the states**? States are the characteristics and the soul of a confederation.
David Brown, Revolutionary War veteran, seaman, and pamphleteer, increasingly attacked the central government under the new national constitution in the 1790s. He claimed it was a conspiracy of the rich to exploit farmers, artisans, and other common folk. His inflammatory charges aroused the ire of the federal judiciary, which convicted him of sedition and put him in prison. He was released only after the election of Thomas Jefferson in 1800.

Launching the National Republic
   Beginning the New Government
   The Bill of Rights
   The People Divide
   The Whiskey Rebellion

The Republic in a Threatening World
   The Promise and Peril of the French Revolution
   Democratic Revolutions in Europe and the Atlantic World
   The Democratic-Republican Societies
   Jay’s Controversial Treaty

The Political Crisis Deepens
   The Election of 1796
   The War Crisis with France
   The Alien and Sedition Acts
   Local Reverberations
   The Virginia and Kentucky Resolutions
   The “Revolution of 1800"

Restoring American Liberty
   The Jeffersonians Take Control
   Politics and the Federal Courts
   Dismantling the Federalist War Program

Building an Agrarian Nation
   The Jeffersonian Vision
   The Windfall Louisiana Purchase
   Opening the Trans-Mississippi West
A Foreign Policy for the New Nation
Jeffersonian Principles
Struggling for Neutral Rights

Conclusion: A Period of Trial and Transition

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. As David Brown’s story suggests, this chapter presents the turbulent political controversies surrounding the launching of the new government in the 1790s.

2. The struggle to create a nation was marked by the formation of two political parties, Federalists and Democratic-Republicans, and by crises in the young nation’s relationships with France and England during the presidential administrations of George Washington and John Adams.

3. Underlying the political controversies of the 1790s, as David Brown’s life reveals, were class differences between rich and poor, regional differences between the urban Northeast and the interior West and South, and two conflicting ideological views over issues of power, political equality, and the proper role of central government in a republican society.

4. This chapter also emphasizes the successful transition from Adams’ administration to Jefferson’s administration. It also examines the attempt of Jeffersonian Republicans to reshape national political life and realize their vision of liberty in an agrarian republic.

5. In the field of foreign affairs, Jeffersonians attempted to fashion policies that would free the nation of entangling alliances with European powers, eliminate foreign troops from American soil, and protect American interests.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Describe the Bill of Rights and its significance.

2. Outline Hamilton’s view of the proper role of government, his financial plan, and the fate of each proposal.

3. Explain the major events of George Washington’s administration, including the causes of the Whiskey Rebellion.

4. Compare and contrast the principles of the French Revolution and the American Revolution.
5. State how the French Revolution divided Americans and contributed to the development of party politics.

6. Describe the social composition, political principles, and activities of the Democratic-Republican societies.

7. Describe the major domestic and foreign crises of the administration of John Adams.

8. Explain three measures Jefferson took to reshape and change the federal government.

9. Explain the reasons why Jefferson believed agricultural life was essential to political liberty.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Discuss the disagreement over the role of government in the new nation.

2. Compare and contrast the differing ideological positions and visions of the Federalists and the Democratic-Republicans in the 1790s.

3. Decide whether the election of 1800 was, as Jefferson thought, “a revolution in the principles of our government.”

**(4) IMPORTANT DATES AND NAMES TO KNOW**

1789 George Washington inaugurated as first president
Outbreak of the French Revolution

1790 Slave trade outlawed in all states except Georgia and South Carolina
Hamilton’s “Reports on the Public Credit”

1791 Bill of Rights ratified
Whiskey Tax and national bank established
Hamilton’s “Report on Manufactures”

1792 Washington re-elected

1793 Outbreak of war in Europe
Washington’s Neutrality Proclamation
Jefferson resigns from cabinet
Controversy over Citizen Genêt’s visit

1794 Whiskey Rebellion in Pennsylvania
1795  Controversy over Jay’s Treaty with England

1796  Washington’s Farewell Address
      John Adams elected president

1797  XYZ affair in France

1798  Naturalization Act
      Alien and Sedition Acts
      Virginia and Kentucky Resolutions

1798-1800  Undeclared naval war with France

1799  Trials of David Brown and Luther Baldwin

1800  Capital moves to Washington

1801  Thomas Jefferson elected president
      Judiciary Act
      New Land Act

1802  Judiciary Act repealed

1803  Louisiana Purchase
      Napoleonic wars resume

1803-1806  Lewis and Clark expedition

1804  Jefferson reelected

1805-1807  Pike explores the West

1806  Non-Importation Act

1807  Embargo Act
      *Chesapeake-Leopard* Affair
      Congress prohibits slave trade

**Other Names to Know**

<table>
<thead>
<tr>
<th>James Madison</th>
<th>Thomas Pinckney</th>
<th>John Marshall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Burr</td>
<td>Foreign Minister Talleyrand</td>
<td>Sacajawea</td>
</tr>
<tr>
<td>Toussaint L’Ouverture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(5) GLOSSARY OF IMPORTANT TERMS

Democratic-Republican societies: popular associations in America that supported the ideals of revolutionary France and became the basis of the Jeffersonian Republican party

Federalism: a system where political power is divided between a central (national) government and smaller governmental units called states or provinces

Federalists: supporters of the ratification of the Constitution and the shift of power from local and state governments to the central government

Federalists: political party organized in the 1790s under Alexander Hamilton and John Adams dedicated to a strong central government, national power and economic growth, and rule by the wealthy elite

(6) ENRICHMENT IDEAS

1. After reading the Recovering the Past section, find and read foreign visitors’ accounts of life in the United States in the 1830s and 1840s. How accurate do you think they were? How would you write about another culture you have seen (or imagined)? What questions would you ask? What limitations would you feel? What cultural assumptions would you bring to your observations?

2. Make a chart contrasting the major ideas, political principles, and social composition of the two emerging political party traditions.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. The Bill of Rights was
   a. part of the original Constitution.
   b. a leftover from the Articles of Confederation.
   c. a means of creating support for the new government.
   d. opposed because it pandered to people.

2. Alexander Hamilton believed that
   a. power belonged to the people.
   b. that most people had poor judgment.
   c. that the rich were no better than the poor.
   d. none of the above.

3. Alexander Hamilton
   a. was a financial and political conservative.
   b. was forward-looking in his economic programs but politically conservative.
   c. believed in free trade but opposed a protective tariff.
   d. believed in distributing powers equally to both the executive and legislative branches of government.
4. The primary objectives of Hamilton's financial program were
   a. to promote agricultural growth in the West.
   b. to establish the country’s credit with the French.
   c. to promote commercial expansion overseas.
   d. all of the above.

5. Jefferson believed that
   a. the government should only have powers specifically designated by the Constitution.
   b. Hamilton’s programs represented a reasonable solution to the new nation’s problems.
   c. the yeoman farmer and the city artisan were the backbone of the republic.
   d. Hamilton’s proposal for the bank would hinder the development of commerce and manufacturing.

6. The Whiskey Rebellion was incited by
   a. Revolutionary War veterans still angry about taxation without representation.
   b. western Federalists jealous of Hamilton's power over Washington.
   c. resentful farmers whose livelihood was threatened by the tax on whiskey.
   d. tavernkeepers.

7. The French Revolution
   a. was a radical social revolution.
   b. divided both Europeans and Americans.
   c. offered Americans trading opportunities.
   d. all of the above.

8. The Democratic-Republican societies
   a. supported revolutionary France.
   b. supported American neutrality in the European wars.
   c. were led by common working people.
   d. sought to remove both French and English influence from the United States.

9. Jay’s Treaty
   a. succeeded in removing the British from western fur-trading posts.
   b. resolved almost none of America’s grievances with England.
   c. provided guarantees against the impressment of American seamen.
   d. opened the West Indies to significant American shipping.

10. John Adams and Thomas Jefferson
    a. had similar ideas on the role of the national government.
    b. were contending for the leadership of the Federalist party.
    c. had been enemies from the time of the Continental Congress.
    d. had divergent ideas about the development of the new nation.
   a. nearly succeeded in squelching Jeffersonian criticism of Federalist policies.
   b. were aimed at advocates of a strong navy.
   c. were declared unconstitutional by the Supreme Court.
   d. were attacked by Jefferson but defended in Madison’s Virginia Resolutions.

12. The “Revolution of 1800”
   a. was the occasion of the passage of the Bill of Rights.
   b. revealed strong sectional divisions.
   c. represented yet another Federalist victory.
   d. was decided definitively in the electoral college.

13. The Federalists
   a. had strong support in the South as well as in the North.
   b. had a strong following among agriculturalists.
   c. had mainly northern support.
   d. were so weak no one supported the party.

14. During Jefferson's administration
   a. Federalists were jailed for criticizing Jefferson.
   b. the provisional army was dismantled and defense costs lowered.
   c. farmers were rewarded for homesteading.
   d. the navy built a large fleet to protect U.S. trade.

**Essays**

1. Compare and contrast the ideological positions and visions of the Federalists and the Jeffersonian Democratic-Republicans in the 1790s.

2. Analyze and evaluate the reasons for the dominance of Federalist party principles in the 1790s.

3. Explain the reasons for the rise of political parties in the 1790s.

4. Explain the importance of Hamilton’s plans for future economic growth.

5. Outline the major difficulties that the French Revolution caused for American foreign policy.

6. Write an essay on the following statement: “Once in power, the Jeffersonian Republicans retreated from many of the positions they had held as the opposition party.” Show the extent to which you agree with the statement, and support your position with evidence.
Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

Let us, then, with courage and confidence pursue our own Federal and Republican principles, our attachment to union and representative government. Kindly separated by nature and a wide ocean from the exterminating havoc of one quarter of the globe; too high-minded to endure the degradations of the others; possessing a chosen country, with room enough for our descendants to the thousandth and thousandth generation; entertaining a due sense of our equal right to the use of our own faculties, to the acquisitions of our own industry, to honor and confidence from our fellow-citizens, resulting not from birth, but from our actions and their sense of them; enlightened by a benign religion, professed, indeed, and practiced in various forms . . . with all these blessings, what more is necessary to make us a happy and a prosperous people? Still one thing more, fellow-citizens—a wise and frugal Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government, and this is necessary to close the circle of our felicities.
Mary and James Harrod carry their children and household possessions away from a difficult life in the Virginia uplands to a more hopeful future in Kentucky. Likewise, two African-Americans, Ben Thompson and Phyllis Sherman, arrive from their former homes to carve out a life in New York’s community of free blacks.

A Nation of Regions
- The Northeast
- The South
- Trans-Appalachia
- The Nation’s Cities

Indian-White Relations in the Early Republic
- The Goals of Indian Policy
- Strategies of Survival: The Iroquois and Cherokee
- Patterns of Armed Resistance: The Shawnee and Creek

Perfecting a Democratic Society
- The Revolutionary Heritage
- The Evangelical Impulse
- Alleviating Poverty and Distress
- Women’s Lives
- Race, Slavery, and the Limits of Reform
- Forming Free Black Communities

The End of Neo-Colonialism
- The War of 1812
- The United States and the Americas

Knitting the Nation Together
- Conquering Distance
- Strengthening American Nationalism
- The Specter of Sectionalism
Politics in Transition
The Collapse of the Federalist-Jeffersonian Party System
Women at the Republican Court
A New Style of Politics

Conclusion: The Passing of an Era

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. This chapter focuses on the first three decades of the nineteenth century, a period of intense political activity, religious enthusiasm, economic growth, and westward expansion. The chapter emphasizes the attempts of the Jeffersonian Republicans to reshape national political life and to realize their vision of liberty in an agrarian republic.

2. Though the country was politically united, significant regional differences existed between the rural populations of the Northeast, the South, and the Trans-Appalachian West.

3. During the early republic there were numerous efforts to create a distinctive American social order, one that would support the new republican government.

4. The chapter continues the story of Indian-white relations. Between 1790 and 1820, tribal groups developed strategies of accommodation, resistance, and survival. Some tribes, like the Seneca inspired by Handsome Lake, underwent cultural renewal. Others, like the Cherokee, adopted many of the ways of white society. Still others, like the Shawnee and Creek nations, chose armed resistance. At the same time, the federal government developed policies, based on both humanitarian and territorial concerns, that guided Indian-white relations for the rest of the nineteenth century.

5. In the field of foreign affairs, Jeffersonians attempted to fashion policies that would free the nation of entangling alliances with European powers, eliminate foreign troops from American soil, and protect American maritime interests. Although foreign policy measures were in the short run unsuccessful, as the War of 1812 indicated, the United States soon after stated its unique claim to influence the Western Hemisphere.
(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Explain the basic features of the different regions in the United States.
2. Show how changing land acts affected settlement of the public domain.
3. Explain the significance of reform efforts and the impact on society.
4. Show the conflicting goals of federal Indian policy.
5. Outline the causes and significance of the War of 1812 and of the Monroe Doctrine.

Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Compare and contrast the survival strategies of the Cherokee, Shawnee, and Creek nations and evaluate how well you think their different strategies worked.
2. Discuss the validity of the American claim that the War of 1812 was the “second War of American Independence.”
3. Explain the forces that weakened Jefferson’s party.

(4) IMPORTANT DATES AND NAMES TO KNOW

1790 Indian Intercourse Act
1790s Second Great Awakening begins
1793 Invention of the cotton gin
1794 Battle of Fallen Timbers
1795 Treaty of Greenville
1800 Gabriel’s Rebellion
1803 Marbury v. Madison
1806 National Road begun
1807 Fulton’s steamboat *Clermont* launched

1808 James Madison elected president
Official end of the slave trade

1811 Battle of Kithtippecanoe

1812 Madison reelected
War declared against Great Britain

1813 Battle of Thames

1813-1814 Creek War

1814 Treaty of Ghent
Battle of Horseshoe Bend

1814-1815 Hartford Convention

1815 Battle of New Orleans

1816 James Monroe elected president
Second Bank of the United States chartered
American Colonization Society founded
African Methodist Episcopal Church established

1819 Adams-Onis Treaty with Spain
*McCulloch v. Maryland*

1819-1822 Bank panic and depression

1819-1820 Missouri Compromise

1822 Diplomatic recognition of Latin American republics

1823 Monroe Doctrine proclaimed

1824 John Quincy Adams elected president

1827 Cherokees adopt written constitution
Other Names to Know

- John Ross
- Tecumseh
- Benjamin Banneker
- Elskwatawa
- Judith Murray
- Henry Clay
- John Marshall
- Richard Allen

(5) GLOSSARY OF IMPORTANT TERMS

**full-blooded:** term applied to Indians who had only Indian blood to distinguish them from mixed-blooded Indians

**War Hawks:** a group of Republican leaders, including Clay and Calhoun, who pressed for a warlike stance toward Great Britain and urged territorial expansion into Canada and Florida

(6) ENRICHMENT IDEAS

1. On an outline map of the United States, trace the route of the Lewis and Clark expedition. Fill in the area acquired in the Louisiana Purchase and trace the Transcontinental Treaty Line of 1819 (Adams-Onis). What conclusions do you draw about the relationship between exploration and expansion? Finally, add Florida, New Orleans, and other important battle sites of the War of 1812.

2. Develop a position paper supporting or rejecting war with Great Britain from the point of view of a member of Congress from the South, the West, and New England. What would be the differences between the positions and specific arguments of the three congressmen?

3. Imagine yourself, like the Harrods, moving into Kentucky or Indiana. Or imagine yourself as Ben Thompson and Phyllis Sherman, free blacks carving out a life in New York. Or imagine yourself a Seneca, Shawnee, or Cherokee young person. In each case, describe your life and feelings.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

**Multiple choice:** Choose the best answer.

1. Women on northeastern farms
   a. rarely helped with livestock.
   b. contributed little to the farm economy.
   c. saw their value as domestic labor decline as more men worked for a wage outside the farm.
   d. began to be paid a wage by their fathers or husbands for the farm work they did.
2. In the *Marbury v. Madison* decision, Chief Justice Marshall
   a. declared the Maryland law taxing the Second Bank of the United States unconstitutional.
   b. decided in favor of Marbury.
   c. affirmed the principle of exclusive judicial review.
   d. all of the above.

3. Which of the following contributed MOST to the decline of forested area in the northeast?
   a. The need for more wooden fences.
   b. The demand for heating fuel.
   c. The production of potash and turpentine.
   d. The demand for wood planks to build houses.

4. The Second Great Awakening’s most important impact was
   a. it encouraged believers to take an interest and perform good works in the community.
   b. its message had little meaning for ordinary people.
   c. it appealed only to women who found new spiritual strength.
   d. it created complex theological ideas.

5. All of the following contributed to cotton becoming “king” in the south EXCEPT
   a. Eli Whitney’s invention of the cotton gin.
   b. the limited availability of slave labor.
   c. growing demand for cotton in English and American textile mills.
   d. southern planters’ experience in producing and marketing staple crops.

6. The federal government between 1790 and 1820
   a. continued to acquire Native American lands.
   b. wanted to protect Indians from unscrupulous exploitation.
   c. adopted a new treaty strategy.
   d. all of the above.

7. In the Trans-Appalachia west
   a. slavery came to dominate south of the Ohio River.
   b. the population was very similar in terms of race, class, and ethnicity.
   c. the Northwest Ordinance was the law of the land.
   d. was free from speculation in land sales.

8. The most eager calls for war with Great Britain came from
   a. the Federalists.
   b. western and southern Republicans.
   c. New England merchants.
   d. southern planters.
9. A distinctive feature of religious practices during the Second Great Awakening was
   a. a meeting with Native American tribal leaders.
   b. a meeting of the young War Hawks.
   c. the camp meetings.
   d. a prayer meeting often held at agricultural fairs.

10. The Treaty of Ghent
   a. resolved outstanding American differences with Great Britain.
   b. avoided most important areas of dispute.
   c. contained an agreement that the British would stop its impressments policy.
   d. resolved boundary disputes in the Oregon Territory.

11. The Monroe Doctrine
   a. was a policy developed by Americans with the aid of British diplomats.
   b. led to American isolationism in European affairs.
   c. led to immediate American involvement in Latin American affairs.
   d. put fear into the hearts of European diplomats.

12. The leader of Shawnee political and military resistance was

13. Between 1812 and 1828,
   a. the Federalist party collapsed.
   b. the Jeffersonian Republicans evolved into a new political party.
   c. the Anti-Federalist party collapsed.
   d. both (a) and (b) happened.

14. All of the following contributed to a growing sense of American nationalism EXCEPT
   a. the Missouri Compromise.
   b. the War of 1812.
   c. ritual celebrations of Washington’s birthday and the Fourth of July.
   d. the Supreme Court decision in *McCullough v. Maryland*.

15. When Jefferson said “This momentous question, like a firebell in the night . . . [has] awakened and filled me with terror,” he was referring to
   a. the Monroe Doctrine.  c. Gabriel’s rebellion.
   b. the War of 1812.  d. the Missouri question.
Essays

1. Write an essay showing the key differences in the geographic regions (Northeast, South, and West).

2. The War of 1812 was not merely a war against an external foe but stemmed from internal problems as well. Write an essay taking this statement as your starting point.

3. Evaluate the survival strategies of several Native American nations and compare them with the foreign policy strategies of the young United States. Which were more successful, and why do you think so?

4. This chapter examines two seemingly contradictory notions: regionalism and nationalism. Write an essay that examines these two ideas, how they co-existed, and which one you think was more important during the early republic.

5. Discuss the ways in which the lives of African Americans changed during the early republic years based on region and changing economic circumstances.
Map question:

Locate the following on the accompanying map.

1. Louisiana Territory
2. Spanish East Florida
3. Missouri Compromise Line
4. disputed Oregon Territory
5. Battle of Kithtippecanoe
6. New Orleans
7. Transcontinental Treaty Line of 1819
8. areas inhabited by the Shawnee, Cherokee, and Creek nations
9. Gulf Coast areas added during War of 1812
10. site of Constitutional Convention
PART THREE (Chapters 10–16)

AN EXPANDING PEOPLE
1820–1877

During the first half of the nineteenth century, a young nation expanded rapidly. As Americans surged west across the Appalachians, secured vast new territories beyond the Mississippi, and, in the 1840s, pushed on to the Pacific Coast, the population soared and became more diverse with the arrival of thousands of immigrants and the inclusion of western Indians and Mexicans. In the East, new modes of production laid the foundation for the material comfort that has come to characterize American life. But expansion sharpened regional differences and resulted in the most devastating conflict the nation ever experienced.

Chapters 10, 11, and 12 cover roughly the same time period, with each chapter complementing the others. Chapter 10, “Economic Transformations in the Northeast and the Old Northwest,” investigates the economic and social transformations that affected work, social relations, and the rhythms of everyday life in these two regions. Chapter 11, “Slavery and the Old South,” considers the South’s distinctive economic and social system, which, based as it was on slavery, raised questions about the special virtue of the nation and the meaning of justice, equality, and freedom. In Chapter 12, “Shaping America in the Antebellum Age,” we focus on economic and social changes that sharpened the familiar tension between the individual and society. The election of Andrew Jackson as president marked the advent of the second American party system and a lively political culture rooted in new economic and social conditions. Yet while more white Americans became politically active, they disagreed on the competing claims of liberty and power.

Chapter 13, “Moving West,” shows the power of American expansionism and the limited meaning many Americans gave to terms like liberty and equality. During the decade of the 1840s, war and diplomacy won vast new territories, peopled mostly by Mexicans and Native Americans. As settlers to new frontiers sought to re-create familiar institutions and patterns, these earlier inhabitants found themselves excluded from most of the promises of American life. Territorial expansion illustrated questionable environmental practices, the limitations of political and social ideals, and instigated angry political debates. The expansion of slavery into the West threatened the political balance of power between the North and the South and raised the question of where power and authority lay to decide the future of the West. These questions—which are addressed in Chapters 14, 15, and 16—could not be easily resolved.

Chapter 14, “The Union in Peril,” traces the disintegration of the second party system. By 1860, two cultures jostled uneasily in one union, unable to agree on most of the important questions of the day. Chapter 15, “The Union Severed,” examines the resulting Civil War and the unanticipated results of the conflict. For example, although the war ended slavery, emancipation itself proved to be problematic. Also unexpected were the transformation of northern and southern society and the new conflicts that emerged. Chapter 16, “The Union Reconstructed,” explores how Americans tried to resolve these and the many other dilemmas of the postwar period including questions of reunion and the rights of newly freed slaves.
10

Economic Transformations in the Northeast and the Old Northwest

(1) CHAPTER OUTLINE

Susan Warner’s privileged and comfortable life is suddenly destroyed when her father loses most of his fortune in the panic of 1837. As Susan searches for ways to help her family, she discovers the economic possibilities of novel writing. Her books attract readers who find her description of the period’s economic and social uncertainties convincing.

Economic Growth
  The Transatlantic Context for Growth
  Factors Fueling Economic Development
  Capital and Government Support
  A New Mentality
  Ambivalence Toward Change
  The Advance of Industrialization
  Environmental Consequences

Early Manufacturing

A New England Textile Town
  Working and Living in a Mill Town
  Female Responses to Work
  The Changing Character of the Workforce
  Factories on the Frontier

Urban Life
  The Process of Urbanization
  Class Structure in the Cities
  The Urban Working Class
  Middle-Class Life and Ideals
  Mounting Urban Tensions
  The Black Underclass

Rural Communities
  Farming in the East
  Frontier Families
  Opportunities in the Old Northwest
  Agriculture and the Environment

Conclusion: The Character of Progress
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. This chapter concentrates on the economic and social transformations in the Northeast and the Midwest between 1820 and 1860. The chapter discusses the factors contributing to economic growth, particularly the importance of changes in transportation, and explores industrialization as a new means of production and as a source of social change. The chapter shows that the process of industrialization was uneven, as old and new ways of production existed side by side.

2. Five types of communities (Lowell; Philadelphia; Cincinnati; Hampshire County, Massachusetts; and the Indiana frontier) are discussed to show how each participated in economic growth. The ways in which different classes, ethnic groups, and races responded to new conditions and shared or failed to share in the benefits of growth are highlighted.

3. The persistence of Revolutionary ideology is evident in working-class critiques of the new industrial world, while new middle-class ideals emerged as a response to changing economic and social conditions.

4. Samuel Breck of Philadelphia is introduced as an example of an upper-class urban dweller. Several mill girls (Mary Paul and Sally Rice) appear at various points in the chapter. The Skinners give an idea of life on the Indiana frontier.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. List and explain major factors contributing to economic growth and explain how changes in transportation were of critical importance.

2. Define the term *industrialization* and identify the parts of the United States where industrialization took hold between 1830 and 1860.

3. Define *separate spheres* and explain the reasons for its development, its flexibility, and its effects on middle-class life.

4. Describe urban class structure and compare it to rural class structure.

5. Explain the process of establishing a family farm on the midwestern frontier.

6. Discuss the contribution of nontangible factors to economic growth.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Show how Cincinnati illustrates the uneven process of industrialization and the emergence of new types of work and new workers, and contrast the situation in Cincinnati with the Lowell system.

2. Analyze the ways in which both male and female workers used Revolutionary ideology as a means of criticizing the new work order.

3. Summarize the ways in which economic and social changes affected people’s lives both by increasing opportunities and benefits and by separating people from one another.

(4) IMPORTANT DATES AND NAMES TO KNOW

1805    Palmer v. Mulligan
1816    Second Bank of the United States chartered
1817    New York Stock Exchange established
1819    Dartmouth College v. Woodward
1820    Land Act of 1820
        The expression “woman's sphere” becomes current
1823    City of Lowell, Massachusetts, founded by Boston Associates
1824    Sturges v. Crowninshield
1824-1850 Construction of canals in the Northeast
1825-1856 Construction of canals linking the Ohio, the Mississippi, and the Great Lakes
1828    Baltimore & Ohio Railroad begins operation
1830    Preemption Act facilitates western land acquisition by squatters
1830s   Boom in the Old Northwest
        Increasing discrimination against free blacks
        Public education movement spreads
1833    Philadelphia establishes small police force
1834  Philadelphia race riots  
      Lowell work stoppage  
      Cyrus McCormick patents his reaper

1837  Horace Mann becomes secretary of Massachusetts Board of Education

1837-1844  Financial panic and depression

1840  Agitation for 10-hour day

1840s-1850s  Rising tide of immigration  
           Expansion of railroad system

1844  Anti-Catholic riots in Philadelphia

1849  Cholera epidemic in New York, St. Louis, and Cincinnati

1850s  Rise of urban police forces

1857  Financial Panic

**Other Names to Know**

- Sarah Hale  
- Catharine Beecher  
- Prudence Crandall

(5) GLOSSARY OF IMPORTANT TERMS

**cult of domesticity:** set of beliefs insisting that women had different characteristics than men, which made them best suited for the private sphere of home and family

**economic growth:** an increase in output, usually involving not only expansion but changes in the methods of production

**entrepreneur:** one who takes the risks of starting new ventures or one who owns or manages one or more businesses

**industrial mode of production:** the reorganization of production, breaking the process into a series of separate steps done by individual workers or machines

**outwork:** work done at home or in small shops; workers were usually paid by the piece

**Waltham system:** the system of textile production in which all stages of the manufacturing process were brought together
(6) ENRICHMENT IDEAS

1. Using the Recovering the Past section as your guide, explore some volumes of early nineteenth-century paintings. What can you discover about the nature of daily life, attitudes, and values from your study?

2. Think how you might write an article for a Cincinnati newspaper evaluating some of the changes in work in the antebellum period if you were the owner of a furniture factory, a widow taking in piecework, or a former cabinetmaker now working in the factory.

3. Write a diary entry for one day in the life of a Lowell mill girl in the 1830s. Give a clear sense of your daily schedule as well as your response to your job and free time. How would your entry differ if you were an Irish girl in the 1850s?

4. If you live in the Midwest, visit the Conner Prairie Settlement near Indianapolis. This living-history museum, which uses first-person interpreters as villagers, conveys a realistic picture of daily life on the frontier in the 1830s. Other living museums can suggest the ways in which rural American life changed in the period before the Civil War.

5. If you live in or near a northeastern, Middle Atlantic, or South Atlantic city, plan a walking tour to the part of the city constructed during the period covered by this chapter. What kinds of buildings date from that era? What were they used for? Are there any examples of housing? What class of persons may have lived in these houses? Are there any remaining evidences of working-class neighborhoods? Visit an early mill complex. What can it tell you about the industrial process, the nature of work, and the reality of life in a mill community?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. The Lowell work force was typically made up of
   a. older married women.
   b. married men.
   c. single men.
   d. young single women.

2. Lowell mill owners constructed boardinghouses for their workers because
   a. they believed workers needed comfortable housing.
   b. they wanted to attract a respectable work force.
   c. they believed privacy was essential after a long day of toil.
   d. they were copying European models.
3. Between 1820 and 1840, the percentage of Americans living in cities
   a. stayed about the same.
   b. approximately doubled.
   c. barely increased.
   d. decreased by almost half.

4. Population growth in the early decades of the nineteenth century occurred because of
   a. the increasing size of families.
   b. a dramatic drop in death rates.
   c. an increase in foreign immigration, mainly from Ireland and Germany.
   d. an increase in immigrants from eastern and southern Europe.

5. State governments
   a. rarely gave economic entrepreneurs special advantages.
   b. levied heavy taxes on business profits.
   c. favored farmers.
   d. gave loans for internal improvements.

6. In relation to economic growth, the courts
   a. were slow to recognize new attitudes toward property.
   b. established the basic principle that contracts were binding.
   c. were lenient toward debtors.
   d. none of the above.

7. Early textile mills clustered around waterways in
   a. the South.
   b. only New England.
   c. the Middle Atlantic states.
   d. in New England and the Middle Atlantic states.

8. The Erie Canal connected
   a. the Great Lakes with New York’s Hudson River.
   b. the Great Lakes with the Mississippi River.
   c. Lake Erie with Lake Ontario.
   d. all of the above.

9. The composition of the Lowell work force changed because
   a. women got married and therefore did not need the money.
   b. women found they could earn more in other jobs.
   c. mill owners preferred to hire Irish immigrants, who worked for less.
   d. unions successfully organized the mills.
10. The idea of separate spheres suggested
   a. that while men and women were substantially similar, women belonged in the private sphere.
   b. that women should make vital economic contributions to their families.
   c. that women’s innate differences from men made them suitable only for the private sphere.
   d. that women belonged in the public sphere.

11. Most Cincinnati workers labored
   a. alone.
   b. in small and medium-size shops.
   c. in large factories.
   d. alongside slaves.

12. City services in northern cities were generally provided for
   a. all citizens.
   b. all white citizens.
   c. all but the Irish.
   d. those who could pay for them.

13. Between 1830 and 1860,
   a. the gap between the urban rich and the poor narrowed.
   b. many of the poor entered the middle class.
   c. the gap between rich and poor widened.
   d. little changed.

14. Rural Americans in the Northeast
   a. had little contact with new economic trends.
   b. were born, raised, and died in the same communities.
   c. began to change traditional patterns as they came into contact with the industrial world.
   d. generally enjoyed social and economic equality.

15. Many Americans believed that free public education was important because
   a. they wanted their children to be independent thinkers.
   b. it inculcated proper work habits.
   c. it promoted social change.
   d. it was a good way to keep children off the street.

16. Horace Mann was
   a. an educational reformer.
   b. an early manufacturer of textiles.
   c. an inventor of railroad equipment.
   d. a Philadelphia banker.
17. The 1834 riots in Philadelphia resulted from all of the following EXCEPT
   a. urban expansion.
   b. the existence of black affluence.
   c. a large and over-zealous police force.
   d. competition between poor whites and poor blacks for jobs.

Identify and show a relationship between each of the following pairs:

- falling birth rates and new views of childhood
- Lowell mills and Philadelphia
- Irish immigration and frontier farming
- Philadelphia race riot and Lowell work stoppage of 1834
- cult of domesticity and Dartmouth v. Woodward

Essays

1. Items 1–3 under “Practice in Historical Thinking Skills” in “Learning Goals” suggest topics for practice in essay writing.

2. The life of “intimacy and quietness” was disintegrating in the decades between 1830 and 1860 and was replaced by a life of separateness and clamor. Discuss this statement with appropriate supporting evidence.
Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

Rules and Regulations to be attended to and followed by the Young Persons who come to Board in this House:

Rule first: Each one to enter the house without unnecessary noise or confusion, and hang up their bonnet, shawl, coat, etc., in the entry.

Rule second: Each one to have their place at the table during meals, the two which have worked the greatest length of time in the Factory to sit on each side of the head of the table, so that all new hands will of course take their seats lower down, according to the length of time they have been here.

Rule third: It is expected that order and good manners will be preserved at table during meals – and at all other times either upstairs or down.

Rule fourth: There is no unnecessary dirt to be brought into the house by the Boarders, such as apple cores or peels, or nut shells, etc.

Rule fifth: Each boarder is to take her turn in making the bed and sweeping the chamber in which she sleeps. . . .

Rule eighth: The doors will be closed at ten o’clock at night, winter and summer, at which time each boarder will be expected to retire to bed.

Rule ninth: Sunday being appointed by our Creator as a Day of Rest and Religious Exercises, it is expected that all boarders will have sufficient discretion as to pay suitable attention to the day, and . . . they will keep within doors and improve their time in reading, writing, and in other valuable and harmless employment.
Frederick Douglass learns from his masters about complex, intricate chains that bind slaves and masters to each other. He also learns that education is the way to freedom.

**Building a Diverse Cotton Kingdom**
- The Expansion of Slavery in a Global Economy
- Slavery in Latin America
- White and Black Migrations in the South
- Southern Dependence on Slavery
- Paternalism and Honor in the Planter Class
- Slavery, Class, and Yeoman Farmers
- The Nonslaveholding South

**Morning: Master and Mistress in the Big House**
- The Burdens of Slaveholding
- The Plantation Mistress
- Justifying Slavery

**Noon: Slaves in House and Fields**
- Daily Toil
- Slave Health and Punishments
- Slave Law and the Family

**Night: Slaves in Their Quarters**
- Black Christianity
- The Power of Song
- The Enduring Family

**Resistance and Freedom**
- Forms of Black Protest
- Slave Revolts
- Free Blacks: Becoming One’s Own Master

**Conclusion: Douglass’s Dream of Freedom**
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The tremendous growth of agriculture in the Old South was dependent on cotton and slavery. But contrary to myth, the South was an area of great diversity, regionally, socially, and in terms of class and slave ownership. These differences bred tensions among whites as well as between masters and slaves.

2. Although slavery was a labor system, the chapter emphasizes the daily life and complex, entangled relationships of white masters and black slaves and points out the difficulties of generalizing about their relationships. The experiences of the family of rice planter Robert Allston suggests some of the dimensions of white slaveholders’ lives, while the youth of Frederick Douglass illuminates the lives of black slaves.

3. A unique structure in this chapter discusses slavery in three sections: morning in the Big House, which focuses on white masters; noon in the fields, which looks at daily work and other hardships of the slaves; and nighttime in the quarters, which describes a slave culture and community centered around religion, music, the family, and other adaptive survivals from African culture.

4. Racism was not confined to the South but existed throughout American society. Racism as well as slavery limited black freedom. To a much lesser extent, southern slaveholders also suffered limitations on their freedom from the burdens of the slave system.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Distinguish several geographic regions and the main crops; then describe the socioeconomic class variations of slaveholding patterns in the Old South.

2. Explain the distribution of slaveholders and nonslaveholders in the South.

3. Describe the burdens of slavery from the perspective of the slaveholders and explain five ways in which they justified slavery.

4. Describe a typical day on the plantation for slave men and women, both in the house and in the fields.

5. Explain the nature of black family life and culture in the slave quarters, including how religion, music, and folklore gave the slaves a sense of identity and self-esteem.

6. List five ways in which the slaves protested and resisted their situation.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Develop arguments for and against slavery from the perspective of southern slaveholders, nonslaveholding southerners, northern whites, slaves, and freed blacks.

2. Discuss and evaluate the question of who was “free” in southern antebellum society.

3. Identify the author’s interpretation of slavery and other possible interpretations.

(4) IMPORTANT DATES AND NAMES TO KNOW

1787 Constitution adopted with proslavery provisions
1793 Eli Whitney invents cotton gin
1800 Gabriel conspiracy in Virginia
1808 External slave trade prohibited by Congress
1820 South becomes world's largest cotton producer
1822 Denmark Vesey’s conspiracy in Charleston
1830s Southern justification of slavery changes from a necessary evil to a positive good
1831 Nat Turner’s slave revolt in Virginia
1845 Narrative of the Life of Frederick Douglass published
1850s Cotton boom
1851 Indiana state constitution excludes free blacks
1852 Harriet Beecher Stowe publishes best-selling Uncle Tom’s Cabin
1860 Cotton production and prices peak

Other Names to Know

Robert and Adele Allston  Harriet Jacobs  Sophia and Hugh Auld
George Fitzhugh  Maria Stewart  Reverend J. C. Pennington
Harriet Tubman
**GLOSSARY OF IMPORTANT TERMS**

**culture:** the values and way of life of a group of people that gives the group a unifying identity

**Herrenvolk democracy:** the theory in the antebellum South that although there were economic inequalities among whites, all whites still shared an equality in their superiority to all blacks, a theory that enabled the southern planter elite to minimize class antagonisms among whites

**manumission:** the freeing of slaves by individual owners

**polygenisis:** the belief that blacks were a separately created race and hence inherently inferior

**ENRICHMENT IDEAS**


2. Listen to some slave spirituals and work songs and analyze them. What do they reveal about the slave experience and about attitudes toward religion? Notice the double meanings.

3. Are there any historical sites in your area related to slavery—for example, plantations, stations on the underground railroad, or slave markets? Do restored plantations give a balanced view of life on the old plantation, the slave quarters as well as the Big House?

4. Consider the heritage of slavery in modern society. To what extent does it still affect our lives and how?

5. Are blacks and whites more or less “free” today than they were during slavery? Are they more or less entangled with each other?

**SAMPLE TEST AND EXAMINATION QUESTIONS**

**Multiple choice:** Choose the best answer.

1. Most southern families had
   a. fewer than ten slaves.
   b. over ten slaves.
   c. no slaves.
   d. fewer than five slaves.
2. The “black belt” refers to
   a. whips used by slave-drivers to punish unruly slaves.
   b. the Upper South of Virginia and Kentucky.
   c. southern cities.
   d. the deep southern states stretching from South Carolina westward to Texas.

3. What percentage of southern white families were slaveholders?
   a. 25 percent.
   b. 50 percent.
   c. 75 percent.
   d. 90 percent.

4. The most valuable export crop in the South was
   a. cotton.
   b. corn.
   c. rice.
   d. tobacco.

5. All of the following are true of the internal slave trade EXCEPT
   a. it was multimillion-dollar industry.
   b. it was outlawed in 1808 by Congress.
   c. it tended to move slaves from the upper south to the deep south.
   d. attempts at controlling it were poorly enforced.

6. Most slaves worked
   a. in agriculture.
   b. as domestic servants.
   c. as artisans.
   d. in factories.

7. Slaves working the fields
   a. commonly worked 14 hour days during the summer.
   b. preferred gang labor to task labor.
   c. had diversified diets.
   d. were given adequate clothing.

8. The sociological justification of slavery based its argument primarily on
   a. the Bible.
   b. the Constitution.
   c. assumptions about black inferiority and savagery.
   d. history.

9. After Nat Turner’s revolt in 1831, slaves were
   a. more easily given their freedom but treated more harshly.
   b. feared even more by whites in the South.
   c. given more education and religious training.
   d. given the right to vote.
10. Which of the following statements is not true about slave women?
   a. they had networks for mutual support.
   b. they were encouraged to have many children.
   c. they had no choice in their marriage partners.
   d. they sometimes resisted forcible sexual encounters by whites.

11. African forms of religious expression
   a. gradually died out in the New World.
   b. were too sinful to survive in civilized society.
   c. survived in adapted form in the New World.
   d. survived in the West Indies but not in the United States.

12. The slave family
   a. was destroyed by the slave trade.
   b. played a key role in achieving black self-esteem.
   c. imitated the family patterns of whites.
   d. transmitted black family patterns to whites.

13. By the 1850s, the largest number of free blacks were in
   a. the North.
   b. the Upper South.
   c. the Lower South.
   d. Canada.

14. All of the following were examples of day-to-day resistance by slaves EXCEPT
   a. breaking tools.
   b. armed revolt.
   c. feigning illness.
   d. arson.

15. All of the following were true of slave religion EXCEPT
   a. it was a means of social control when ministered by whites.
   b. some slaves sought “earthly liberty” from Christian messages.
   c. very few slaves attended any religious services.
   d. it mixed Christian, Islamic, and African traditions.

16. Urban free blacks
   a. often owned their own black slaves.
   b. were generally young.
   c. built community institution like churches, schools and benevolent societies.
   d. Were less likely to be mulattoes compared to the general slave population.
Identify and show a relationship between each of the following pairs:

- James Hammond and Newton Knight
- Frederick Douglass and Sophia Auld
- yeoman farmers and poor whites
- Christianity and slave families
- day-to-day resistance and Nat Turner's revolt

Essays

1. Describe four class levels of southern white society, and show how each might have defended or justified slavery as necessary or good for its self-interest. Which would have defended slavery most vigorously, and why do you think so?

2. Compare and contrast some of the typical events in the daily life of a house slave and a field slave. Which would you have preferred to be and why?

3. Discuss the institution of slavery in a global context. Consider the global economy and the institution itself in Latin America and the United States.

4. Compare and contrast the attitudes of white southerners and white northerners toward blacks. How do you explain whatever differences seem to exist?

5. Describe four or five manifestations of slave culture. Be as specific as you can about sources and modes of expression. Which do you think best expressed authentic slave culture and why?

6. Present an interpretation of slavery from the point of view of three different historians. One sees slavery from the perspective of southern slaveholders, one from the viewpoint of northern white abolitionists, and one from the perspective of the slaves themselves. What would be the major differences?

7. Explain the living conditions, economic circumstances, and day-to-day life that prevailed for non-slaveholding southern farm families.
Emily and Marius Robinson are separated shortly after their marriage because of their ardent commitment to abolish slavery and to educate free blacks. Despite suffering many hardships of separation, sickness, and mob attack, they persist for a time in an effort to shape and reform American society.

**Religious Revival and Reform Philosophy**
- Finney and the Second Great Awakening
- The Transcendentalists

**The Political Response to Change**
- Changing Political Culture
- Jackson’s Path to the White House
- Old Hickory’s Vigorous Presidency
- Jackson’s Native American Policy
- Jackson’s Bank War and “Van Ruin’s” Depression
- The Second American Party System

**Perfectionist Reform and Utopianism**
- The International Character of Reform
- The Dilemmas of Reform
- Utopian Communities: Oneida and the Shakers
- Other Utopias
- Millerites and Mormons

**Reforming Society**
- Temperance
- Health and Sexuality
- Humanizing the Asylum
- Working-Class Reform

**Abolitionism and Women’s Rights**
- Tensions Within the Antislavery Movement
- Flood Tide of Abolitionism
- Women Reformers and Women’s Rights

**Conclusion: Perfecting America**
1. The social and economic changes of the 1830s were both promising and unsettling. This chapter explores the question of how people (both ordinary and prominent) sought to maintain some sense of control over their lives in the 1830s and 1840s. Some, like the Robinsons, poured their energies into reform. Others turned to politics, religion, and new communal lifestyles in order to shape their changing world.

2. Throughout the chapter, social, political, cultural, and economic topics are interrelated and seen as a whole. The chapter merges two major events—democratic Jacksonian politics and the many forms of perfectionist social reform. They began from distinctly different points of view but in fact shared more in common than has usually been recognized.

3. The explanation of politics in the age of Jackson looks at the social and ethnocultural basis of politics, while the analysis of revivalism, religion, and utopian communitarianism stresses the socioeconomic basis of these cultural phenomena.

4. The timeless dilemmas and problems of reformers, especially of temperance, abolitionist, and feminist reformers, are a sub-theme running through the chapter.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Explain the connection between religious revivalism and reform efforts to erase social evils.

2. Describe three ways in which political culture changed between the early 1820s and 1840.

3. Explain the key events and significance of three major issues in Jackson's presidency—the tariff, the war against the bank, and Indian removal.

4. List and explain the leaders, principles, programs, and sources of support of the two major parties, Democrats and Whigs.

5. List several evils that Americans wanted to reform in the 1830s and 1840s and the major influences that contributed to the reform impulse.

6. Describe some of the purposes, patterns, and problems that most utopian communities shared.

7. Describe the major goals, tactics, and problems in the antebellum reform movements for temperance, abolitionism, and women’s rights.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Analyze how Jacksonian politicians and social reformers both opposed one another and had much in common.

2. Explain how the changing numbers and composition of voters affected the political structure.

3. Explain the development of the second American party system, showing how it evolved from and differed from the first party system.

4. Understand and explain why people turn to politics, or to religion and revivalism, or to utopian communitarianism, or to specific issue reforms in order to shape their world; and then explain how well these seemed to work.

(4) IMPORTANT DATES AND NAMES TO KNOW

1824    New Harmony established
1825    John Quincy Adams chosen president by the House of Representatives
1826    American Temperance Society founded
1828    Calhoun publishes *Exposition and Protest*
        Jackson defeats Adams for the presidency
        Tariff of Abominations
1828-1832    Rise of workingmen’s parties
1830    Webster-Hayne debate and Jackson-Calhoun toast
        Joseph Smith, *The Book of Mormon*
        Indian Removal Act
1830-1831    Charles Finney’s religious revivals
1831    Garrison begins publishing *The Liberator*
1832    Jackson vetoes U.S. Bank charter
        Jackson re-elected
        *Worcester v. Georgia*
1832-1833    Nullification crisis
1832-1836    Removal of funds from U.S. Bank to state banks
1833  Force Bill
      Calhoun resigns as vice president
      American Anti-Slavery Society founded
1834  New York Female Moral Reform Society founded
      National Trades Union founded
      Whig party established
1835-1836  Countless incidents of mob violence
1836  “Gag rule”
      Specie Circular
      Van Buren elected president
1837  Financial panic and depression
      Sarah Grimké, *Letters on the Condition of Women and the Equality of the Sexes*
1837-1838  Cherokee “Trail of Tears”
1840  William Henry Harrison elected president
      American Anti-Slavery Society splits
      World Anti-Slavery Convention
      10-hour day for federal employees
      Liberty party formed
1840-1841  Transcendentalists found Hopedale and Brook Farm
1843  Dorothea Dix’s report on treatment of the insane
1844  Joseph Smith murdered in Nauvoo, Illinois
1846-1848  Mormon migration to the Great Basin
1847  First issue of Frederick Douglass’s *North Star*
1848  Oneida community founded
      First women’s rights convention at Seneca Falls, New York
1850  Nathaniel Hawthorne’s *Scarlet Letter* is published
1851  Maine prohibition law
      Herman Melville’s *Moby Dick* is published
1853  Children’s Aid Society established in New York City
1854  Thoreau’s *Walden* is published
1855  Massachusetts bans segregated public schools
Other Names to Know

Henry Clay  Daniel Webster  Nicholas Biddle
Alexis de Tocqueville  Charles G. Finney  Mother Ann Lee
Robert Owen  Brigham Young  William Miller
Elizabeth Cady Stanton  Theodore Dwight Weld  Abby Kelley
Sylvester Graham  Sojourner Truth  David Walker
Margaret Fuller  Henry Highland Garnet  Lucretia Mott
Ralph Waldo Emerson

(5) GLOSSARY OF IMPORTANT TERMS

abolitionists: reformers who wanted to end slavery

communitarianism: the creation of utopian communities in which members engaged in various forms of cooperation and sharing of property and responsibility for the well-being of all

ethnocultural politics: the belief that political participation and behavior are affected by one's religious, ethnic, and cultural background

immediatists: abolitionist disciples of Garrison and Weld who wanted to end slavery immediately

nonresistance: the philosophical pacifist belief opposing all forms of governmental or personal coercion

nullification: the states’ rights doctrine presented by John C. Calhoun of South Carolina which said that a state could declare federal legislation null and void

perfectionism: the religious belief that sin and evil could be eradicated in American society as well as in individuals

spiritualism: psychic phenomenon of the 1830s and 1840s by which humans believed they could communicate with unknown worlds, including the dead

transcendentalism: belief of New England intellectuals that the truths found beyond sense experience in intuition and nature would lead people to self-knowledge and self-reliance and ultimately to the attempted reformation of themselves and society

Whigs: party opposing Jackson (“King Andrew I”), their name referring to the English parliamentary party opposed to royal power
(6) ENRICHMENT IDEAS

1. After reading the Recovering the Past section, find and read slave narrative accounts of slave life in the United States during the antebellum period. How valid are slave narratives as historical sources? How accurate do you think they were? How would you write about another culture you have seen (or imagined)? What questions would you ask?

2. Visit the site of one of the several utopian communities mentioned in the chapter. Many still exist, some even restored as living historical museums. Depending on where you live, you might visit Hopedale or Brook Farm near Boston, Massachusetts; Shaker Villages near Pittsfield, Massachusetts and in Kentucky; Ephrata, Pennsylvania; Zoar, Ohio; New Harmony, Indiana; the Amana colonies in Iowa, etc. Whether or not you can actually visit the original site, you can research further into one or two particular utopian communities.

3. Imagine yourself as part of the colony. How well would you fit in? What would you like and dislike about life in this community? Write a letter to a friend about it, or write a series of imaginary diary entries about life in the community.

4. You can think about similar questions when visiting other sites, for example, Seneca Falls, or Mormon landmarks in Utah, or a prison asylum built in the mid-nineteenth century. A letter or diary entry could be written about your imagined participation in a Whig campaign picnic in 1840, or a revival or temperance meeting broken up by a mob, or a meeting of Mormons considering migration westward, or your presence at the women's rights convention in Seneca Falls.

5. Prepare a diagram showing the development of the American political party system from the 1790s to 1840—specifically party names, leaders, principles, programs, campaign issues, and sources of popular electoral support.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. The Whig party stood for all of the following programs EXCEPT
   a. a strong national bank.
   b. a high protective tariff.
   c. state and local autonomy.
   d. restrictions on Sunday business and drinking.

2. Which of the following statements best describes the tone of Jackson’s presidency?
   a. The emergence of common people to responsibility in government.
   b. Strong presidential leadership on issues and positions of personal importance to Jackson.
   c. Unyielding presidential leadership to the principles long clearly identified with the Democratic party.
   d. Negative leadership, relying on the “kitchen cabinet” to run most executive affairs.
3. Jackson defeated John Quincy Adams in 1828 because
   a. Clay’s candidacy split the votes Adams should have received.
   b. Adams was such an intellectual that the voters did not understand him.
   c. voters were so outraged at the attacks on Rachel Jackson that many voted against Adams.
   d. Jackson carefully prepared for the election, building a sectionally diverse coalition of support.

4. Jacksonian Democrats
   a. supported the concentration of economic power in new corporations.
   b. opposed federal government support for internal improvements.
   c. were basically advocates of national rather than state sovereignty.
   d. encouraged abolitionist criticisms of slavery.

5. The Jacksonian era was noteworthy for which change in political practice?
   a. Fewer men participated by voting.
   b. Party organization helped to promote a more democratic style.
   c. Women began to vote in state elections.
   d. Only wealthy people could afford to run for office.

6. The U.S. Bank performed all of the following services EXCEPT
   a. shifting government funds to different parts of the country
   b. moderating and regulating state banking activities
   c. issuing large quantities of paper money to stimulate purchasing power
   d. buying and selling government bonds

7. The nullification crisis was resolved when
   a. Jackson sent federal troops to Charleston.
   b. popular support for Jackson’s threat of force and the compromise tariff isolated South Carolina.
   c. Calhoun apologized and resigned as vice-president.
   d. Van Buren secured passage of the Tariff of Abominations.

8. The removal of the Cherokee Indians was justified by all of the following EXCEPT
   a. Jackson’s argument that the Cherokee could not survive living among whites.
   b. Jackson’s argument that they were subject to Georgia state laws.
   c. John Marshall’s argument that the Indian’s case was “repugnant to the Constitution.”
   d. white Georgians’ arguments that they needed more land for cotton.

9. Which one did not support the Whig party?
   b. Small Catholic farmers.
   c. Temperance and other moralistic reformers.
   d. Large cotton planters with a national vision.
10. The primary cause of the reform impulse in America in the 1830s was
   a. the influx of Catholic European immigrants.
   b. religious revivalism and socioeconomic changes.
   c. northern opposition to slavery.
   d. an outpouring of new books describing Biblical scriptures.

11. The Finney revivals were characterized by
   a. the idea that ministers were agents who could cause a revival.
   b. the idea that revivals were signs of divine intervention.
   c. extensive drinking during the lengthy meetings.
   d. an emphasis on reason in seeing one's way to conversion.

12. Utopian communities collapsed for all of the following reasons EXCEPT
   a. individualism.
   b. poor leadership and admissions policies.
   c. external hostility.
   d. diversified economies.

13. Black and white abolitionists
   a. did not work well together because of white paternalism.
   b. supported each other well despite occasional disagreements.
   c. worked together only in battling race discrimination in the North but not slavery in the South.
   d. ignored each other because of the fear of mob violence.

14. Which one was not a concern of the women's rights movement in the 1840s?
   a. The right to vote.
   b. The right of free speech.
   c. Better working conditions.
   d. Equal pay for equal work.

15. Temperance reformers
   a. focused exclusively on the moral suasion tactic that drinking was a sin.
   b. were split between advocates of moderation and total abstinence.
   c. succeeded in passing a prohibition amendment before the Civil War.
   d. were led by women who hoped to leave abusive husbands.
Matching:

Match the person in column A with the appropriate religious or reform concern in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dorothea Dix</td>
<td>a. antislavery and women’s rights</td>
</tr>
<tr>
<td>2. William Miller</td>
<td>b. Oneida colony</td>
</tr>
<tr>
<td>3. Abby Kelley</td>
<td>c. public education</td>
</tr>
<tr>
<td>4. Theodore Dwight Weld</td>
<td>d. Shakers</td>
</tr>
<tr>
<td>5. David Ruggles</td>
<td>e. treatment of the insane</td>
</tr>
<tr>
<td>6. Martin Delany</td>
<td>f. abolitionism and temperance</td>
</tr>
<tr>
<td>7. Ralph Waldo Emerson</td>
<td>g. excessive federal power</td>
</tr>
<tr>
<td>8. Horace Mann</td>
<td>h. secular utopian communities</td>
</tr>
<tr>
<td>9. Sylvester Graham</td>
<td>i. black nationalist colonization</td>
</tr>
<tr>
<td>10. Joseph Smith</td>
<td>j. northern racial discrimination</td>
</tr>
<tr>
<td>11. John H. Noyes</td>
<td>k. Walden</td>
</tr>
<tr>
<td>12. Robert Owen</td>
<td>l. Second Coming of Christ</td>
</tr>
<tr>
<td>13. Ann Lee</td>
<td>m. diet and sexual restraint</td>
</tr>
<tr>
<td>14. Henry David Thoreau</td>
<td>n. self-reliance</td>
</tr>
<tr>
<td>15. John C. Calhoun</td>
<td>o. Mormonism</td>
</tr>
</tbody>
</table>

Essays

1. Trace the changing development of the American political party system (and political culture) from 1824 to 1840.

2. Discuss the various dilemmas and problems of reformers, with specific references to the temperance, abolitionist, and women’s rights movements.

3. Show the relationship between women’s rights and abolitionism.

4. Discuss both the differences and the similarities of Jacksonian politics and social reform.

5. Discuss the many reasons why Americans in the 1830s turned to religion, revivalism, utopianism, and reform. Which approach do you think brought individuals the most satisfaction that they had effectively reshaped their world? Did any? Support your essay with evidence from the chapter.
Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

*He has never permitted her to exercise her inalienable right to the elective franchise.*

*He has compelled her to submit to laws, in the formation of which she had no voice.*

*He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.*

Identify and Interpret: Chart

(that is, first, study the chart and describe what it shows; second, analyze the chart by explaining some of the reasons behind the patterns you see; third, assess the larger significance of the chart)

Public Land Sales, 1820-1860

[Diagram of Public Land Sales, 1820-1860]
Narcissa Whitman and her husband Marcus, were among thousands of Americans who played a part in the movement into the trans-Mississippi West between 1830 and 1865. The chapter also examines responses of Native Americans and Mexican Americans to expansion and illuminates the different ways cultural traditions intersected in the West.

**Probing the Trans-Mississippi West**
- The International Context for American Expansionism
- Early Interest in the West
- Manifest Destiny

**Winning the Trans-Mississippi West**
- Annexing Texas, 1845
- War with Mexico, 1846–1848
- California and New Mexico
- The Treaty of Guadalupe Hidalgo, 1848
- The Oregon Question, 1844–1846

**Going West and East**
- The Emigrants
- Migrants’ Motives
- The Overland Trails

**Living in the West**
- Farming in the West
- Mining Western Resources
- Establishing God’s Kingdom
- Cities in the West

**Cultures in Conflict**
- Confronting the Plains Tribes
- The Fort Laramie Council, 1851
- Overwhelming the Mexican Settlers

**Conclusion: Fruits of Manifest Destiny**
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. As the contrasting views of Narcissa Whitman and the Cayuse Indians make clear, the story of the trans-Mississippi West in the nineteenth century is not just the story of the acquisition of territory, but the experience of thousands of ordinary citizens who migrated to the frontier as well.

2. The chapter emphasizes the use of personal documents, especially the diaries written by men and women on the Overland Trail, in reconstructing historical realities.

3. The political and military events that led to the successful acquisition of western lands came at the expense of Native Americans and Mexicans. The events of this period are presented not only through the eyes of white emigrants but also from the perspective of these two groups.

4. Lewis Cass’s attitudes and ideas exemplify the point of view and rhetoric of expansionists who advocated the acquisition of new territories.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Define Manifest Destiny.

2. List the sequence of events resulting in the acquisition of Texas, New Mexico, California, and Oregon. Locate on a map and date the major territorial acquisitions of the United States between 1803 and 1853.

3. Describe the typical emigrant and three motives leading to the decision to migrate to the Far West.

4. List four ways in which white emigration affected the livelihood of Plains Indians.

5. Explain the terms of the Laramie Council agreements and assess their impact on red-white relations.

6. Contrast the experience of Mexican-Americans in Texas, New Mexico, and California.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Discuss the United States’s policies toward the Plains Indians, placing those events in the context of Indian-white relations until the early 1850s.

2. Compare and contrast opportunities on the mining and farming frontiers.

3. Analyze the role of men and women on the Overland Trail.

(4) IMPORTANT DATES AND NAMES TO KNOW

1803-1806 Lewis and Clark expedition

1818 Treaty on joint U.S.-British occupation of Oregon

1819 Spain cedes Spanish territory in United States and sets transcontinental boundary of the Louisiana Purchase, excluding Texas

1821 Mexican independence
   Opening of Santa Fe Trail
   Stephen Austin leads American settlement of Texas

1821-1840 Native American removals

1830 Mexico abolishes slavery in Texas

1836 Battles of the Alamo and San Jacinto
   Texas declares independence

1840s Emigrant crossings of overland trails.

1844 James Polk elected president

1845 “Manifest Destiny” coined
   United States annexes Texas and sends troops to the Rio Grande
   Americans attempt to buy Upper California and New Mexico

1846 Mexico declares defensive war
   United States declares war and takes Santa Fe
   Resolution of Oregon question

1847 Attack on Veracruz and Mexico City
   Mormon migration to Utah begins

1848 Treaty of Guadalupe Hidalgo
1849 California gold rush begins
1850 California admitted to the Union
1851 Fort Laramie Treaty
1853 Gadsden Purchase
1862 Homestead Act

Other Names to Know
Sam Houston  Antonio López de Santa Anna  Nicholas Trist
Zachary Taylor  John Slidell  Narcissa Whitman
Stephen W. Kearney  John L. O’Sullivan

(5) GLOSSARY OF IMPORTANT TERMS

emigrant: term used to describe Americans moving to western frontiers

Manifest Destiny: the belief in the political, religious, and cultural superiority of American civilization, giving Americans an inherent right to the continent and “true title” to its lands

polygamy: a form of marriage in which a husband has more than one wife; believed by nineteenth-century Mormons to be divinely sanctioned

(6) ENRICHMENT IDEAS

1. The Recovering the Past section gives examples of diaries and personal documents written on the Overland Trail and suggests that men and women differed in the content and style of what they wrote in their diaries and journals. Many diaries have been collected and published. Read some of them. What seem to be the typical daily concerns of men? Of women? What can you conclude about the nature of trail life? What work was involved in moving west? What can you learn about family and social life through the diaries? Finally, do you find differences between journals written by men and those written by women? How do you connect these materials with the cult of domesticity and the idea of separate spheres for men and women?

2. The letters of many of the young men who participated in the gold rush are found in printed collections. Some may also be on file with your local historical society, as the men wrote letters to friends and family at home. What picture of mining life can you form from these personal documents? How much opportunity was there in the mining West as reflected in these letters? Did the writers have reasonable expectations of their future?
What can you tell about family life and the social character of mining life through reading the letters?

3. In some parts of the United States (Alaska, the West), a later frontier period is still fresh in the memories of older residents. This provides an excellent opportunity for an oral history.

4. On an outline map of the United States, draw in and date the major territorial acquisitions between 1803 and 1853 and the major overland trails and important junctions.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. Which of the following groups is not matched with the appropriate area?
   a. Five Civilized Tribes and the Oklahoma Territory.
   b. Settlers and squatters and Texas.
   c. Fur trappers and traders and the Rocky Mountain region.
   d. New England shippers and New Mexico.

2. The expression “Manifest Destiny” refers to
   a. the title of a journal published in the 1840s.
   b. a speech made by Lewis Cass.
   c. the Puritan belief of the uniqueness of the American experience.
   d. a belief that because of the superiority of its institutions, Americans should control the North American continent.

3. The Transcontinental Treaty of 1819
   a. clearly indicated that Texas belonged to the United States.
   b. excluded Texas as part of the United States.
   c. made clear that Texas had been part of the Louisiana Purchase.
   d. clearly included Oregon as belonging to the United States.

4. The Mexican government invited American settlers to Texas
   a. because they feared Texas was weak and needed settlers.
   b. because they wanted to gain converts for the Catholic church.
   c. because they hoped to see the introduction of American law in this area.
   d. because they wanted the labor of black slaves there.

5. Texas did not join the Union in 1837
   a. because Texans were still fighting the Mexicans for their independence.
   b. because Texans wished to have their own independent republic.
   c. because many northerners, fearful of the expansion of slavery, opposed annexation.
   d. because Jackson refused to take the advice of his “kitchen cabinet.”
6. Polk’s objectives in the conflict with Mexico included
   a. obtaining California.
   b. obtaining New Mexico.
   c. settling the boundary of Texas at the Rio Grande.
   d. all of the above.

7. The war with Mexico
   a. was complicated by the Oregon question.
   b. was clearly Mexico’s fault.
   c. ended in 1848.
   d. was popular throughout the United States.

8. The acquisition of the Oregon country gave the United States land in the Northwest
   a. up to the line 54°40’ north latitude.
   b. up to the 49th parallel.
   c. around San Francisco.
   d. all of the above.

9. Most overland emigrants traveled
   a. with strangers.
   b. with relatives and friends.
   c. with people of their own religion.
   d. alone.

10. The overland trip to Oregon
    a. was so expensive that only the rich could go west.
    b. was so cheap that virtually anyone could become an emigrant.
    c. cost a substantial amount, making the trip possible only for middle-class Americans.
    d. cost far more than making the trip by sea.

11. On the mining frontier
    a. most miners struck it rich.
    b. most people expected to make a fortune and build expensive houses in the West.
    c. miners who failed to get rich quick soon became wage earners.
    d. prostitutes were courteously treated because there were so few women.

12. In Utah
    a. most families were polygamous.
    b. Mormon men usually had more than two wives.
    c. polygamous wives frequently tried to escape.
    d. few families practiced polygamy.
13. The Native Americans of the Great Plains
   a. fiercely attacked the emigrants from the beginning.
   b. at first fought one another as much as they did white emigrants.
   c. provided buffalo barbecues for emigrants passing through their lands.
   d. saw no threat from white emigration.

14. All of the following are true about the Fort Laramie Council EXCEPT that it
   a. drew tribal boundaries.
   b. secured promises from some of those present to stay within tribal boundaries.
   c. succeeded in firmly establishing the reservation policy.
   d. gave Native Americans presents and other forms of compensation.

15. The Treaty of Guadalupe Hidalgo
   a. assured former Mexicans that they would enjoy the rights of citizens.
   b. promised the protection of their property.
   c. seemed to legitimate land grants made by Mexico.
   d. all of the above.

Identify and show a relationship between each of the following pairs:

- mining frontier and bandidos
- Fort Laramie Council and “fifty-four forty or fight”
- Manifest Destiny and the Trail of Tears
- Treaty of Guadalupe Hidalgo and Lewis Cass
- Overland Trail and the Homestead Act

Essays

1. “Manifest Destiny was a policy for whites only.” Discuss with specific evidence to support your main points.

2. Although the westward movement may not have realized dreams of opportunity, the fact of emigration did help keep American ideals alive. Write an essay either agreeing or disagreeing with the statement.

3. Analyze the myths and realities of popular images of the American West, specifically in regard to Native Americans and Hispanics.

4. Explain the role that religious attitudes had on the settlement of the West. In what specific cases was it strongest?
Map Question

Locate the following on the accompanying map.

1. The Trail of Tears
2. Oregon and California trails
3. Texas Republic, 1836–1845
4. Sioux and Cheyenne lands
5. Sutter’s Fort, California
6. Mormon Trail’s end, Salt Lake City
7. Rio Grande
8. Colorado River
9. Territory acquired under the Treaty of Guadalupe Hidalgo, 1848
10. Gadsden Purchase
11. Santa Fe Trail
12. Oregon country acquisition, 1846
13. San Francisco
14. Hopi and Navaho lands
15. Black belt
16. Erie Canal
14

The Union in Peril

(1) CHAPTER OUTLINE

As Abraham Lincoln awaits the election returns in November 1860, three other Americans—Robert Allston, a South Carolina slave owner; Frederick Douglass, an escaped slave; and Michael Luark, an Iowa farmer—also watch the results of the election, each filled with intense concern over how the fate of the nation would affect his own.

Slavery in the Territories
  Free Soil or Constitutional Protection?
  Popular Sovereignty and the Election of 1848
  The Compromise of 1850
  Consequences of Compromise

Political Disintegration
  Weakened Party Politics in the Early 1850s
  The Kansas-Nebraska Act
  Expansionist “Young America” in the Larger World
  Nativism, Know-Nothings, and Republicans

Kansas and the Two Cultures
  Competing for Kansas
  “Bleeding Kansas”
  Northern Views and Visions
  The Southern Perspective

Polarization and the Road to War
  The Dred Scott Case
  Constitutional Crisis in Kansas
  Lincoln and the Illinois Debates
  John Brown’s Raid
  The Election of 1860

The Divided House Falls
  Secession and Uncertainty
  Lincoln and Fort Sumter

Conclusion: The “Irrepressible Conflict”
1. The heightened tensions surrounding the 1860 election and suggested by the anecdote indicate the central place the Civil War occupies in American history. The causes of the war that dissolved the Union, therefore, are crucial to an understanding of America’s history. The causes reflect the interrelationship of politics, emotions, and sectional culture.

2. Historians have long debated, without resolution, the causes of the Civil War. This chapter focuses on four developments of the period between 1848 and 1861, each an important cause of war. The chapter weaves these developments together in an interpretive narrative account of both the events and the cultural values behind the events. The student is left to decide how the four causes interacted to bring about the war and which, if any, were more important than others.

3. Events in Kansas in 1855 and 1856 are highlighted as a specific microscopic illustration bringing together many of the forces that led Americans to secession and civil war in 1861.

4. The primary focus in this chapter is on national political developments involving nationally known figures because the Civil War was, after all, fundamentally a political event. Nevertheless, the chapter includes the comments of ordinary Americans, most frequently those of two figures from earlier chapters, runaway slave Frederick Douglass and South Carolina rice planter Robert Allston, as they observed the events of the 1850s leading to the outbreak of civil war.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Explain four proposals for dealing with the territories acquired in the Mexican War and the four provisions of the Compromise of 1850.

2. Describe the breakdown of political parties in the early 1850s, explaining the disappearance of old parties and the emergence of new ones.

3. Outline the course of the Kansas-Nebraska Act and how it affected politics and sectional animosities in the mid-1850s.

4. Explain America’s expansionist interest in Latin America.

5. Show how the events in Kansas in 1855 and 1856, the Dred Scott case, the emotional events of 1859–1860, and the election of Lincoln led to the secession crisis and the outbreak of the Civil War.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Describe the differing cultural values of the South and North and each section’s view of the other, and explain how these cultural differences helped lead to civil war.

2. Explain the development and significance of each of the four causes of the Civil War, citing four or five specific examples for each.

3. Evaluate the four causes, indicating which ones (or one) you think were most significant in explaining why the North and South went to war in 1861.

(4) IMPORTANT DATES AND NAMES TO KNOW

1832 Nullification crisis
1835-1840 Intensification of abolitionist attacks on slavery
Violent retaliatory attacks on abolitionists
1846 Wilmot Proviso
1848 Free-Soil party founded
Zachary Taylor elected president
1850 Compromise of 1850, including Fugitive Slave Act
1850-1854 “Young America” movement
1851 Women’s rights convention in Akron, Ohio
1852 Harriet Beecher Stowe publishes *Uncle Tom’s Cabin*
Franklin Pierce elected president
1854 Ostend Manifesto
Kansas-Nebraska Act nullifies Missouri Compromise
Republican and Know-Nothings parties formed
1855 Walt Whitman publishes *Leaves of Grass*
1855-1856  Thousands pour into Kansas, creating months of turmoil and violence

1856  John Brown’s massacre in Kansas  
Sumner-Brooks incident in Senate  
James Buchanan elected president

1857  *Dred Scott* decision legalizes slavery in territories  
Lecompton constitution in Kansas

1858  Lincoln-Douglas debates

1859  John Brown’s raid at Harpers Ferry

1860  Democratic party splits  
Four-party campaign  
Abraham Lincoln elected president

1860-1861  Seven southern states secede

1861  Confederate States of America founded  
Attack on Fort Sumter begins Civil War

**Other Names to Know**

Lewis Cass  
William Walker  
Henry Clay  
David Atchison  
Major Robert Anderson  
Orestes Brownson  
Frederick Douglass  
John C. Frémont  
Roger Taney  
General P. G. T. Beauregard  
William Marcy  
William Seward  
Millard Fillmore  
John C. Breckinridge

---

**(5) GLOSSARY OF IMPORTANT TERMS**

**nativism:** antiforeign feelings and behavior (especially against Irish Catholic immigrants) expressed by native-born Americans

**popular sovereignty:** the doctrine that left the decision whether a state would enter the Union slave or free up to the territorial legislature representing the people of that territory

**Young America:** a term describing proud, confident, highly nationalistic, expansionist Americans in the early 1850s
(6) ENRICHMENT IDEAS

1. After reviewing the Recovering the Past section, read further into the Senate debates over the Compromise of 1850, analyzing and discussing the style and arguments of various speeches, especially the complete texts of those by Clay, Webster, Calhoun, and Seward.

2. It is 1855. Create a dialogue between two recent migrants to Kansas, one from Massachusetts and one from Missouri. Put them in an appropriate setting and provide an end to their conversation, but focus mainly on how each reveals his or her sectional origins and views and how each sees the other.

3. You are Lincoln in the winter of 1860–1861. What would you do? You are Frederick Douglass in the same winter. What would you do? You are Robert Allston at the same time. What would you do? Why? What do you think would happen?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. According to the textbook, the most pervasive underlying cause of the Civil War was
   a. slavery.
   b. political blundering.
   c. abolitionist agitation.
   d. economic differences.

2. The Wilmot Proviso stated that
   a. Congress should protect slavery in the territories acquired from Mexico.
   b. the people of those territories should decide for themselves whether to permit slavery.
   c. slavery should be prohibited in territories acquired from Mexico.
   d. slavery should be prohibited only north of the line 36°30'.

3. The Compromise of 1850 included all of the following provisions EXCEPT
   a. a stronger Fugitive Slave Act.
   b. the admission of California as a free state.
   c. the abolition of slavery and the slave trade in the District of Columbia.
   d. the organization of New Mexico and Utah according to the principle of popular sovereignty.

4. Of those blacks arrested in the North under the Fugitive Slave Act, most
   a. were able to purchase their freedom.
   b. were returned to the South.
   c. escaped and fled to Canada.
   d. were rescued by sympathetic whites.
5. Central to the nativist fears was
   a. the growing power of slaveholders.
   b. a dislike of anyone who favored abolitionism.
   c. a hatred of the wealthy.
   d. loathing of the Roman Catholic church.

6. Party distinctiveness and loyalty decreased in the early 1850s because of
   a. improving economic conditions.
   b. the upsurge of expansionist fervor.
   c. Fillmore’s friendship with Douglas.
   d. the lasting success of the Compromise of 1850.

7. The Kansas-Nebraska Act
   a. settled the question of slavery in the territories.
   b. unified the Democratic party.
   c. guaranteed Douglas the presidential nomination in 1856.
   d. seriously weakened Douglas’s support from northern Democrats.

8. The Know-Nothing party advocated
   a. a lengthy period before immigrants could become citizens.
   b. the abolition of slavery.
   c. government regulation of Catholic parochial schools.
   d. all of the above.

9. The Republican party in 1860
   a. stood for the principle of popular sovereignty.
   b. opposed the extension of slavery into the territories.
   c. advocated the abolition of slavery.
   d. promised not to interfere with southern slavery but supported equal rights for free blacks in the North.

10. Which of the following is in the correct chronological order?
    a. Kansas-Nebraska Act, Fugitive Slave Act, Dred Scott case.
    b. Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott case.
    c. Fugitive Slave Act, Dred Scott case, Kansas-Nebraska Act.
    d. Dred Scott case, Kansas-Nebraska Act, Fugitive Slave Act.

11. The Ostend Manifesto claimed Cuba as a natural part of the United States because of
    a. geographic proximity and mutual economic interests.
    b. historic ties and treaty obligation.
    c. the influence of the United Fruit Company.
    d. all of the above.
12. Which of the following statements of the southern perspective is not true?
   a. Northerners were ill-mannered, mean, and materialistic.
   b. The South was a genteel and orderly society guided by gentleman planters.
   c. Slavery was an unfortunate but necessary evil resulting from high northern tariffs.
   d. Southerners revered local self-government as a basic republican right.

13. According to the Dred Scott decision,
   a. the Compromise of 1850 was declared unconstitutional.
   b. free blacks but not slaves had the right to sue in federal courts.
   c. Dred Scott was entitled to his freedom because he had lived in a free state.
   d. Dred Scott had no right to sue and was denied his freedom.

14. Of the options facing him in the winter of 1860–1861, Lincoln favored
   a. compromising with the secessionist states.
   b. letting secessionist states “go in peace.”
   c. risking war by upholding the laws of the land and protecting federal property.
   d. going to war in a daring first strike against the secessionist states.

15. Which of the following is in the correct chronological order?
   a. John Brown’s raid, secession of South Carolina, Lincoln’s election, Fort Sumter.
   b. Lincoln’s election, secession of South Carolina, John Brown’s raid, Fort Sumter.
   c. John Brown’s raid, Lincoln’s election, secession of South Carolina, Fort Sumter.
   d. Lincoln’s election, John Brown’s raid, secession of South Carolina, Fort Sumter.

Essays

1. Explain your view of the causes of the Civil War, citing appropriate specific evidence to defend your explanation.

2. Select three or four specific events and developments in the 1850s that you think were the most significant in causing the Civil War. Defend your choices and explain why you think other events and developments were less significant.

3. Construct a dialogue between a New England migrant and a Missouri slaveholder over whether Kansas should become a slave or free state. Use your imagination in setting the scene (and the outcome), but focus your primary attention on how each person reflects his or her sectional view and how that section viewed the other.

4. Explain the reasons the majority on the Supreme Court used in deciding the Dred Scott v. Sandford case.

5. Explain why the Lincoln-Douglas debates in Illinois were significant to the outcome of the election of 1860.
Identify and Interpret: Cartoon
(that is, state who, what, where, when, and why significant)
A young northern man, Arthur Carpenter, begs his parents for permission to join the army and wins their consent. A southern Presbyterian preacher, George Eagleton of Tennessee, feels compelled to enlist and leaves his sorrowful wife, Ethie, and their baby to go to war.

**Organizing for War**
- The Balance of Resources
- The Border States
- Challenges of War
- Lincoln and Davis

**Clashing on the Battlefield, 1861–1862**
- War in the East
- War in the West
- Naval Warfare
- Cotton Diplomacy
- Common Problems, Novel Solutions
- Political Dissension, 1862

**The Tide Turns, 1863–1865**
- The Emancipation Proclamation, 1863
- Unanticipated Consequences of War
- Changing Military Strategies, 1863–1865

**Changes Wrought by War**
- A New South
- The North
- On the Home Front, 1861–1865
- Wartime Race Relations
- Women and the War
- The Election of 1864
- Why the North Won
- The Costs of War
- Unanswered Questions

**Conclusion: An Uncertain Future**
1. This chapter attempts to provide a coherent picture of the Civil War as a military and diplomatic event. But, as the stories of Arthur Carpenter and the Eagletons suggest, the chapter emphasizes the impact of the war on the lives of ordinary people: soldiers who fought the war and noncombatants behind the lines, such as women like Ethie Eagleton and Emily Harris, slaves, and working-class Americans.

2. In numerous, unanticipated ways, the war transformed northern and southern society. The changes were most dramatic in the South, where by the war’s end leaders were contemplating the use of slaves as soldiers, and even emancipation. Ironically, although the war was fought to save distinctly different ways of life, the conflict forced both sides to adopt similar measures and to become more alike.

3. In the North, the war was fought to save the Union. Only gradually did goals shift to include the emancipation of slaves. Lincoln’s racial leadership is emphasized despite his inability to reduce racism significantly in northern society.

4. The chapter continually shows the contrasts between northern and southern resources, leadership, military strategy, wartime political and economic problems and solutions, and the impact of the war on race relations, women, daily life, and other features of the home front.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Compare and contrast the balance of resources in the North and the South at the war’s beginning and its end.

2. State the significance of the border states to both the Union and the Confederacy.

3. Explain the basic military strategies of each side.

4. List the various manpower and financial measures taken by the Confederate and Union governments during the course of the war.

5. Describe the origins, purposes, and provisions of the Emancipation Proclamation.

6. List the ways in which Lincoln and Davis expanded presidential powers.

7. Describe the participation of women and African-Americans in the war.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Discuss the social, political, and economic impact of the war on both northern and southern societies and show how the South became increasingly similar to the North.

2. Analyze the impact of the Emancipation Proclamation on the course of the war and on race relations.

3. Analyze why the North won the war and the South lost it.

**IMPORTANT DATES AND NAMES TO KNOW**

1861 Lincoln calls up state militia and suspends habeas corpus
   First Battle of Bull Run
   Union blockades the South

1862 Battles at Shiloh, Bull Run, and Antietam
   *Monitor* and *Virginia* battle
   First black regiment authorized by Union
   Union issues greenbacks
   South institutes military draft
   Pacific Railroad Act
   Homestead Act
   Morrill Land-Grant College Act

1863 Lincoln issues Emancipation Proclamation
   Congress adopts military draft
   Battles of Gettysburg and Vicksburg
   Union Banking Act
   Southern tax laws and impressment act
   New York draft riots
   Southern food riots

1864 Sherman’s march through Georgia
   Lincoln re-elected
   Union Banking Act

1865 Lee surrenders at Appomattox
   Lincoln assassinated; Andrew Johnson becomes president
Other Names to Know

<table>
<thead>
<tr>
<th>General Robert E. Lee</th>
<th>Roger Taney</th>
<th>Clara Barton</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ulysses S. Grant</td>
<td>Jefferson Davis</td>
<td>Salmon Chase</td>
</tr>
<tr>
<td>General George McClellan</td>
<td>General William T. Sherman</td>
<td>Horace Greeley</td>
</tr>
<tr>
<td>General George Meade</td>
<td>Mathew Brady</td>
<td></td>
</tr>
</tbody>
</table>

(5) GLOSSARY OF IMPORTANT TERMS

**Anaconda Plan**: Union strategy to blockade South on both land and sea

**Bounty**: the fee, ranging from $800 and $1,000, paid to individuals by northern communities who wished to fill their military quota outside of their own communities

**Confederacy**: the name given to the new southern nation between 1861 and 1865

**Copperheads**: Northern Democrats who wished for a peaceful and speedy end to the war. The Republican press struck them with the label of the deadly snakes.

**Cotton diplomacy**: the belief in the South that cotton would generate support for the Confederate cause in Europe

**Impressment**: the confiscation or taking of private property for the war effort

**Radical**: group of Republicans, never very many, who wished not only for the emancipation of the slaves but also for fundamental changes in southern society after the war

(6) ENRICHMENT IDEAS

1. Study a volume of photographs of the Civil War taken by Mathew Brady and others. Choose two or three photographs and study them closely. First, describe what they contain: What objects are in each? What people? How are they dressed? What are their expressions (faces and bodies)? What appears to be the relation between them? Then draw some conclusions: What atmosphere has been created? Why were the photos taken and for whom? What can you learn about the Civil War by studying photos of the conflict? What are the limitations of this kind of historical evidence? How has the technological level of the equipment shaped photography?

2. Study letters or diaries written by a participant in the Civil War. You may have some in your family, or check your college or university library archives; most historical societies will have manuscript resources of this kind. There are good printed collections of letters and diaries written by soldiers. You might also want to look at materials written by people at home. What kinds of experience does your writer describe? What seems important to him or her? What understanding of the war does your writer have?
3. If a Civil War battlefield is nearby, visit it. Imagine yourself a typical soldier writing home with news of that battle. What would you say?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. Early opponents of the war included all of the following EXCEPT
   a. free blacks in the North.
   b. white yeoman farmers who owned no slaves.
   c. Irish immigrants.
   d. northern Democrats from the Midwest.

2. In 1861, Lincoln planned to increase the army by
   a. calling up state militias for three months.
   b. dramatically increasing its size through bounties.
   c. immediately using the draft.
   d. using slaves who were offered freedom.

3. In 1861, the South had the advantage of
   a. a slave population that could be recruited for the army.
   b. substantial agricultural resources.
   c. a larger population of males than the North.
   d. an adequate railroad system.

4. All of the following border states eventually joined the Confederacy EXCEPT
   a. Virginia.
   b. Tennessee.
   c. Kentucky.
   d. Arkansas.

5. In the early days of the war, Lincoln
   a. scrupulously respected individual civil rights.
   b. revoked General Frémont’s emancipation proclamation in Missouri.
   c. ordered the immediate recruitment of black soldiers.
   d. decided against a naval blockade of the South.

6. The first battle of Bull Run indicated
   a. that the southern army was on the way to becoming a professional fighting force.
   b. that northern commanders had a well-developed strategic plan to defeat the South.
   c. that a volunteer army would be sufficient for the conflict.
   d. the deficiencies of short-term enlistment.
7. Cotton diplomacy failed because
   a. European powers believed the South could not win the war.
   b. Europe was in a depression and could not buy cotton.
   c. European industrialists found other sources of cotton.
   d. European nations were not interested in the conflict.

8. The war was financed on both sides mostly by
   a. government borrowing.
   b. taxation.
   c. foreign loans.
   d. printing paper money.

9. In the South,
   a. all soldiers were drafted.
   b. about a third of the Confederate army was conscripted.
   c. many slaves served as soldiers.
   d. only slave owners served in the army.

10. In the North, moderate and conservative Republicans
    a. favored the emancipation of slaves.
    b. supported the use of blacks as soldiers.
    c. hoped for sweeping social and economic changes in the South.
    d. feared all of the above.

11. When it was issued, the Emancipation Proclamation technically freed
    a. slaves in the border states.
    b. free blacks only.
    c. slaves in areas conquered by Union armies.
    d. slaves in unconquered parts of the Confederacy.

12. The Confederate government
    a. honored the concept of states’ rights.
    b. honored the principle of private property.
    c. favored conscription and taxation.
    d. favored using emancipated slaves as soldiers.

13. The demands of war produced
    a. deflation.
    b. inflation.
    c. increases in real wages.
    d. heavy unemployment.

14. Grant’s final campaign
    a. was intended to secure the Mississippi River.
    b. was aimed at luring Lee into one final, decisive battle.
    c. was aimed at the total destruction of all Confederate armies and resources.
    d. depended on guerrilla warfare.
15. The Civil War
   a. was a tremendous boon to northern industry.
   b. stimulated northern manufacturing only in certain war-related industries.
   c. had surprisingly little effect on industry.
   d. created financial chaos and thus disrupted industry.

Identify and show a relationship between each of the following pairs:

<table>
<thead>
<tr>
<th>Emily Harris</th>
<th>and</th>
<th>Arthur Carpenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation Proclamation</td>
<td>and</td>
<td>Antietam</td>
</tr>
<tr>
<td>Jefferson Davis</td>
<td>and</td>
<td>Greenbacks</td>
</tr>
<tr>
<td>General William Sherman</td>
<td>and</td>
<td>“total war”</td>
</tr>
<tr>
<td>Vicksburg</td>
<td>and</td>
<td>Gettysburg</td>
</tr>
</tbody>
</table>

Essays

1. Think about and write essays on items 1–3 found in “Learning Goals” in the section “Practice in Historical Thinking Skills.”

2. “If one is to understand the Civil War, it is important to realize that it was not fought to end slavery.” Develop an essay showing the extent to which you agree or disagree with this statement.

3. “Lincoln’s masterful leadership was the main ingredient of northern victory.” To what extent do you agree or disagree with this statement?

Identify and Interpret: Quotation

(that is, state who, what, where, when, and why significant)

*With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.*
Map Question

Locate the following on the accompanying map.

1. Washington, D.C.
2. The eleven Confederate States of America
3. Fort Sumter
4. Antietam and Bull Run
5. Shiloh
6. Vicksburg and Mississippi River
7. Gettysburg
8. Sherman’s route to the sea
9. Montgomery, Alabama
10. The four border states remaining in the Union
11. Appomattox
12. New state seceding from Virginia, 1863
The Union Reconstructed

(1) CHAPTER OUTLINE

Adele and Elizabeth Allston fearfully return to their plantations after the war. At Nightingale Hall, they have a joyous reunion with their former slaves. But at Guendalos, the blacks are defiant, the atmosphere threatening. The morning after the arrival, however, Uncle Jacob, the former black driver, hands the keys to the crop barns over to the women, in recognition that they still own the land.

The Bittersweet Aftermath of War
The United States in 1865
Hopes Among the Freedpeople
The White South's Fearful Response

National Reconstruction Politics
Presidential Reconstruction by Proclamation
Congressional Reconstruction by Amendment
The President Impeached
What Congressional Moderation Meant for Rebels, Blacks, and Women

The Lives of Freedpeople
The Freedmen's Bureau
Economic Freedom by Degrees
White Farmers During Reconstruction
Black Self-Help Institutions

Reconstruction in the Southern States
Republican Rule
Violence and “Redemption”
Shifting National Priorities
The End of Reconstruction

Conclusion: A Mixed Legacy
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The account of the Allstons' return to their plantations highlights the focus of this chapter. The primary action of the chapter takes place on the old southern plantation and in the former slave's cabins, not in the halls of Congress and the White House. Rather than emphasizing the political programs and conflicts of Congress and the president, we see the hopes and fears of ordinary persons—both black and white—as they faced their postwar world. Political events in the North as well as in the South in the years between 1865 and 1877 are included, but they are secondary to the psychosocial dynamics of reconstructing new relationships among differing people after the Civil War.

2. As reflected in the opening anecdote, the dreams and aspirations of three groups—white southerners, former slaves, and white northerners—are introduced and woven together throughout the chapter. The main question of the chapter is: What happens as these three sets of goals come into conflict? Uncle Jacob's return of the keys to the crop barns to the Allston family, a gesture symbolic of ownership, indicates the crucial importance of labor and land to an understanding of the outcome of these conflicting goals. The result was a mixed legacy of human gains and losses.

3. The experiences of the Allston family are concluded in this chapter. Frederick Douglass's astute observations as a black leader continue as those of W. E. B. Du Bois begin.

4. The tragic elements of the Reconstruction, or any other era, are perhaps best represented in literature. Novels and short stories are used in this chapter to capture these human conflicts.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. State four or five particular goals of three groups—the freedpeople, white southerners, and white northerners—at the end of the Civil War.

2. Describe the situation and mood of the country at the end of the Civil War and describe the first programs and actions of southern whites and former slaves as they redefined race relations in 1865.

3. Explain President Johnson's reconstruction program and contrast it with Congress's alternative program.

4. Name and explain three important acts and three constitutional amendments that were part of the Republican Reconstruction program.

5. Explain the arrangements for working the land that developed between white landowners and the former slaves and describe the terms of a typical work contract.
6. Describe the character of the Republican state governments in the South during Reconstruction: Who ruled? How well? For how long? How did these governments come to an end?

7. Explain how Reconstruction ended.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Assess the relationship between the character of national politics during Grant's term of office from 1869 to 1877 and the end of Reconstruction in the South.

2. Show how the diverse goals of the white southerners, former slaves, and white northerners came into conflict, and assess to what extent each group achieved its various goals by the end of Reconstruction.

3. Evaluate the respective roles southern and northern whites played in impeding black goals.

**4) IMPORTANT DATES AND NAMES TO KNOW**

1865
- Civil War ends
- Lincoln assassinated; Andrew Johnson becomes president
- Johnson proposes general amnesty and reconstruction plan
- Racial confusion, widespread hunger, and demobilization
- Thirteenth Amendment ratified (abolishing slavery)
- Freedmen's Bureau established

1865-1866
- Black codes
- Repossession of land by whites and freedpeople’s contracts

1866
- Freedmen's Bureau renewed and Civil Rights Act passed over Johnson's veto
- Southern Homestead Act
- Ku Klux Klan formed

1867
- Reconstruction Acts passed over Johnson's veto
- Impeachment controversy
- Freedmen's Bureau ends

1868
- Fourteenth Amendment ratified
- Senate fails to convict Johnson of Impeachment charges
- Ulysses S. Grant elected president

1868-1870
- Ten states readmitted under congressional plan
1869  Georgia and Virginia reestablish Democratic party control
1870  Fifteenth Amendment ratified
1870s-1880s  Black “exodusters” migrate to Kansas
1870-1871  Force Acts
            North Carolina and Georgia reestablish Democratic party control
1872  Grant re-elected president
1873  Crédit Mobilier scandal
            Panic causes depression
1874  Alabama and Arkansas reestablish Democratic party control
1875  Civil Rights Act passed
            Mississippi reestablishes Democratic party control
1876  Hayes-Tilden election
1876-1877  South Carolina, Louisiana, and Florida reestablish Democratic party control
1877  Compromise of 1877
            Rutherford B. Hayes assumes presidency and ends Reconstruction
1880s  Tenancy and sharecropping prevail in the South
            Disfranchisement and segregation of southern blacks begins

Other Names to Know

Edwin Stanton  Jay Gould  General O. O. Howard
Susan B. Anthony  Charles Sumner  Thaddeus Stevens
Frederick Douglass  Benjamin “Pap” Singleton  Elizabeth Cady Stanton
W. E. B. Du Bois

(5) GLOSSARY OF IMPORTANT TERMS

amnesty: removing blame and punishment for past crimes

carpetbagger: a derogatory term applied to northerners who settled in the South after the Civil War
**debt slavery/peonage:** the economic situation in which tenant farmers or sharecroppers become trapped in perpetual debt because they always owe more to their landlords than they get from the sale of cotton or other crops

**exodusters:** disillusioned blacks who fled the South in the 1870s and 1880s to settle in all-black towns in the western prairies

**freedmen:** former slaves emancipated by the Thirteenth Amendment

**Grantism:** a term describing political corruption and graft in the North in the 1870s

**radical Republicans:** a derogatory term applied to northern Republican politicians who generally wanted not only to punish the ex-Confederate leaders but also to help the former slaves fulfill their goals (overstated term; most Republicans were moderate)

**redemption:** a word used by southerners to describe the return of conservative Democrats to power in southern state governments, thus removing the so-called radical Republicans from power

**scalawag:** a derogatory term applied to southern Unionists who supported Republican state governments during Reconstruction

**“waving the bloody shirt”:** a Republican political campaign tactic of reminding voters of the Civil War and the valuable role of the Republican party in preserving the Union and defeating the rebellious (Democratic) South

(6) **ENRICHMENT IDEAS**

1. The “Recovering the Past” section, which focuses on the ways in which novels reflect history, includes only a very brief excerpt from two novels about Reconstruction. Consider, in a longer excerpt, the style and point of view of the authors of the six novels listed below. Which do you think most accurately reflects the historical truth about Reconstruction? Is the most accurate novel-as-history necessarily the best as literature? Based on these excerpts, which novel do you think you would like to read in its entirety and why?

   Thomas Dixon, Jr., *The Clansman*
   Albion Tourgée, *A Fool's Errand*
   Howard Fast, *Freedom Road*
   W. E. B. Du Bois, *Quest of the Silver Fleece*
   John DeForest, *Miss Ravenal's Conversion from Secession to Loyalty*
   Earnest Gaines, *The Autobiography of Miss Jane Pittman*
2. Complete the textbook chart “Conflicting Goals During Reconstruction” for the following groups in 1865 by showing what happened to each group by 1877. How well were each of their earlier goals fulfilled? When you have completed the chart, you are in a position to assess the success of Reconstruction and to understand developments in the South into the twentieth century.

a. victorious northern “radical” Republicans
b. northern moderates—Republicans and Democrats
c. old southern planter aristocracy (former Confederates)
d. new “Other South”: yeoman farmers and former Whigs (unionists)
e. black freedpeople

3. Write a short story, or a series of letters or diary entries, describing the typical daily experiences of various persons during Reconstruction. For example, a southern woman, Adele Allston, or her daughter Elizabeth, presiding over a large cotton plantation in the absence of their husband and father, who was killed in the war. Or a black family that had been given 40 acres of confiscated land by a northern general during the war and faced a title dispute with, and dispossession by, the original landowner afterwards. Or a poor white family putting its life together in the changing economic climate and race relationships of the postwar years. Or a Yankee schoolteacher's experiences in a Freedmen's Bureau school in Tennessee. Or a Freedmen's Bureau agent's hectic, overworked, and underappreciated daily duties in Mississippi. Read in class and discuss. Notice the clash of unresolved dreams.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. Which of the following is in the correct order?
   a. Black codes, Fourteenth Amendment, Mississippi Plan.
   b. Fourteenth Amendment, Mississippi Plan, Reconstruction Acts.
   c. Black codes, Mississippi Plan, Fourteenth Amendment.
   d. Mississippi Plan, Black codes, Reconstruction Acts.

2. All of the following are true descriptions of the United States in spring 1865 EXCEPT
   a. many southern cities were physically devastated.
   b. black ex-slaves were in a confused state of semi-freedom.
   c. former Confederates wanted to restore as much of the old social order as possible.
   d. most northerners wanted to severely punish southern rebels physically and economically.

3. Which one is NOT true of the ex-slaves in the first months of emancipation?
   a. They went searching for missing family members.
   b. They selected surnames.
   c. They showed great interest in getting an education.
   d. They left their masters as soon as possible, usually stealing property as an expression of revenge.
4. Congressional Republicans passed all of the following bills EXCEPT
   a. a land bill granting 40 acres and a mule to black Union veterans.
   b. a civil rights bill.
   c. Reconstruction acts dividing the South into five military districts.
   d. a bill extending the Freedmen's Bureau.

5. The heart of President Johnson's Reconstruction program was
   a. to punish all wealthy ex-Confederates by confiscating their land.
   b. general amnesty and pardons for most ex-Confederates.
   c. insistence on passage of the Fourteenth Amendment.
   d. a land bill for poor and middle-class southern whites.

6. The most obvious failure of the Freedmen's Bureau was in its role of
   a. distributing emergency rations.
   b. setting the freed slaves up on their own land.
   c. setting up schools for the freed slaves.
   d. facilitating family reunions and marriage and work for the freed slaves.

7. Most Republican politicians in the Reconstruction era were motivated by all of the
   following EXCEPT
   a. the desire to maintain political power.
   b. some idealistic concern for protecting the civil rights of the freed slaves.
   c. a vindictive desire to confiscate rebel land and redistribute it among blacks.
   d. a concern for securing the continued economic growth of northern industry.

8. Republican state governments in the South were
   a. dominated by blacks.
   b. dominated by “carpetbaggers” and “scalawags.”
   c. effective at eliminating undemocratic features of the pre-war governments.
   d. the most corrupt in the nation.

9. State governments in the South during Reconstruction accomplished all of the
   following EXCEPT
   a. providing public school systems.
   b. approving generous measures for economic rebuilding.
   c. liberalizing divorce and penal laws.
   d. guaranteeing universal male suffrage.

10. The Democrats returned to power in the South because
    a. the Republicans made such a mess of the tax system.
    b. blacks became Democrats when they did not receive 40 acres and a mule.
    c. secret organizations used violence to drive out Republicans.
    d. Grant realized that the Republican party was harming itself by its policies on the
        state level.
11. By the 1870s, the Republican party
   a. was reinforced as the party of moral reform and black rights.
   b. became more and more a party representing big business.
   c. blocked most transportation schemes.
   d. supported women's rights.

12. Grant's administration was characterized by
   a. scandals like the Whiskey Ring affair.
   b. an excess of democracy.
   c. zealous attempts to reduce graft.
   d. none of the above.

13. The Civil Rights Act of 1875
   a. condemned the Ku Klux Klan for violations of the Fourteenth Amendment.
   b. passed the House but was defeated in the Senate.
   c. passed both houses of Congress but was vetoed by the president.
   d. was passed by Congress and signed by the president but not really enforced.

14. The significance of the election of 1877 was that it
   a. ended Reconstruction.
   b. resulted in the removal of the last federal troops from the South.
   c. resulted in federal aid for the South.
   d. all of the above.

15. Which best summarizes the nation in 1877?
   a. Reconstruction had fulfilled the dreams of the freedmen.
   b. The white South had won everything during Reconstruction that they had lost during the war.
   c. Concern for rights and condition of the freedmen was no longer a major priority.
   d. Women were the real winners of Reconstruction because they could now vote.

Briefly identify and show a relationship between each of the following pairs.

- General O. O. Howard and Thaddeus Stevens
- Black codes and the Fourteenth Amendment
- Proclamation of general amnesty and the Reconstruction Acts
- Freedmen work contracts and southern homestead acts
- Mississippi Plan of 1875 and Force Act of 1870-1871
- "40 acres and a mule" and "peace at any price"
- Annual wage contract and sharecropping
Essays

1. Use items 1-3 under “Practice in Historical Thinking Skills” in the “Learning Goals” section to develop essays.

2. In *The Souls of Black Folk*, W. E. B. DuBois wrote: “So the Freedmen's Bureau died, and its child was the Fifteenth Amendment.” Discuss, showing how this statement might be interpreted as an apt summary of Reconstruction.

3. In *The Souls of Black Folk*, W. E. B. DuBois says: “Negro suffrage ended a civil war by beginning a race feud.” Discuss the heritage of Reconstruction. To what extent did the events of that period create a continuing race feud in America, sectional animosity, and patterns of political party allegiance? To what extent do these phenomena still exist? How would you have done better?
ANSWERS TO SAMPLE TEST AND EXAMINATION QUESTIONS*

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a</td>
<td>1. c</td>
<td>1. c</td>
<td>1. a</td>
<td>1. c</td>
</tr>
<tr>
<td>2. d</td>
<td>2. b</td>
<td>2. b</td>
<td>2. d</td>
<td>2. a</td>
</tr>
<tr>
<td>3. b</td>
<td>3. a</td>
<td>3. a</td>
<td>3. c</td>
<td>3. d</td>
</tr>
<tr>
<td>4. b</td>
<td>4. a</td>
<td>4. a</td>
<td>4. d</td>
<td>4. a</td>
</tr>
<tr>
<td>5. d</td>
<td>5. b</td>
<td>5. d</td>
<td>5. d</td>
<td>5. b</td>
</tr>
<tr>
<td>6. c</td>
<td>6. c</td>
<td>6. a</td>
<td>6. c</td>
<td>6. c</td>
</tr>
<tr>
<td>7. d</td>
<td>7. b</td>
<td>7. b</td>
<td>7. c</td>
<td>7. c</td>
</tr>
<tr>
<td>8. c</td>
<td>8. d</td>
<td>8. b</td>
<td>8. c</td>
<td>8. b</td>
</tr>
<tr>
<td>10. a</td>
<td>10. d</td>
<td>10. c</td>
<td>10. a</td>
<td>10. b</td>
</tr>
<tr>
<td>11. c</td>
<td>11. c</td>
<td>11. c</td>
<td>11. b</td>
<td>11. d</td>
</tr>
<tr>
<td>12. c</td>
<td>12. c</td>
<td>12. c</td>
<td>12. c</td>
<td>12. c</td>
</tr>
<tr>
<td>15. b</td>
<td>15. c</td>
<td>15. a</td>
<td>15. d</td>
<td>15. a</td>
</tr>
</tbody>
</table>

16. a

Chapter 6

Multiple Choice

<table>
<thead>
<tr>
<th>Order &amp; Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1763 End of Seven Years’ War</td>
</tr>
<tr>
<td>2. 1765 Stamp Act</td>
</tr>
<tr>
<td>3. 1770 “Boston Massacre”</td>
</tr>
<tr>
<td>4. 1773 Boston Tea Party</td>
</tr>
<tr>
<td>5. 1775 Lexington and Concord</td>
</tr>
<tr>
<td>6. 1776 Declaration of Independence</td>
</tr>
<tr>
<td>7. 1777 Battle of Saratoga</td>
</tr>
<tr>
<td>8. 1778 French treaty of alliance and commerce</td>
</tr>
<tr>
<td>9. 1781 Yorktown</td>
</tr>
<tr>
<td>10. 1783 Treaty of Paris</td>
</tr>
<tr>
<td>11. d</td>
</tr>
<tr>
<td>12. c</td>
</tr>
<tr>
<td>13. d</td>
</tr>
<tr>
<td>14. c</td>
</tr>
</tbody>
</table>

*Answers to the Quotation and Chart Identifications and the Map Questions are found at the end of this section.*
<table>
<thead>
<tr>
<th>Chapter 7</th>
<th>Chapter 8</th>
<th>Chapter 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice</strong></td>
<td><strong>True/False</strong></td>
<td></td>
</tr>
<tr>
<td>1. a</td>
<td>1. True</td>
<td>1. c</td>
</tr>
<tr>
<td>2. b</td>
<td>2. False</td>
<td>2. b</td>
</tr>
<tr>
<td>3. d</td>
<td>3. True</td>
<td>3. b</td>
</tr>
<tr>
<td>4. d</td>
<td>4. True</td>
<td>4. c</td>
</tr>
<tr>
<td>5. a</td>
<td>5. False</td>
<td>5. b</td>
</tr>
<tr>
<td>6. c</td>
<td>6. True</td>
<td>6. d</td>
</tr>
<tr>
<td>7. d</td>
<td>7. False</td>
<td>7. a</td>
</tr>
<tr>
<td>8. c</td>
<td>8. True</td>
<td>8. b</td>
</tr>
<tr>
<td>9. a</td>
<td>9. False</td>
<td>9. c</td>
</tr>
<tr>
<td>10. c</td>
<td>10. True</td>
<td>10. d</td>
</tr>
<tr>
<td>11. d</td>
<td>11. True</td>
<td>11. a</td>
</tr>
<tr>
<td>12. a</td>
<td>12. True</td>
<td>12. b</td>
</tr>
<tr>
<td>13. b</td>
<td>13. False</td>
<td>13. c</td>
</tr>
<tr>
<td>14. False</td>
<td>14. b</td>
<td>14. a</td>
</tr>
<tr>
<td>15. False</td>
<td></td>
<td>15. d</td>
</tr>
<tr>
<td>16. True</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. False</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. False</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 10</th>
<th>Chapter 11</th>
<th>Chapter 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice</strong></td>
<td><strong>Matching</strong></td>
<td></td>
</tr>
<tr>
<td>1. d</td>
<td>1. c</td>
<td>1. e</td>
</tr>
<tr>
<td>2. b</td>
<td>2. d</td>
<td>2. l</td>
</tr>
<tr>
<td>3. b</td>
<td>3. a</td>
<td>3. a</td>
</tr>
<tr>
<td>4. c</td>
<td>4. a</td>
<td>4. f</td>
</tr>
<tr>
<td>5. d</td>
<td>5. b</td>
<td>5. j</td>
</tr>
<tr>
<td>6. b</td>
<td>6. c</td>
<td>6. i</td>
</tr>
<tr>
<td>7. d</td>
<td>7. a</td>
<td>7. n</td>
</tr>
<tr>
<td>8. a</td>
<td>8. c</td>
<td>8. c</td>
</tr>
<tr>
<td>9. c</td>
<td>9. b</td>
<td>9. m</td>
</tr>
<tr>
<td>10. c</td>
<td>10. b</td>
<td>10. o</td>
</tr>
<tr>
<td>11. b</td>
<td>11. c</td>
<td>11. a</td>
</tr>
<tr>
<td>12. d</td>
<td>12. b</td>
<td>12. h</td>
</tr>
<tr>
<td>13. c</td>
<td>13. b</td>
<td>13. d</td>
</tr>
<tr>
<td>14. c</td>
<td>14. b</td>
<td>14. k</td>
</tr>
<tr>
<td>15. b</td>
<td>15. c</td>
<td>15. g</td>
</tr>
<tr>
<td>16. a</td>
<td>16. c</td>
<td></td>
</tr>
<tr>
<td>Chapter 13</td>
<td>Chapter 14</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1. d</td>
<td>1. a</td>
<td>1. a</td>
</tr>
<tr>
<td>2. d</td>
<td>2. c</td>
<td>2. a</td>
</tr>
<tr>
<td>3. b</td>
<td>3. c</td>
<td>3. b</td>
</tr>
<tr>
<td>4. a</td>
<td>4. b</td>
<td>4. c</td>
</tr>
<tr>
<td>5. c</td>
<td>5. d</td>
<td>5. b</td>
</tr>
<tr>
<td>6. d</td>
<td>6. a</td>
<td>6. d</td>
</tr>
<tr>
<td>7. c</td>
<td>7. d</td>
<td>7. c</td>
</tr>
<tr>
<td>8. b</td>
<td>8. a</td>
<td>8. d</td>
</tr>
<tr>
<td>10. c</td>
<td>10. b</td>
<td>10. d</td>
</tr>
<tr>
<td>11. c</td>
<td>11. a</td>
<td>11. d</td>
</tr>
<tr>
<td>12. d</td>
<td>12. c</td>
<td>12. c</td>
</tr>
<tr>
<td>15. d</td>
<td>15. c</td>
<td>15. b</td>
</tr>
</tbody>
</table>
ANSWERS: IDENTIFY AND INTERPRET

Chapter 3 – Quotation

John Winthrop, “A Model of Christian Charity,” a sermon delivered on board the Arbella while crossing the Atlantic in 1630. A statement of the importance of a covenant, both among the Puritans and with God, in establishing a model community of saints for others to admire and imitate.

Chapter 4 – Quotation


Chapter 6 – Quotation

Abigail Adams, letter to husband John Adams, 1776, as he is preparing to sign the Declaration of Independence. An early feminist reminder that revolutionary “natural” rights in America were for white men only and that women would use familiar arguments in achieving their liberation.

Chapter 7 – Quotation

Anti-Federalist (Patrick Henry) argument against ratification of the Constitution, Virginia, 1788. In a debate with James Madison, Henry states the classic case that the states, not the people, formed the compact creating the new government. The argument would be reiterated until the Civil War settled the issues.

Chapter 8 – Quotation

Thomas Jefferson, Inaugural Address, 1801. Although seeking reconciliation with the Federalists, Jefferson articulates the Republican program of expansion (“with room enough. . .,” limited government, equality of opportunity, and religious and economic freedom.

Chapter 10 – Quotation

Regulations from a New England boarding house for women workers in the mills, from the 1820s or 1830s. The rules were an attempt to ensure that women workers lived in a respectable manner and had enough sleep to work efficiently. The regulations highlight the regimentation of life in a mill town but also hint at the sense of sisterhood which these boarding house arrangements often fostered.

Chapter 12 – Quotation

Declaration of Sentiments, Women’s Rights Convention, Seneca Falls, New York, 1848. Drafted by Elizabeth Cady Stanton, and modeled on the Declaration of Independence, the Seneca Falls Declaration and resolutions signaled the women’s rights agenda for the century to follow.
Chapter 12 – Chart: Public Land Sales, 1820–1860

1. The chart illustrates the pattern of public land sales between 1820 and 1860. The decades of the 1830s and the 1850s saw spectacular increases in the sale of public lands, followed by sharp declines. Note the Panic of 1837 and subsequent depression.

2. Some of the factors which contributed to the patterns apparent here include the opening of new territories for settlement, legislation which made it easier and cheaper for Americans to acquire land, improvements in transportation and the growth of markets which made settlement attractive, land hunger on the part of both free farmers and slaveholders, large scale speculation, and easy banking policies.

3. The chart as a whole suggests the expansion of agriculture (and of settlers) into new western lands, the displacement of Native Americans, the impact of feverish speculation on the economy, and the periods of economic expansion in the 1830s and 1850s with the sharp contractions which followed.

Chapter 14 – Cartoon

A Know-Nothing (American Party) cartoon stereotyping the new Irish and German immigrants of the early 1850s as whiskey and beer-drinking ruffians who steal off with the ballot box (presumably to a saloon).

Chapter 15 – Quotation

Abraham Lincoln, Second Inaugural Address, 1865. Delivered less than six weeks before his assassination, the second inaugural is one of the most eloquent and stirring presidential addresses in American history.
Chapter 5 – Map
Chapter 9 – Map
Chapter 13 – Map
Chapter 15 – Map
STUDY GUIDE

to accompany

Nash/Jeffrey/Howe/Frederick/Davis/Winkler/Mires/Pestana

THE AMERICAN PEOPLE
Creating a Nation and a Society
Volume Two from 1865
Seventh Edition

Prepared by
Thomas F. Jorsch
Ferris State University
# TABLE OF CONTENTS

**INTRODUCTION: How to Do Well in Your History Course By Rediscovering the Past** ....... 1

16. The Union Reconstructed ........................................................................................................ 9

**IV. An Industrializing People, 1865-1900** ........................................................................ 18

17. Rural America: The West and the New South ....................................................................... 19

18. The Rise of Smokestack America .......................................................................................... 28

19. Politics and Reform ................................................................................................................ 36

20. Becoming a World Power ....................................................................................................... 44

**V. A Modernizing People, 1900-1945** ............................................................................... 54

21. The Progressives Confront Industrial Capitalism ............................................................... 55

22. The Great War ....................................................................................................................... 64

23. Affluence and Anxiety ......................................................................................................... 71

24. The Great Depression and the New Deal ............................................................................ 79

25. World War II ......................................................................................................................... 87

**VI. A Resilient People. 1945-2002** .................................................................................... 95

26. Postwar America at Home, 1945-1960 ............................................................................. 96

27. Chills and Fever During the Cold War ................................................................................. 105


29. Disorder and Discontent, 1969-1980 .................................................................................. 122


*Answers to Sample Test and Examination Questions* .......................................................... 145
“A people without history is like wind upon the buffalo grass.”
—Lakota

Acknowledgments

The credit for this study guide goes to two groups of people. First, the historians, educators, reviewers, proofreaders, and editors who contributed to the earlier editions of this study guide. Their work, more than my own, shaped the intellectual and physical look of it. Second, the students in history classes who inspired this study guide’s creation as a resource to help them understand and find relevance in historical study.

Special thanks are also due to Kristi Olson and Teresa Ward at Pearson Longman. Their editorial and computer skills made the revision of the seventh edition a success.

Thomas F. Jorsch

“The value of History is, indeed, not scientific but moral; by liberalizing the mind, by deepening the sympathies, by fortifying the will, it enables us to control, not society, but ourselves . . . . and to meet the future.”

—Carl L. Becker
INTRODUCTION

How to Do Well in Your History Course by Rediscovering the Past

In one of Garry Trudeau’s “Doonesbury” cartoons, Mike and Zonker are strolling through the woods as Zonker reminisces about their college days. Among other things, he says, they went on study dates in the boat house, held midnight sledding parties, parked the dean's Volvo inside the chapel, got busted at a rock concert, and ran naked through a meeting of the board of trustees. After listening to Zonker's recollections of those “bright college years,” Mike reminds him that “we never did any of those things.” Zonker agrees, saying, “I know, but one day we'll think we did.” “Isn't it a little early to start embellishing?” Mike asks. Zonker coolly responds, “You gotta grab the past while you can!

We introduce the study guide to The American People: Creating a Nation and a Society with this cartoon for two reasons. First, we are aware that the conflicting demands and pressures of college life often lead students to pranks, pizza parlors, parties, and paper deadline panics—the kinds of events that stimulated Zonker's imagination. Exaggerated and embellished as his fantasies were, they suggest the range of experiences we know students go through, or think about, during their college years. We certainly did. Our current fantasy is that you might add the study of American history to the positive college experiences you will remember in later years—not made up, like Zonker's, but for real!

We have prepared this study guide, therefore, to smooth your way through the American history textbook, not as a substitute for it but as a supplement—a guide to reading The American People for maximum understanding, appreciation, enjoyment, and, yes, success on examinations. To be sure, you have many long hours of reading, reflection, and study ahead of you. Studying history is not easy. But it can be pleasurable as well as profitable, and we sincerely hope that you will find your study of American history almost as enjoyable—and certainly as educational—as the diversions that Zonker imagined as a college student.

We also introduce this guide with Trudeau's cartoon because the last lines say something significant not only about students but also about historians. Although professionally committed to telling the truth about the past, which for the most part they succeed in doing, historians tend sometimes, like Zonker, to “embellish.” Like any good storytellers, historians enjoy building an exciting drama by the addition of juicy adjectives and heightened tension. Occasionally, they even get a date or name wrong. At one level this is inexcusable, and historians try to check and double-check their facts so as never to make errors. But they are only human, and both the authors of your textbook and your history professor may sometimes embellish or make mistakes. So will you, but your errors will be marked wrong. The ultimate responsibility for “getting the history right,” therefore, is yours.
Historians also embellish when they interpret the past, not by telling inflated stories or committing factual errors but simply by showing their human point of view, which is the result of their particular time, place, circumstances, and personal backgrounds. Such factors influence the selection and interpretation of past events. Interpretation is unavoidable, and students should beware of a book or person that claims to be “the truth” rather than one interpretation of the truth.

All works of history, even textbooks, present a point of view reflecting the values, assumptions, and interests of the author. Interpretation differs from a biased presentation in that the latter willfully distorts truth while the former deepens understanding, by the process of explaining how and why things happened in the past. This makes the writing (and teaching) of history more than a listing of names, dates, and other facts. The act of interpretation is a humble one, and you should be looking for the interpretive point of view of the authors of your textbook as you read. The Preface is a good place to start.

The history presented in *The American People* is enriched by an interpretive framework. It tells the story of the many ways in which the diverse people coming to this country—whether on the *Mayflower*, slave ships, immigrant steamers, Caribbean fishing boats, or rafts across the Rio Grande—created many societies and one nation. These individual stories make up the collective story of the American people. Our major goal is to help you both learn and enjoy this story of “the American people.” Today, as we continue to seek to know who we are by knowing who we were, we realize that, like Zonker, “you gotta grab the past while you can.”

**IMPORTANT ASSUMPTIONS OF WHICH TO BE AWARE**

Toward that end, we have prepared this study guide. Your teacher has a similar one. We believe that you should know some of our most important assumptions as we prepared the textbook and these guides. They are as follows:

1. The authors have tried to write a textbook that is not just a series of historical names, dates, places, and other facts—“one damned thing after another,” as someone once described history. Rather, we show history as a story of the daily lives of both ordinary and famous Americans in the past. We have sought to take you inside these lives, to experience the fears, frustrations, and aspirations of the American people.

2. We want you not only to reexperience these lives but also to be confident that you remember what you have studied. When learning history is connected to your own experiences, as well as fun, you tend to do better on tests.

3. We believe that the textbook and guides are only as good as they are teachable and learnable. We have designed both the text and these guides to be immediately usable, if a teacher desires, for a variety of classroom learning activities and assignments that enrich student learning and the appreciation of American history.
4. We believe that students—all people, in fact—learn best when they begin with a personally compelling human experience, their own or someone else's. This human story suggests further stories, or facts, and some overarching themes and concepts. These are in turn analyzed, interpreted, compared to other facts, applied to other settings, and evaluated. Finally, there must be an opportunity to express what one has learned and to receive feedback on how well. We have structured the textbook and this guide according to this basic pattern of human learning.

**HOW TO UNDERSTAND A CHAPTER**

Take Chapter 17, for example, which begins with the story of two families who settled in Nebraska in the 1870s. Both experience natural disasters and hardships. Hattie Leeper dies in childbirth and her survivors leave their claim. The Ebbesens, Danish immigrants, weather the challenges more successfully, but they eagerly sell their homestead after a devastating hailstorm. Like many other agrarians of this period, they too leave their farm and move to town.

These two stories introduce most of the overarching themes and major concepts of Chapter 17 and, indeed, of agrarian life in the post-Civil War era. Their attempts and failures point to the difficulties farmers had in realizing the traditional dream of rural independence and prosperity. As the nation's economy matured and power permanently left the farm lands, agrarian Americans had to adjust. The responses of Native Americans, African-Americans, southerners, and midwestern farmers, like the Leepers and the Ebbesens are the important themes of this chapter. The fact that the chapter opens with the tales of these families demonstrates the emphasis on the lives of ordinary people, rather than on national politics, that we make in this particular chapter and in the text as a whole. It is therefore important to pay special attention to the elements of each opening anecdote to see how the story reveals the keys to the major themes of the chapter.

The bedrock of history, as history students have found out, often to their despair, is composed of facts. Broad historical themes are the handles, or pegs, upon which to hang the many particular facts that make up the past. These facts must be mastered—often by memorization—in order to provide life and substance to the larger themes. In Chapter 16, for example, there are a number of names, dates, places, and terms. But once you are familiar with major concepts like the basic goals and interactions of three groups and the ways in which their dreams conflicted, the facts can be placed in some category, or hung on some peg, and are therefore easier to remember. Think, for example, of how you would categorize and remember such particular facts and terms as bonanza farms, the Ghost Dance, the New South, the Dawes Act, the Grange, the Ocala Platform, Jim Crow laws, and the Compromise of 1877.

Once the facts are mastered within the context of the major themes, you are able to work with, or use, both facts and concepts in a more sophisticated way than just repeating or listing them. You could, for example, analyze the motivations behind the goals of each group, showing the roots of these goals and the reasons why they came into conflict. Or you could assess how well each group achieved its goals. Or you could apply or transfer your knowledge about the
changes that took place in America as it moved from an agrarian to an industrial economy, to the changes taking place today as we move from an industrial to an information age. If so, you might evaluate the similarities and differences that are suggested about the way Americans adapt to change, whom they bulldoze and whom they scapegoat. Being able to form larger judgments like these is the highest level of learning and can only follow—indeed, depends on—prior understanding of specific facts and thematic concepts.

Finally, to check how well you have learned the material of a chapter, it is good to be tested—on both the specific facts and the larger themes of that chapter. This feedback is necessary both to confirm your confidence in how much has been learned and to identify areas that need further study.

To summarize, most people learn best by moving through the following sequence:

1. Engagement in a human story
2. An overview of major themes and concepts
3. Mastery of specific facts that support or illustrate those themes
4. Analysis, synthesis, comparison, application, and evaluation of the themes
5. An opportunity to demonstrate knowledge by practicing these steps on tests and other assignments

Each chapter in *The American People* can be understood better by studying it in terms of this basic learning pattern. We have also included summaries of the major parts of the text to enhance your historical understanding.
HOW TO USE THE STUDY GUIDE WITH THE TEXT

The study guide also follows this pattern. Students who work back and forth from the chapter in The American People to the chapter in the guide will continually be reinforcing and strengthening their mastery and enjoyment of American history. With a little experimenting, students will find that it is sometimes better to read the textbook chapter before looking at the guide and sometimes better to read the guide before the textbook.

Each chapter contains the following sections:

(1) Chapter Outline (with opening anecdote)

It is helpful to look through the outline before reading a chapter in order to see at a glance both the major topics to be covered and the chapter's organization. The short summary of the human story or anecdote that begins each chapter should point toward these topics and suggest the structure.

(2) Significant Themes and Highlights

Three or four statements will provide an overview summary of the main themes, concepts, threads, major ideas, and special features of each chapter. To consult this section before reading the chapter may be the most helpful thing you can do in order to have some handles or pegs to help you understand and place the many particular facts encountered in the chapter. Keeping these major concepts in mind as you read will prevent you from getting lost in a sea of facts. Specific facts are valuable to a historian only as illustrations of some larger theme. If you have a strong sense of the themes, you will more easily remember the appropriate illustrative factual examples when taking examinations.

(3) Learning Goals

The list of the goals, or objectives, of each chapter is a way of providing a self-check on how well you are mastering the material. After completing a chapter, try answering each item. If you can, you are ready to move on. If you cannot, you know which topics to review in the chapter. When you are preparing for examinations, reread the sections on learning goals for the appropriate chapters.

The first five or six learning goals indicate the “basic knowledge” you should be familiar with—the essential facts every history student has to know before doing anything else. Such knowledge is usually tested with short-answer exam questions: multiple-choice, true-or-false, identification, fill-in-the-blanks, and similar formats. You also need to know these facts in order to handle more difficult kinds of questions. The second part of the learning goals section includes three goals intended to give you “Practice in Historical Thinking Skills,” higher-order
learning tasks such as analyzing, comparing and contrasting, applying, assessing, and evaluating historical phenomena. This is what we mean by interpretation. These intellectual skills are usually tested by essay questions and paper assignments. You can prepare for these by writing short practice essays on these three learning goals.

(4) Important Dates and Names to Know

Nothing drives history students crazier than having to memorize dates. Yet chronology, the order and sequence of past events, is essential to understanding history. What is most important for students to remember is not that they must memorize every exact date but that they should form a general idea of the sequence in which events happened. Remembering key dates is not as mysterious as students often think; it is usually just a matter of common sense. One could, for example, remember that the Declaration of Independence was signed in 1776 and the Constitution in 1787, but what is really important is to get them in the right order. Imagine how silly it would be to reverse them. It is common sense that the bonds of one government had to be dissolved before a new one could be created. The chronologies of important dates will usually include important names to remember as well. Names that are not associated with a particular date but are nevertheless significant are listed at the end of the chronology.

(5) Glossary of Important Terms

Although history is not nearly as filled with jargon and special vocabularies as other disciplines, various unfamiliar terms inevitably turn up in every chapter. These are listed and briefly identified in this section. Remember that your teachers may also have favorite terms that they want you to learn, so it is a good idea to add them to these lists.

(6) Enrichment Ideas

We think this is the most important section in the guides. It contains a list of activities and assignments designed to aid and enhance learning of the important themes and concepts in each chapter. Some are activities you can follow and do on your own. A longer list, not included in the student guide, contains assignments and classroom activities your instructor may want to use. The variety of suggested approaches to enrich learning—both in the classroom and out—is extensive, but they always begin with further ways of using the “Recovering the Past” feature. This section, found in each chapter, is intended to introduce students of history to the many sources and ways in which historians find out what happened in the past.

A century ago, most historians would probably have said that they recovered the past by reading old manuscripts, primarily government and other institutional documents housed in official archives, and by consulting the letters, papers, and manuscripts of former presidents, senators, generals, and other leaders. But in recent years, as historians have broadened their interest from political and military history (unkindly called “drum and trumpets” history) to include the social history of ordinary people, they have also widened the kinds of sources they find useful in recovering the past. To written government documents and archival manuscripts historians have added private diaries, popular songs, paintings, cartoons, census returns, tax and
inventory lists, films and photographs, material objects, oral history, and many other means of recovering the past.

The “RTPs,” as the authors affectionately call them, are intended not only to enrich your learning of American history but also to show how you can become your own historian. For the most part, each means of recovering the past is appropriate to the content of the chapter in which it is found. Thus the work of archaeologists and the contributions archaeology makes to understanding earlier civilizations are discussed in Chapter 1; folktales in the chapter on slavery; and films, oral history, and television in the twentieth-century chapters. Additional ways of recovering the past, such as popular Hollywood feature films and trips to historical areas, are mentioned in the appropriate Enrichment sections in the study guide.

(7) Sample Test and Examination Questions

Many students will find this section most useful in preparing for examinations, not because their teachers will necessarily select test questions from those included (though they might) but because students can check for themselves how well they have learned the material in a chapter. Note that the sample questions begin with short-answer types (multiple choice, matching, etc.) to test basic knowledge (how well you remember the material), whereas the later questions are essays and interpretive questions that test historical thinking skills (how well you can compare and contrast, analyze, interpret, apply, and evaluate the main ideas of the chapter). In these higher-order questions, you gain practice in learning how to think like historians, doing the kind of basic detective groundwork interpreting evidence from various sources and writing analytic essays.

The test questions for some chapters in this guide end with a map question, which is a lower-order but important content knowledge skill (knowing where places are). Other chapters end with a quotation, chart, or other verbal or quantitative illustration, which we ask you to identify and interpret—who, what, where, when, and why. This is a more sophisticated exercise in the detection and interpretation of a historical source.

HOW TO UNDERLINE A CHAPTER

One of the first problems students face when they begin reading a textbook is how much to underline or highlight. A consideration of the purpose of underlining may help guide you through a chapter. The major goal, of course, is to aid memory and comprehension by highlighting the main themes, selecting important examples for each major idea. This helps not only to understand the chapter but also to review for examinations. Too little underlining means that you may end up rereading the entire chapter the night before a test. Too much, in which no discrimination has taken place, may also mean having to reread everything. It is, of course, important to note the topic sentences for each paragraph. In addition, pay particular attention to the one or two paragraphs that make the transition from the opening anecdote to the main body of the chapter. These state the major themes and often even the organization of the chapter.
The following shows an example of how we would underline the transition paragraph and a short section from Chapter 17.

The stories of the Leepers and the Ebbesens, though different in their details and endings, hint at some of the problems confronting rural Americans in the last quarter of the nineteenth century. As a mature industrial economy transformed agriculture and shifted the balance of economic power permanently away from America's farmlands to the country's cities and factories, many farmers found it impossible to realize the traditional dream of rural independence and prosperity. Even bountiful harvests no longer guaranteed success. “We were told two years ago to go to work and raise a big crop; that was all we needed,” said one farmer. “We went to work and plowed and planted; the rains fell, the sun shone, nature smiled, and we raised the big crop they told us to; and what came of it? Eight cent corn, ten cent oats, two cent beef and no price at all for butter and eggs — that's what came of it.” Native Americans also discovered that changes in rural life threatened their values and dreams. As the Sioux leader Red Cloud told railroad surveyors in Wyoming, “We do not want you here. You are scaring away the buffalo.”

This chapter explores several of this book’s basic questions as it analyzes the agricultural transformation of the late nineteenth century. Highlighting the ways in which rural Americans—red, white, and black—joined the industrial world, it asks how diverse groups responded to new economic and social conditions. The rise of large-scale agriculture in the West, the exploitation of its natural resources and the development of the Great Plains form a backdrop for discussing the impact of white settlement on western tribes and assessing how well native peoples were able to preserve their culture and traditions. In an analysis of the South, the efforts of whites to create a “New South” form a contrast to the underlying realities of race and cotton. Although the chapter shows that discrimination and economic peonage characterized the lives of most black southerners during this period, it also describes the rise of new black protest tactics and ideologies. Finally, the chapter highlights the ways in which agricultural problems of the late nineteenth century, which would continue to characterize much of agricultural life in the twentieth century, led American farmers to become reformers.

The White Perspective

When the Civil War ended, red and white men on the Plains were already at war. In 1864, the Colorado militia had massacred a band of friendly Cheyenne at Sand Creek, Colorado, despite the fact that Chief Black Kettle waved both a white flag of truce and an American flag. Militia leader John Chivington urged his men on. “Kill and scalp all, big and little.” Before long, Cheyenne, Sioux, and Arapaho were responding in kind. The Plains wars had begun.

Although not all whites condoned the militia’s butchery, the deliberations of the congressional commission authorized to make peace revealed a constricted vision of the future of Native Americans. The commission, which included the commander of the Army in the West, Civil War hero General William T. Sherman, accepted as fact that the future of the West lay in “an industrious, thrifty, and enlightened population” of whites. The commission believed that all Native Americans must relocate in one of two areas: Oklahoma and the western half of present-day South Dakota. There they would learn the ways of white society and agricultural and mechanical arts. Annuities, food, and clothes would placate the Indians and ease their transition from a “savage” to a “civilized” life.

At two major conferences in 1867 and 1868, Native American chiefs listened to these drastic proposals that spelled out the end of the traditional native life. Some agreed. Others, like Santana, a Kiowa chief, insisted, “I don't want to settle. I love to roam over the prairies.” In any case, the agreements extracted were not binding, because no chief had authority to speak for his tribe. For its party, the U.S. Senate dragged its feet in approving the treaties. Supplies promised to Indians who settled in the reserved areas failed to materialize, and wildlife proved sparse. These Indians soon drifted back to their former hunting grounds.
The Union Reconstructed

(1) CHAPTER OUTLINE

Adele and Elizabeth Allston fearfully return to their plantations after the war. At Nightingale Hall, they have a joyous reunion with their former slaves. But at Guendalos, the blacks are defiant, the atmosphere threatening. The morning after the arrival, however, Uncle Jacob, the former black driver, hands the keys to the crop barns over to the women, in recognition that they still own the land.

The Bittersweet Aftermath of War
   The United States in 1865
   Hopes Among the Freedpeople
   The White South's Fearful Response

National Reconstruction Politics
   Presidential Reconstruction by Proclamation
   Congressional Reconstruction by Amendment
   The President Impeached
   What Congressional Moderation Meant for Rebels, Blacks, and Women

The Lives of Freedpeople
   The Freedmen's Bureau
   Economic Freedom by Degrees
   White Farmers During Reconstruction
   Black Self-Help Institutions

Reconstruction in the Southern States
   Republican Rule
   Violence and “Redemption”
   Shifting National Priorities
   The End of Reconstruction

Conclusion: A Mixed Legacy
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The account of the Allstons' return to their plantations highlights the focus of this chapter. The primary action of the chapter takes place on the old southern plantation and in the former slave's cabins, not in the halls of Congress and the White House. Rather than emphasizing the political programs and conflicts of Congress and the president, we see the hopes and fears of ordinary persons—both black and white—as they faced their postwar world. Political events in the North as well as in the South in the years between 1865 and 1877 are included, but they are secondary to the psychosocial dynamics of reconstructing new relationships among differing people after the Civil War.

2. As reflected in the opening anecdote, the dreams and aspirations of three groups—white southerners, former slaves, and white northerners—are introduced and woven together throughout the chapter. The main question of the chapter is: What happens as these three sets of goals come into conflict? Uncle Jacob's return of the keys to the crop barns to the Allston family, a gesture symbolic of ownership, indicates the crucial importance of labor and land to an understanding of the outcome of these conflicting goals. The result was a mixed legacy of human gains and losses.

3. The experiences of the Allston family are concluded in this chapter. Frederick Douglass's astute observations as a black leader continue as those of W. E. B. Du Bois begin.

4. The tragic elements of the Reconstruction, or any other era, are perhaps best represented in literature. Novels and short stories are used in this chapter to capture these human conflicts.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. State four or five particular goals of three groups—the freedpeople, white southerners, and white northerners—at the end of the Civil War.

2. Describe the situation and mood of the country at the end of the Civil War and describe the first programs and actions of southern whites and former slaves as they redefined race relations in 1865.

3. Explain President Johnson's reconstruction program and contrast it with Congress's alternative program.

4. Name and explain three important acts and three constitutional amendments that were part of the Republican Reconstruction program.

5. Explain the arrangements for working the land that developed between white landowners and the former slaves and describe the terms of a typical work contract.
6. Describe the character of the Republican state governments in the South during Reconstruction: Who ruled? How well? For how long? How did these governments come to an end?

7. Explain how Reconstruction ended.

Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Assess the relationship between the character of national politics during Grant's term of office from 1869 to 1877 and the end of Reconstruction in the South.

2. Show how the diverse goals of the white southerners, former slaves, and white northerners came into conflict, and assess to what extent each group achieved its various goals by the end of Reconstruction.

3. Evaluate the respective roles southern and northern whites played in impeding black goals.

(4) IMPORTANT DATES AND NAMES TO KNOW

1865
- Civil War ends
- Lincoln assassinated; Andrew Johnson becomes president
- Johnson proposes general amnesty and reconstruction plan
- Racial confusion, widespread hunger, and demobilization
- Thirteenth Amendment ratified (abolishing slavery)
- Freedmen's Bureau established

1865-1866
- Black codes
- Repossession of land by whites and freedpeople’s contracts

1866
- Freedmen's Bureau renewed and Civil Rights Act passed over Johnson's veto
- Southern Homestead Act
- Ku Klux Klan formed

1867
- Reconstruction Acts passed over Johnson's veto
- Impeachment controversy
- Freedmen's Bureau ends

1868
- Fourteenth Amendment ratified
- Senate fails to convict Johnson of Impeachment charges
- Ulysses S. Grant elected president

1868-1870
- Ten states readmitted under congressional plan
1869  Georgia and Virginia reestablish Democratic party control
1870  Fifteenth Amendment ratified
1870s-1880s  Black “exodusters” migrate to Kansas
1870-1871  Force Acts
            North Carolina and Georgia reestablish Democratic party control
1872  Grant re-elected president
1873  Crédit Mobilier scandal
            Panic causes depression
1874  Alabama and Arkansas reestablish Democratic party control
1875  Civil Rights Act passed
            Mississippi reestablishes Democratic party control
1876  Hayes-Tilden election
1876-1877  South Carolina, Louisiana, and Florida reestablish Democratic party control
1877  Compromise of 1877
            Rutherford B. Hayes assumes presidency and ends Reconstruction
1880s  Tenancy and sharecropping prevail in the South
            Disfranchisement and segregation of southern blacks begins

Other Names to Know

Edwin Stanton  Jay Gould  General O. O. Howard
Susan B. Anthony  Charles Sumner  Thaddeus Stevens
Frederick Douglass  Benjamin “Pap” Singleton  Elizabeth Cady Stanton
W. E. B. Du Bois

(5) GLOSSARY OF IMPORTANT TERMS

amnesty: removing blame and punishment for past crimes

carpetbagger: a derogatory term applied to northerners who settled in the South after the Civil War
debt slavery/peonage: the economic situation in which tenant farmers or sharecroppers become trapped in perpetual debt because they always owe more to their landlords than they get from the sale of cotton or other crops

exodusters: disillusioned blacks who fled the South in the 1870s and 1880s to settle in all-black towns in the western prairies

freedmen: former slaves emancipated by the Thirteenth Amendment

Grantism: a term describing political corruption and graft in the North in the 1870s

radical Republicans: a derogatory term applied to northern Republican politicians who generally wanted not only to punish the ex-Confederate leaders but also to help the former slaves fulfill their goals (overstated term; most Republicans were moderate)

redemption: a word used by southerners to describe the return of conservative Democrats to power in southern state governments, thus removing the so-called radical Republicans from power

scalawag: a derogatory term applied to southern Unionists who supported Republican state governments during Reconstruction

“waving the bloody shirt”: a Republican political campaign tactic of reminding voters of the Civil War and the valuable role of the Republican party in preserving the Union and defeating the rebellious (Democratic) South

(6) ENRICHMENT IDEAS

1. The “Recovering the Past” section, which focuses on the ways in which novels reflect history, includes only a very brief excerpt from two novels about Reconstruction. Consider, in a longer excerpt, the style and point of view of the authors of the six novels listed below. Which do you think most accurately reflects the historical truth about Reconstruction? Is the most accurate novel-as-history necessarily the best as literature? Based on these excerpts, which novel do you think you would like to read in its entirety and why?

Thomas Dixon, Jr., The Clansman
Albion Tourgée, A Fool's Errand
Howard Fast, Freedom Road
W. E. B. Du Bois, Quest of the Silver Fleece
John DeForest, Miss Ravenel's Conversion from Secession to Loyalty
Earnest Gaines, The Autobiography of Miss Jane Pittman
2. Complete the textbook chart “Conflicting Goals During Reconstruction” for the following groups in 1865 by showing what happened to each group by 1877. How well were each of their earlier goals fulfilled? When you have completed the chart, you are in a position to assess the success of Reconstruction and to understand developments in the South into the twentieth century.

   a. victorious northern “radical” Republicans
   b. northern moderates—Republicans and Democrats
   c. old southern planter aristocracy (former Confederates)
   d. new “Other South”: yeoman farmers and former Whigs (unionists)
   e. black freedpeople

3. Write a short story, or a series of letters or diary entries, describing the typical daily experiences of various persons during Reconstruction. For example, a southern woman, Adele Allston, or her daughter Elizabeth, presiding over a large cotton plantation in the absence of their husband and father, who was killed in the war. Or a black family that had been given 40 acres of confiscated land by a northern general during the war and faced a title dispute with, and dispossession by, the original landowner afterwards. Or a poor white family putting its life together in the changing economic climate and race relationships of the postwar years. Or a Yankee schoolteacher's experiences in a Freedmen's Bureau school in Tennessee. Or a Freedmen's Bureau agent's hectic, overworked, and underappreciated daily duties in Mississippi. Read in class and discuss. Notice the clash of unresolved dreams.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. Which of the following is in the correct order?
   a. Black codes, Fourteenth Amendment, Mississippi Plan.
   b. Fourteenth Amendment, Mississippi Plan, Reconstruction Acts.
   c. Black codes, Mississippi Plan, Fourteenth Amendment.
   d. Mississippi Plan, Black codes, Reconstruction Acts.

2. All of the following are true descriptions of the United States in spring 1865 EXCEPT
   a. many southern cities were physically devastated.
   b. black ex-slaves were in a confused state of semi-freedom.
   c. former Confederates wanted to restore as much of the old social order as possible.
   d. most northerners wanted to severely punish southern rebels physically and economically.

3. Which one is NOT true of the ex-slaves in the first months of emancipation?
   a. They went searching for missing family members.
   b. They selected surnames.
   c. They showed great interest in getting an education.
   d. They left their masters as soon as possible, usually stealing property as an expression of revenge.
4. Congressional Republicans passed all of the following bills EXCEPT
   a. a land bill granting 40 acres and a mule to black Union veterans.
   b. a civil rights bill.
   c. Reconstruction acts dividing the South into five military districts.
   d. a bill extending the Freedmen's Bureau.

5. The heart of President Johnson's Reconstruction program was
   a. to punish all wealthy ex-Confederates by confiscating their land.
   b. general amnesty and pardons for most ex-Confederates.
   c. insistence on passage of the Fourteenth Amendment.
   d. a land bill for poor and middle-class southern whites.

6. The most obvious failure of the Freedmen's Bureau was in its role of
   a. distributing emergency rations.
   b. setting the freed slaves up on their own land.
   c. setting up schools for the freed slaves.
   d. facilitating family reunions and marriage and work for the freed slaves.

7. Most Republican politicians in the Reconstruction era were motivated by all of the following EXCEPT
   a. the desire to maintain political power.
   b. some idealistic concern for protecting the civil rights of the freed slaves.
   c. a vindictive desire to confiscate rebel land and redistribute it among blacks.
   d. a concern for securing the continued economic growth of northern industry.

8. Republican state governments in the South were
   a. dominated by blacks.
   b. dominated by “carpetbaggers” and “scalawags.”
   c. effective at eliminating undemocratic features of the pre-war governments.
   d. the most corrupt in the nation.

9. State governments in the South during Reconstruction accomplished all of the following EXCEPT
   a. providing public school systems.
   b. approving generous measures for economic rebuilding.
   c. liberalizing divorce and penal laws.
   d. guaranteeing universal male suffrage.

10. The Democrats returned to power in the South because
    a. the Republicans made such a mess of the tax system.
    b. blacks became Democrats when they did not receive 40 acres and a mule.
    c. secret organizations used violence to drive out Republicans.
    d. Grant realized that the Republican party was harming itself by its policies on the state level.
11. By the 1870s, the Republican party
   a. was reinforced as the party of moral reform and black rights.
   b. became more and more a party representing big business.
   c. blocked most transportation schemes.
   d. supported women's rights.

12. Grant's administration was characterized by
   a. scandals like the Whiskey Ring affair.
   b. an excess of democracy.
   c. zealous attempts to reduce graft.
   d. none of the above.

13. The Civil Rights Act of 1875
   a. condemned the Ku Klux Klan for violations of the Fourteenth Amendment.
   b. passed the House but was defeated in the Senate.
   c. passed both houses of Congress but was vetoed by the president.
   d. was passed by Congress and signed by the president but not really enforced.

14. The significance of the election of 1877 was that it
   a. ended Reconstruction.
   b. resulted in the removal of the last federal troops from the South.
   c. resulted in federal aid for the South.
   d. all of the above.

15. Which best summarizes the nation in 1877?
   a. Reconstruction had fulfilled the dreams of the freedmen.
   b. The white South had won everything during Reconstruction that they had lost during the war.
   c. Concern for rights and condition of the freedmen was no longer a major priority.
   d. Women were the real winners of Reconstruction because they could now vote.

Briefly identify and show a relationship between each of the following pairs.

<table>
<thead>
<tr>
<th>General O. O. Howard</th>
<th>and</th>
<th>Thaddeus Stevens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black codes</td>
<td>and</td>
<td>the Fourteenth Amendment</td>
</tr>
<tr>
<td>proclamation of general amnesty</td>
<td>and</td>
<td>the Reconstruction Acts</td>
</tr>
<tr>
<td>freedmen work contracts</td>
<td>and</td>
<td>southern homestead acts</td>
</tr>
<tr>
<td>Mississippi Plan of 1875</td>
<td>and</td>
<td>Force Act of 1870-1871</td>
</tr>
<tr>
<td>“40 acres and a mule”</td>
<td>and</td>
<td>“peace at any price”</td>
</tr>
<tr>
<td>annual wage contract</td>
<td>and</td>
<td>sharecropping</td>
</tr>
</tbody>
</table>
Essays

1. Use items 1-3 under “Practice in Historical Thinking Skills” in the “Learning Goals” section to develop essays.

2. In *The Souls of Black Folk*, W. E. B. DuBois wrote: “So the Freedmen's Bureau died, and its child was the Fifteenth Amendment.” Discuss, showing how this statement might be interpreted as an apt summary of Reconstruction.

3. In *The Souls of Black Folk*, W. E. B. DuBois says: “Negro suffrage ended a civil war by beginning a race feud.” Discuss the heritage of Reconstruction. To what extent did the events of that period create a continuing race feud in America, sectional animosity, and patterns of political party allegiance? To what extent do these phenomena still exist? How would you have done better?
PART FOUR (Chapters 17—20)

AN INDUSTRIALIZING PEOPLE
1865—1900

In the last quarter of the nineteenth century, with the mixed legacy of Reconstruction laying the groundwork for a century more of black struggle, described in Chapter 16, Americans turned their energies toward transforming their society from one based on agriculture to one based on heavy industry. This economic and social transition was neither smooth nor steady. But by 1900, the United States had emerged as one of the world's great industrial powers.

Chapters 17, 18, 19, and 20 form a unit. Chapter 17, “Rural America: The West and the New South,” examines the ways in which American farmers modernized and vastly expanded production after the Civil War. Even though agriculture provided the basis for urban industrial development, many farmers did not win the rewards they had anticipated. The South remained backward despite efforts to modernize. Rural protest publicized farmers' complaints and contributed to the formation of a powerful third party. While the postwar period was difficult for some farmers, it was disastrous for Native Americans. By 1900, the power of the Plains Indians had been broken, and the reservation system was finally set in place.

Chapter 18, “The Rise of Smokestack America,” focuses on the character of industrial progress and urban expansion. We explore the growing diversity of the American workforce and middle classes and the various experiences in and responses to the new world of industry. The labor conflicts of the period indicate the difficulty of these years for most working class Americans.

In Chapter 19, “Politics and Reform,” we see how the national politics of the Gilded Age largely ignored the needs of farmers, workers, and other ordinary Americans. But with the increasing role of middle-class reformers, and with the stark inequalities of wealth as dramatized by the Populist revolt and the depression of 1893—1897, the 1890s were a turning point in American attitudes and political party alignments.

Chapter 20, “Becoming a World Power,” demonstrates the international consequences of the country's successful industrialization and its emerging sense of national identity and power. Like other world powers, the United States nourished imperial ambitions in the 1890s and acquired its own colonies. But expansionism brought difficult dilemmas and tensions in America's relationship with the rest of the world. After 1900, the United States continued to play an active role in the events and affairs of Europe and Asia and especially in Central America and the Caribbean.

Rural America: The West and the New South

(1) CHAPTER OUTLINE

Hattie and Milton Leeper work to establish themselves on the Nebraska frontier. They win a modest prosperity before Hattie dies in childbirth, and Milton leaves the family claim. The Ebbesens, a Danish family, face natural disasters, but they survive and establish themselves in some comfort in a Nebraska town.

Modernizing Agriculture
- American Agriculture and the World
- The Character of American Agriculture

The West
- The Frontier Thesis in National and Global Context
- The Cattlemen’s West, 1860-1890
- Farmers on the Great Plains, 1865-1890s
- Cornucopia on the Pacific
- The Mining West
- Exploiting Natural Resources

Resolving the Native American Question
- Background to the Plains Wars
- The White Perspective
- The Tribal View
- The 1887 Dawes Act
- The Ghost Dance: A Native American Renewal Ritual

The New South
- Postwar Southerners Face the Future
- The Other Side of Progress
- Cotton Still King
- The Nadir of Black Life
- Diverging Black Responses

Farm Protest
- The Grange in the 1860s and 1870s
- The Interstate Commerce Act of 1887
- The Southern Farmers' Alliance in the 1880s and 1890s
- The Ocala Platform, 1890

Conclusion: Farming in the Industrial Age
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. This chapter focuses on rural America, where, like the Leepers and Ebbesens, the majority of Americans lived between 1865 and 1900. The chapter shows the economic changes of the post—Civil War period: machinery became increasingly necessary, farm operations brought new lands into use, and regional diversification and crop specialization came to characterize American agriculture. The chapter shows the impact of these changes on American farmers and stresses the significance of falling prices and overproduction.

2. The theme of racial conflict on the Plains frontier continues from the perspective of both white Americans and Native Americans. Black Elk, an Oglala Sioux holy man, provides an example of the Native American perspective as the reservation policy reaches maturity.

3. The chapter explores the meaning of the “New South,” contrasting the reality of northern control, the continuing dominance of cotton, and widespread poverty with the dreams and goals of New South spokesmen. The hardening of racial attitudes in the New South, as well as blacks’ reactions, is described.

4. Farm protest movements (the Grange and the Southern Farmers' Alliance) are explained as responses to new conditions, though not always entirely rational ones. The interest in collective solutions in the Southern Alliance suggests a link with the labor protest described in Chapter 18. Although the rural discontent is highlighted here, the majority of rural Americans did not participate in overt protest movements.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. List four ways in which farmers responded to the new conditions of the post—Civil War period.

2. Describe three ways in which the development of the Plains frontier was linked to technological advances.

3. Identify the steps leading to the Dawes Act and describe its terms and results.

4. Explain the goals of New South spokesmen and contrast the realities of industrial and agricultural development with these goals.

5. Describe the steps that stripped blacks of their political rights and the implementation of “Jim Crow” laws, and outline the various black responses.

6. List the major planks of the Ocala Platform in 1890.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Discuss the ways in which the Southern Farmers' Alliance represented a more comprehensive approach to the problems of the American farmer than that developed by the Grange.

2. Explain why the 1890s has been called the nadir of black status in the South.

3. Explain the impact of government policies on the Great Plains tribes.

4. Discuss the importance of populism in terms of rural protest and political debate.

(4) IMPORTANT DATES AND NAMES TO KNOW

1860s  Cattle drives from Texas begin
1865-1867  Sioux wars on the Great Plains
1867  National Grange founded
1869  Transcontinental railroad completed
1869-1874  Granger laws
1873  Financial panic triggers economic depression
1874  Barbed wire patented
1875  Black Hills gold rush incites Sioux war
1876  Custer's last stand at Little Bighorn
1877  *Munn v. Illinois*
      Bonanza farms in the Great Plains
1878  Timber and Stone Act
1880s  Attempts to create a “New South”
1881  Tuskegee Institute founded (Alabama)
1883-1885  Depression
1884  Southern Farmers' Alliance founded
1886 Severe winter ends cattle boom
   *Wabash v. Illinois*

1887 Dawes Severalty Act
   Interstate Commerce Act
   Farm prices plummet

1888 Colored Farmers' Alliance founded

1890 Afro-American League founded
   Sioux ghost dance movement
   Massacre at Wounded Knee
   Ocala platform
   Yosemite National Park established

1890s Black disenfranchisement in the South
   Jim Crow laws passed in the South
   Declining farm prices

1891 Forest Reserve Act

1892 Sierra Club founded

1895 Booker T. Washington's “Atlanta Compromise” address

1896 *Plessy v. Ferguson*

**Other Names to Know**

<table>
<thead>
<tr>
<th>Henry Grady</th>
<th>Black Elk</th>
<th>Chief Joseph</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. E. B. DuBois</td>
<td>Frederick Jackson Turner</td>
<td>Crazy Horse</td>
</tr>
<tr>
<td>Ida B. Wells</td>
<td>Wovoka</td>
<td>Gen. William Sherman</td>
</tr>
<tr>
<td>John Muir</td>
<td>Sitting Bull</td>
<td></td>
</tr>
</tbody>
</table>

(5) **Glossary of Important Terms**

**Deflation:** falling prices

**Jim Crow laws:** state and local laws mandating the separation of whites and blacks; this legal segregation is often called *de jure* segregation (segregation by law) while informal segregation is called *de facto* segregation (segregation in practice)

**Poll tax:** a tax that had to be paid in order to vote; this device was used in the South to exclude poor black and white voters
(6) ENRICHMENT IDEAS

1. “Recovering the Past” for this chapter deals with middle-class magazines published in the nineteenth century. College and university libraries often have at least some of these journals in their collections. See what your library has. You might want to look through the issues for one of the years discussed in this chapter. What seems to be the major topic of interest in the journals you have chosen? What are the controversial issues? Do the journals deal with any of the events covered here? If so, what are the main points of the discussion? The point of view? Is there much sympathy for the problems of farmers, Indians, or blacks? There are many questions that you might want to ask, depending on your source.

2. Although the film Heartland presents the frontier in a slightly later period, it is worth seeing for the picture it gives of frontier life, and in particular a woman's response to frontier conditions. The film is available on videotape.

3. Many novels and books of general interest deal with some of the topics of this chapter—in particular, life on the Plains frontier and the struggle between the Plains Indians and whites. Examples of vivid novels are Hamlin Garland, Main-Travelled Roads (1891); Frank Norris, The Octopus (1901); Willa Cather, O Pioneers! (1913); and Ole Rolvaag, Giants in the Earth (1927). They present many different points of view that you will want to consider.

4. Letters and diaries written by foreign immigrants on the Plains frontier can be found in published form and in local historical societies. They offer an interesting perspective on the frontier experience. Older residents of communities in this region of the country still remember information on frontier life from relatives and family. You could interview some of these residents.

5. Read William Faulkner's short novel The Bear. How does it trace the changes taking place in the New South? How do whites, blacks, and Native Americans interact? Do you read it as history or allegory?

6. All God's Dangers is a fascinating oral history about the life of Nate Shaw, a black sharecropper in the South involved in the agrarian labor movement. Read all or parts of it to discover Shaw's way with words, priorities, struggles, and achievements.
(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. American farmers
   a. often benefited from technological improvements.
   b. saw the typical family farm almost completely give way to large scale agriculture by 1870.
   c. were convinced that they should cut back production.
   d. contributed a higher percentage to the nation’s wealth in 1900 than in 1870.

2. All of the following are true about the Plains frontier EXCEPT that it
   a. attracted large numbers of immigrants.
   b. would not have been developed without the technological improvements of the age.
   c. demanded resourcefulness on the part of settlers.
   d. had ample rainfall during the 1880s and 1890s.

3. Most Plains farmers
   a. were tenants.
   b. took up land under the Homestead Act.
   c. bought land outright.
   d. were squatters.

4. California farms in the nineteenth century were
   a. larger than the national average.
   b. of average size.
   c. smaller than the national average.
   d. collectivized by the state.

5. The cattle frontier
   a. was profitable because cattle could graze on public lands.
   b. rewarded cowboys handsomely for their work.
   c. was not affected much by the weather.
   d. was not particularly profitable because longhorn cattle were not very good for eating.

6. Efforts to “solve” the Native American question
   a. bore little relation to the completion of the transcontinental railroad.
   b. had as a basic assumption that Indians must learn white ways of life.
   c. effectively halted the slaughter of the buffalo.
   d. were scrupulous in respecting Indian rights to their lands.
7. New South spokesmen
   a. urged the South to increase the production of cotton.
   b. believed that it was important for the South to be self-sufficient.
   c. rejected entrepreneurial values.
   d. rejected northern dollars for southern development.

8. Southern industrial workers
   a. included large numbers of women and children.
   b. earned wages similar to those of their northern counterparts.
   c. worked about the same number of hours as their northern counterparts.
   d. included a high percentage of blacks.

9. In the New South,
   a. farmers diversified their crops.
   b. sharecropping ended.
   c. the dominance of cotton continued.
   d. land ownership became increasingly widespread.

10. The 1896 Supreme Court decision of Plessy v. Ferguson
    a. took a strong stand against the trend toward segregation in the South.
    b. came out in favor of “separate but equal” facilities in the South.
    c. declared the poll tax illegal.
    d. came out against business trusts.

11. Booker T. Washington’s public statements showed that he
    a. argued that the problem of the twentieth century would be that of the color line.
    b. advocated black militancy.
    c. was not interested in the struggle for black social and political equality.
    d. was unpopular among white leaders.

12. The Grange
    a. developed a sophisticated analysis of the ills of American agriculture.
    b. blamed the railroads, middlemen, and elevator operators for their difficulties.
    c. did not believe in cooperatives.
    d. was only a social organization.

13. The Interstate Commerce Commission
    a. lacked enforcement power.
    b. regulated railroad rates effectively.
    c. was supported by a series of court decisions.
    d. was honored by businessmen.

14. The Southern Farmers' Alliance was characterized by all of the following EXCEPT
    a. a network of Alliance lecturers.
    b. cooperative buying and selling exchanges.
    c. a position advocating an increased supply of money.
    d. racial tolerance.
15. Blacks in the South responded to discrimination in the all of the following ways EXCEPT
   a. waging a guerilla war against whites similar to the Ku Klux Klan.
   b. working for social justice within white America.
   c. separating from white America.
   d. antilynching campaigns.

**Identify and show a relationship between each of the following pairs:**

- Jim Crow laws *and* the Dawes Act
- Henry Grady *and* Ku Klux Klan
- Booker T. Washington *and* *Plessy v. Ferguson*
- Southern Farmers’ Alliance *and* the New South
- Wounded Knee *and* the Ghost Dance movement

**Essays**

1. Develop as essays items 2 and 3 from “Practice in Historical Thinking Skills” in the “Learning Goals” section.

2. The American farmers' problems stemmed from their success at adapting to the modern industrial world. Develop an essay that discusses this statement.

3. The clash between the Plains Indians, white settlers, and the U.S. Army was intimately tied to the economic transformation of the post-Civil War era. In what ways is this statement accurate?
Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

The wisest among my race understand that the agitation of questions of social equality is the extremist folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.
The Rise of Smokestack America

(1) CHAPTER OUTLINE

Thomas O'Donnell's testimony highlights the marginal existence of many working-class Americans in the late nineteenth century. The responses of congressional committee members to his story show that they are far more familiar with the fruits of industrial progress than with its underside.

The Texture of Industrial Progress
   Technological Innovations
   Railroads: Pioneers of Big Business
   Growth in Other Industries
   Financing Postwar Growth
   American Industry and the World
   An Erratic Global Economy
   Pollution

Urban Expansion in the Industrial Age
   A Growing Population
   The New Immigration, 1880-1900

The Industrial City, 1880-1900
   Neighborhoods and Neighborhood Life
   Streetcar Suburbs
   The Social Geography of the Cities

The Life of the Middle Class
   New Freedoms for Middle-Class Women
   Male Mobility and the Success Ethic

Industrial Work and the Laboring Class
   The Impact of Ethnic Diversity
   The Changing Nature of Work
   Work Settings and Experiences
   The Worker's Share in Industrial Progress
   The Family Economy
Capital Versus Labor
On-the-Job Protests
Strike Activity After 1876
Labor Organizing, 1865-1900
The Knights of Labor and the AFL
Working-Class Setbacks
The Homestead and Pullman Strikes of 1892 and 1894
The Balance Sheet

Conclusion: The Complexity of Industrial Capitalism

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. This chapter examines America's industrial transformation between 1865 and 1900 and highlights its special characteristics. The importance of big business, the rise of heavy industry, rapid urbanization, and the growth of an industrial workforce, as well as the unpredictable nature of the economic cycle and its impact on life, are described. Thomas O'Donnell’s testimony reveals how one working-class American family fared in this period.

2. The chapter outlines the changing physical and social arrangements of the late nineteenth century and the varied living and working conditions for its different groups. In most cities, people were separated by class, ethnicity, and occupation, which often led to social distance, ignorance, prejudice, and sometimes even violence.

3. The world of work and its mixed blessings and burdens are described for working-class and middle-class Americans.

4. The various conflicts between capital and labor provide the material for the chapter's conclusion. Several of the major strikes are analyzed in detail, although the chapter emphasizes why most working-class Americans did not support unions.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. List three ways in which big business contributed to economic growth and three reasons why big business contributed to economic instability.

2. Describe the physical and social arrangements of the industrial city and neighborhood life.

3. Describe important changes in middle-class life.
4. Show how late-nineteenth-century industrialism changed the composition of the workforce, and state why working-class Americans often had to depend on the labor of their children.

5. Point out the different positions taken by workers on individualism, union activity, and the pace of production.

6. Describe two major incidents of working-class activism and their outcomes.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Discuss the extent and importance of occupational mobility for the American working class.

2. Explain why working-class Americans were often reluctant to join unions.

3. Discuss the role ethnicity played in working-class life.

(4) IMPORTANT DATES AND NAMES TO KNOW

1843-1884 “Old immigration”

1844 Telegraph invented

1850s Steam power widely used in manufacturing

1859 Value of U.S. industrial production exceeds value of agricultural production

1866 National Labor Union founded

1869 Transcontinental railroad completed
Knights of Labor organized

1870 Standard Oil of Ohio formed

1870s-1880s Consolidation of continental railroad network

1873 Bethlehem Steel begins using Bessemer process

1873-1879 Depression
1876  Alexander G. Bell invents telephone
       Thomas Edison establishes his “invention factory” at Menlo Park, New Jersey

1877  Railroad workers hold first nationwide industrial strike

1879  Thomas Edison invents incandescent light

1882  Chinese Exclusion Act

1885-1914  “New immigration”

1886  American Federation of Labor founded
       Haymarket Riot in Chicago

1887  Interstate Commerce Act

1890  Sherman Anti-Trust Act

1892  Standard Oil of New Jersey formed
       Coeur d'Alene strike
       Homestead steelworkers strike

1893  Chicago World's Fair

1893-1897  Depression

1894  Pullman railroad workers strike

1900  International Ladies' Garment Workers Union founded
       Corporations responsible for two-thirds of U.S. manufacturing

Other Names to Know

J. P. Morgan  Samuel Gompers  Andrew Carnegie
Herbert Spencer  Terence Powderly  John D. Rockefeller
Horatio Alger, Jr.  Eugene Debs  George M. Pullman
Henry C. Frick

(5) GLOSSARY OF IMPORTANT TERMS

horizontal integration: the growth of big business by combining similar businesses in order to gain a monopoly of the market

pool: informal agreement between businessmen to stabilize business conditions by dividing the market or establishing uniform prices
rebate: a discount or partial return

strikebreaker: worker (often black or foreign) hired by owners to break a strike and undermine unions

vertical integration: growth of big business by combining different stages of the production process to achieve economies of scale and independence from suppliers

(6) ENRICHMENT IDEAS

1. Using the “Recovering the Past” directions as a beginning, seek out material about late-nineteenth-century life by reading selected congressional hearings. What kinds of people are called upon to give testimony? How do congressional committee members respond to their testimony? Do you think there is much sympathy for the situation of working-class Americans?

2. What might a union organizer say to persuade the steelworkers that it was in their best interest to join the union? What might the responses be from each of the various ethnic groups in that community? From the native-born Americans? How might the managers respond?

3. Imagine yourself to be an immigrant from eastern Europe who has come to the United States for work. If you were to write a letter to relatives at home, would you tell them to join you or not? What would some of your comments be about housing, work, and opportunity?

4. Some of your relatives may well have migrated to this country in the early years of this century. Ask your grandparents and parents. This offers an excellent opportunity for an oral history, as well as an investigation of family mementos and photographs.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. The introduction of the Bessemer process in the steel industry resulted in all of the following EXCEPT
   a. lower steel prices.
   b. the continued use of iron rails.
   c. the increasing use of steel for buildings.
   d. more wire, nails, bolts, and screws.
2. The rise of big business contributed to growth despite
   a. high fixed costs.
   b. noncompetitive behavior.
   c. poor management.
   d. the stock market.

3. Industrial growth was concentrated most dramatically in
   a. textiles.
   b. metals.
   c. machinery.
   d. all of the above.

4. The corporate form of organization was attractive to business for all of the
   following reasons EXCEPT
   a. it established a legal identity.
   b. it provided investors with limited liability.
   c. it did not protect investments.
   d. Rockefeller liked it.

5. The urban population explosion was due to
   a. the expanding size of American families.
   b. a low urban death rate.
   c. immigration.
   d. mass black migration northward.

6. Most foreign immigrants
   a. settled in New York City.
   b. headed for the frontier.
   c. went to the farms of the Midwest.
   d. settled in cities.

7. Middle-class women in the late nineteenth century
   a. used their new sense of freedom for both employment and many socially useful
      activities.
   b. found decreasing educational opportunities.
   c. were so busy purchasing new products that they had no time for work or self-
      reflection.
   d. won high paying jobs.

8. Which of the following is not true? The occupational structure of the late
   nineteenth century
   a. bore no relation to ethnic origins.
   b. was related to ethnic origins.
   c. was related to race.
   d. was related to gender.
9. Industrial accident rates in the United States
   a. resembled those in other industrial countries.
   b. were much lower than rates in other industrialized countries.
   c. were much higher than rates in other industrialized countries.
   d. were diminishing because of strict safety regulations.

10. Most working-class Americans
    a. were skilled workers.
    b. worked most of the year.
    c. had steady pay.
    d. frequently needed the wages of their children to survive.

11. Women in the work force
    a. were most often in domestic service.
    b. most often had factory jobs.
    c. earned the same as men.
    d. were almost always married.

12. The Knights of Labor
    a. sought members only among skilled workers.
    b. refused to accept women and blacks.
    c. was open to all producers.
    d. vigorously promoted strikes.

13. Between 1870 and 1900, the percentage of workers in unions
    a. rose slightly.
    b. declined dramatically.
    c. declined slightly.
    d. rose dramatically.

14. According to the textbook author, the importance of the organization of workers
    a. lies in their triumph over capital.
    b. stems from the rejection of the belief in individualism and social mobility.
    c. lies in their failure to use strikes or boycotts.
    d. stems from their Marxist outlook.

15. Most immigrants
    a. came with their families.
    b. returned home after working for a few years.
    c. came from the British Isles.
    d. were young men of working age.
Essays

1. Develop as essays items 1—3 under “Practice in Historical Thinking Skills” in the “Learning Goals” section.

2. Ethnicity bound American workers together at the same time that it prevented them from forming a united front against their bosses. Discuss the statement, giving suitable evidence.

3. Write an essay in which you show the ways in which the railroads became the prototype for late-nineteenth-century business.

4. Identify the chapter author's point-of-view about big business and working-class life in the late-nineteenth-century, and write an essay showing the extent to which you agree or disagree with it.

Identify and Interpret: Chart

(that is, first, study the chart and describe what it shows; second, analyze the chart by explaining some of the reasons behind the patterns you see; third, assess the larger significance of the chart)

WHITE FERTILITY RATES, 1800—1910

<table>
<thead>
<tr>
<th>Year*</th>
<th>Year*</th>
<th>Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td>7.04</td>
<td>1880</td>
</tr>
<tr>
<td>1810</td>
<td>6.92</td>
<td>1850</td>
</tr>
<tr>
<td>1820</td>
<td>6.73</td>
<td>1860</td>
</tr>
<tr>
<td>1830</td>
<td>6.55</td>
<td>1870</td>
</tr>
</tbody>
</table>

*Average number of live births per child-bearing woman.
Politics and Reform

(1) CHAPTER OUTLINE

Edward Bellamy's utopian novel Looking Backward contrasts the class divisions and competition of the nineteenth century with a harmonious, cooperative imaginary future society. The novel captures the fears and concerns of middle-class Americans as they struggled to cope with and reform an age marked by serious inequalities of wealth and political neglect.

Politics in the Gilded Age
Politics, Parties, Patronage, and Presidents
National Issues
The Lure of Local Politics

Middle-Class Reform
The Gospel of Wealth and Social Darwinism
Reform Darwinism and Pragmatism
Settlements and Social Gospel
Reforming the City
The Struggle for Women's Suffrage

Politics in the Pivotal 1890s
Republican Legislation in the Early 1890s
Formation of the People's Party, 1892
The Depression of 1893
The Crucial Election of 1896
The New Shape of American Politics

Conclusion: Looking Forward
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. Bellamy's novel *Looking Backward* revealed the fears and concerns of many middle-class Americans as urbanization, industrial strife, and immigration changed the face of a once familiar America. The chapter describes the increasing attention of middle-class reformers, many of them Christian intellectuals and women social settlement workers, to urban and other ills in American society. The most serious concern was the growing inequality of wealth, fictionalized in Bellamy's coach scene but actualized in the depression of the mid-1890s.

2. National politics, marked by high voter turnouts and locked in a stalemate between the two major parties, ignored the needs of farmers, workers, and other ordinary Americans, and did little to remedy inequalities of wealth. This chapter draws a sharp contrast between the issues faced (and ignored) at the national level and the lure of such issues as education, temperance, nationality, and race, which were hotly contested in local and state politics.

3. Politics and reform are brought together not only in cities but also in the Populist revolt and the election of 1896, which marked the 1890s as a pivotal turning point in American attitudes and political party alignments.

(3) LEARNING GOALS

**Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Characterize Gilded Age politicians, party campaigns, and the two political parties, and briefly explain the three major national, and three typical local, political issues of the late nineteenth century.

2. Define the following terms: Gospel of Wealth, social Darwinism, reform Darwinism, pragmatism, Social Gospel, Gilded Age.

3. Describe the purpose and the programs of the settlement house movement, the Social Gospel, and urban reformers.

4. State and briefly explain the results of three areas of legislation Congress considered in 1890, and explain the causes of the depression of 1893—1897.

5. Explain the party strategies, campaign issues, and results of the election of 1896.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Analyze the relationship between national and local politics in the Gilded Age and the middle-class movement for reform.

2. Explain the motivations and programs of urban reformers, the Social Gospel and settlement workers, and those seeking women's suffrage.

3. Analyze the significance of the election of 1896 as a response to the crises of the pivotal 1890s.

(4) IMPORTANT DATES AND NAMES TO KNOW

1873  Congress demonetizes silver
1875  Specie Resumption Act
1877  Rutherford B. Hayes becomes president
1878  Bland-Allison Act
1879  Henry George, *Progress and Poverty*
1880  James A. Garfield elected president
1881  Garfield assassinated
      Chester A. Arthur succeeds to presidency
1883  Pendleton Civil Service Act
1884  Grover Cleveland elected president
      W. D. Howells, *The Rise of Silas Lapham*
1887  College Settlement House Association founded
1888  Edward Bellamy, *Looking Backward*
      Benjamin Harrison elected president
1889  Jane Addams establishes Hull House
      Andrew Carnegie promulgates “The Gospel of Wealth”
1890  Sherman Anti-Trust Act
      Sherman Silver Purchase Act
      McKinley Tariff
      Elections bill defeated
1890s  Wyoming, Colorado, Utah, and Idaho grant women suffrage
1892  Cleveland elected president for the second time
      Populist party wins over 1 million votes
      Homestead steel strike
1893  World's Columbian Exposition, Chicago
1893-1897  Financial panic and depression
1894  Pullman strike
      Coxey's march on Washington
1895  *United States v. E. C. Knight*
1896  Charles Sheldon, *In His Steps*
      Populist party fuses with Democrats
      William McKinley elected president
1897  “Golden Rule” Jones elected mayor of Toledo, Ohio
      Economic recovery begins

**Other Names to Know**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>James G. Blaine</td>
<td>Roscoe Conkling</td>
<td>Washington Gladden</td>
</tr>
<tr>
<td>Jane Addams</td>
<td>Vida Scudder</td>
<td>William James</td>
</tr>
<tr>
<td>Frances Willard</td>
<td>John Dewey</td>
<td>Victoria Woodhull</td>
</tr>
<tr>
<td>Kate Chopin</td>
<td>Carrie Chapman Catt</td>
<td>Lester Frank Ward</td>
</tr>
<tr>
<td>Andrew Carnegie</td>
<td>Susan B. Anthony</td>
<td>Walter Rauschenbusch</td>
</tr>
<tr>
<td>Herbert Spencer</td>
<td>William Graham Sumner</td>
<td>Elizabeth Cady Stanton</td>
</tr>
<tr>
<td>Dwight Moody</td>
<td>William Jennings Bryan</td>
<td>Ignatius Donnelly</td>
</tr>
</tbody>
</table>

(5) **GLOSSARY OFIMPORTANT TERMS**

**bossism:** system of urban government in which the local party chief, or boss, dispenses many favors and engages in various forms of corruption in return for votes and financial support

**Gilded Age:** term coined by Mark Twain and C. D. Warner referring to the late-nineteenth-century preoccupation with making money, also suggesting superficiality and corruption

**Gospel of Wealth:** the doctrine, identified with Andrew Carnegie, that the rich had a responsibility, a stewardship, to use their wealth for the public good
laissez-faire: a doctrine that argued that all would benefit from an economic life free from government interference

pragmatism: an American philosophy that finds the best test of truth in consequences, in how well an idea works

social Darwinism: the application of Darwin's theories of the struggle for existence and natural selection (survival of the fittest) in the biological world to the human world of socioeconomic affairs: the strong succeed while the weak do not and should not

Social Gospel: movement in churches to apply Christian principles to social concerns, especially in cities and factories

suffragists: women actively working for the right to vote (not suffragettes—a diminutive, often insulting term)

(6) ENRICHMENT IDEAS

1. Material culture can provide insights in recovering the social and political life of the past. The study of material artifacts generated by the campaign of 1896 reveals much about the values and issues of American political life. Mail-order catalogs, which show dress styles and the goods purchased by Americans in a given age, can also reveal much about a culture. Today's households are usually inundated with catalogs. Compare a catalog from the Gilded Age with some of the catalogs you receive. What similarities and differences in middle-class life and consumption patterns are suggested? What do you conclude about leisure and gender roles? What do the buttons, bumper stickers, and material artifacts of a recent political campaign show about contemporary political behavior?

2. To what extent do middle-class men and women play a role in local, state, or national politics today? Identify and interview some persons active in politics. Find out what their concerns are, why they are active, and how effective they think they are. Then compare them to the middle-class reformers of the 1890s.

3. The excitement of the Democratic party convention in 1896 and Bryan's “Cross of Gold” speech is worth special research and attention. So is the election itself. Whose side would you have been on? Why?
Multiple choice: Choose the best answer.

1. *Looking Backward* was a utopian novel written by
   a. Henry Adams.
   b. Henry George.
   c. Edward Bellamy.
   d. Kate Chopin.

2. Political parties in the late nineteenth century were concerned primarily with
   a. patronage.
   b. ideological consistency.
   c. racial issues.
   d. foreign affairs.

3. Tariffs in the late-nineteenth-century were
   a. extremely high and protective.
   b. subject to individual adjustments by the president.
   c. basically high, although usually a mixture of high and low rates.
   d. tied to coinage of silver each time they came before Congress.

4. Supporters of hard money wanted
   a. to increase the supply of paper money.
   b. to increase the supply of silver.
   c. to make greenbacks convertible to specie.
   d. to encourage inflation.

5. During the Gilded Age,
   a. the Democrats were ascendant.
   b. the Republicans dominated.
   c. third parties severely disrupted the political process.
   d. the two major parties were evenly matched.

6. To aid in the campaign for voting, women, by the end of the 19th century,
   a. raised huge sums of money from corporations.
   b. combined into one organization to increase effectiveness.
   c. focused their energy on getting acceptance only in the Democratic Party.
   d. used noisy protest marches to get arrested in large numbers.

7. The large turnout of voters in state and local elections in the Gilded Age meant that
   voters were probably concerned with
   a. getting jobs and favors as a result of their vote.
   b. ethnocultural issues like immigration, temperance, and parochial schools.
   c. specific local issues like race and railroad rates.
   d. all of the above.
8. According to the “Gospel of Wealth,”
   a. the rich had an obligation to become ministers.
   b. the rich had an obligation to use their money to help others.
   c. Americans were becoming more democratic.
   d. profits should be reinvested for more profits.

9. All of the following are identified with social Darwinism EXCEPT
   a. Herbert Spencer.
   b. William Graham Sumner.
   c. Henry Adams.
   d. Andrew Carnegie.

10. The settlement house movement
    a. blended idealism and practical goals.
    b. typified the utter unreality of middle-class women.
    c. was at odds with sociology.
    d. was a hotbed of socialism.

11. Urban bosses
    a. taxed their constituents.
    b. offered “welfare” support to people who voted for them.
    c. mostly ran saloons.
    d. were a figment of reformers' imagination.

12. The younger generation of women suffragists in the 1890s primarily
    a. used expedient arguments.
    b. cited principles.
    c. marched on Washington to hold rallies.
    d. quoted Saint Paul and the Bible.

13. During the depression of 1893—1897, what portion of the American labor force was unemployed?
    a. a half.
    b. a third.
    c. a fifth.
    d. a tenth.

14. The election of 1896 was significant because
    a. the Democrats became the party of prosperity and national greatness.
    b. the Republicans became the dominant party in the United States.
    c. the Populists became a permanently significant force in American politics.
    d. all of the above.

15. Populist Party strength in the 1890s indicated
    a. dissatisfaction with the inequalities in America.
    b. that Civil War veterans could create a political movement.
    c. that urban reform needed a strong political base.
    d. only workers in the urban factories were dissatisfied.
16. Populist supporters in 1896 included
   a. rural Americans, especially on the Great Plains.
   b. city workers.
   c. eastern industrialists.
   d. only the poorest and most debt-ridden farmers.

17. The Populist party was perceived by many non-rural Americans as
   a. just another party.
   b. a radical threat to the established order.
   c. a splinter group of the Republican party.
   d. a rational response to new conditions.

**Essays**

1. Explain why the 1890s was a “pivotal” decade.

2. Bossism was a national political response to urban life and shifting social patterns. Discuss with evidence.

3. Middle-class reformers in the Gilded Age were concerned with modifying the political and social system, not discarding it. Discuss.

4. Analyze the significance of the election of 1896 for American politics.

5. Explain how women suffragists changed their strategies to win votes in the 1890s.
Becoming a World Power

(1) CHAPTER OUTLINE

As the United States Senate debates whether to annex the Philippine Islands, tension mounts near Manila as Filipinos and Americans confront each other across an uneasy neutral zone. While on patrol, Private William Grayson encounters some Filipino soldiers and kills them, and general hostilities break out. The result is a nasty three-year war of suppression, marking a crucial change in America's role in the world.

Steps Toward Empire
- America as a Model Society
- Early Expansionism
- American Expansionism in Global Context

Expansionism in the 1890s
- Profits: Searching for Overseas Markets
- Patriotism: Asserting National Power
- Piety: The Missionary Impulse
- Politics: Manipulating Public Opinion

War in Cuba and the Philippines
- The Road to War
- “A Splendid Little War”: Various Views
- The Philippines Debates and War
- Expansionism Triumphant

Theodore Roosevelt's Energetic Diplomacy
- Foreign Policy as Darwinian Struggle
- Taking the Panama Canal
- Policing the Caribbean
- Opening Doors to China and Closing Doors to America
- Balancing Japan in the Pacific from California to Manchuria
- Preventing War in Europe

Conclusion: The Responsibilities of Power
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The opening anecdote highlights the American annexation of the Philippines by the Senate and the three-year war suppressing the revolt that followed. This episode reflects the major motivations, policies, and problems of American expansionism in the period from 1890 to 1912, the focus of this chapter.

2. The Philippine experience and the wider expressions of expansionism during this period reflect and reveal fundamental and enduring dilemmas of America's relationship with the rest of the world. These ripples start as far back as the Puritans and flow forward to familiar patterns of foreign affairs in our own time.

3. Historical analogies are dangerous, and one must be cautious in making them. Human situations and international relations are never exactly the same. Nevertheless, many are similar enough to be instructive. This chapter can be read, therefore, to understand not only the foreign policy events between 1890 and 1912, but also those in America's recent past and, indeed, those reported in today's newspapers.

4. Although some effort has been made to reflect the common soldier's war experiences, ordinary people play less of a role in this chapter than in others. At the center is an era in foreign affairs in which the United States became a world power. Leading the way was Theodore Roosevelt, a most uncommon person.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Identify two or three major foreign policy pronouncements that influenced nineteenth-century American policies.

2. Explain each of the four major motivations for American expansionism in the 1890s.

3. Describe the series of events that led to the Spanish-American War and those that led to the annexation of and war with the Philippines.

4. State several arguments for and against the annexation of the Philippines.

5. Locate each of the following on a map and state why it is important.

Cuba       Puerto Rico       Manila
Panama Canal Hong Kong       Santo Domingo (Hispaniola)
Guam       Philippine Islands Morocco
Portsmouth, New Hampshire Manchuria     Venezuela
Hawaiian Islands Samoan Islands
6. Explain the principles of Theodore Roosevelt's foreign policy and describe the role of the United States in Asia, Europe, and the Caribbean between 1890 and 1912.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Compare and contrast American involvement with the Cubans and Filipinos, and develop your own position either supporting or rejecting the annexation of the Philippines.

2. Assess the effectiveness of Roosevelt's foreign policy.

3. Evaluate the extent to which the United States continues to experience dilemmas in its international relationships.

(4) IMPORTANT DATES AND NAMES TO KNOW

1823  Monroe Doctrine
1853  Trade opens with Japan
1867  Alaska purchased from Russia
1870  Failure to annex Santo Domingo (Hispaniola)
1875  Sugar reciprocity treaty with Hawaii
1878  United States acquires naval station in Samoa
1882  Chinese Exclusion Act
1887  United States acquires naval base at Pearl Harbor
1889  First Pan-American conference
1890  Alfred Mahan publishes *Influence of Sea Power upon History*
1893  Hawaiian coup by American sugar growers
1895  Cuban revolt against Spanish Venezuelan boundary dispute
1896  Weyler's reconcentration policy in Cuba
1897  Roosevelt's speech at Naval War College
1898  Sinking of the *Maine*
      Spanish-American War
      Teller Amendment
      Dewey takes Manila Bay
      Annexation of Hawaiian Islands
      Americans liberate Manila; war ends
      Treaty of Paris; annexation of the Philippines

1899  Senate ratifies Treaty of Paris
      Filipino-American War begins

1899-1900  Open Door notes

1900  Boxer Rebellion in China
      William McKinley re-elected president

1901  Supreme Court insular cases
      McKinley assassinated; Theodore Roosevelt becomes president

1902  Filipino-American War ends
      U.S. military occupation of Cuba ends
      Platt Amendment
      Venezuelan debt crisis

1903  Panamanian revolt and independence
      Hay-Bunau-Varilla Treaty established American canal zone

1904  Roosevelt Corollary

1904-1905  Russo-Japanese War ended by treaty signed at Portsmouth, New Hampshire

1904-1906  United States intervenes in Nicaragua, Guatemala, and Cuba

1905-1906  Moroccan crisis

1906  Roosevelt receives Nobel Peace Prize

1907  Gentleman's Agreement with Japan

1908  Root-Takahira Agreement

1909  U.S. Navy (“Great White Fleet”) sails around the world

1914  Panama Canal opens
      World War I begins
Other Names to Know

Emilio Aguinaldo  John Hay  Albert Beveridge
Philippe Bunau-Varilla  Queen Liliuokalani  William Seward
Ernest H. Crosby  Henry Cabot Lodge  Josiah Strong
Alfred Thayer Mahan  Kaiser Wilhelm II  George Dewey

(5) GLOSSARY OF IMPORTANT TERMS

anti-imperialists: people opposing American expansionism in 1898 and 1899

dollar diplomacy: foreign policy featuring an increase in U.S. trade and investments in other countries, thus enabling the United States to influence affairs in those countries

missionary diplomacy: the belief that American ideas and ideals, especially representative government and Protestantism, should be spread around the world

Roosevelt Corollary to the Monroe Doctrine: established the primary right of the United States to intervene in Latin America to maintain stability and order

“white man's burden”: idea of the special responsibility of “civilized” nations like England and the United States to uplift and care for “uncivilized” nations, as popularized in a poem by Rudyard Kipling

(6) ENRICHMENT IDEAS

1. As suggested by “Recovering The Past,” find other political cartoons about Teddy Roosevelt and American foreign policy during this period (or about other subjects: Bryan, McKinley, and the election of 1900), and analyze how they make their editorial point.

2. On a map of the continental United States, fill in the various parts of the expanding territory of the United States from 1783 to 1853, indicating how each new section was acquired. On a map of the world, locate and fill in all U.S. acquisitions (and interventions) around the world from the Civil War to World War I. What obvious conclusions do you draw?

3. Consider the extent to which the United States still tries to do good in an imperfect world and seeks to be both powerful and loved. Is the United States today basically isolationist or internationalist? To what extent is America still a model for the rest of the world?

4. Historical analogies: The Greek historian Thucydides, writing 2,400 years ago, said that human nature being what it is, “events which happened in the past . . . will, at some time or other and in much the same ways, be repeated in the future.” Despite the
wisdom of one of the earliest and greatest historians, historical analogies are dangerous, and one must be cautious in making them. Human situations and international relations, though similar, are never exactly the same.

Nevertheless, many Americans have drawn an analogy between the war against Aguinaldo's rebels following the annexation of the Philippines and the war in Vietnam in the 1960s and early 1970s. Many have continued the analogy to the U.S. relationship with and role in Central America in the 1980s and 1990s. What do you think of these historical analogies? Is it helpful to make them or not? Is American foreign policy well served by comparing the Central American situation to Vietnam or to the Philippines? What are the dangers of making historical analogies?

Consider other historical analogies and the extent to which they inform and enhance understanding or mislead and lead to dangerous decisions. Examples: Secretary of State Dean Rusk's frequent comparison of a weak policy toward North Vietnam in the mid-1960s with England's appeasement policy toward Nazi Germany in the 1930s, or the argument of people who oppose increased nuclear weapons because earlier arms races in history, like that between Germany and England before World War I, always led to war. During the Persian Gulf War, Saddam Hussein was compared to Hitler. What others can you think of?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. In the early summer of 1898, the Filipino rebels under Aguinaldo
   a. looked forward to American help in winning their independence from Spain.
   b. were fighting minor skirmishes against both the Americans and the Spanish.
   c. liberated Manila and declared their independence, with the warm support of American officials.
   d. were languishing in Spanish jails waiting for Dewey's rescue.

2. The war in the Philippines marked the first time
   a. Americans had fought a guerilla war.
   b. draftees made up much of the army.
   c. American soldiers fought outside North America.
   d. American troops were under foreign command.

3. Compared to the Spanish-American War, the battle casualties and costs of the American-Philippine War were
   a. about the same.
   b. much lower.
   c. much higher.
   d. unknown because of so much disease.
4. The “city on the hill” refers to
   a. America's mission as a model society for the world.
   b. Sodom and Gomorrah as examples of the sinfulness of man.
   c. San Francisco's image to Japanese immigrants.
   d. Jerusalem and the Hebrew idea of a chosen people.

5. The United States acquired all of the following prior to 1898 EXCEPT
   a. the Midway Islands.
   b. Pearl Harbor.
   c. Alaska.
   d. the Panama Canal Zone.

6. As a result of the Treaty of Paris, the United States acquired all of the following EXCEPT
   a. Guam.
   b. Puerto Rico.
   c. Cuba.
   d. the Philippines.

7. According to the missionary ideal,
   a. western political institutions were superior to any others.
   b. Protestantism was better than Catholicism.
   c. Western values should be spread all over the world.
   d. all of the above.

8. The battleship *Maine* was sunk by
   a. Cuban rebels.
   b. Spanish sailors.
   c. U.S. Navy Seals in disguise.
   d. a still unknown cause, but probably an overheated boiler.

9. The Spanish-American War began for all of the following reasons EXCEPT
   a. the persistence of the Cuban rebels.
   b. the Spanish government's erratic, confusing policies.
   c. McKinley's determination to liberate and uplift the Cuban people.
   d. the influence of the sensationalist press on the American conscience.

10. The anti-imperialists opposed the annexation of the Philippines
    a. exclusively for idealistic, humane reasons.
    b. mainly for fear of assimilation with brown-skinned people.
    c. for a mixture of idealistic, racist, and practical reasons.
    d. largely because higher taxes would result in big government and a loss of freedom.
11. Theodore Roosevelt
   a. saw the world as one where civilized nations had an obligation to spread their superior culture to uncivilized nations.
   b. thought that the civilized nations would be in constant battle with each other.
   c. preferred starting wars to settling them.
   d. strictly followed his won maxim of “speak softly and carry a big stick.”

12. The Roosevelt Corollary
   a. justified the U.S. role as policeman of the Caribbean.
   b. justified U.S. intervention in European affairs.
   c. warned Russia to leave Manchuria.
   d. all of the above.

13. Which of the following best describes American trade with China?
   a. Although slow to develop, after Hay's Open Door notes, trade skyrocketed.
   b. Trade jumped from one percent of all U.S. trade in 1870 to more than 20 percent by 1910.
   c. Although there were increases, the China trade was less in reality than in promise.
   d. After reaching a peak of 20 percent in 1899, the China trade decreased as a result of the Boxer Rebellion.

14. As President, Theodore Roosevelt
   a. argued against naval build-up.
   b. had little respect for Japan.
   c. initially wanted Japan to counterbalance the growing power of Russia.
   d. wanted Russia, as a great power, to police the Far East.

15. American foreign policy under Theodore Roosevelt can be characterized by all of the following EXCEPT
   a. a desire to prevent European war.
   b. friendship with Great Britain.
   c. personal diplomacy.
   d. indifference toward Germany.

Identify and show a relationship between each of the following pairs:

Josiah Strong and Henry Cabot Lodge
Portsmouth, New Hampshire and Algeciras, Spain
Morocco and Manchuria
Guantanamo and Pearl Harbor
dollar diplomacy and missionary diplomacy
Panama Canal and Philippe Bunau-Varilla
“Great White Fleet” and Chinese Exclusion
Essays

1. Discuss the relationship between and ironies involved in the Spanish-American and the Filipino-American Wars.

2. Discuss the extent to which United States foreign policy still faces a dilemma of doing good in an imperfect world, of being both powerful and loved. Analyze the roots, major manifestations, and enduring nature of this dilemma.

3. The United States learned about the costs of formal empire in the Philippines but did not give up its imperial ambitions, as its policy toward Latin America reveals. Discuss with specific evidence.

4. American foreign policy in this period was evidence of the agricultural and industrial transformation after the Civil War. Discuss. (You may need to review Chapters 17 and 18 before writing this essay.)

Identify and Interpret: Quotation

(that is, state who, what, where, when, and why significant)

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may lead the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.
Map Question

Locate the following on the accompanying map.

1. Philippine Islands
2. Manila
3. Hawaiian Islands
4. Korea
5. Panama Canal
6. Santo Domingo
7. Venezuela
8. Portsmouth, New Hampshire
9. Manchuria
10. Guam
11. Samoan Islands
12. Cuba
13. Puerto Rico
14. Nicaragua
15. Alaska
16. Japan
PART FIVE (Chapters 21—25)

A MODERNIZING PEOPLE
1900—1945

The first half of the twentieth century was filled with tumultuous changes. Two destructive and tragic world wars and the worst economic depression the modern world has endured had lasting impact on all Americans. But so did the spectacular advances in technology. In 1900, the United States was still a predominantly rural nation depending on the railroad and the horse for transportation. By 1945, the automobile, the airplane, plastics, radio, early television, and the atomic bomb had transformed the country, and electricity and the telephone had become commonplace in a nation where the majority of Americans lived in urban areas.

Chapter 21, “The Progressives Confront Industrial Capitalism,” discusses progressivism, the first modern American reform movement. It examines the nation’s struggle to maintain democratic order in an urban and industrial age and to adapt its institutions to the arrival of millions of immigrants. The middle-class reformers who thought they knew what was best for these immigrants, and for the other migrants to American cities, sometimes overlooked individual liberties as they sought to promote justice for the many.

Chapter 22, “The Great War,” describes U.S. involvement in World War I, a conflict most Americans initially wanted to avoid. But once committed, the United States turned the war into a crusade to “make the world safe for democracy,” in Woodrow Wilson’s words. Yet government authorities often arrested and jailed people who spoke out against the war. The wartime situation also had a tremendous economic impact. It gave new opportunities to blacks and other minorities and began the process of government-business cooperation that would increase bureaucracy and change the very nature of the American system of free enterprise.

Chapter 23, “Affluence and Anxiety,” covers the period between World War I and the stock market crash of 1929—a time of prosperity, technological change, and business expansion. The chapter also tells the story of those left out of the prosperity of the 1920s and shows how the decade was marked by fear, intolerance, and the Red Scare.

Chapter 24, “The Great Depression and the New Deal,” focuses on the Depression decade, a time of unprecedented economic collapse that threatened the very survival of American democracy and American capitalism. It also discusses the New Deal, a major American reform movement that promoted the power of the federal government to stimulate the economy and to pass a variety of social programs. Although the New Deal introduced key elements of the modern welfare state and greatly increased the regulatory power of the federal government, it never proved able to lift the country from economic depression. Moreover, the increasing power of the government raised the question of how individual liberty could be preserved under centralized governmental authority.

In Chapter 25, “World War II,” we discover that war, rather than the New Deal, ended the Depression. World War II stimulated the economy and at the same time released American crusading zeal in an all-out effort to defeat Germany and Japan. The war meant opportunity for many as it meant death and despair for others. During the war, Americans tended to see the world divided between good and evil; yet the United States emerged as the most prosperous and most powerful nation on earth. The euphoria would not last long as peace devolved into the Cold War and competition with the Soviet Union for world domination.
The Progressives Confront Industrial Capitalism

(1) CHAPTER OUTLINE

A young midwestern lawyer, Frances Kellor, trains herself as a social reformer because she believes in the progressive faith that moral vision and efficient expertise can eliminate poverty and inequality. As the first woman appointed to head a state agency, she is one of the leaders of the effort to foster both social justice and middle-class values for immigrant workers in America.

The Social Justice Movement
  The Progressive Movement in Global Context
  The Progressive Worldview
  The Muckrakers
  Child Labor
  Working Women and Woman Suffrage
  Reforming Home and School
  Crusades Against Saloons, Theaters, and Prostitution

The Worker in the Progressive Era
  The Changing Nature of Industrial Labor
  Garment Workers and the Triangle Fire
  Radical Labor

Reform in the Cities and States
  Municipal Reformers
  Reform in the States

Theodore Roosevelt and the Square Deal
  A Strong and Controversial President
  Dealing with the Trusts
  Meat Inspection and Pure Food and Drugs
  Conservation
  Progressivism for Whites Only
  William Howard Taft
  The Election of 1912
Woodrow Wilson and the New Freedom
Tariff and Banking Reform
Moving Closer to a New Nationalism

Conclusion: The Limits of Progressivism

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The work of Frances Kellor reflects the twin goals of urban professional reformers in their response to industrialism, immigration, and urbanism. They sought to achieve social justice and reform as well as order and efficiency. Their faith in social research and expert commissions to solve social problems was nearly as strong as their optimism that they would succeed in cleaning up America.

2. Kellor's life also reveals the progressives' ambiguous attitude toward the poor immigrant workers they sought to help. Progressive reformers were well intentioned and sincere in their desire to alleviate social misery and expand opportunity at the same time as they were paternalistic, elitist, and racist in their effort to make immigrants into good Americanized citizens with middle-class values.

3. In this chapter, the work of progressive reformers is shown at the three political levels of American society—cities, states, and the national government—where the differences between the Square Deal of Theodore Roosevelt and the New Freedom of Woodrow Wilson are described.

4. Throughout the chapter, note the important role of women in progressive reform and the underlying tone of moral concern and family values that permeated the movement.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Enumerate and briefly describe several reform goals of the progressives and their views on child labor, working women, education, and vice.

2. Outline the differing goals and programs for factory reform held by working-class leaders and by progressives.

3. List and briefly describe the major goals and programs of municipal reformers and progressive reformers at the state level.

4. Describe Theodore Roosevelt's attitudes toward and programs for trusts, conservation, and race relations, and show how they differed from those of William Howard Taft.
5. Describe the Progressive party and its programs.

6. Explain the major pieces of progressive legislation passed during the presidency of Woodrow Wilson.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Explain the tension among progressives between their twin goals of achieving social justice reform on the one hand and order and efficiency on the other.

2. Compare and contrast the political philosophy of Roosevelt's New Nationalism and Wilson's New Freedom. Give examples of legislative successes for each program.

3. Assess the success of the progressive movement by analyzing its achievements and limitations.

**(4) IMPORTANT DATES AND NAMES TO KNOW**

1901  
- McKinley assassinated; Theodore Roosevelt becomes president  
- Robert La Follette elected governor of Wisconsin  
- Tom Johnson elected mayor of Cleveland  
- Model tenement house bill passed in New York  
- U.S. Steel formed

1902  
- Anthracite coal strike

1903  
- Women's Trade Union League founded  
- Elkins Act

1904  
- Roosevelt re-elected  
- Lincoln Steffens writes *The Shame of the Cities*

1905  
- Frederic C. Howe writes *The City: The Hope of Democracy*  
- Industrial Workers of the World (IWW) formed

1906  
- Upton Sinclair writes *The Jungle*  
- Hepburn Act  
- Meat Inspection Act  
- Pure Food and Drug Act

1907  
- Financial panic
1908  *Muller v. Oregon*
   Danbury Hatters case (*Loewe v. Lawler*)
   William Howard Taft elected president

1909  National Association for the Advancement of Colored People (NAACP) founded

1910  Ballinger-Pinchot controversy
   Mann Act

1911  Frederick Taylor writes *The Principles of Scientific Management*
   Triangle Shirtwaist Company fire

1912  Progressive party formed by Theodore Roosevelt
   Woodrow Wilson elected president
   Children's Bureau established
   Industrial Relations Commission founded

1913  Sixteenth Amendment (income tax) ratified
   Underwood Tariff
   Federal Reserve System established
   Seventeenth Amendment (direct election of senators) passed

1914  Clayton Act
   Federal Trade Commission Act
   AFL has more than 2 million members
   Ludlow Massacre in Colorado

**Other Names to Know**

<table>
<thead>
<tr>
<th>Ida Tarbell</th>
<th>Lincoln Steffens</th>
<th>Booker T. Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence Kelley</td>
<td>Eugene Debs</td>
<td>Samuel Gompers</td>
</tr>
<tr>
<td>Jane Addams</td>
<td>Charlotte Perkins Gilman</td>
<td>“Mother” Jones</td>
</tr>
<tr>
<td>D. W. Griffith</td>
<td>Gifford Pinchot</td>
<td>Margaret Sanger</td>
</tr>
<tr>
<td>Louis Brandeis</td>
<td>W. E. B. Du Bois</td>
<td>Jacob Riis</td>
</tr>
<tr>
<td>John Dewey</td>
<td>“Big Bill” Haywood</td>
<td></td>
</tr>
</tbody>
</table>
(5) GLOSSARY OF IMPORTANT TERMS

City Beautiful movement: effort by progressives to bring parks, playgrounds, grand buildings and boulevards, and other forms of culture to cities in order to make them both more beautiful and more livable

conservation: planned protection of the nation's resources so they will be available for the use of the people for activities like logging, grazing, and energy production

muckrakers: journalists and other writers in the first decade of the twentieth century who exposed various social and political problems in urban industrial American life

New Freedom: Woodrow Wilson's program in 1912 for reducing central power in order to restore older forms of economic competition and equality of opportunity

New Nationalism: Theodore Roosevelt's program in 1912 for increasing the power of the federal government to regulate business and industry and to achieve social justice and equal rights for labor, women, children, and other groups

Niagara movement: growing out of a 1905 conference in Niagara Falls, Canada, called by W. E. B. Du Bois, a movement of young black intellectuals calling for “persistent manly agitation” in achieving equal political, civil, and economic rights

preservation: protect the land in a wilderness state; advocated by John Muir

scientific management: theory of factory management based on Frederick Taylor's time-efficiency studies aimed at making workers maximally efficient

social justice: issues of concern to progressive reformers, such as child labor, working women, juvenile justice, tenement house reform, education, saloons, movie houses, and prostitution (“the social evil”)

(6) ENRICHMENT IDEAS

1. Using the examples in the textbook or a larger collection of photographs of urban slums, street children, and immigrant workers by Jacob Riis and Lewis Hine, analyze the photographs and discuss the questions in “Recovering The Past” dealing with the use of the documentary photograph for purposes of reform.

2. Make a chart showing the similarities and differences between the political ideals, policies, and programs of Theodore Roosevelt and those of Woodrow Wilson.
(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. Progressive movement goals included all of the following EXCEPT
   a. playgrounds and parks.
   b. free silver.
   c. regulated trusts.
   d. prohibition.

2. The muckrakers were primarily concerned with
   a. urban graft and corruption.
   b. Standard Oil and other corporations.
   c. poverty.
   d. all of the above.

3. The social justice movement sought to do all of the following EXCEPT
   a. improve housing.
   b. abolish child labor.
   c. improve schools.
   d. achieve racial equality.

4. According to progressive reformers, women workers
   a. should have the right to work as many hours as men.
   b. deserved protective legislation because they were weaker than men.
   c. should stay at home and have babies instead of work.
   d. should supervise children better in factories.

5. Progressive educators
   a. imitated European forms of education.
   b. taught immigrants in their own languages.
   c. were child-centered rather than subject-centered.
   d. none of the above.

6. In talking about “the social evil,” reformers referred to
   a. saloons.
   b. movie houses.
   c. racism.
   d. prostitution.

7. The AFL
   a. strongly supported Taylorism.
   b. encouraged the organization of unskilled workers.
   c. endorsed “pure and simple unionism” to increase wages and improve working
      conditions for skilled workers.
   d. sought a merger with the IWW.
8. All of the following were radical labor leaders EXCEPT
   a. Eugene Debs.
   b. William Jennings Bryan.
   c. “Big Bill” Haywood.
   d. Daniel De Leon.

9. The commission form of city government was first developed in
   a. Boston, Massachusetts.
   b. Dayton, Ohio.
   c. Galveston, Texas.
   d. Chicago, Illinois.

10. Progressives at the state level passed laws
    a. increasing the working hours of women and children.
    b. granting women the right to vote.
    c. that extended democracy.
    d. regulating interstate commerce.

11. President Theodore Roosevelt's approach to trusts was
    a. to support bigness while opposing misconduct.
    b. to ignore the Sherman Act.
    c. to restore freedom of competition by vigorous trustbusting.
    d. to encourage monopoly control of railroads.

12. Roosevelt's attitude toward blacks was illustrated most clearly by
    a. his insensitive handling of black soldiers in the Brownsville, Texas, incident.
    b. his vigorous enforcement of the Fourteenth Amendment.
    c. his warm friendship with Booker T. Washington.
    d. his support for W. E. B. Du Bois's Niagara movement.

13. Woodrow Wilson won the presidency in 1912 primarily because
    a. the American people were tired of progressivism.
    b. political dominance had shifted back to the Democratic party.
    c. Roosevelt's Progressive party split the Republican vote.
    d. the threat of war in Europe made Wilson an attractive alternative to Roosevelt's military bluster.

14. All of the following pieces of progressive legislation were passed under Wilson EXCEPT
    a. the Mann-Elkins Act.
    b. the Underwood Tariff.
    c. the Federal Reserve system.
    d. the Clayton Anti-Trust Act.
15. According to the chapter author, progressive regulatory laws
   a. succeeded in checking the growing power of trusts.
   b. worked better with the oil and tobacco industries than with railroads.
   c. tended to strengthen corporate capitalism rather than to weaken it.
   d. should have been enforced more against unions than corporations.

16. One of the worst cases of casualties resulting from poor working conditions:
   a. Triangle Shirtwaist fire.
   b. Chicago stockyards fire.
   c. Standard Oil Co. explosion.
   d. Bronx tenement explosion.

17. Unsatisfied with conditions for African Americans, this meeting led to a major civil
    rights organization:
   a. Muckraker Meeting.
   b. Hull House Meeting.
   c. Tuskegee Movement.
   d. Niagara Movement.

Identify and show a relationship between each of the following pairs.

Frederick Taylor and Samuel Gompers
Jacob Riis and Charlotte Perkins Gilman
Robert La Follette and Tom Johnson
The Jungle and the Meat Inspection Act
John Dewey and Florence Kelley
“Mother” Jones and the Ludlow Massacre
Eugene Debs and William H. Taft
Muller v. Oregon and Triangle fire

Essays

1. Compare and contrast the presidential administrations of Roosevelt, Taft, and Wilson,
   indicating which one succeeded most in fulfilling progressive goals and why you think
   so.

2. Describe a “typical” progressive, and explain why concern for child labor and working
   women were “typical” progressive causes.

3. Explain the tension among progressives between their twin goals of social justice on
   the one hand and order and efficiency on the other. In which area do you think they
   were most successful in achieving concrete changes? Support your answer with
   specific examples.

4. Discuss the issues of class and race as they related to the progressive movement.
Identify and Interpret: Chart

(that is, first, study the chart and describe what it shows; second, analyze the chart by explaining some of the reasons behind the patterns you see; third, assess the larger significance of the chart)

<table>
<thead>
<tr>
<th>Predominating Nationalities</th>
<th>Predominating Nationalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian, Polish, Rumanian, Austrian, Jewish, Italian, Bohemian, Hungarian, German, Cuban, Irish, Galician, American</td>
<td>French, Norwegian, Danish, German, Irish, Swedish, Jewish, Portuguese, West Indian, American</td>
</tr>
<tr>
<td>Colored and White Americans, Irish, Italian, German, Russian, Rumanian, Swedish, West Indian</td>
<td>Jewish, German, Irish, American, Italian</td>
</tr>
<tr>
<td>Irish, Italian, German, Greek, Swedish, Russian, Scotch, Polish, Norwegian, Colored and White Americans</td>
<td>Jewish, German, Irish, American, Italian</td>
</tr>
</tbody>
</table>

Edmund Arpin joins the army in 1917 less out of patriotism than out of a desire for excitement. In the Great War, he discovers that modern conflict is neither heroic nor noble. Nevertheless, his wartime adventures and the sense of common purpose he gains through his participation in the war effort make World War I a critical event in his life.

The Early War Years
  The Causes of War
  American Reactions
  The New Military Technology
  Difficulties of Neutrality
  World Trade and Neutrality Rights
  Intervening in Mexico and Central America

The United States Enters the War
  The Election of 1916
  Deciding for War
  A Patriotic Crusade
  Raising an Army

The Military Experience
  The American Soldier
  The Black Soldier
  Over There
  A Global Pandemic

Domestic Impact of the War
  Financing the War
  Increasing Federal Power
  War Workers
  The Climax of Progressivism
  Suffrage for Women
Planning for Peace
The Versailles Peace Conference
Wilson's Failed Dream

Conclusion: The Divided Legacy of the Great War

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. As the anecdote about Edmund Arpin suggests, World War I affected the lives of Americans in many ways. Black and white soldiers helped make important contributions to victory. War brought new taxes and jobs, increased the power of the central government, and, as always, resulted in inflation.

2. The chapter explores American foreign policy before, during, and after the Great War. In these years, Wilson betrayed some of his democratic ideals and showed the basic continuity of American foreign policy by frequent interventions in Central America. When war broke out in Europe, Wilson's attempts to keep the country neutral were undermined by basic American sympathy for the Allies, economic ties with Great Britain and France, and U-boat incidents on the seas. Once at war, Wilson harbored dreams of a just peace. Although realizing some of his goals at the Versailles Peace Conference, Wilson was forced to make major concessions to the Allies, who did not share his idealistic vision of the world. He also lost the battle at home when the Senate refused to ratify the treaty.

3. The need for support in the election of 1916 prodded Wilson to promote various social reform measures advocated by progressives. Ironically, although reformers feared war, the war years represented the climax of the progressive movement. Once war was declared, the government carried on a gigantic propaganda campaign to persuade Americans of the war's noble purpose. These overzealous patriotic efforts led to violations of civil rights and antiforeign crusades at home.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. List four things that made American neutrality almost impossible.

2. Show how Wilson's policy toward Central America was an extension of both “big-stick” diplomacy and dollar diplomacy.

3. Explain why the Russian Revolution seemed to jeopardize Wilson's hopes for the postwar world.
4. Show the connections between the work of the Creel Committee and antiforeign and antiradical activities.

5. Compare the military experience of the United States with that of Great Britain and France.

6. Explain how the wartime experience altered American society.

Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Analyze how the war was, in an ironic sense, the climax of progressivism.

2. Assess Wilson's successes at the Versailles Peace Conference and his failures at home.

3. Analyze Wilson as a reluctant social reformer.

(4) IMPORTANT DATES AND NAMES TO KNOW

1914
Archduke Ferdinand assassinated; World War I begins
United States declares neutrality
American troops invade Mexico and occupy Veracruz

1915
Germany announces submarine blockade of Great Britain
*Lusitania* sunk
Arabic pledge
Marines land in Haiti

1916
Army Reorganization Bill
Expedition into Mexico
Wilson re-elected
Workmen's Compensation Bill
Keatons-Owen Child Labor Bill
Federal Farm Loan Act
National Women's Party (NWP) founded

1917
Germany resumes unrestricted submarine warfare
United States breaks relations with Germany
Zimmermann telegram
Russian Revolution
United States declares war on Germany
War Revenue Act
Espionage Act
Committee on Public Information established
Trading with the Enemy Act
Selective Service Act
War Industries Board formed

1918
Sedition Act
Flu epidemic sweeps nation
Wilson's Fourteen Points
American troops intervene in Russian Revolution

1919
Paris peace conference
Eighteenth Amendment prohibits alcoholic beverages
Senate rejects Treaty of Versailles

1920
Nineteenth Amendment grants suffrage for women

Other Names to Know
Victoriano Huerta Francisco “Pancho” Villa
Louis Brandeis George Creel
Lenin (Vladimir Ilyich Ulyanov) Bernard Baruch
Carrie Chapman Catt Henry Cabot Lodge
General John J. Pershing Alice Paul
Charles Evans Hughes Sgt. Alvin York

(5) GLOSSARY OF IMPORTANT TERMS

Fourteen Points: Wilson's 1918 proposal for peace, which was an attempt to realize Western liberal and democratic principles in the postwar world; most dramatic was his call for a League of Nations

(6) ENRICHMENT IDEAS

1. There are many novels dealing with World War I that you may want to read. Some of the best known are Ernest Hemingway's *Farewell to Arms*, Erich Remarque's *All Quiet on the Western Front*, and John Dos Passos's *1919*.

2. You could investigate newspaper accounts of events like the sinking of the *Lusitania* to ascertain how “neutral” the American press was. Also check the editorial pages for articles and cartoons that suggest American sympathies. Magazines are also a good source for attitudes toward the war and may show the attempts to stir up patriotism.

3. Look at news sources showing reports of Pancho Villa’s raids into the U.S.
(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. When war broke out in Europe in 1914,
   a. Jane Addams and others formed the Woman's Peace party.
   b. hundreds joined ambulance units, the French Foreign Legion, and the Lafayette Espadrille.
   c. many thought the Europeans had lost all reason.
   d. all of the above.

2. Full and complete American neutrality was difficult because of
   a. strong trade ties with the Central Powers.
   b. the overwhelming loyalties of central European immigrants to their native lands.
   c. United States acceptance of British violations of international law.
   d. Wilson's inclination toward war to solve international problems.

3. The U-boats created difficulties for international law because
   a. their goal was to sink American vessels.
   b. international law demanded that ships be warned before attack, which defeated the purpose of submarine warfare.
   c. of the Sussex pledge.
   d. of none of the above.

4. Wilson's vision of world order was based on his belief in
   a. free trade.
   b. pluralism.
   c. imperialism.
   d. Marxism.

5. Wilson refused to recognize the Huerta government in Mexico because
   a. it took over American companies.
   b. it favored rich landowners.
   c. it was a dictatorship.
   d. it attacked American troops in Veracruz.

6. Wilson pushed for progressive reforms in 1916 primarily because
   a. he needed political support in an election year.
   b. he believed that progressive goals were crucial to the war.
   c. he thought reform would divert attention from the international crisis.
   d. he needed to beat the Progressive party.
7. The Russian Revolution threatened Wilson's hopes for world order because
   a. Kerensky refused to carry on the war against Germany.
   b. Lenin’s communist worldview conflicted with that of Wilson.
   c. Lenin joined the Germans in fighting the Allies.
   d. all of the above.

8. The Creel Committee
   a. organized American industry to fight the war.
   b. created propaganda supporting the war effort.
   c. brought Eugene Debs to trial for opposing the war.
   d. set up training camps.

9. During World War I, most American soldiers were
   a. high school graduates.
   b. middle class.
   c. poorly educated.
   d. only from the lower classes.

10. African American soldiers during World War I
    a. served in segregated units.
    b. served mostly in combat units.
    c. were immune from the draft.
    d. refused to serve because of white racism.

11. The U.S. financed World War I in all of the following ways EXCEPT
    a. bonds.
    b. taxes.
    c. printing of paper money.
    d. inflation.

12. The women who worked during World War I were characterized chiefly by being
    a. new to the work force.
    b. married.
    c. black.
    d. unmarried.

13. Women's suffrage was promoted during the war because
    a. Wilson was a longtime supporter.
    b. both moderate and radical women's groups pressed their cause effectively.
    c. working women threatened to strike unless they had the vote.
    d. Elizabeth Cady Stanton persuaded Wilson of the political importance of
        women's votes.
14. The Fourteen Points supported  
   a. the Russian Revolution.  
   b. the United Nations.  
   c. freedom of the seas.  
   d. secret diplomacy.

15. At Versailles, Wilson succeeded in  
   a. gaining limited acceptance of the idea of self-determination.  
   b. blocking German reparations.  
   c. overturning the proposal for mandates.  
   d. persuading Henry Cabot Lodge to support the League of Nations.

16. The outbreak of influenza in 1918—19  
   a. proved fairly easy to control because of new drugs.  
   b. resulted from germ warfare tactics used during the World War.  
   c. proved to be a deadly epidemic in the U.S. and abroad.  
   d. resulted in a new group of miracle anti-flu vaccines.

Essays

1. Senator George Norris said, “War brings no prosperity to the great mass of common patriotic citizens.” To what extent is this an accurate assessment of the impact of World War I on American life?

2. Show how the war was, in an ironic sense, the climax of progressivism in its many forms.

3. World War I illustrated that the world's most powerful nations cannot easily remain either neutral or moral in a time of world conflict. Develop with evidence.

4. Wilson's failures in the postwar period were not as a diplomat but as a politician. Discuss, supporting your position with specific historical examples.

Identify and Interpret: Quotation  
(that is, state who, what, where, when, and why significant)

*The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.*
Two African American Alabama sharecroppers, John and Lizzie Parker, move north during World War I in search of jobs, opportunity, a home of their own, and education for their children. Eventually they reach Detroit, with its promise of wartime jobs in the automotive industry. As the decade of the 1920s develops, the Parkers experience racial hatred; uncertain, part-time work; a half-finished house on an unpaved ghetto street; and a completed high school degree for their daughter Sally.

Postwar Problems
The Red Scare
The “Red Menace” and the Palmer Raids
The Ku Klux Klan
Ethnic and Religious Intolerance

A Prospering Economy
The Rising Standard of Living
The Rise of the Modern Corporation
Electrification
A Global Automobile Culture
Henry Ford
The Exploding Metropolis
A Communications Revolution

Hopes Raised, Promises Deferred
Clash of Values
Religious Fundamentalism
Immigration and Migration
Marcus Garvey: Black Messiah
The Harlem Renaissance
The Lost Generation
Women Struggle for Equality
Rural America in the 1920s
The Workers' Share of Prosperity
The Business of Politics
Harding and Coolidge
Herbert Hoover
Global Expansion
The Survival of Progressivism
Temperance Triumphant
The Election of 1928
Stock Market Crash

Conclusion: A New Era of Prosperity and Problems

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The dominant theme of the decade of the 1920s, as the Parkers' story suggests, was the mixed fulfillment of various dreams of suburban comfort and success. In a decade in which general prosperity, quick riches in the stock market, and new technologies held out the promise of success to all, many, like John and Lizzie Parker, found their dreams always just out of reach.

2. The 1920s, neatly packed between the end of World War I and the stock market crash in 1929, was a decade of paradox and contradiction. Conflicting trends persisted throughout the decade: prosperity and poverty, optimism and disillusionment, inventiveness and intolerance, flamboyant heroism and fallen idols, anxiety and affluence. Many Americans, like the Parkers and the New Era decade itself, saw their hopes raised and then deferred or dashed.

3. This chapter illustrates the profound effects that technological developments (the automobile, the radio, the bathroom, for example) have on diverse aspects of people's lives.

4. Interwoven throughout the chapter are the hopes and fears of many different groups: blacks in northern cities, migrant Mexicans and other immigrants, nativist Americans in the Ku Klux Klan, patriotic organizations, women, white suburbanites, factory workers, sports and media heroes, disillusioned writers, temperance crusaders, optimistic investors and advertisers, and many others.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Describe the postwar mood in America and the strikes, race riots, and Palmer raids of 1919 and 1920.
2. Name several technological inventions and influential ideas of the New Era and their impact on social and economic life.

3. Outline the development, distribution, and discrepancies of prosperity in the 1920s.

4. Describe the presidential styles and administrations of Harding and Coolidge.

5. Outline the foreign policy currents of the United States during the 1920s.

6. Describe the election of 1928 and the stock market crash.

Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Analyze and evaluate the distribution of the benefits of prosperity during the New Era.

2. Analyze the impact of the automobile and other technological developments on American social and economic life in the 1920s.

3. Explain two major paradoxes and contradictions of the 1920s.

(4) IMPORTANT DATES AND NAMES TO KNOW

1900-1930  Electricity powers the “second Industrial Revolution”

1917  Race riot in East St. Louis, Illinois

1918  World War I ends

1919  Treaty of Versailles
      Strikes in Seattle, Boston, and elsewhere
      Red Scare and Palmer raids
      Race riots in Chicago and other cities
      Marcus Garvey's Universal Negro Improvement Association spreads

1920  Warren Harding elected president
      Women vote in national elections
      First commercial radio broadcast
      Sacco and Vanzetti arrested
      Sinclair Lewis, *Main Street*
1921  Immigration Quota Law  
Naval Disarmament Conference (Washington Conference)  
First birth control conference  
Sheppard-Towner Maternity Act

1921-1922  Postwar depression

1922  Fordney-McCumber Tariff  
Sinclair Lewis, *Babbitt*

1923  Harding dies; Calvin Coolidge becomes president  
Teapot Dome scandal

1924  Coolidge reelected president  
Peak of Ku Klux Klan activity  
Immigration Quota Law

1925  Scopes trial in Dayton, Tennessee  
F. Scott Fitzgerald, *The Great Gatsby*  
Bruce Barton, *The Man Nobody Knows*  
Alain Locke, *The New Negro*  
Claude McKay, *Home to Harlem*  
5 million enameled bathroom fixtures produced

1926  Ernest Hemingway, *The Sun Also Rises*

1927  National Origins Act  
McNary-Haugen Farm Relief Bill  
Sacco and Vanzetti executed  
Lindbergh flies solo from New York to Paris  
First talking movie, *The Jazz Singer*  
Henry Ford produces 15 millionth car

1928  Herbert Hoover elected president  
Kellogg-Briand Treaty  
Stock market soars

1929  27 million registered autos in country  
10 million households own radios  
100 million people attend movies  
Stock market crash
Other Names to Know

John Reed  A. Mitchell Palmer  Langston Hughes
William J. Simmons  H. L. Mencken  Charles Evans Hughes
Margaret Sanger  Marcus Garvey  Al Smith
John L. Lewis  Al Capone  Andrew Mellon
Babe Ruth  Aimee Semple McPherson  Charles Dawes
John Scopes  Clarence Darrow  Billy Sunday

(5) GLOSSARY OF IMPORTANT TERMS

“second industrial revolution”: the shift in American industry from the production of manufactured goods for other producers (such as coal and steel) to those for consumers (such as synthetic fabrics, chemicals, and petroleum)

(6) ENRICHMENT IDEAS

1. Examine the advertisements in some magazines of the 1920s to see how they reflect the currents of American culture. What do they suggest about attitudes toward blacks, women, and other groups? What do they reveal about American values and priorities? Now look at any contemporary magazine, watch television, and observe current advertisements. What do you learn about today’s attitudes, values, and priorities? What has changed? What has not?

2. It would be quite easy to read some newspapers from the 1920s, either the New York Times or a local newspaper (both of which your library probably has on microfilm). You might focus on the coverage of the Teapot Dome scandal, the Scopes trial, Lindbergh's flight, or the election of 1928. Or you might look at advertising, editorials, and various feature articles to capture the mood of the 1920s.

3. One way to experience the currents of social life during the 1920s is through reading the literature of the time. Such novels as F. Scott Fitzgerald's The Great Gatsby and Tender Is the Night; Ernest Hemingway's The Sun Also Rises; Sherwood Anderson's Winesburg, Ohio; Sinclair Lewis's Main Street, Babbitt, and Elmer Gantry; Claude McKay's Home to Harlem; Jean Toomer's Cane; John Dos Passos's 1919 and The Big Money; William Faulkner's The Sound and the Fury; Theodore Dreiser's An American Tragedy; and many others provide wonderful insights into manners and morals. Select one of these, or another novel written in and about the 1920s, read it, and write an essay about how well it reflects the times.
Multiple choice: Choose the best answer.

1. The postwar mood in America was characterized by all of the following EXCEPT
   a. race riots and strikes.
   b. an end to wartime enthusiasm.
   c. an increase in immigrants from Russia.
   d. the rise of the Ku Klux Klan.

2. The steel workers' strike in 1919 was caused primarily by
   a. poor wages and long hours of work.
   b. workers' pressures for a cost-of-living clause in their contracts.
   c. resentment over hiring black workers.
   d. Bolshevik influence in steel unions.

3. The Red Scare and Palmer raids
   a. removed a serious Communist threat from the United States.
   b. inspired a general strike in Seattle.
   c. led to Palmer's death when his house was bombed.
   d. represented one of the biggest violations of civil liberties in American history.

4. Most members of the Ku Klux Klan opposed all of the following EXCEPT
   a. Catholics.
   b. the League of Nations.
   c. prohibition.
   d. unrestricted immigration.

5. The "second industrial revolution" produced goods primarily for
   a. the steel and coal industries.
   b. other producers.
   c. consumers.
   d. war-torn Europeans.

6. The automobile led to all of the following EXCEPT
   a. the growth of suburbs.
   b. the rise of installment credit plans.
   c. an increase in prostitution.
   d. the growth of the petroleum industry.

7. Henry Ford was
   a. a champion of the unionization of auto workers.
   b. the inventor of the assembly line.
   c. a ruthless industrialist in pressuring others to abide by his will.
   d. a progressive industrialist who introduced labor reforms into his company.
8. The immigration quota laws of 1921 and 1924 did all of the following EXCEPT
   a. limit the number of immigrants from southern and eastern Europe.
   b. put a lower quota on immigrants from Germany and Great Britain.
   c. open the country to Puerto Rican and Mexican laborers.
   d. virtually ban Asian immigrants.

9. Religious fundamentalists of the 1920s
   a. were Baptists.
   b. did not participate in advances in technology to spread their word.
   c. only believed certain parts of the Bible were true.
   d. rejected modernism, pluralism, and the social gospel.

10. Marcus Garvey headed an organization known as
    a. Universal Negro Improvement Association.
    b. the NAACP.
    c. Tuskegee Institute.
    d. Harlem Renaissance.

11. Writers of the Harlem Renaissance and the Lost Generation were disillusioned with
    all of the following EXCEPT
    a. the violence and slaughter of World War I.
    b. materialism and business-domination of American society.
    c. the conformity and prejudice of American life.
    d. new social and lifestyle freedoms.

12. Women's lives in the 1920s changed because of
    a. labor-saving devices which reduced the time spent on housework.
    b. vast new workplace opportunities.
    c. an end to the sexual double standard.
    d. some increased sexual freedom.

13. Under Secretary of the Treasury Andrew Mellon, individual and corporate taxes
    during the 1920s
    a. were substantially reduced.
    b. were increased slightly.
    c. remained at wartime levels.
    d. none of the above.

14. The Washington Conference in 1921
    a. lowered tariffs.
    b. dealt with the tangle of war debts.
    c. achieved a measure of disarmament.
    d. did all of the above.
15. The Sheppard-Towner Maternity Act was promoted and supported by
   a. the American Medical Association.
   b. the Children's Bureau.
   c. the feminist members in Congress.
   d. the Right to Life movement.

16. Women in the 1920s found that
   a. there were significantly fewer employment opportunities.
   b. sexual freedom became severely limited.
   c. they were still denied the right to vote.
   d. that significant numbers could find jobs although generally at low pay.

Essays

1. The 1920s was a decade of contradiction and paradox. Discuss.

2. Do you think the decade of the 1920s was one in which the American people looked
   more to the past or to the future? Or did they look in both directions at once? Explain.

3. Analyze the impact of the automobile and other technological developments on
   American social and economic life in the 1920s.

4. Analyze and evaluate who benefited from the prosperity of the 1920s and who did not.

5. Which of the following persons best typifies the American character in the 1920s:
   Henry Ford, Charles Lindbergh, Herbert Hoover, John Parker, or F. Scott Fitzgerald?
   Or would you pick someone else? Give reasons for your choice.
The Great Depression and the New Deal

(1) CHAPTER OUTLINE

The Depression changed Robert Symmonds’s life, as it did the lives of countless other Americans. Failure of the family business resulted in a move, Robert’s father to lose his self respect, and Robert to quit high school. Robert took to the rails seeking adventure and a sense of self. He landed at a CCC camp far from home where the government paid him for conservation work. As with other Americans, Robert’s experiences during the Depression caused him to contemplate freedom and his place in American society.

The Great Depression
The Depression Begins
Hoover and the Great Depression

Economic Decline
A Global Depression
The Bonus Army

Roosevelt and the First New Deal
The Election of 1932
Roosevelt’s Advisers

One Hundred Days
The Banking Crisis
Relief Measures
Agricultural Adjustment Act
Industrial Recovery
Civilian Conservation Corps
Tennessee Valley Authority
Critics of the New Deal

The Second New Deal
Work Relief and Social Security
Aiding the Farmers
The Dust Bowl: An Ecological Disaster
The New Deal and the West
Controlling Corporate Power and Taxing the Wealthy
The New Deal for Labor
America's Minorities in the 1930s
Women and the New Deal
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. As the anecdote about Robert Symmonds suggests, the Depression decade was a harsh one for many Americans. Although Hoover moved forcefully to meet the crisis, he failed to stop the economic decline or to gain the confidence of the American people.

2. Although Franklin Roosevelt built on Hoover's beginning, unlike Hoover, he was able to persuade Americans that his programs could solve the country's economic woes. Some characterized his programs as radical, but Roosevelt steered a moderate course with both his recovery measures and his efforts at social justice and reform. He never succeeded, however, in bringing the country out of the Depression.

3. The chapter shows the more positive side of the Depression era. Middle-class Americans were caught up in a communications revolution, enjoyed spectator sports, were fascinated by gadgets, and were interested in travel. The 1930s was a decade defined by the modern kitchen and Walt Disney just as much as by bread lines and alphabet-soup agencies. This bright side of the 1930s suggests how hard it is to generalize about a complex period like the Depression.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Give three reasons for the deepening economic depression and three measures Hoover took to stem the Depression.

2. Characterize the first New Deal from 1933 to 1935 and name several measures of relief, recovery, and reform passed in the first hundred days.
3. Show how the Social Security Act and the Works Progress Administration exemplified the move of the second New Deal toward goals of social reform and social justice.

4. Explain the significance of the Wagner Act (National Labor Relations Act) and its impact on organized labor.

5. Describe the New Deal's programs for minority groups.

6. Give three or four examples of the “other side” of the 1930s.

Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Compare and contrast Hoover's and Roosevelt's approaches to the Depression.

2. Evaluate the New Deal as the realization of progressive dreams.

3. Develop an argument supporting or rejecting the chapter author's assessment of the New Deal: “It promoted social justice and social reform, but it provided little for people at the bottom of American society.”

(4) IMPORTANT DATES AND NAMES TO KNOW

1929
Stock market crash

1930
Depression worsens

1932
Reconstruction Finance Corporation established
Federal Home Loan Bank Act
Glass-Steagall Banking Act
Federal Emergency Relief Act
Bonus march on Washington
Franklin D. Roosevelt elected president

1933
Emergency Banking Relief Act
Home Owners Loan Corporation
Twenty-first Amendment repeals Eighteenth Amendment, ending Prohibition
Agricultural Adjustment Act
National Industrial Recovery Act
Civilian Conservation Corps
Tennessee Valley Authority established
Public Works Administration established
1934  Unemployment peaks  
Federal Housing Administration established  
Indian Reorganization Act

1935  Second New Deal begins  
Works Progress Administration established  
Social Security Act  
Rural Electrification Act  
National Labor Relations Act  
Public Utility Holding Company Act  
Committee of Industrial Organization (CIO) formed

1936  United Auto Workers hold sit-down strikes against General Motors  
Roosevelt re-elected president  
Economy begins to rebound  
Margaret Mitchell, Gone With the Wind

1937  Attempt to expand the Supreme Court  
Economic collapse  
Farm Security Administration established  
National Housing Act

1938  Fair Labor Standards Act  
Agricultural Adjustment Act

1939  John Steinbeck, The Grapes of Wrath

Other Names to Know
  Francis E. Townsend  Father Charles E. Coughlin  Huey Long  
  Mary McLeod Bethune  John Maynard Keynes  Harold Ickes  
  Eleanor Roosevelt  Frances Perkins  John Collier

(5) GLOSSARY OF IMPORTANT TERMS

Brain Trust: FDR's informal group of advisers

deficit spending: the practice of having the government spend more dollars on goods and services than it receives from taxes and other revenues in order to stimulate the economy
(6) ENRICHMENT IDEAS

1. Enjoy some 1930s movies as historical documents. What do they tell you about the myths, values, and spirit of that decade?

2. Your community may well have a mural painted by the WPA or a park constructed by the CCC. Locate and visit the site to see the kinds of work the government subsidized. What contributions to your community were made by these programs? Similarly, your library probably has a state guide written by WPA teams. Find it and see what kinds of historical and cultural sites were described.

3. In addition to Studs Terkel's *Hard Times*, a superb oral history of the 1930s, your library may have interesting local collections of primary documents that capture personal responses to the Depression years. You can use them in the same way as you might use the material collected from interviewing family and friends.

4. For a picture of the life of migrant workers in the 1930s, you could read the novel mentioned in the text, John Steinbeck's *The Grapes of Wrath*. For the Depression experience of blacks in the South, see Zora Neale Hurston's *Their Eyes Are Watching God*, and for black migrants in northern cities, read Richard Wright's *Native Son*.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

**Multiple choice:** Choose the best answer.

1. In 1929, Hoover did all of the following EXCEPT
   a. tell the American people to be optimistic.
   b. provide direct relief to suffering Americans.
   c. support a tax cut.
   d. urge state and local governments to increase public works projects.

2. During the 1930s,
   a. American family size remained stable.
   b. the number of divorces rose.
   c. the marriage rate dropped.
   d. family size increased slightly.

3. Hoover believed that the federal government must combat the economic collapse through
   a. direct subsidies.
   b. relief to the unemployed.
   c. loans to business and individuals.
   d. government restriction of agricultural production.
4. Early New Deal measures included all of the following EXCEPT
   a. banking legislation.
   b. attempts to reduce government spending.
   c. relief measures.
   d. Social Security.

5. The Agricultural Adjustment Act
   a. paid farmers to reduce acreage.
   b. helped small farmers more than large farmers.
   c. was welcomed by farmer leaders and economists.
   d. resulted in more food for those on relief.

6. Social Security
   a. covered most workers.
   b. was financed entirely through taxes on businesses.
   c. included all married women workers.
   d. levied a regressive tax on workers' wages.

7. The Wagner Act of 1935 did all of the following EXCEPT
   a. support labor's right to organize.
   b. support the right to bargain collectively.
   c. require workers to join unions.
   d. establish a labor relations board.

8. The sit-down strike was
   a. a tactic that involved occupying factory buildings.
   b. picketing inside factory gates rather than outside.
   c. a way of provoking violent confrontations with management.
   d. a tactic ordered by union Communist leaders.

9. During the New Deal, Franklin Roosevelt
   a. made sure blacks received benefits equal to those of whites.
   b. relied on the “black cabinet” for advice on racial matters.
   c. supported an anti-lynching bill.
   d. pushed for a constitutional amendment to abolish the poll tax.

10. The Indian Reorganization Act of 1934
    a. granted citizenship to all Indians born in the U.S.
    b. tried to restore the political independence of tribes.
    c. allowed gambling on Indian reservations.
    d. encouraged Indians to assimilate.

11. In the 1930s,
    a. fewer women were appointed to high government positions than under Hoover.
    b. married women were fired from their jobs for taking employment away from men.
    c. women were more affected by economic collapse than men.
    d. women were directly helped by all New Deal programs.
12.  The CIO
   a.  separated workers by skill and craft.
   b.  excluded women.
   c.  excluded blacks.
   d.  organized workers on an industry-wide basis.

13.  During the 1930s, blacks
   a.  stayed mainly in the South.
   b.  continued to migrate to the North.
   c.  found permanent jobs and economic security through government programs.
   d.  stayed loyal to the party of Lincoln (Republican).

14.  New Deal housing legislation
   a.  dramatically improved the housing of the poor.
   b.  helped the middle class by ensuring long-term mortgages.
   c.  helped the middle class fix up their urban houses.
   d.  gave subsidies to homebuilders.

15.  According to the text, The New Deal
   a.  led to a significant redistribution of wealth.
   b.  strengthened the executive branch of the federal government.
   c.  undercut the power of business significantly.
   d.  was a revolutionary move toward socialism.

**Essays**

1.  Items 1-3 in the “Learning Goals” section “Practice in Historical Thinking Skills” lend
    themselves to topics for practicing writing essays.

2.  “Although the Depression shook faith in the American dream, the New Deal was based
    on a reaffirmation of that dream.” Discuss.

3.  “Cries that the New Deal was too radical were off target. The New Deal shored up and
    rationalized the capitalist system.” Discuss the extent to which you agree with this
    assessment.

4.  “The New Deal was little more than warmed-up progressivism.” Do you agree? Why
    or why not?
Alphabet Soup: The New Deal passed so much legislation and introduced so many new
government agencies that we have learned to identify many American agencies and
organizations by their acronyms. How many of the following can you identify?

1. WPA _____________________________________________________________

2. AAA ____________________________________________________________

3. CIO ____________________________________________________________

4. NIRA ____________________________________________________________

5. NAACP _________________________________________________________

6. CCC ____________________________________________________________

7. FERA ___________________________________________________________

8. TVA ____________________________________________________________

9. NLRB ___________________________________________________________

10. FDIC ____________________________________________________________

Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad executive power to wage a war against the emergency as great as the power that would be given me if we were in fact invaded by a foreign foe.
N. Scott Momaday, a Kiowa Indian, grows up during World War II playing games, listening to the radio, and going to movies and football games. The presence of war colors his childhood, however. The games he and his friends play are war games, his parents are both employed because of the war, and he is dismayed when others often mistake him for the Japanese enemy.

**The Twisting Road to War**
- Foreign Policy in a Global Age
- Europe on the Brink of War
- Ethiopia and Spain
- War in Europe
- The Election of 1940
- Lend-Lease
- The Path to Pearl Harbor

**The Home Front**
- Mobilizing for War
- Patriotic Fervor
- Internment of Japanese-Americans
- Asian, African, and Hispanic Americans at War

**Social Impact of the War**
- Wartime Opportunities
- Women Workers for Victory
- Entertaining the People
- Religion in Time of War
- The GIs' War
- Women in Uniform

**A War of Diplomats and Generals**
- War Aims
- A Year of Disaster
- A Strategy for Ending the War
- The Invasion of France
The Politics of Victory
The Big Three at Yalta
The Atomic Age Begins

Conclusion: Peace, Prosperity, and International Responsibilities

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. Although the United States tried to stand apart from the international crises of the 1930s, some of its policies actually assisted Franco and Mussolini. As war broke out in Europe, the United States hesitantly, but predictably, began to assist Great Britain. It was the Japanese attack at Pearl Harbor, however, that made the American involvement in the war official.

2. The American economy finally emerged from its years of depression to produce the equipment and supplies that won the war. The war touched people's lives by uprooting them from their homes, providing them with jobs, heightening their sense of patriotism, both attacking and adding to racial discrimination, and affecting family patterns. Even the ways in which Americans spent their leisure time bore the imprint of war, as Scott Momaday's childhood games suggest.

3. The United States never formulated specific war goals beyond the obvious one of defeating the enemy as rapidly as possible. The alliance that was necessary for victory was quickly strained by the delay in opening a second front in Europe. In 1945, with victory within reach, serious disagreements about the future of the world began to surface. The explosion of the world's first atomic bomb added a new and frightening element to world diplomacy.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Describe the response of the United States to the Ethiopian crisis, the Spanish civil war, and Japanese aggression in China.

2. Explain the events that brought the U.S. into World War II.

3. Show how wartime government agencies and boards helped to turn America's economy to wartime goals.

4. Explain the reasons for the internment of Japanese-Americans and contrast that policy with that toward Italian-Americans and German-Americans.
5. Assess the economic impact of the war on black and Hispanic-Americans and women.

6. Explain the U.S. strategy to win the war in Europe and in the Pacific.

7. Describe the political and diplomatic concerns that became important at the war's end, especially the controversy over opening a second front, and explain the agreements the United States and the Soviet Union reached at the Yalta Conference.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Explain why the United States used the atomic bomb and evaluate the decision militarily, diplomatically, and morally.

2. Compare the efforts to whip up patriotic feeling in World War II with similar efforts in World War I and assess the effectiveness and consequences in each case.

3. Explain how America mobilized its population to produce war goods.

4. Discuss racism and attitudes toward women as a part of the American wartime experience.

**4) IMPORTANT DATES AND NAMES TO KNOW**

1931-1932    Japan seizes Manchuria
1933
Hitler becomes German chancellor
United States recognizes the Soviet Union
Roosevelt extends Good Neighbor policy

1934    Germany begins rearmament
1935    Italy invades Ethiopia
First Neutrality Act

1936    Spanish civil war begins
Second Neutrality Act
Roosevelt re-elected

1938    Hitler annexes Austria, occupies Sudetenland
German persecution of Jews intensifies

1939    Nazi-Soviet Pact
German invasion of Poland; World War II begins
1940  Roosevelt elected for a third term  
      Selective Service Act

1941  FDR’s “Four Freedoms” speech  
      Proposed black march on Washington  
      Executive Order outlaws discrimination in defense industries  
      Lend-Lease Act  
      Germany attacks Russia 
      Japanese assets in United States frozen  
      Japanese attack Pearl Harbor; United States declares war on Japan  
      Germany and Italy declare war on United States

1942  Internment of Japanese-Americans  
      Second Allied front in Africa launched

1943  Invasion of Sicily  
      Italian campaign; Italy surrenders  
      Race riots in Detroit and other cities

1944  Normandy invasion (Operation Overlord)  
      Roosevelt elected for a fourth term

1945  Yalta conference  
      Roosevelt dies; Harry Truman becomes president  
      Germany surrenders  
      Successful test of atomic bomb  
      Hiroshima and Nagasaki bombed; Japan surrenders

Other Names to Know

   Senator Gerald Nye       Benito Mussolini       Gen. George Patton
   Joseph Stalin            Winston Churchill      Gen. Erwin Rommel
   J. Robert Oppenheimer    Gen. Dwight Eisenhower

(5) GLOSSARY OF IMPORTANT TERMS

blitzkrieg: sudden and extensive German military assault and invasion accompanied by massive air strikes

issei: Japanese born in Japan and ineligible for citizenship

nisei: Japanese born in the United States

Operation Overlord: code name for the allied amphibious invasion of France
(6) ENRICHMENT IDEAS

1. As “Recovering The Past” for this chapter shows, World War II offers you the chance to interview family and friends about their wartime experiences. Remember to ask about the home front as well as the experiences of those who went overseas and were engaged in battles. You might ask the following basic questions: How were you affected by the war? What is your most vivid memory? In what ways did the war affect your generation? How do you think your generation differs from the present one?

2. Family photograph albums are also sources of information about your family's past during the war. Find some photographs to show how people lived during wartime and how the war affected family relationships.

3. Popular music and magazines like *Life* and *Time* can also provide clues to the mood of the 1940s. How did the war affect song lyrics and the news magazines? What appeals were made to women listeners and readers? To children? To the old? What about people of color?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

**Multiple choice:** Choose the best answer.

1. By recognizing Russia, the United States wanted
   a. to recognize the validity of communism.
   b. to find an ally against the growing might of Germany.
   c. to gain a market for surplus American grain.
   d. to facilitate the flight of Jews from the Soviet Union.

2. Senator Gerald Nye's committee investigation sought to prove that
   a. World War I resulted from a link between the War Department and American business interests.
   b. pacifism was dangerous for the United States.
   c. tariffs should be raised.
   d. the United States should reverse its policy toward Latin America.

3. During the Ethiopian crisis and the Spanish civil war, the United States
   a. tried to help the League of Nations stop hostilities.
   b. thought that the League was inflating what were only minor incidents.
   c. embraced neutrality to the detriment of Ethiopia and Spanish republicans.
   d. stood aside and did nothing.

4. During the 1930s, Japan
   a. invaded Manchuria.
   b. invaded China.
   c. hoped to replace white imperial regimes in the Far East.
   d. all of the above.
5. The Americans were surprised by the attack on Pearl Harbor because
   a. they thought economic sanctions would prevent war.
   b. they were tricked by misleading messages in Japanese code.
   c. they thought the Japanese were too busy fighting in China to launch an attack in the Pacific.
   d. they expected an attack elsewhere in the Pacific.

6. Taxation paid for what percentage of the war's cost?
   a. 10 percent.
   b. 23 percent.
   c. 40 percent.
   d. 70 percent.

7. American policy toward Japanese-Americans was
   a. one of watchful waiting.
   b. one of internment.
   c. similar to the policy toward other groups.
   d. nonexistent because Americans were not worried about such a small number of people.

8. During World War II, blacks
   a. succeeded in pressuring the government to support nondiscriminatory hiring in defense and government jobs.
   b. remained largely in the South, moving into southern cities.
   c. experienced decreasing discrimination.
   d. all of the above.

9. During World War II, women
   a. took jobs in heavy industry.
   b. earned wages similar to men's.
   c. managed to break the notion that a woman's place was in the home.
   d. entered the professions in great numbers.

10. After the war, women workers
    a. were encouraged to stay on the job until the economy recovered.
    b. joined unions and fought to stay at work.
    c. were dismissed twice as often as were men.
    d. none of the above.

11. Franklin Roosevelt's war aims were
    a. clearly defined.
    b. never explained.
    c. concealed.
    d. imprecise.
12. In 1942,
   a. Churchill was in favor of relying on bombing raids to subdue Germany.
   b. Stalin pressed for a second front in Europe.
   c. Roosevelt agreed to an Allied offensive in Europe.
   d. all of the above.

13. At Yalta, FDR
   a. agreed that the Russians should liberate Berlin.
   b. won the Soviets' promise to help win the Pacific war.
   c. revealed to the Soviets that the Americans were working on an atomic bomb.
   d. promised to open a second front.

14. Truman and others decided to use the atomic bomb against Japan because
   a. they believed that the Japanese would collapse because of such a show of power.
   b. they wanted to knock Japan out of the war so that they could finish off Germany.
   c. they wanted to bring the Soviet Union immediately into the war.
   d. they did not want to waste the money spent on building the bomb.

15. The atomic bomb was dropped on
   a. two military bases.
   b. two sites where few Japanese lived.
   c. one city and one military base.
   d. two cities.

**Identify and show a relationship between each of the following pairs.**

<table>
<thead>
<tr>
<th>Nye Committee</th>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>and</td>
</tr>
<tr>
<td>Atlantic Charter</td>
<td>and</td>
</tr>
<tr>
<td>March on Washington</td>
<td>and</td>
</tr>
<tr>
<td>Pearl Harbor</td>
<td>and</td>
</tr>
<tr>
<td>Neutrality Acts</td>
<td>Spain</td>
</tr>
<tr>
<td>Spain</td>
<td>Yalta</td>
</tr>
<tr>
<td>Rosie the Riveter</td>
<td>Hiroshima</td>
</tr>
</tbody>
</table>

**Essays**

1. World War II has been called the “last good war.” Write an essay indicating what you think that statement means and the extent to which you agree with it.

2. During the 1930s, the foreign policy of the United States was aimed at preventing American involvement in World War II. Discuss.

3. Although the Cold War is often thought to have begun after World War II, one can see it emerging during the war. To what extent do you agree or disagree with this statement?
4. Wars often instigate more important social changes than social reform movements. Does this statement characterize the war experience in the United States?

5. Should the United States have used the atomic bomb in August 1945? Why or why not?

**Identify and Interpret: Cartoon**

(that is, state who, what, where, when, and why significant)
A RESILIENT PEOPLE
1945—2005

The final section of The American People traces the recent history of the United States and highlights themes developed earlier in the text. We will explore the sense of mission the Cold War inspired with the former Soviet Union and the tensions between the United States's efforts to support and spread democratic institutions and its pursuit of economic gain. This part traces the role of the federal government as it accepted more responsibility for promoting the well-being of its citizens by extending the boundaries of the welfare state in the years after World War II. As American life became increasingly bureaucratized and regulated, a reaction against the role of government set in, building all the way through the second administration of George W. Bush. The text examines the continuing struggle to realize national ideals of liberty and equality in racial, gender, and social relations as new waves of immigration from Latin America and Asia increased the diversity of America.

Chapters 26 and 27 are paired. Chapter 26, “Postwar America at Home, 1945-1960,” describes the expansion of self-interest in an age of extensive material growth, but also shows how economic development promoted new patterns of regulation that transformed American life. Chapter 27, “Chills and Fever During the Cold War, 1945-1960,” shows how the United States moved from an uneasy friendship with the Soviet Union to disillusionment and hostility. The Cold War shaped American policy around the world and also had a pronounced domestic impact as the nation faced a second Red Scare in the late 1940s and early 1950s. Cold War assumptions led directly to Vietnam.

Chapter 28, “Reform and Rebellion in the Turbulent Sixties, 1960-1969,” traces the development of the welfare state in the 1960s, then describes the debate over the appropriate role of government. It reveals how both political parties accepted the need for greater federal activity in order to ensure the liberty and welfare of all citizens. The Kennedy-Johnson years in the 1960s marked a highwater era of liberalism that was soon lost in the emerging Republican majority.

Chapter 29, “Disorder & Discontent, 1969-1980,” examines the reform impulse of the late 1960s and 1970s. With roots in the earliest days of American society, this effort required struggle on the part of blacks, women, Latinos, Native Americans, and others who sought to achieve the long-deferred American dream.


Chapter 31, “The Post-Cold War World, 1992-2005,” examines the changes during Clinton’s two terms, that marked the resurgence of a Democratic White House, which was followed by an election in 2000 that returned the Republicans to power. The chapter—and text—concludes with a look at America's place in a world of collapsed communism and growing ethnic, national, and multicultural rivalries.
Ray Kroc starts the McDonald's drive-in hamburger chain in 1955 and makes a fortune, capitalizing on the conformist suburban American desire for the security and standardization represented by the bland fast-food hamburger. His success symbolizes the fulfillment of one version of the American dream.

Economic Boom
- The Thriving Peacetime Economy
- Postwar Growth Around the World
- The Corporate Impact on American Life
- Changing Work Patterns
- The Union Movement at High Tide
- Agricultural Workers in Trouble

Demographic and Technological Shifts
- Population Growth
- Movement West
- The New Suburbs
- The Environmental Impact
- Technology Supreme
- The Consumer Culture

Consensus and Conformity
- Contours of Religious Life
- Traditional Roles for Men and Women
- Cultural Rebels

Origins of the Welfare State
- Harry S Truman
- Truman’s Struggles with a Conservative Congress
- The Fair Deal and Its Fate
- The Election of Ike
- Dwight D. Eisenhower
- “Modern Republicanism”
The Other America
- Poverty amid Affluence
- Hard Times for African Americans
- African American Gains
- Latinos on the Fringe
- The Native American Struggle
- Asian American Advances

Conclusion: Qualms amid Affluence

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. Ray Kroc's success with McDonald's almost perfectly suggests the domestic themes and social emphases of American life in the 1950s—the importance of the automobile, bland fast-food meals, and profitable franchises to standardize life. As symbolized by McDonald's, uniformity, conformity, materialism, and suburban security were the hallmarks of America in the 1950s.

2. This triumph of material self-interest was a white middle-class phenomenon. The experience of blacks, Native Americans, and Hispanics showed the limits of economic growth and of social policy in a conservative age.

3. The chapter also includes the extending of reforms in Truman’s Fair Deal and Eisenhower’s “dynamic conservatism,” which accepted government’s role in social programs.

4. An economic boom in a more highly structured era of social and technological change dominated the tone of the age. This chapter shows how such social phenomena as television, advertising, the birthrate, studies of sexual behavior, and clothing, as well as fast-food chains, can be used to understand the character of an age.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Describe the postwar economic boom and its effect on the corporate world, workers' world, and agricultural world, as well as on the environment.

2. Describe the demographic growth patterns of the United States in the postwar years and state the appeal of suburban living and the automobile for the American people.
3. Give some examples of cultural conformity in the 1950s, particularly in women's lives, and describe the values espoused by cultural rebels.

4. Give some examples of challenges to that culture of conformity.

5. Describe five economic developments of the 1950s, and explain both the importance of the auto industry and the pattern of business concentration.

6. Describe the lives of those who did not benefit from this period of affluence.

7. Characterize the religious life of America in the 1950s.

8. Describe the consumer culture of the 1950s, the ways the media promoted it, and some of the results.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze the social implications of the economic boom and population shifts in postwar American society.

2. Explain how Truman and Eisenhower extended the role of government in social programs.

3. Identify the roots of some enduring trends of contemporary American society.

4. Assess the gains and losses of groups in “the other America” in the postwar years.

**(4) IMPORTANT DATES AND NAMES TO KNOW**

1946
- 4.6 million workers on strike
- ENIAC computer built
- Benjamin Spock, *Baby and Child Care*
- Employment Act

1947
- Defense budget of $13 billion
- Taft-Hartley Act
- Jackie Robinson breaks the color line in major league baseball

1948
- GM offers UAW cost-of-living adjustment
- Transistor developed at Bell Laboratories
- Alfred C. Kinsey, *Sexual Behavior in the Human Male*
- “Dixiecrat” party formed
- Truman defeats Dewey
1949  Truman launches Fair Deal

1950s  Each year a million farmers leave farms

1950  Diner’s Club card inaugurated
      Associación Nacional México-Americana formed

1951  J. D. Salinger, *The Catcher in the Rye*

1952  Dwight D. Eisenhower elected president

1953  Defense budget of $47 billion
      Operation Wetback begins
      Submerged Lands Act

1954  Congress adds “Under God” to pledge to flag
      *Brown v. Board of Education*

1955  First McDonald's opens in Illinois
      Merger of AFL and CIO
      Congress adds “In God We Trust” to currency
      Montgomery, Alabama, bus boycott begins
      Allen Ginsberg, “Howl”—written and read

1956  Interstate Highway Act
      Majority of U.S. workers hold white-collar jobs
      Eisenhower reelected

1957  Baby boom peaks
      Jack Kerouac, *On the Road*
      Little Rock, Arkansas, school integration crises
      Civil Rights Act

1960  Three-quarters of all American families own a TV set
      Civil Rights Act

1962  Michael Harrington, *The Other America*

1963  California passes New York as most populous state
      Betty Friedan, *The Feminine Mystique*

1964  Peter Blake, *God’s Own Junkyard*
Other Names to Know

William Levitt  Benjamin Spock  James Baldwin
Marilyn Monroe  Jackson Pollock  J. Strom Thurmond
Peter Blake  Elvis Presley  Martin Luther King, Jr.

(5) GLOSSARY OF IMPORTANT TERMS

“beat generation”: outsider group of young people who repudiated materialistic, conformist middle-class values in the 1950s, preferring those involving spontaneity, spirituality, intuition, and experimental lifestyles

braceros: seasonal migrant workers (literally “arms”) who were brought into the United States from Mexico to aid in the harvest during World War II and stayed afterward

conglomerates: firms that diversify their holdings by buying into a variety of industries

Dixiecrats: states' rights party that opposed the Democratic party's move towards civil rights for African-Americans.

Fair Deal: Truman's liberal domestic agenda which raised the minimum wage, instituted farming and housing programs, and desegregated the military.

oligopoly: the domination of an industry by several large firms

termination policy: a policy to limit Indian self-government by eliminating reservations as legitimate political entities and settling outstanding land claims

trickle-down theory: the theory that the benefits of economic expansion would eventually trickle down to all social classes

(6) ENRICHMENT IDEAS

1. After working through the way in which clothing reflects the historical values of men and women in the decades from the 1920s to the 1960s, notice the kinds of clothes and adornments people are wearing now. What do contemporary clothing styles say about changing values in men and women? Workers? Youth and older people? Different racial and ethnic groups?

2. In addition to the novels cited in the chapter, you might want to read Sylvia Plath's The Bell Jar. In this novel, the heroine is an intelligent student at Smith College who can find no clear sense of direction. How does the plight of the main character reflect some of the themes of this chapter? J. D. Salinger's Catcher in the Rye is an excellent novel in which to explore a young man's anxieties and search for purpose and direction to his life, as is Ralph Ellison's Invisible Man.
3. An interesting exercise that can lead to insights about the past and about your own family focuses on growing up in the 1950s. You can interview one of your parents or grandparents (even better both separately) about what it was like in the decade of the 1950s. How did they spend their leisure time? What was family life like? What kind of music did they listen to? What do they now see as the most important facet of the decade for them? How well do the themes outlined in this chapter seem to fit their experiences? How was their growing up different from that of their parents? Do you see significant differences between the experiences based on sex? How has your own upbringing been the same as or different from that of the person or people you interviewed?

4. Read some of the popular magazines of the period—*Ladies Home Journal* or *Sports Illustrated*. Study both the articles and the advertisements. What can they tell you about values and norms and about the lifestyle of middle-class Americans?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

**Multiple choice:** Choose the best answer.

1. All of the following describe the postwar boom EXCEPT
   a. a scarcity of consumer goods.
   b. families had more discretionary income to spend.
   c. enormous housing and highway construction.
   d. increasing federal defense budget.

2. Population growth after World War II was a result of all of the following EXCEPT
   a. rising birthrates.
   b. disillusionment stemming from the war years.
   c. availability of drugs like penicillin and streptomycin.
   d. introduction of the polio vaccine.

3. Population shifted after World War II
   a. to the North.
   b. to the North and Midwest.
   c. to the South.
   d. to the West and Southwest.

4. By the end of the 1950s, what portion of Americans lived in the suburbs?
   a. One-fifth.
   b. One-third.
   c. One-half.
   d. Two-thirds.
5. After 1945, which is true?
   a. Antitrust activity controlled corporate growth.
   b. Oligopoly characterized the American economy.
   c. Conglomerates characterized the economy.
   d. (b) and (c).

6. Despite the reaffirmation of traditional gender roles in the 1950s,
   a. many women entered the professions.
   b. married women composed over half of all working women.
   c. single women made up three-quarters of the female work force.
   d. women began to close the income gap between women's and men's wages.

7. Suburbanization resulted in
   a. central cities being populated by poor nonwhites.
   b. central cities being a place where white people worked, but did not reside.
   c. Physical destruction of the natural environment.
   d. New communities with unique homes and no lawns.

8. In the 1950s, Americans
   a. returned to churches in large numbers.
   b. had a strong working knowledge of the Bible.
   c. showed extreme denominational loyalties.
   d. separated religious and business values.

9. The “beats”
   a. represented American mainstream culture.
   b. were a black musical group.
   c. were a patriotic group devoted to beating back the Russians.
   d. criticized the conformity and stuffiness of the 1950s.

10. In the 1950s, the person who most recommended that mothers stay home and raise
    children rather than work was
    a. Betty Friedan.
    b. Benjamin Spock.
    c. Alfred Kinsey.
    d. None of the above.

11. According to government statistics, what percentage of the population lived in
    poverty in 1960?
    a. 10 percent.
    b. 15 percent.
    c. 20 percent.
    d. 25 percent.
12. African American women during the post-World War II period
   a. were confined to domestic jobs.
   b. stayed home with their children.
   c. got white-collar jobs and increased their income.
   d. entered the military.

13. Operation Wetback
   a. brought braceros into the country to work for American farmers.
   b. examined the terrible conditions under which migrant laborers lived and worked.
   c. deported illegal immigrants and braceros who had not returned to Mexico.
   d. was an effort to man the border with Mexico to prevent all illegal immigration.

14. During the 1950s televisions
   a. were part of the expanding consumer culture.
   b. helped spread the popularity of rock-and-roll music.
   c. became a new way for young people to learn values.
   d. all of the above.

15. The Taft-Hartley Act of 1947
   a. extended the powers given to labor by the Wagner Act.
   b. won Truman's support.
   c. limited the power of unions.
   d. was a banking bill.

16. Eisenhower as President
   a. hoped to turn back the clock and revive the Republicanism of the 1920s.
   b. as a former general had no defined governmental philosophy.
   c. espoused dynamic conservatism.
   d. wanted to increase governmental spending if that would ensure Republican dominance.

17. Eisenhower sent federal troops to Little Rock because
   a. he energetically pursued a civil rights policy.
   b. Governor Orval Faubus was a political threat.
   c. he could not tolerate resistance to the law.
   d. he was eager to remind black voters of the historical connections between blacks and the Republican party.

18. Jackie Robinson was most noted for
   a. his efforts to gain support for Civil rights legislation in Congress.
   b. breaking the color barrier in major league baseball.
   c. the first black student at the University of Alabama.
   d. the first black player in pro football.
19. The McCarran-Walter Act of 1952
   a. eased immigration quotas.
   b. led to an equal number of Asian and European immigrants.
   c. continued the ban on Japanese immigrants.
   d. ended segregation.

20. The Supreme Court decision in *Brown v. Board of Education* was to
   a. protect the lives of migrant workers.
   b. create new controls for Indians living on reservations.
   c. set new limits on immigration law.
   d. strike down laws that permitted segregated schools.

**Essays**

1. In the 1950s, the American dream came true for many Americans and revealed some of
   the limits of that dream. Discuss with evidence.

2. The rise of suburbia not only explains middle-class gender roles and patterns of
   consumption but also an American indifference to social problems. Discuss with
   relevant supporting evidence.

3. Discuss the lives and frustrations of women during this decade. What basis do you see
   for the women's movement?

4. If you have read *The Catcher in the Rye*, look at the character of Holden Caulfield.
   What does he rebel against? How successful is his rebellion? Can he stand for a
   certain segment of 1950s culture?

5. Compare Truman’s Fair Deal to Eisenhower’s Dynamic Conservatism. What was the
   role of the federal and state governments in both programs? What were their social and
   economic policies?
Val Lorwin, a State Department employee with 15 years of distinguished government service, is charged by an unnamed accuser of being a Communist and a security risk. After four years of struggle and new accusations, he finally clears himself of the charges before taking up a new career as a labor historian.

Origins of the Cold War
- The American Stance
- Soviet Aims
- Early Cold War Leadership
- Disillusionment with the USSR
- The Troublesome Polish Question
- Economic Pressure on the USSR
- Declaring the Cold War

Containing the Soviet Union
- Containment Defined
- The First Step: The Truman Doctrine
- The Next Steps: The Marshall Plan, NATO, and NSC-68
- Containment in the 1950s

Containment in Asia, the Middle East, and Latin America
- The Shock of the Chinese Revolution
- Stalemate in the Korean War
- Vietnam: The Roots of Conflict
- The Creation of Israel and Its Impact on the Middle East
- Restricting Revolt in Latin America

Atomic Weapons and the Cold War
- Sharing the Secret of the Bomb
- Nuclear Proliferation
- The Nuclear West
- “Massive Retaliation”
- Atomic Protest

The Cold War at Home
Truman's Loyalty Program
The Congressional Loyalty Program
Senator Joe McCarthy
The Casualties of Fear

Conclusion: The Cold War in Perspective

(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. Val Lorwin's struggle reveals the central theme of this chapter: the breakdown in relations between the Soviet Union and the United States and the domestic consequences of the chills and fevers of the Cold War. Lorwin was more fortunate than many other victims of the paranoiac anti-Communist crusade and its efforts to promote ideological unity at home.

2. Aside from its ugly domestic effects—loyalty programs and the Red Scare—the Cold War thoroughly colored all foreign policy decisions of the United States from 1945 to 1990. This chapter describes Russian-American relations, the beginnings of the Cold War, and U.S. efforts to contain communism in Europe, Asia, the Middle East, and Latin America. As throughout its history, the United States was motivated by an idealistic sense of mission to make the world safe for both democracy and American capitalism.

3. When both the Soviet Union and the United States possessed nuclear weapons capable of destroying the world, a troubling and dangerous new element entered into the Cold War struggle.

4. Cold War assumptions led directly to the Vietnam War. Protestors questioned not only U.S. involvement in that particular war, but U.S. Cold War priorities as well.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Describe the conflicting political and economic goals of the United States and the USSR for the postwar world, and how these clashing aims launched the Cold War.

2. Define containment and explain the development and meaning of the Truman Doctrine, the Marshall Plan, and NATO.

3. Outline the major events and give significance of the confrontations in Europe, the reasons for the war in Vietnam, sources of conflict in the Middle East, and ways America tried to contain changes in Latin America.

4. Describe the process and effects of nuclear proliferation during the Cold War.
5. Show the relationship between the Cold War and the emergence of internal loyalty programs and the second Red Scare in the United States.

Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Make a case for both American and Soviet responsibility for the outbreak of the Cold War.
2. Evaluate the impact of the Cold War on domestic events.
3. Assess the Cold War’s influence on U.S. policy in the Western Hemisphere and Southeast Asia.
4. Assess the U.S. role in the Middle East.

(4) IMPORTANT DATES AND NAMES TO KNOW

1945  
Yalta Conference  
Roosevelt dies; Harry Truman becomes president  
Potsdam Conference

1946  
American plan for control of atomic energy fails  
Atomic Energy Act  
Iran crisis in which U.S. forces USSR to leave  
Churchill's “Iron Curtain” speech

1947  
Truman Doctrine  
Federal Employee Loyalty Program  
House Un-American Activities Committee (HUAC) investigates the movie industry

1948  
Marshall Plan launched  
Berlin airlift  
Israel created by United Nations  
Hiss-Chambers case  
Truman elected president

1949  
Soviet Union tests atomic bomb  
North Atlantic Treaty Organization (NATO) established  
George Orwell, 1984  
Mao Zedong's forces win Chinese civil war; Jiang Jieshi flees to Taiwan

1950  
Truman authorizes development of the hydrogen bomb  
Alger Hiss convicted  
Senator Joseph McCarthy's Wheeling (W. Va.) speech on subversion
NSC-68
McCarran Internal Security Act

1950-1953 Korean War

1951  Japanese-American Treaty

1952  Dwight D. Eisenhower elected president
       McCarthy heads Senate Permanent Investigations Subcommittee

1953  Stalin dies; Khrushchev consolidates power
       East Germans stage anti-Soviet demonstrations
       Shah of Iran returns to power in CIA-supported coup

1954  Fall of Dien Bien Phu ends French control of Indochina
       Geneva Conference on Vietnam
       Guatemalan government overthrown with CIA help
       Mao's forces shell Quemoy and Matsu
       Army-McCarthy hearings

1956  Suez incident
       Hungarian “freedom fighters” suppressed
       Eisenhower reelected

1957  Russians launch Sputnik satellite

1958  U.S. troops sent to support Lebanese government

1959  Fidel Castro deposes Batista in Cuba

Other Names to Know

George C. Marshall    Douglas MacArthur    Dean Acheson
Ho Chi Minh           Ngo Dinh Diem       Gamal Abdel Nasser
(5) GLOSSARY OF IMPORTANT TERMS

**brinksmanship**: a policy related to massive retaliation in which diplomats went to the “brink” of war in the hope of deterring Soviet challenges

**coexistence**: the idea that it is possible for democratic and Communist nations to exist side by side in a peaceful manner

**containment**: the postwar policy based on the premise that the Soviet Union was an aggressive and hostile power whose further aggression around the world must be stopped by the United States

**détente**: a thawing in the Cold War; establishment of better relations with the Soviet Union

**domino theory**: foreign affairs belief that if one country fell to communism, adjacent countries would follow

**five-year plan**: a plan devised by the Soviet state for the country's economic development

**iron curtain**: a phrase introduced by Winston Churchill that suggested that the Russians had erected a barrier between the free world and the Communist world

**liberation**: key Republican party foreign policy rhetoric under Eisenhower and Dulles, suggesting not the containment of communism but the liberation of peoples living under communism

**massive retaliation**: Republican policy under Eisenhower and Dulles emphasizing dependence on nuclear weapons rather than traditional arms and threatening their use

**monolithic communism**: the belief that all Communist regimes were controlled by and sympathetic to the Soviet Union

**Viet Minh**: nationalist forces in Vietnam seeking independence

**Viet Cong**: guerillas in South Vietnam who sought to overthrow the regime there and to install the Communist government of North Vietnam
(6) ENRICHMENT IDEAS

1. If you had been living in the United States in 1950, how would you have answered the questions included in public-opinion polls found in “Recovering The Past” for this chapter? How would you vote on the same or similar questions today? How do you explain the fact that some questions now seem out of date, while others are more pertinent than ever?

2. Develop a detailed chronology of foreign-policy events from 1945 to 1950, showing the actions and reactions by the United States and the Soviet Union. The list should suggest the two nations' mutual responsibility for escalating tensions during the Cold War.

3. Simulate the Cold War in the games Diplomacy or Risk.

4. The Vietnam era offers another opportunity for oral history collecting. Ask family members how they felt about the war. If they were drafted, what was their experience in Vietnam? If they remained in the United States did they protest or support the war? Did their views of the war change over time? What events caused the change?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. American goals for the postwar world included
   a. eliminating trade barriers.
   b. exporting vast amounts of American goods.
   c. spreading democratic values.
   d. all of the above.

2. In 1945, the Soviets
   a. sought defensible borders.
   b. emphasized socialism at home instead of world revolution.
   c. both (a) and (b).
   d. neither (a) nor (b).

3. Truman and Eisenhower both
   a. believed that the United States must be tough with Russia while continuing economic aid.
   b. saw the struggle with the USSR in black and white terms.
   c. thought that personal diplomacy with Stalin would be effective.
   d. all of the above.
4. The Truman Doctrine evolved in response to
   a. the Soviet refusal to pull out of Iran.
   b. trouble in Vietnam.
   c. the British withdrawal from Greece and Turkey.
   d. the fact that the Russians would soon develop an atomic bomb.

5. The Marshall Plan provided funds for
   a. military aid to Greece.
   b. economic aid to Western Europe.
   c. economic aid to Russia.
   d. military aid to China.

6. In 1947, American policy makers favored rebuilding Germany because
   a. the country had been punished enough.
   b. Hitler was dead.
   c. they feared a power vacuum in central Europe.
   d. they felt uncomfortable running another country.

7. When viewing Asia, Americans in 1949
   a. understood the social dynamics of the Chinese Revolution.
   b. recognized the links between communism and nationalism.
   c. failed to understand the political and social realities of China.
   d. were only concerned about Indonesia.

8. The Suez crisis of 1956 led to
   a. a closing of the Suez Canal to Israeli ships.
   b. an invasion by Israel, Great Britain, and France.
   c. American efforts to cut off oil from their allies, Great Britain and France.
   d. all of the above.

9. The policy of massive retaliation proposed
   a. to fight communism anywhere by any means.
   b. to retaliate against communists through a massive buildup of conventional weapons.
   c. to use nuclear weapons to retaliate if necessary.
   d. to build up the army to an unprecedented size.

10. An estimated 50,000 women suspended their work one day to show their
    a. support for women's rights.
    b. challenge to nuclear weapons testing.
    c. contribution to the U.S. economy.
    d. hatred of communism.
11. The Truman loyalty program
   a. examined millions of employees and dismissed almost none.
   b. examined millions of employees but dismissed only a few hundred.
   c. found serious signs of Communist infiltration.
   d. had so many procedural constraints that few people were ever investigated thoroughly.

12. Joseph McCarthy's hold over American life was strengthened by
   a. his use of the press and television.
   b. the accuracy of his accusations.
   c. the support he received from Eisenhower.
   d. his sympathetic character.

   a. was promoted by the commitment to stop the spread of communism.
   b. included the U.S. financing France’s effort to maintain its colony after World War II.
   c. was a gradual process that took place over several administrations.
   d. all of the above.

14. The result of Vietnamese victory over the French in 1954 was
   a. immediate and massive US troop buildup to drive Ho Chi Minh from power.
   b. a separation of Vietnam into two governments, one in the North and one in the South.
   c. Japanese troops came back to Vietnam to fight against communism.
   d. most of Vietnam fell into control of the Chinese government.

15. The testing of large numbers of atomic weapons resulted in
   a. fears that substantial numbers of people would be affected by radiation fallout.
   b. certainty that the Soviets would decide to use the bomb against its enemies in Europe.
   c. major earthquakes and volcanic action in the western U.S.
   d. a general belief that radiation was decreasing.

Matching: Match the person or place in the left column with the most appropriate term in the right column.

1. George Kennan  a. insubordination
2. Joseph McCarthy  b. Truman Doctrine
3. Guatemala  c. liberation
4. Hungary  d. containment
5. Douglas MacArthur  e. iron curtain
6. Winston Churchill  f. internal security
7. Greece and Turkey  g. Viet Minh
8. Dien Bien Phu  h. CIA

Essays

1. Make a case for both American and Soviet responsibility for the outbreak of the Cold War.
2. “The most profound effects of the Cold War were on domestic life, not foreign relations.” Discuss.

3. Trace the background and major crisis points of the Cold War between 1945 and 1960.

4. Discuss the U.S. policy toward Cuba during the Eisenhower and the Kennedy administrations. What were the U.S.’s motives in dealing with this neighbor? How might the situation have been improved?

5. Trace U.S. involvement in Vietnam. Discuss the Vietnam War as a Cold War event.

Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

Local defense will always be important. But there is no local defense which alone will contain the mighty land power of the Communist world. Local defenses must be reinforced by the further deterrent of massive retaliatory power. A potential aggressor must know that he cannot always prescribe battle conditions that suit him. Otherwise, for example, a potential aggressor, who is glutted with manpower, might be tempted to attack in confidence that resistance would be confined to manpower. He might be tempted to attack in places where his superiority was decisive. The way to deter aggression is for the free community to be willing and able to respond vigorously at places and with means of its own choosing.

Identify and Interpret: Chart
(that is, first, study the chart, describing what it shows; second, analyze the chart by explaining reasons behind the patterns you see; third, assess the significance of the chart)
Map Question: locate the following on the accompanying map.

1. Korea
2. China
3. Formosa (Taiwan)
4. Iran
5. Turkey
6. Suez Canal
7. Yalta
8. Spain
9. Hungary
10. Poland
11. Berlin
12. Normandy
13. Greece
14. Lebanon
15. India
16. Vietnam
Reform and Rebellion in the Turbulent Sixties, 1960—1969

(1) CHAPTER OUTLINE

Paul Cowan was a child of privilege who, like many Americans in the 1960s, felt that he should give something back to the less fortunate. After an elite education at Choate and Harvard, Cowan worked in the civil rights movement in Mississippi, then volunteered with the Peace Corps in Ecuador. His experiences in South America caused him to question the true motives behind his liberal agenda. Along with many other Americans, Cowan moved from enthusiastic liberalism to more tempered conservatism in the 1970s.

John F. Kennedy: The Camelot Years
- The Election of 1960
- JFK
- The New Frontier in Action
- Civil Rights and Kennedy’s Response

Lyndon B. Johnson and the Great Society
- Change of Command
- LBJ
- The Great Society in Action
- Achievements and Challenges in Civil Rights
- A Sympathetic Supreme Court
- The Great Society Under Attack

Continuing Confrontations With Communists
- The Bay of Pigs Fiasco and Its Consequences
- The Cuban Missile Face-Off
- Confrontation and Containment Under Johnson

War in Vietnam and Turmoil at Home
- Escalation in Vietnam
- Student Activism and Antiwar Protest
- The Counterculture
- An Age of Assassination
- The Chaotic Election of 1968
- Continuing Protest

Conclusion: Political and Social Upheaval
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. Paul Cowan's individual journey from committed liberal activism to disillusioned conservatism mirrors the course of American politics during the 1960s and 1970s. Building on the foundation begun by FDR and continued under Truman and Eisenhower, the 1960s marked the height of optimistic hopes that the government could solve the nation's domestic problems. The liberal agenda of the 1960s under John Kennedy and Johnson was replaced by pessimism, doubts, and uncertainty under Republican leadership. The morality of government as well as its ineffectual role was questioned as a result of the Vietnam War.

2. The domestic programs of the 1940s and 1950s under Truman and Eisenhower and the liberal welfare assumptions of John Kennedy's New Frontier and Lyndon Johnson's Great Society represented a major assault on serious social and economic problems. That they fell far short of their goals raised questions in subsequent Republican administrations over how far government should or would go in providing for the welfare of its citizens.

3. The dominant reform movement of the era was the black struggle for equality. This chapter traces that struggle from the civil rights movement of the early 1960s under Martin Luther King, Jr., to the black power movement of the late 1960s inspired by the martyred Malcolm X.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Define the meaning of John Kennedy's New Frontier and describe the tone, achievements, and failures of his administration.

2. Define Lyndon Johnson's Great Society and describe how well it achieved or failed to achieve its goals.

3. Explain the major changes that resulted from the civil rights movement.

4. Describe the events that led to a crisis over missiles in Cuba and how it was settled.

5. Explain the reasons for escalation of U.S. involvement in Vietnam and the growing protest against the war.

6. Identify the arguments for and against strong assertions of governmental power in the 1960s.
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Explain and analyze the strengths and weaknesses of the liberal state in the 1960s.

2. Analyze the goals, styles, achievements, and limitations of the presidential administrations of Kennedy and Johnson.

3. Explain and defend, with historical examples, your own position on the proper role of the federal government in domestic affairs in this changing world.

4. Explain the events that gave Nixon a victory in 1968.

(4) IMPORTANT DATES AND NAMES TO KNOW

1960
- John F. Kennedy elected president
- Birth control pill becomes available
- Sit-ins begin
- Students for a Democratic Society (SDS) founded

1961
- Freedom rides
- Joseph Heller, *Catch-22*
- Ken Kesey, *One Flew Over the Cuckoo’s Nest*
- Bay of Pigs invasion fails
- Khrushchev and Kennedy meet in Berlin
- Berlin Wall constructed
- JFK confronts steel companies

1962
- Cuban missile crisis
- James Meredith crisis at the University of Mississippi
- SDS’s *Port Huron Statement*
- Rachel Carson, *Silent Spring*

1963
- Buddhist demonstrations in Vietnam
- Birmingham demonstration
- Civil rights march on Washington
- Kennedy assassinated; Lyndon B. Johnson becomes president
- Betty Friedan, *The Feminine Mystique*

1964
- Economic Opportunity Act initiates War on Poverty
- Gulf of Tonkin resolution
- Johnson elected president
- Civil Rights Act
- Free speech movement, Berkeley
1965
Department of Housing and Urban Development established
Elementary and Secondary Education Act
Medicare established
Martin Luther King, Jr., leads march from Selma to Montgomery
Voting Rights Act
United Farm Workers grape boycott
Malcom X assassinated
Riot in Watts section of Los Angeles
Ralph Nader, *Unsafe at Any Speed*
Vietnam conflict escalates
Marines sent to Dominican Republic

1966
Stokely Carmichael becomes head of SNCC and calls for “black power”
Black Panthers founded
Masters and Johnson, *Human Sexual Response*

1967
Urban riots in 22 cities

1967-1968
Antiwar demonstrations

1968
Student demonstrations at Columbia University and elsewhere
Tet offensive in Vietnam
Martin Luther King, Jr., assassinated
Robert F. Kennedy assassinated
Police and protestors clash at Democratic national convention
Richard Nixon elected president

1969
Woodstock and Altamont rock festivals
Weathermen’s “Days of Rage” in Chicago

**Other Names to Know**

<table>
<thead>
<tr>
<th>Hubert Humphrey</th>
<th>Eugene McCarthy</th>
<th>Robert S. McNamara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee Harvey Oswald</td>
<td>Barry Goldwater</td>
<td>Malcolm X</td>
</tr>
<tr>
<td>George Wallace</td>
<td>Mayor Richard Daley</td>
<td>Fanny Lou Hamer</td>
</tr>
<tr>
<td>Fidel Castro</td>
<td>Justice Earl Warren</td>
<td>Spiro T. Agnew</td>
</tr>
<tr>
<td>Muhammad Ali</td>
<td>Andy Warhol</td>
<td>Tom Hayden</td>
</tr>
<tr>
<td>Anne Moody</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(5) **GLOSSARY OF IMPORTANT TERMS**

**Job Corps:** program established by Johnson to provide training for unskilled young people

**Peace Corps:** program established by Kennedy that sent volunteer Americans abroad to assist developing countries

**VISTA:** Johnson's program in which volunteers addressed problems in America
**ENRICHMENT IDEAS**

1. “Recovering the Past” suggests the power of television to shape American views and responses to events. Television also conveyed the norms of the period and captured some of the confusion and anger that changing values and tastes could generate. You may be able to see some reruns of programs from the 1960s; if so, look for evidence of social values, for suggestions of gender and age norms, for signs of challenges to familiar ways of thought and action, and even for typical prime-time programming that shows another side to the 1960s than protest.

2. Interview a friend or family member about their recollections of and reactions to the civil rights or antiwar protest movement of the 1960s, the Nixon administration, as well as the change in social mood from the intense public activism of the 1960s to the inward-looking privatism of the 1970s. Would they agree with that description? If not, how do they explain it?

**SAMPLE TEST AND EXAMINATION QUESTIONS**

1. Kennedy won the 1960 election because
   a. he was able to defuse the issue of his Catholicism.
   b. he projected an effective image during the TV debates.
   c. neither (a) nor (b).
   d. both (a) and (b).

2. President Kennedy’s program called “The New Frontier” was aimed at
   a. addressing the issue of poverty amid wealth.
   b. combating ignorance that created prejudice and denied civil rights.
   c. sending Americans into the uncharted areas of space.
   d. all of the above.

3. All of Kennedy's efforts on the domestic front failed EXCEPT
   a. efforts to cut corporate taxes.
   b. grants to states for school aid.
   c. securing funds for the space program.
   d. a strong civil rights bill.

4. Kennedy moved slowly on civil rights because
   a. he was not interested in the plight of Afro-Americans.
   b. he thought that his attack on racial segregation in federally funded housing was a strong enough statement on civil rights.
   c. he thought that since blacks had not voted for him in 1960, it was not politically important for him to heed them.
   d. he needed southern votes in Congress on other issues.
5. President Johnson pressed Congress for
   a. a poverty bill.
   b. Medicare.
   c. aid to elementary and secondary schools.
   d. all of the above.

6. Opponents criticized the Great Society programs because
   a. the poor did not have a broad enough vision of American needs.
   b. there was no real effort to redistribute income.
   c. authority was too centralized.
   d. all of the above.

7. The Great Society suffered the final blow from
   a. the Dixiecrats.
   b. the effort to maintain a war in Vietnam.
   c. the environmental movement.
   d. radical moves to expand programs.

8. Civil rights protests in the South in the 1960s
   a. involved a diverse group of activists with different tactics and ideas.
   b. were ignored by state and local governments in the South.
   c. tended only to drive young African-Americans to communism
   d. came about largely because of the widespread use of drugs.

9. One of President Johnson’s strengths was
   a. his background as a well-educated former governor of New York.
   b. he had been a strong conservative in his political upbringing.
   c. he had been an effective Senate majority leader who knew how to pass legislation.
   d. his background as a former secretary of state skilled in foreign affairs.

10. The crisis that came closest to a nuclear confrontation of the great powers occurred when
    a. Johnson announced that he would use nuclear weapons to end the Vietnam conflict.
    b. During the 1967 Middle East conflict when Israel faced invasion by its neighbors.
    c. Kennedy threatened to use it because of the constructing of the Berlin Wall.
    d. U.S. and Soviet Union faced each other during the Cuban missile crisis.

11. The Civil Rights Act of 1964
    a. ended racism in the United States.
    b. desegregated public schools.
    c. prohibited discriminatory hiring practices in companies with over 25 employees.
    d. ended discriminatory voting practices in the South.

12. Which of the following was an important factor in changing American sexual practices in the 1960s?
    a. Widespread publication of books such as Lady Chatterley’s Lover.
    b. Practical and safe use of birth control pills.
    c. The widespread use of hallucinogenic drugs as part of the counterculture.
    d. More explicit sex in television programming.
13. Which of the following black organizations was the most militant in carrying the struggle for civil rights into direct action and inflammatory rhetoric?
   a. SCLC.
   b. SNCC.
   c. NAACP.
   d. CORE.

14. The black power movement emerged for all of the following reasons EXCEPT
   a. disillusionment with the Democratic party over treatment of the Mississippi Freedom Democrats at the national convention.
   b. the slow pace of change despite years of struggle.
   c. the influence of Malcolm X and Stokely Carmichael.
   d. Dr. King renounced nonviolence.

15. LBJ used which of the following one to justify greater involvement in Vietnam?
   a. An attack on a U.S. vessel in the Gulf of Tonkin.
   b. The attempt to blow up U.S. vessels in San Diego.
   c. Significant increases in military supplies to North Vietnam from China.
   d. Clear evidence that the North Vietnamese were developing nuclear weapons.

Essays


2. Explain and defend with historical examples your own position on the proper role of the federal government in domestic affairs.

3. Describe the aims, accomplishments, and failures of Martin Luther King, Jr as civil rights leader. What is his legacy?

4. Describe and use examples to explain the position of opponents of the Great Society.

5. Explain how the U.S. became more involved in Vietnam. Was this policy a success or failure? Why?

Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

You may well ask: 'Why direct action? Why sit-ins, marches and so forth? Isn't negotiation a better path?' You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored.
Disorder and Discontent, 1969—1980

(1) CHAPTER OUTLINE

Ann Clarke, born Antonina Rose Rumore, put her Lower East Side, New York City, Italian working-class origins behind her as she went to California and married a college-educated chemist. After 15 years of faithful devotion to her husband and three children, she enrolled in college. Not without considerable conflict and worries, especially over her “Sixties”-style children, Ann managed to complete a degree and start a career of her own as a teacher. Yet, she reflected the concerns over the changes brought on by the social changes of the era.

The Decline of Liberalism
Richard Nixon and His Team
The Republican Agenda at Home
Continuing Confrontations in Civil Rights

The Ongoing Effort in Vietnam
Vietnamization—Bringing the Soldiers Home
Widening the War
The End of the War and Détente

Constitutional Conflict and Its Consequences
The Watergate Affair
Gerald Ford: Caretaker President
The Carter Interlude

The Continuing Quest for Social Reform
Attacking the Feminine Mystique
Latino Mobilization
Native American Protest
Gay and Lesbian Rights
Environmental and Consumer Agitation

Conclusion: Sorting out the Pieces
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The changes Ann Clarke went through typified those of millions of other women in the 1960s and 1970s. Traumatic alterations in traditional patterns of women's experience and family life grew out of and compounded the struggle for social reform that has marked American life since the 1960s, the third reform cycle in the twentieth century.

2. The black struggle for equality continued, but without the leadership of Martin Luther King, Jr., or Malcolm X, both victims of assassination. This chapter traces that struggle of the civil rights movement of the 1970s when it ran into more obstacles, including less support in Washington, D.C., and from the American people.

3. Foreign issues such as the war in Vietnam, continued tensions with the Soviets, and conflict in the Middle East created significant problems for the U.S. The American involvement in war continued in Vietnam until 1975. Events in the Middle East led to an Organization of Petroleum Exporting Countries (OPEC) boycott that drove up oil prices and damaged the U.S. economy.

4. In the continuing effort to fulfill the American dream for all people, blacks, women, and Native Americans were joined by Vietnam veterans, Latinos, and advocates for gay and lesbian liberation in an effort to improve the quality of life for all Americans.

5. Resistance to these movements by the established order and older generation, along with the war in Vietnam, fed both the idealism and disillusionment of young people who embraced political radicalism and adopted new standards of cultural taste and personal behavior.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Explain how the Nixon, Ford, and Carter administrations turned more conservative compared to previous Democratic administrations.

2. Explain how the U.S. disengaged from the Vietnam conflict.

3. Describe the major confrontations over civil rights in the 1970s, and explain how the black struggle for equality fared under the policies of presidents Nixon, Ford, and Carter.

4. State the major goals of feminist leaders and show the similarities between the women's and civil rights movements.
5. Describe the efforts of Hispanic (Latino) and Native-American leaders and groups to improve their positions and quality of life, and show how these movements also were patterned on the black experience.

6. Describe the environmental and consumer protection movements.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze and evaluate the reasons for the shift in the black struggle from basic civil rights protection to concern for economic betterment.

2. Explain how and why U.S. efforts in Vietnam and other foreign commitments created significant disagreements on America’s role in the world.

3. Discuss the influence of the African-American movement for equality and rights on those by women, Latinos, Native Americans, and gays.

4. Describe and evaluate the influence of youth culture in recent American life.

**(4) IMPORTANT DATES AND NAMES TO KNOW**

1968  
Richard Nixon elected president

1969  
Native Americans seize Alcatraz  
La Raza Unida founded

1970  
U.S. Invasion of Cambodia  
Shootings at Kent State and Jackson State Universities

1971  
*New York Times* publishes Pentagon Papers

1971-1975  
School busing controversies in North and South

1972  
Nixon visits People’s Republic of China  
Nixon re-elected  
SALT I agreement on nuclear arms  
*Ms.* magazine founded  
Congress passes Equal Rights Amendment

1973  
Vietnam ceasefire agreement  
Watergate hearings in Congress  
Spiro Agnew resigns as vice president  
AIM occupies Wounded Knee, South Dakota
1974  
OPEC price increases  
Inflation hits 11 percent  
Nixon resigns; Gerald Ford becomes president  
Ford pardons Nixon  

1975  
South Vietnam falls to the Communists  
End of the Vietnam War  
Unemployment reaches 9 percent  
Farmworkers win right to bargain collectively with growers  
Indian Self-Determination and Education Assistance Acts  

1976  
Jimmy Carter elected president  

1977  
Carter energy program  

1978  
*Bakke v. Regents of the University of California*  

1979  
Accident at Three Mile Island nuclear power plant (Pennsylvania)  
SALT II agreement signed  

1982  
Ratification of ERA fails  

**Other Names to Know**

- Henry Kissinger  
- Strom Thurmond  
- César Chávez  
- Henry Gonzales  
- José Angel Gutiérrez  
- Bob Dylan  
- Pauli Murray  
- John Mitchell  
- Gloria Steinem  
- H. R. Haldeman  
- Phyllis Schlafly  
- Daniel P. Moynihan  
- Carl Bernstein  
- Helen Reddy  
- Menachim Begin  
- John Dean  

**Glossary of Important Terms**

- *“Me Decade”*: label for the 1970s referring to the various movements, in the frustrating aftermath of the 1960s, that looked inward at one's personal relationships and growth rather than outward at social changes  

- *New Left*: term referring to the liberals and radicals in the 1960s who, unlike the old Communist left of the 1930s, were more interested in such issues as civil rights, poverty, and militarism than in industrial issues like better wages and hours and the rights of collective bargaining; also believed in a leadership style of participatory democracy rather than reliance on party doctrine
Vietnamization: a policy of Richard Nixon whereby the United States would gradually turn over the burden of troop defense to the South Vietnamese

(6) ENRICHMENT IDEAS

1. After working through the songs and questions in “Recovering The Past” for this chapter, find popular song lyrics from your teenage years and analyze how they reflect the values, priorities, and concerns of the American people at that time. Examine song lyrics as if they were poems. What is the representative music of the age now, and what does it say about how “the times they are [still] a-changin”? How have the values among young people changed in the past 40 years?

2. There are so many possibilities for enriching the study of the 1960s that only a few need be suggested here: feature films such as The Graduate, Dr. Strangelove, Bonnie and Clyde, Easy Rider, etc.; novels such as Joseph Heller’s Catch-22, Ken Kesey’s One Flew over the Cuckoo’s Nest, Peter Tauber’s The Last Best Hope, N. Scott Momaday’s House Made of Dawn, Marge Piercy’s Small Changes, etc.; rock and folk music by The Beatles, The Supremes, the Rolling Stones, Peter, Paul and Mary, Bob Dylan, etc. Your imagination can come into full play in researching and reliving this recent and memorable decade.

3. As you approach the present, issues of interpretation (or lack of interpretation) become more pressing and controversial. Some historians argue that interpreting the recent past is impossible and should be avoided, while others insist that providing an interpretive understanding of contemporary history is a crucial responsibility. To what extent does this chapter have an interpretation? Does it correspond to your view or that of your parents?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. One of the most important of Nixon’s foreign policy changes was that
   a. he willingly gave up foreign policy power to the State Department and Congress.
   b. he singlehandedly reached a compromise to ease tensions with Castro in Cuba.
   c. he visited and opened a new relationship with China.
   d. he ordered intense bombings in Vietnam so that Russia retreated elsewhere in the world.

2. The Supreme Court’s decision in the Bakke case stated that
   a. race could no longer be considered in school admissions policies.
   b. racial quotas could not be used.
   c. racial quotas were justified.
   d. reverse discrimination was entirely justified.
3. Which one best explains the proposed Equal Rights Amendment?
   a. Although it passed in many states, it failed to win the necessary number and died.
   b. Congress passed it but five states voted for it.
   c. Although it passed Congress, women in the U.S. overwhelmingly opposed it.
   d. President Carter denounced ERA and effectively killed any support.

4. All of these areas reflected an erosion of white support for civil rights in the 1970s and 1980s, EXCEPT
   a. enforcement of busing and school desegregation.
   b. the election of black political candidates.
   c. affirmative action attitudes and government policies.
   d. the condition of blacks in urban areas.

5. By the 1980s, women
   a. finally earned equal wages for doing the same work as men.
   b. remained mostly in traditional women's jobs.
   c. rarely worked if they were married with young children.
   d. finally moved into more and more top management and political offices.

6. The goals of the women's movement in the 1970s included all of the following EXCEPT
   a. equal employment opportunities.
   b. the Equal Rights Amendment.
   c. the legalization of lesbian marriages.
   d. child-care centers and abortion reform.

7. One of the major achievements of the struggle by Hispanic-Americans was
   a. the standoff against federal marshals at Wounded Knee.
   b. the winning of support from President Nixon.
   c. the removal of all immigration restrictions against Mexicans.
   d. a growing presence in education and in local and national politics since the 1960s.

8. César Chávez and the United Farm Workers
   a. rejected traditional union strategies for political organization.
   b. urged immigrant workers to return to Mexico.
   c. launched successful boycotts of lettuce and grape growers in California.
   d. were denied the right to bargain collectively by the National Labor Relations Board.

9. The American Indian Movement was an organization that initially
   a. tried to help urban Indians.
   b. tried to help Indians on the reservations.
   c. sued the federal government for violated treaty rights.
   d. focused on regaining land, water, and fishing rights.
10. The most important factor contributing to the social changes of the 1970s was
a. the coming of age of the baby-boom generation.
b. radicalism among Latinos.
c. rock music.
d. the use of illegal drugs.

11. Which of the following was true about busing:
   a. it only affected black children.
   b. it drew resistance from many whites across the nation.
   c. it only occurred in the south.
   d. it was supported by the Nixon administration.

12. Environmentalists have been primarily concerned since the 1960s about all of the following EXCEPT
   a. saving herds of wild deer.
   b. water conservation.
   c. nuclear power plants.
   d. chemical pesticides.

13. It was Carter’s finest hour in foreign policy:
   a. the Camp David agreements between Israel and Egypt.
   b. the negotiation that ended the Vietnam War.
   c. he negotiated the opening of the Berlin Wall.
   d. he ordered a dramatic and successful rescue of hostages in Iran.

14. The National Organization for Women (NOW) was founded to:
   a. eliminate the capitalist system that caused female oppression.
   b. teach wives to strictly obey their husbands.
   c. promote equal opportunity for women and to attack the “false image of women.”
   d. achieve all of the above.

15. The Supreme Court under Chief Justice Burger
   a. became more conservative.
   b. guaranteed a woman's right to choose abortion.
   c. slowed liberalizing of pornography laws.
   d. all of the above.

16. In the Watergate affair, President Nixon was
   a. guilty only of bad judgment, not of any wrong-doing.
   b. impeached by the House of Representatives for his refusal to turn over the White House tapes.
   c. impeached on four counts by the House, but the Senate failed to convict him.
   d. able to resign before the House voted on impeachment.
17. As President, Jimmy Carter
   a. had a good working relationship with Congress.
   b. surrounded himself with brilliant advisors and Washington insiders.
   c. was an uncomfortable technocrat.
   d. all of the above.

18. The 1973 Arab oil embargo resulted in:
   a. prices jumped due to double-digit inflation.
   b. prices began a downward drop halted only with the election of Ronald Reagan.
   c. unemployment reached a new high of 5 percent.
   d. unemployment dropped as prices rose to new highs.

Matching: Match the names in the left column with the most appropriate term from the right column.

1. Daniel P. Moynihan  a. Camp David Accords
2. Jose Angel Gutiérrez b. Wounded Knee
3. Gloria Steinem c. Supreme Court
4. Betty Friedan d. Earth Day
5. César Chávez e. Ms.
6. Bob Woodward f. La Raza Unida
7. Warren Burger g. Watergate
8. AIM h. Family Assistance Plan
9. Rachel Carson i. United Farm Workers' movement
10. Menachim Begin j. NOW

Essays

1. Analyze and evaluate the reasons for America’s failure in Vietnam. What was the significance for future American foreign policy?

2. Compare and contrast the goals, tactics, and problems of the movements by blacks, women, Hispanics, and Native Americans, indicating which you think was most successful and why.

3. Describe and evaluate the student movement and the counterculture in the 1960s and 1970s. Do you think young protesters made more of an impact politically or culturally? On events or on lifestyle?

4. Select one film, one novel, and one song or musical group, showing how each reflected the mood, values, and social concerns of each of the decades: the 1960s and the 1970s.

5. Explain three important facts during the 1970s that contributed to the loss of prestige for the presidency.
Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

For many of us it was the very first time we had joined together with other women to talk and think about our lives and what we could do about them. . . . Finding out about our bodies and our bodies' needs, starting to take control over that area of our lives, has released for us an energy that has overflowed into our work, our friendships, our relationships with men and women, and for some of us, our marriage and our parenthood. . . . Our image of ourselves is on a firmer base, we can be better friends and better lovers, better people, more self-confident, more autonomous, stronger and more whole.
The Revival of Conservatism, 1980—1992

(1) CHAPTER OUTLINE

Leslie Maeby grew up in New York state and had been involved in politics as a campaign volunteer in local elections in the basically Republican neighborhood where she went to school. Raised in a politically divided household, her Mother supported liberal Democrats but her father voted Republican. She followed her father’s lead, and then her reaction to the social protests and the antiwar movements of the 1960s and 1970s confirmed her Republican affiliation. After college and additional political campaign work for other Republican candidates, Leslie became a state Republican party official in New York. She moved to more conservative views as she reacted to the social changes that affected the United States in the 1980s.

The Conservative Transformation
   The New Politics
   Conservative Leadership
   Republican Policies at Home

An End to Social Reform
   Slowdown in the Struggle for Civil Rights
   Obstacles to Women's Rights
   The Limited Commitment to Latino Rights
   Continuing Problems for Native Americans
   Asian-American Gains
   Pressures on the Environmental Movement

Economic and Demographic Change
   The Changing Nature of Work
   The Shift to a Service Economy
   Workers in Transition
   The Roller-Coaster Economy
   Population Shifts

Foreign Policy and the End of the Cold War
   Reagan, Bush, and the Soviet Union
   The End of the Cold War
   American Involvement Overseas

Conclusion: Conservatism in Context
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. The dominant theme of this chapter is that of a changing economy under the leadership of Ronald Reagan and then George H. W. Bush from 1980 to 1992. America's economic woes in the 1980s severely affected the lives of industrial workers, as well as mid-level corporate executives, middle-class families, people of color who had known poverty for years, and women heading single-parent families.

2. The Cold War ended with the tearing down of the Berlin Wall and the collapse of the former Soviet Union and its Eastern European allies in the dramatic events of 1989. In a vastly changed world order, Americans faced a new role in their foreign relationship not only with Europe and Russia, but also with countries in Asia, the Middle East, Latin America, and Africa.

3. This chapter also explores the essential patterns that affected the African Americans, Asians, Latinos and Native Americans in the U.S. society as part of understanding important demographic changes.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Explain the significant changes in the economy of the 1980s and early 1990s.

2. Demonstrate how a conservative resurgence gained control over U.S. political life.

3. Identify four important recent demographic changes in American society and explain the consequences each is having on Americans.

4. Describe the American role in the rapidly changing worlds of Asia, Africa, Latin America, the Middle East, Europe, and the countries of the former Soviet Union.

Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Understand how America's role in the world has dramatically changed, and the extent to which old principles and practices of foreign policy might still guide America's relationship with the rest of an increasingly smaller world.

2. Evaluate the ways in which the conservative administrations of Reagan and Bush represented a shift away from the liberal domestic policies of the country since the New Deal, and how effective they were in meeting the economic, political, and social needs of the American people.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>Ronald Reagan elected president</td>
</tr>
<tr>
<td>1980-1982</td>
<td>Recession</td>
</tr>
<tr>
<td>1981</td>
<td>Reagan breaks air controllers' strike&lt;br&gt;AIDS (acquired immune deficiency syndrome) discovered</td>
</tr>
<tr>
<td>1981-1983</td>
<td>Tax cuts; deficit spending increases</td>
</tr>
<tr>
<td>1983</td>
<td>Reagan proposes Strategic Defense Initiative (&quot;Star Wars&quot;)</td>
</tr>
<tr>
<td>1984</td>
<td>Reagan re-elected</td>
</tr>
<tr>
<td>1986</td>
<td>Tax reform measure passed&lt;br&gt;Immigration Reform and Control Act</td>
</tr>
<tr>
<td>1987</td>
<td>Iran-contra affair becomes public&lt;br&gt;Stock market crashes&lt;br&gt;Intermediate-Range Nuclear Forces Treaty signed</td>
</tr>
<tr>
<td>1988</td>
<td>George H. W. Bush elected president</td>
</tr>
<tr>
<td>1989</td>
<td>Federal bailout of savings and loan industry&lt;br&gt;Drop of the Berlin Wall</td>
</tr>
<tr>
<td>1990</td>
<td>National debt reaches $3.1 trillion&lt;br&gt;Sandinistas driven from power in Nicaragua&lt;br&gt;Nelson Mandela freed in South Africa&lt;br&gt;U.S. population is 250 million</td>
</tr>
<tr>
<td>1990-1992</td>
<td>Recession</td>
</tr>
<tr>
<td>1991</td>
<td>Persian Gulf War&lt;br&gt;Failed coup in Soviet Union&lt;br&gt;Disintegration of the Soviet Union&lt;br&gt;Strategic Arms Reduction Treaty (START) signed&lt;br&gt;Ethnic turbulence begins in fragmented former Yugoslavia</td>
</tr>
<tr>
<td>1992</td>
<td>Declaration of the end of the Cold War</td>
</tr>
</tbody>
</table>
Other Names to Know

Milton Friedman  Mikhail Gorbachev  Saddam Hussein
Jerry Falwell  Boris Yeltsin  Lech Walesa
Oliver North  Sandra Day O’Connor  Jesse Jackson
Ayatollah Khomeini  Jesse Helms  Nelson Mandela
Clarence Thomas  Geraldine Ferraro  Ben Nighthorse Campbell

(5) GLOSSARY OF IMPORTANT TERMS

**glasnost:** political openness to encourage personal initiative

**Moral Majority:** a conservative pressure group, relying on modern communications and fund-raising techniques, which sought to reestablish what it defined as “traditional values” (dissolved in 1989)

**perestroika:** restructuring the Russian economy

**supply-side economics (“Reaganomics”):** the view that tax reductions will encourage business investment and expansion, which will in turn generate general economic growth and prosperity

(6) ENRICHMENT IDEAS

1. Use the internet to research topics presented in this chapter including: the end of the Cold War, the Iran-contra affair, the Moral Majority, and the growth of the Sun Belt. Compare what the internet sites said and that of the textbook authors. How do you account for any disagreement? Does the internet help or hinder historical research?


3. Debate whether the Federal Government should bail out banks (as in the savings & loan crisis), or allow them to fail.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

**Multiple choice:** Choose the best answer.

1. Changes in the U.S. economy in the 1980s meant
   a. the economic success of the triumph of conservatism under President Reagan.
   b. the increasingly competitive nature of the world economy.
   c. the corporate mergers that accompanied an extended boom in new jobs.
   d. loss of jobs due to poor quality products.
2. The conservative coalition in the new politics of the 1980s included
   a. advocates of free market economic policies.
   b. religious fundamentalists.
   c. middle-class voters who felt threatened by gains of the poor and minorities.
   d. all of the above.

3. Republican policies in domestic affairs in the 1980s focused on
   a. tax cuts, especially for the wealthier classes.
   b. tighter regulation of industry and labor.
   c. vigorous protection of the environment.
   d. all of the above.

4. The “New Federalism”
   a. turned civil rights regulation over to the states.
   b. forced many states and municipalities nearly into bankruptcy.
   c. cut the national debt by millions of dollars.
   d. let states decide whether or not to permit abortion.

5. In the 1980s
   a. the share of national wealth by the wealthiest 1 percent of the nation doubled.
   b. the net worth of the wealthiest 1 percent of Americans declined.
   c. the gap between rich and poor narrowed.
   d. women and minorities continued to gain economically compared to white males.

6. The American economy in the 1980s
   a. slowed its productivity in the industrial sector.
   b. shifted to the service sector.
   c. was challenged by industrial growth in other parts of the world.
   d. all of the above.

7. Which of the following economic shifts occurred in the 1980s under Reagan?
   a. The number of industrial jobs increased.
   b. There were no increased expenditures for social programs, only the military.
   c. There was a significant increase in the national debt.
   d. Union membership increased.

8. It was the Supreme Court decision that upheld a woman’s right to abortion:
   b. *Freeman v. Pitts*.

9. During the 1980s, working women
   a. earned the same amount of money as working men.
   b. found many obstacles to advancing professionally.
   c. held the same type of jobs as women ten years earlier.
   d. easily moved above the “glass ceiling.”
10. The use of computers in the workplace helped
   a. workers connect more strongly to their jobs.
   b. increase productivity.
   c. decrease the average number of hours in the work week.
   d. decrease physical and emotional stress in the workplace.

11. The Stock Market Crash of 1987 was caused by
   a. federal budget deficit.
   b. negative trade balances.
   c. exposures of Wall Street fraud.
   d. all of the above.

12. The ending of Cold War with Russia occurred when
   a. Russia gave up its military power after the U.S. started to build “Star Wars”
      defense.
   b. Russia essentially withdrew from countries in Eastern Europe.
   c. Reagan unilaterally decided to remove nuclear weapons from the U.S. arsenal.
   d. When both the U.S. and Russia began to fear China more than each other.

13. The Los Angeles riots of 1992
   a. were less damaging than the notorious Watts riots of 1965.
   b. were prompted by increased Mexican and Asian immigration.
   c. highlighted the growing income gap, lack of urban policy, and racism in America.
   d. were entirely gang related.

14. In the early 1980s the Reagan policies toward the former Soviet Union included all
    of the following EXCEPT
    a. increasing the military budget and nuclear superiority.
    b. pushing ahead with the “Star Wars” defensive shield.
    c. attacking the USSR as the “evil empire.”
    d. withdrawing missiles from Western Europe.

15. The “contras” were
    a. counterrevolutionary forces supported by the United States in Nicaragua.
    b. counterrevolutionary terrorist forces in El Salvador.
    c. Sandinista supporters in Nicaragua.
    d. Iranian terrorists who seized the American embassy.

16. As the U.S. moved into the early-1990s, the American people witnessed
    a. a political shift from the welfare state to a less-regulated economy.
    b. a growing gap between rich and poor.
    c. a mounting national debt.
    d. all of the above.
17. He was the founder and leading spokesman for the conservative policy group “Moral Majority”:
   a. Reverend Billy Graham.
   b. Reverend Al Sharpton.
   c. Reverend Jerry Falwell.
   d. Reverend Jesse Jackson.

18. She was the first woman to sit on the Supreme Court:
   a. Gloria Steinem.
   b. Sandra O’Connor.
   c. Janet Reno.
   d. Ruth Ginsberg.

**Essays**

1. Assess the achievements and failures of the Reagan and Bush administrations in both domestic and foreign policy.

2. Explain how Reagan’s policies changed in conducting relations with the Soviet Union.

3. Explain why Reagan’s background in Hollywood helped his political career.

4. What were the key factors that affected the civil rights for African Americans in the 1980s?
Marlene Garrett, a recent immigrant from Jamaica, found life difficult in the United States in the late 1990s. She and her husband struggle to pay the living expenses with entry-level jobs and no health insurance for their family of three young children. Marlene Garrett’s greatest concern was to provide quality day care, but the family income could not cover the expenses. As part of the 35 million Americans living in poverty, the Garretts face a tough future amid the prosperity and ever-widening gap between rich and poor.

The Changing Face of the American People
The New Pilgrims
The Census of 2000

Economic and Social Change
Boom and Bust
Poverty and Homelessness
Aging and Illness
Minorities and Women Face the Twenty-First Century

Democratic Revival
Democratic Victory
Republican Resurgence
A Second Term for Clinton
Partisan Politics and Impeachment

The Second Bush Presidency
The Election of 2000
The New Leader
Promoting the Private Sector
A Second Term for Bush

Foreign Policy in the Post-Cold War Era
The Balkan Crisis
The Middle East in Flames
African Struggles
Relations with Russia
Terror on September 11

Conclusion: The Recent Past in Perspective
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. A demographic transformation of enormous proportions gave American society an increasingly varied color in the 1980s and 1990s. Immigrants from Latin America and the Far East introduced “New Pilgrims” into the mosaic of the American people, causing a crisis of identity for the multicultural, polylingual American society. Americans were older, more often divorced, and more often living in nontraditional households.

2. As Bill Clinton assumed the presidency in 1993, he faced domestic challenges. His administration and, after the 1994 elections, the Republican-controlled Congress placed new limits on the federal government as they helped the American people fulfill old and new dreams as the century ended.

3. America in the early 21st century struggled with continuing problems of how to include a large new class of immigrants, and how to balance the positions of minorities and the prevailing majorities.

4. U.S. society also saw increased prosperity but struggled with the question of how to distribute its wealth fairly. Major issues continued to be debated surrounding the extent of government involvement vs. the liberty of individuals to succeed or fail independently. The chapter also focuses on what American society looked like through the lens of the 2000 census.

6. The question of how best to play its role as the world superpower continued as the United States tried to balance serious regional issues such as the dispute of Israel and the Palestinians, difficulties in the Balkans and in Africa, further disarmament of nuclear weapons, and, after September 2001, the threat of devastating terrorism.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Explain the changes in the sources of immigration to the U.S. during the past 50 years and the reaction within the U.S. to the new population.

2. Describe changes in the economic cycle during the 1990s and into the new century and give examples of the impact of these changes

3. Explain the demographic changes in the U.S. as shown by data in the 2000 census.

4. Assess how the circumstances changed for women and minorities during the 1990s.

5. Explain the reasons why a Democrat was elected a president for two consecutive terms.
6. Explain how America’s foreign policy dealt with regional conflicts such as the Middle East, and the terrorist threat against the United States.

7. Outline the major directions that George W. Bush wanted to follow as president.

**Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze the Clinton presidency, showing how it reflected similarities and differences from the Reagan-Bush years.

2. Identify and analyze the enduring continuities and tensions in the American people that persist in our lives today.

3. Explain why Clinton was impeached but not convicted.

4. Explain the reasons for the outcome of the disputed election of 2000.

5. Identify and explain the major issues for public policy resulting from an older population in the U.S.

**(4) IMPORTANT DATES AND NAMES TO KNOW**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-1999</td>
<td>Ethnic turbulence in fragmented former Yugoslavia</td>
</tr>
<tr>
<td>1992</td>
<td>Bill Clinton elected president</td>
</tr>
<tr>
<td></td>
<td>Czechoslovakia splits into separate Czech and Slovak Republics</td>
</tr>
<tr>
<td></td>
<td>Riots erupt in Los Angeles</td>
</tr>
<tr>
<td>1993</td>
<td>North American Free Trade Agreement (NAFTA) ratified</td>
</tr>
<tr>
<td></td>
<td>Palestine Liberation Organization and Israel sign peace treaty</td>
</tr>
<tr>
<td>1994</td>
<td>Nelson Mandela elected president of South Africa</td>
</tr>
<tr>
<td>1996</td>
<td>Bill Clinton re-elected</td>
</tr>
<tr>
<td>1998</td>
<td>Budget surplus announced</td>
</tr>
<tr>
<td></td>
<td>Bill Clinton impeached by the House of Representatives</td>
</tr>
<tr>
<td>1999</td>
<td>Bill Clinton acquitted by Senate</td>
</tr>
<tr>
<td></td>
<td>Stock Market soars as Dow Jones average passes 10,000</td>
</tr>
<tr>
<td>2000</td>
<td>George W. Bush elected president</td>
</tr>
</tbody>
</table>
2001  Economy falters
       Stock market dips below 10,000
       Tax cut passed
       Terrorists strike New York City and Washington, D.C.

2002  Recession continues and Dow Jones average drops below 8,000

2003  U.S. and coalition forces invade Iraq

2004  George W. Bush re-elected

2005  Bush calls for a major overhaul of social security

**Other Names to Know**

<table>
<thead>
<tr>
<th>Colin Powell</th>
<th>Saddam Hussein</th>
<th>Yasir Arafat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osama bin Laden</td>
<td>Ben Nighthorse Campbell</td>
<td>Yitzhak Rabin</td>
</tr>
<tr>
<td>H. Ross Perot</td>
<td>Robert Dole</td>
<td>Albert Gore</td>
</tr>
<tr>
<td>Newt Gingrich</td>
<td>Vladimir Putin</td>
<td>Slobodan Milosevic</td>
</tr>
<tr>
<td>Henry Cisneros</td>
<td>Elián Gonzales</td>
<td>Ellen DeGeneres</td>
</tr>
<tr>
<td>Robert Mugabe</td>
<td>John Kerry</td>
<td></td>
</tr>
</tbody>
</table>

**(5) GLOSSARY OF IMPORTANT TERMS**

**Balanced Budget:** When the revenues of the government are essentially equal to the expenditures that the government makes

**(6) ENRICHMENT IDEAS**

1. Autobiographies—your own as well as those by Franklin, Stanton, Malcolm X and others—reveal the story of the American people. An autobiography, as Thoreau's *Walden* suggests, need not, in fact, cannot “cover” one's entire life. Like historians, autobiographers face problems of sources, selection, embellishment, and interpretation. The following short exercise will reveal these problems, as well as some insights into yourself.

   First, research and write (in two pages) the story of your life for a month's time three years ago. This will no doubt raise problems primarily of sources—how to find out what you were doing, what happened during that month. Writing about your life will also raise issues of embellishment as you seek to describe and maybe even to interpret those half-remembered high school horrors or other circumstances. Second, research and write (in two pages) the story of your life last week. Note that your primary problem here is not memory and sources but selection. How will you decide which among the hundreds of facts you know about your life last week should be selected? Perhaps an interpretive framework, a theme, or a thesis point of view will help.
Conclude your autobiography with one paragraph that connects or shows the relationship between the you of three years ago and the you of last week. The connecting theme might be found in a significant continuity, in a change, or in something else, but whatever it is, it will suggest the importance of interpretation in transforming a catalog of factual events into a story. In writing this paper about your own life, you are, in the highest sense, recording history.

2. This chapter covers the recent past, which is accessible to you in a way that other periods are not. You might want to think about the way in which the chapter treats these years. Would you characterize them in the same way? What would you consider to be the greatest problems of the recent past? The most positive features? How have the currents of recent years affected your family and your own hopes and dreams?

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. President Clinton failed to secure passage of what legislation during his first term?
   b. NAFTA.
   c. A crime bill banning the manufacture, sale, or possession of assault weapons.
   d. all of the above.

2. The Republican’s 1990s “Contract With America” supported
   a. scaling back the role of the federal government.
   b. balancing the budget.
   c. reducing taxes.
   d. all of the above.

3. The largest group of immigrant “New Pilgrims” came from
   a. Mexico, the Caribbean, and Latin America.
   b. Europe and Canada.
   c. China, Japan, and Southeast Asia.
   d. Africa.

4. Those who opposed immigration did so because
   a. they feared a loss of a genuine “American” identity in a multicultural world.
   b. businesses lost too much money in paying the high wages demanded by immigrants.
   c. they primarily came from European countries.
   d. all of the above.

5. The census of 2000 showed that the greatest population increases occurred in
   a. the Northeast.
   b. the West.
   c. the Southeast.
   d. the Midwest.
6. All of the following economic trends happened during the 1990s EXCEPT
   a. a rise in unemployment.
   b. the stock market thriving.
   c. the Federal Reserve Board lowering interest rates.
   d. the reduction of the federal budget deficit.

7. By the end of the 1990s and into 2002 there were signs of major difficulties in some U.S. companies resulting from
   a. inside corruption and attempted coverup of mistakes and poor practices.
   b. large numbers of employees who were stealing goods from their employers.
   c. very large reductions in consumer spending.
   d. the lack of buyers for new cars resulting from very high unemployment.

8. The aging of American society meant difficult public policy issues because of:
   a. high cost of clothing and home entertainment.
   b. Social Security and medical costs.
   c. cost and availability of Viagra.
   d. senior citizen discount rates for national parks.

9. It was the most difficult health issue for young adults in the 1980s and 1990s:
   a. HIV and AIDS.
   b. Yearly outbreak of influenza.
   c. A new outbreak of smallpox.
   d. All of the above.

10. In the election of 2000, the Republican winner George Bush
    a. won in a landslide.
    b. had to pick a new vice president after his first choice quit the campaign.
    c. lost the popular vote, but won the electoral vote.
    d. was picked by the House of Representatives after no one received an electoral majority.

11. When the Israeli Prime Minister and the Palestinian leader shook hands on the White House lawn in 1993
    a. peace prospects for the region quickly disappeared in new fighting and disagreements.
    b. the U.S. failed to uphold the peace when Clinton sent troops to Israel.
    c. Russia interfered in the region and upset the peace arrangements.
    d. The United Nations interfered on behalf of the Palestinians, angering Israel.

12. According to the text authors, George W. Bush’s program early in his presidency stressed
    a. spending a great deal for national educational reform.
    b. cuts in the military budget and more funds for environmental protection.
    c. a major initiative in low-cost housing to help the poor.
    d. cuts in the tax rates that particularly favored the wealthy.
13. The impeachment of President Clinton for perjury and obstruction of justice was
   a. passed in the House of Representatives.
   b. passed in the Senate.
   c. never resolved by Congress.
   d. supported by most Democrats.

14. It was perhaps the best way to quick wealth in the 1990s:
   a. A job in the service industry, such as retail sales.
   b. Investing in the stock market.
   c. Buying one’s own house.
   d. Buying a new car or taking a job in teaching.

15. As the text explains, by the 1990s in racial issues
   a. the country had achieved a color-blind society.
   b. housing and job discrimination became more widespread than ever.
   c. although there had been significant improvement, there were still many
      examples of racism.
   d. immigration had become the most important concern of Americans.

16. Evidence of greater acceptance of gays during the 1990s was apparent when
   a. numerous states legally recognized same sex marriages.
   b. gays were recruited and accepted in the military.
   c. Bush picked a gay man as Vice President in 2000.
   d. a number of major companies accepted responsibility for health care costs for
      gay couples.

**Essays**

1. Identify and analyze what you think have been the three or four most profoundly
   significant changes affecting the lives of the American people in the past 50 years.

2. Identify and analyze what you think have been the three or four most significant
   continuities in the lives of the American people that still remain in our lives today.

3. Explain how a masterful campaign against Iraq did not help George H. W. Bush win
   his re-election in 1992.

4. Compare and contrast the visions of Democrats and Republicans since 1992 on
   domestic issues and foreign affairs.

5. Critically examine demographic, social, and economic changes since 1992. Has
   America become more or less united? Explain.
### ANSWERS TO SAMPLE TEST AND EXAMINATION QUESTIONS*

<table>
<thead>
<tr>
<th>Chapter 16</th>
<th>Chapter 17</th>
<th>Chapter 18</th>
<th>Chapter 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a</td>
<td>1. a</td>
<td>1. b</td>
<td>1. c</td>
</tr>
<tr>
<td>2. d</td>
<td>2. d</td>
<td>2. a</td>
<td>2. a</td>
</tr>
<tr>
<td>3. d</td>
<td>3. c</td>
<td>3. d</td>
<td>3. c</td>
</tr>
<tr>
<td>4. a</td>
<td>4. a</td>
<td>4. c</td>
<td>4. c</td>
</tr>
<tr>
<td>5. b</td>
<td>5. a</td>
<td>5. c</td>
<td>5. d</td>
</tr>
<tr>
<td>6. b</td>
<td>6. b</td>
<td>6. d</td>
<td>6. b</td>
</tr>
<tr>
<td>7. c</td>
<td>7. b</td>
<td>7. a</td>
<td>7. d</td>
</tr>
<tr>
<td>8. c</td>
<td>8. a</td>
<td>8. a</td>
<td>8. b</td>
</tr>
<tr>
<td>10. c</td>
<td>10. b</td>
<td>10. d</td>
<td>10. a</td>
</tr>
<tr>
<td>11. b</td>
<td>11. c</td>
<td>11. a</td>
<td>11. b</td>
</tr>
<tr>
<td>12. a</td>
<td>12. b</td>
<td>12. d</td>
<td>12. a</td>
</tr>
<tr>
<td>13. d</td>
<td>13. a</td>
<td>13. c</td>
<td>13. c</td>
</tr>
<tr>
<td>15. c</td>
<td>15. a</td>
<td>15. d</td>
<td>15. a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 20</th>
<th>Chapter 21</th>
<th>Chapter 22</th>
<th>Chapter 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a</td>
<td>1. b</td>
<td>1. d</td>
<td>1. c</td>
</tr>
<tr>
<td>2. c</td>
<td>2. d</td>
<td>2. c</td>
<td>2. a</td>
</tr>
<tr>
<td>3. c</td>
<td>3. d</td>
<td>3. b</td>
<td>3. d</td>
</tr>
<tr>
<td>4. a</td>
<td>4. b</td>
<td>4. a</td>
<td>4. c</td>
</tr>
<tr>
<td>5. d</td>
<td>5. c</td>
<td>5. c</td>
<td>5. c</td>
</tr>
<tr>
<td>6. c</td>
<td>6. d</td>
<td>6. a</td>
<td>6. c</td>
</tr>
<tr>
<td>7. d</td>
<td>7. c</td>
<td>7. b</td>
<td>7. c</td>
</tr>
<tr>
<td>8. d</td>
<td>8. b</td>
<td>8. b</td>
<td>8. b</td>
</tr>
<tr>
<td>10. c</td>
<td>10. c</td>
<td>10. a</td>
<td>10. a</td>
</tr>
<tr>
<td>11. a</td>
<td>11. a</td>
<td>11. c</td>
<td>11. d</td>
</tr>
<tr>
<td>12. a</td>
<td>12. a</td>
<td>12. d</td>
<td>12. d</td>
</tr>
<tr>
<td>13. c</td>
<td>13. c</td>
<td>13. b</td>
<td>13. a</td>
</tr>
<tr>
<td>14. c</td>
<td>14. a</td>
<td>14. c</td>
<td>14. c</td>
</tr>
<tr>
<td>15. d</td>
<td>15. c</td>
<td>15. a</td>
<td>15. b</td>
</tr>
<tr>
<td>16. a</td>
<td>16. c</td>
<td>16. a</td>
<td>16. d</td>
</tr>
<tr>
<td>17. d</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Answers to the Quotation and Chart Identifications and the Map Questions are found at the end of this section.
Chapter 24

Alphabet Soup

1. b  WPA: Works Progress Administration
2. c  AAA: Agricultural Adjustment Act
3. c  CIO: Congress of Industrial Organizations
4. d  NIRA: National Industrial Recovery Act (Administration)
5. a  NAACP: National Association for the Advancement of Colored People
6. d  CCC: Civilian Conservation Corps
7. c  FERA: Federal Emergency Relief Administration
8. a  TVA: Tennessee Valley Authority
9. b  NLRB: National Labor Relations Board
10. b  FDIC: Federal Deposit Insurance Corporation
11. b
12. d
13. b
14. b
15. b

Chapter 25

Chapter 26

Chapter 27

Multiple Choice

1. a
2. c
3. d
4. b
5. d
6. c
7. b
8. a
9. d
10. c
11. d
12. d
13. b
14. a
15. d

Matching

1. d
2. f
3. h
4. c
5. a
6. e
7. b
8. g
9. c
10. b
11. b
12. a
13. d
14. b
15. a
16. c
17. c
18. b
19. a
20. d
### Chapter 28

<table>
<thead>
<tr>
<th>Multiple Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. d</td>
</tr>
<tr>
<td>2. d</td>
</tr>
<tr>
<td>3. c</td>
</tr>
<tr>
<td>4. d</td>
</tr>
<tr>
<td>5. d</td>
</tr>
<tr>
<td>6. c</td>
</tr>
<tr>
<td>7. b</td>
</tr>
<tr>
<td>8. a</td>
</tr>
<tr>
<td>9. c</td>
</tr>
<tr>
<td>10. d</td>
</tr>
<tr>
<td>11. c</td>
</tr>
<tr>
<td>12. b</td>
</tr>
<tr>
<td>13. b</td>
</tr>
<tr>
<td>14. d</td>
</tr>
<tr>
<td>15. a</td>
</tr>
</tbody>
</table>

### Chapter 29

<table>
<thead>
<tr>
<th>Matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. c</td>
</tr>
<tr>
<td>2. b</td>
</tr>
<tr>
<td>3. a</td>
</tr>
<tr>
<td>4. b</td>
</tr>
<tr>
<td>5. d</td>
</tr>
<tr>
<td>6. c</td>
</tr>
<tr>
<td>7. d</td>
</tr>
<tr>
<td>8. c</td>
</tr>
<tr>
<td>9. a</td>
</tr>
<tr>
<td>10. a</td>
</tr>
<tr>
<td>11. b</td>
</tr>
<tr>
<td>12. a</td>
</tr>
<tr>
<td>13. a</td>
</tr>
<tr>
<td>14. c</td>
</tr>
<tr>
<td>15. d</td>
</tr>
<tr>
<td>16. d</td>
</tr>
</tbody>
</table>

### Chapter 30

<table>
<thead>
<tr>
<th>Chapter 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. b</td>
</tr>
<tr>
<td>2. d</td>
</tr>
<tr>
<td>3. a</td>
</tr>
<tr>
<td>4. b</td>
</tr>
<tr>
<td>5. a</td>
</tr>
<tr>
<td>6. d</td>
</tr>
<tr>
<td>7. c</td>
</tr>
<tr>
<td>8. d</td>
</tr>
<tr>
<td>9. c</td>
</tr>
<tr>
<td>10. b</td>
</tr>
<tr>
<td>11. d</td>
</tr>
<tr>
<td>12. b</td>
</tr>
<tr>
<td>13. c</td>
</tr>
<tr>
<td>14. d</td>
</tr>
<tr>
<td>15. a</td>
</tr>
<tr>
<td>16. d</td>
</tr>
<tr>
<td>17. c</td>
</tr>
<tr>
<td>18. b</td>
</tr>
</tbody>
</table>

### Chapter 31

| 1. a           |
| 2. d           |
| 3. a           |
| 4. a           |
| 5. b           |
| 6. a           |
| 7. a           |
| 8. b           |
| 9. a           |
| 10. c          |
| 11. a          |
| 12. d          |
| 13. a          |
| 14. b          |
| 15. c          |
| 16. d          |
ANSWERS: IDENTIFY AND INTERPRET:
QUOTATIONS AND CHARTS

Chapter 17—Quotation

Booker T. Washington, “Atlanta Exposition Address,” 1895. This speech solidified the Tuskegee educator as the leading black spokesman of a moderate race policy. Washington's emphasis on black economic self-help and his over-cautious position on equal rights endeared him to whites but led to the expression of more assertive policies by other black leaders, most notably by Dr. W. E. B. Du Bois.

Chapter 18—Chart: White Fertility Rates

1. The chart portrays changes in white fertility rates between 1800 and 1910. Overall, the average white woman bore about half as many children in 1910 as in 1800. Large families were not the rule for white Americans in the latter half of the nineteenth century.

2. The factors lying behind this decline are subtle and debated by historians. As a whole, the pattern points to the fact that Americans were limiting family size (with methods ranging from abortion to abstinence). New norms for family life and child care doubtless played an important part in encouraging families to have fewer children while the belief that women were naturally pure and passionless may well have limited sexual contact between husbands and wives.

3. Overall, the declining fertility of white women points to the growing complexity of American life. As American society became increasingly urban and industrial, large families seemed less desirable than they once had been. Middle-class families (especially those in urban areas) no longer expected their children to make economic contributions to family life and recognized the economic and emotional challenges children presented. New norms also emphasized that fewer was better by insisting that every child deserved a mother's care and attention. The growth of the common school system provides further evidence of the concern Americans had about preparing their children for adult life. The chart also suggests that American white women had fewer demands on their time as family size decreased and helps to explain the growing involvement of women in activities outside the home.

Chapter 20—Quotation

Theodore Roosevelt in a presidential address stating the “Roosevelt Corollary to the Monroe Doctrine,” 1904. Roosevelt's "police power" policy, often employed in the twentieth century, established the pattern of intervention by the United States in the affairs of Central American and Caribbean countries.
Chapter 21—Chart: Disorderly Tenements

1. In this chart we can see the numbers and selected characteristics of the occupants of 29 “disorderly” tenement houses in five New York neighborhoods during the first four months of 1909. Although the chart shows that the East Side had the most disorderly tenements, it is not clear whether all the disorderly buildings in each neighborhood are listed or not. Thus we cannot conclude from this chart that the East Side was necessarily the most disorderly area of the city. But we can note that the tenements on the East Side were the most crowded of those described while the buildings in Brooklyn were the least. The chart also dramatizes the ethnic hodgepodge of urban living arrangements. If the nationalities are listed in order of importance, we can suggest that each neighborhood had a distinctive ethnic character. The new immigrants colored life on the East Side while the old immigrants defined the neighborhood between West 104th Street and West 153rd Street.

2. New urban arrangements, immigration patterns, living conditions, and the progressive interest in studying social problems explain this census. The title of the publication from which this chart is drawn suggests the progressive concern for prostitution, conventionally called “the social evil.”

3. The chart demonstrates the progressive faith in study (especially statistical study) as the basis for reform as well as the progressive zeal for teaching middle-class values to the new immigrants. Moreover, the chart highlights the heterogeneous character of American urban life.

Chapter 22—Quotation

Women's suffrage, the Nineteenth Amendment to the Constitution, 1920, the fulfillment of a long struggle initiated at the Seneca Falls, N.Y., Convention in 1848. The amendment, however, fails to address economic, psychosexual, and other women's rights issues.

Chapter 24—Quotation

Franklin D. Roosevelt, Inaugural Address, March 4, 1933. Roosevelt gave immediate notice that he would take a strong, activist role in combating the Depression, thus heralding the flurry of executive and congressional reforms of the “First Hundred Days” of the New Deal.

Chapter 25—Cartoon

The cartoon shows that after playing a vital role in the wartime economy, women were not, as men wanted, going to be easily squeezed back into a narrow domestic role as homemakers.
Chapter 27—Quotation

John Foster Dulles, secretary of state under President Eisenhower, “A Statement of Policy,” 1954. Without saying so directly, Dulles poses the threat of using nuclear weapons rather than conventional forces in resisting Communist aggression, thus escalating the nuclear arms race.

Chapter 27—Chart: Defense Spending

1. Here we see the pattern of defense expenditures between 1945 and 1960. Defense spending declined rapidly after World War II and began to rise sharply in 1950. Expenditures peaked at $50 billion during the Korean War but remained above $40 billion for the rest of the period.

2. The end of World War II and the emergence of the Cold War explain the pattern of expenditures. The low level of defense spending between 1945 and 1950 suggests, however, that the administration did not easily convince Congress of the need to increase spending dramatically to fight the Cold War. The Korean War is a watershed. Thereafter there seems to have been consensus that high defense spending was necessary.

3. The notable points you might make about this chart include the emergence of a foreign policy consensus by the 1950s, the important contribution defense spending made to national prosperity of that decade, the growth of what Eisenhower called the “military-industrial complex,” and the emergence of an international arms race, all of which increased in the years since 1960 until significant arms reductions that occurred in the 1980s and 1990s.

Chapter 28—Quotation

Martin Luther King, Jr., “Letter from Birmingham Jail,” 1963. Influenced by both Christianity and Mahatma Gandhi, King's eloquent letter has become a classic statement of the philosophy of nonviolent civil disobedience.

Chapter 29—Quotation

Vilunya Diskin and Wendy Coppedge Sanford, from the Preface to Our Bodies, Ourselves: A Book by and for Women, 1973. A product of the Boston Women's Health Book Collective, Our Bodies, Ourselves and its various revised versions have had an incalculable influence on women in America.
Chapter 20—Map
Chapter 27—Map