

# Study Guide

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## American Passages: A History of the United States

**FOURTH EDITION**

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## CHAPTER 1

# Contact, Conflict, and Exchange in the Atlantic World to 1590

### CHAPTER OBJECTIVES

- Explain the characteristics of the various Native American groups who occupied North America prior to contact with Europeans.
- Describe the characteristics of European society on the eve of contact.
- Describe characteristics of early West African empires and identify their religious and social structures.
- Define the term “Columbian Exchange” and explain its impact on Europe and the Americas.
- Describe the development and impact of Spanish settlement in the New World.
- Trace effects of the Protestant Reformation on the exploration and colonization efforts of England and France.

### MAKING IT REAL

1. Separate the class into three groups. Assign each group to one culture (Native American, European and West Africa) and have them organize a descriptive essay on each group as they operated in 1492. Be sure to have students examine religion, family, politics and the economy in their assigned society.
2. Pretend it is 2,000 years in the future and you are an anthropologist whose mission it is to gain an understanding of the people and culture of North America in the early twenty-first century. All written records are mysteriously gone. What kinds of conclusions might you reach about the former residents as you dig through the layers of debris?

### TOPICS FOR DISCUSSION OR LECTURE

1. You may wish to use the first chapter to help students learn how to read and study the textbook. Explain how the chapters are structured, with major themes supported by in-depth analyses of these themes.
2. Use the chapter excerpts from Christopher Columbus’ diary to explore European perceptions and treatment of Native Americans during the fifteenth century. What did the Europeans find negative about the natives? What role did race and culture play in how Europeans treated Native Americans?

### FURTHER RESOURCES

- *In Search of the Lost World* (52 minutes; Indian cultural development)
- *The First Americans* (53 minutes; archaeological exploration of Native Americans)

- *Alistair Cooke's America: A Personal History of the United States*, Episode 1, "The Found Land" (55 min)
- *Ponce de Leon* (A&E Biography, 50 minutes)

## CLASS STARTERS

[For each chapter, there will be one or two quotes that you may find interesting to use as an "ice-breaker" at the beginning of class. See the Introduction section for more information.]

- "Unless I am convicted by Scripture and plain reason—I do not accept the authority of popes and councils, for they have contradicted each other—my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. God help me. Amen."  
– Martin Luther, 1521
- "History is all things to all men. In other words she is a harlot and a hireling, and for this reason she best serves those who suspect her most. Therefore, we must beware even of saying, 'History says. . . ' or 'History proves. . . ,' as though she herself were the oracle; as though indeed history, once she had spoken, had put the matter beyond the range of mere human enquiry. Rather we must say to ourselves: 'She will lie to us till the very end of the last cross-examination.' . . . In other words the truth of history is no simple matter, all packed and parcelled ready for handling in the marketplace. And the understanding of the past is not so easy as it is sometimes made to appear."  
– Herbert Butterfield, *The Whig Interpretation of History*, 1965

## WRITING ASSIGNMENTS

1. You are a member of the expedition of Hernando de Soto. The year is 1541, and your group has been exploring in the southeastern part of North America for about two years. Describe the lands and the peoples that you have encountered. Be sure that your descriptions are historically accurate. (You may need to consult outside sources.) What are your feelings concerning these native peoples? How do you feel about the life you may have left behind forever? Has this adventure been what you expected? Why or why not?
2. You are a native of San Salvador. Columbus and his company have recently arrived in your homeland. Describe these strange people. What do they look like? What kinds of unusual things do they do? How have you communicated with them so far? What problems have arisen because of their arrival? How do you feel about this event so far?

## CHAPTER OUTLINE

- I. The First Americans were comprised of numerous diverse cultures scattered throughout the Americas.
  - A. Archaeological evidence suggests that Native Americans were descendants of Asians who had arrived during the last Ice Age; their societies were diverse, but they all developed agriculture.
    1. The Maya of the Yucatan were the most advanced, with calendars, hieroglyphics, and stone pyramids.
    2. The Aztecs controlled lands in Mexico from the Gulf Coast to the Pacific.
    3. North of the Aztecs were the desert-dwelling Hohokam and the Anasazi, ancestors of modern Pueblo Indians.
    4. In the Mississippi Valley lived the Adena-Hopewell, known for their large earthen mounds.

- B. The people of the Eastern Woodlands resided between the Atlantic Ocean and the Appalachian Mountains.
  - 1. Though they had significant cultural differences, great similarities also existed.
  - 2. Nature-based religion and the kinship group were extremely important to the various peoples of this region.
- II. European overseas expansion had begun in earnest even before Columbus reached the New World in 1492.
  - A. Encouraged by Prince Henry “the Navigator,” Portugal in 1420 began a slow exploration of the West African coast, moving ever closer to a route to the Far East.
  - B. Exploration and conquest were aided by several advances in technology, including the astrolabe, the *caravela redonda*, and new ways of firing weapons from ships.
- III. Their African explorations soon involved the Portuguese in an Atlantic slave trade.
  - A. West African cultures were diverse, but all shared some common features.
    - 1. Empires such as Ghana and Mali had developed trade links with Europe and Arabia.
    - 2. Through such trade, many West Africans became converts to Islam.
    - 3. In the continent’s interior, traditional religions prevailed, and kinship groups remained important.
  - B. Although slavery was common among African cultures, the Atlantic slave trade that developed was different, in that it was economic rather than social.
- IV. Fearing that Portugal’s empire would become too strong, Spain began to seek another route to the Far East, but Columbus found the lands of the New World instead.
  - A. Spain and Portugal appealed to the Pope to delineate their relative spheres of control; this he did in the Treaty of Tordesillas (1494), which gave lands east of a line of demarcation to Portugal and west of the line to Spain.
  - B. As more explorations occurred, it became clear that the known world was rapidly expanding, and England and France joined the quest for power and influence.
- V. For the first few decades, conquistadores from the Spanish Empire dominated the exploration and settlement of the New World.
  - A. One by one, the native populations succumbed to the Spanish, and the Aztecs and Incas were defeated.
  - B. The Spanish then turned to the exploration of Florida and the lands of the American Southwest.
  - C. A cultural exchange began that would change both the Old World and the New forever.
    - 1. Diseases decimated the natives, with smallpox the most deadly.
    - 2. Livestock and crops also began to move back and forth across the Atlantic.
    - 3. For the most part, Native Americans held on to their cultures despite the efforts of the Spanish.
  - D. Religion was perhaps the most complex issue between the two groups.
    - 1. Europeans arrived with missionaries who believed their duty was to Christianize the Indians.
    - 2. Natives who did accept Christianity did so in their own way, with the result that a blending of old and new faiths frequently occurred.
  - E. The Spanish established an imperial government in the Americas that was closely supervised by the monarch in Spain.
  - F. The New World economy of Spain was based on mercantilism, the economic system that stressed the importance of a favorable balance of trade.
  - G. Over time, the Spanish established the *encomienda* system, which forced natives to labor for them.
    - 1. Natives often resisted this subjugation to the point of death.
    - 2. Harsh working conditions and diseases also resulted in the deaths of many natives.

- VI. After the mid-1500s, religious upheaval in Europe brought Protestants as well as Catholics to America.
- A. The Protestant Reformation that began with Martin Luther's ninety-five theses and came to fruition through the work of John Calvin set Europeans at odds with each other and put thousands of people on the move.
    - 1. France remained staunchly Catholic, although a significant Protestant minority emerged.
    - 2. England under King Henry VIII broke with the Catholic Church, and his daughter, Elizabeth I, brought England permanently into the Protestant fold.
  - B. In the latter part of the sixteenth century, large numbers of French and English came to America, for a variety of reasons.
    - 1. French Protestants known as Huguenots attempted several early American settlements, but in each case they were repulsed.
    - 2. English Sea Dogs concentrated on piracy for amassing wealth for a time, but finally turned to colonies, with Walter Raleigh trying first at Roanoke, and the first successful colony being established at Jamestown in 1607.

Conclusion: By the early seventeenth century, the European countries had established themselves throughout the Americas. For the Spanish and the Portuguese, the main goal was to discover and exploit the wealth they were sure existed. Secondarily, they began to establish more traditional colonies, still exploiting the Native Americans. The English, French, and Dutch, arriving later, shared Spain's goals, yet their settlement patterns would differ markedly.

## CHAPTER 2

# Colonization of North America, 1590-1675

### CHAPTER OBJECTIVES

- Distinguish between effects of Spanish colonization in North, Central, and South America.
- Describe the reasons for English colonization activities and be able to explain how the establishment of Jamestown in 1607 differed from the establishment of the Plymouth Colony in 1620.
- Account for the lack of permanent colonies established by New France and New Netherlands.
- Examine the reasons for the Great Puritan Migration and identify the role family groups played in creating permanent settlements.
- Discuss the impact of the English Civil War on patterns of immigration and colonization between 1620 and 1660.

Discuss the issue of dissent in Puritan society and identify major dissenters who were exiled.

### MAKING IT REAL

1. Divide the students into three groups representing Spain, France and England. Have each group explain their reasons for coming to the New World. How do they plan on dealing with the native population? How do they plan to govern themselves?
2. Have students pretend they are British citizens of lower-middle class origins living in England in the later 1600s. They have each decided to move to the New World. Ask them to explore reasons for such a move. Ask them to define the circumstances in England that would motivate them to leave for an unknown land.
3. You are Native Americans witnessing the influx of Europeans in the land you once roamed in relative isolation. Assuming you are able to observe various nationalities, which group, if any, would be least objectionable to you if they stayed?

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the New England and Chesapeake colonies in a series of lectures concentrating on the differences between the two cultures and societies established in each of the two regions. Because the United States history course is normally split at the Civil War, this chapter will be the first of many opportunities to discuss the fundamental differences between these two areas.
2. Provide students with lists of passengers going to Massachusetts Bay and to the Chesapeake. An examination of these lists will point up the demographic and social differences between the two groups.
3. Prepare a lecture on the life of Anne Hutchinson. You may wish to use her story to focus on gender issues, especially the ways in which she challenged male Puritan authority and leadership.

## FURTHER RESOURCES

- *Alistair Cooke's America*, Episode 2, "Home Away from Home" (55 minutes)
- *Anne Hutchinson: Profiles in Courage* (50 minutes)

## CLASS STARTERS

- "...That men shall say of succeeding plantacions: the lord make it like that of New England: for wee must consider that wee shall be as a Citty upon a Hill, the eies of all people are uppon us; soe that if wee shall deal falsely with our god in this worke wee shall be made a story and a byword through the world, wee shall open the mouthes of enemies to speake evill of the wayes of god and all profesours for Gods sake."  
– John Winthrop, *Citty upon a Hill*, 1630
- "The New-Englanders are a people of God settled in those, which were once the Devil's territories; and it may easily be supposed that the Devil was exceedingly disturbed, when he perceived such a People here accomplishing the Promise of old made unto our blessed Jesus, *That he should have the Utmost parts of the Earth for His Possession.*"  
– Cotton Mather, *The Wonders of the Invisible World*, 1692

## WRITING ASSIGNMENTS

1. Imagine yourself a new arrival in either Jamestown or the Massachusetts Bay Colony. Write a letter home describing the new land and recount your experiences. Would you encourage other family members to come to the New World? What problems can you share with your family? What adventures can you recount?
2. You are a Puritan living in America, and your eighteen-year-old daughter is about to wed. As her father or mother, what advice will you give her about marriage and raising a family?

## CHAPTER OUTLINE

- I. Failing to locate "cities of gold" in North America, Spain ended exploration there and began to concentrate its settlements in Mexico, where Franciscan priests continued their efforts to convert the natives.
  - A. Juan de Oñate received permission from the Spanish monarchy to establish a settlement in New Mexico, but his harsh treatment of the Pueblo Indians led to his banishment from the province, and the government converted it into a royal province.
  - B. Spanish missionaries fared somewhat better, with settlements from St. Augustine, Florida (1565), to Georgia, and westward to the Gulf Coast.
- II. With the influence of Spain weak, the English began to look toward the coast of Virginia to establish colonies.
  - A. Both politically and economically, England was experiencing tremendous changes that made the New World more appealing.
    1. Elizabeth's successors had long-running struggles with Parliament that left many people feeling uncertain about their future.
    2. The enclosure movement displaced many poor families from the countryside at the same time that wealthy investors were recruiting people willing to emigrate to America.
  - B. The first English settlement in America was established at Jamestown by the Virginia Company in 1607, but the colony's future remained in doubt for many years because of the ineptitude of many of the first settlers.

- C. The struggle for Virginia pitted the colonists against the Powhatan Indians, with the English resorting to making war, enslaving the natives, and confiscating unoccupied lands.
  - D. The introduction of tobacco as a money crop and the division of the land into headrights eventually brought success to the Virginia Colony.
  - E. As their labor needs increased, Virginians turned to Africans, who were sometimes hired servants and sometimes slaves.
  - F. The colony grew only slowly, with diseases killing off many newcomers, but immigration continued and the population continued to increase.
- III. Europeans who colonized and explored the region north of Virginia did so for the plentiful furs and excellent fishing to be found there.
- A. French fur traders established settlements at Quebec and Port Royal, calling the entire province New France and soon entering into conflicts with the Indians.
  - B. Since the Dutch settlements in New Netherland were populated by merchants, the colony became both diverse and prosperous.
- IV. While the earliest English settlers had come to America mostly for economic reasons, later arrivals as often as not came because of religious conflicts at home.
- A. English Calvinists came to America in two distinct groups: Separatists, also known as Pilgrims, who hoped to create a completely new church, and Puritans who hoped to reform the Church of England rather than abandon it altogether.
  - B. The Pilgrims, landing at Plymouth by mistake, established the Mayflower Compact to ensure that they had a viable government, and within a few years the colony was prospering, if it remained somewhat small and distinct.
  - C. The larger group of Puritans who settled Massachusetts Bay founded a strong, moral community of hard workers who, having invested their own funds in the colony, were determined to make it successful both in the eyes of man and of God.
  - D. Puritans also settled Connecticut, where they created a General Assembly, subdued the native Pequot Indians, and expanded into New Haven to the west.
  - E. Religious turmoil in Massachusetts led to the banishment of Roger Williams, who created the colony of Rhode Island, which became a haven for dissenters, and Anne Hutchinson, who questioned the rule of colonial leaders.
  - F. Maryland was a proprietary colony established by Lord Baltimore and governed by an assembly that continuously wrestled with him for control of the colony's affairs.
  - G. The English Civil War that began in 1642 had profound effects on all the colonies, as the settlers were left to protect themselves and to choose sides in the far-off conflict.
- V. After Charles II took the throne of England in 1660, the Mother Country took a renewed interest in her American colonies, enacting laws to regulate trade and establishing additional colonies.
- A. A series of Navigation Acts began to give strict guidelines concerning colonial trade, but smuggling remained a significant problem.
  - B. The proprietary colony of Carolina evolved into two distinct colonies, with small planters moving from Virginia to settle North Carolina and planters from the West Indies bringing African slave society to South Carolina.
  - C. After years of fighting, the English appropriated New Netherland from the Dutch and renamed it New York, and they also founded the colony of New Jersey nearby.

Conclusion: By 1675, the European empires had become entrenched in their own spheres of the New World. The English settlers had colonies all along the Atlantic coast from New England to South Carolina. The French fur traders controlled the most productive parts of Canada and were busily exploring parts of the Mississippi Valley. Spain held sway throughout New Mexico and Florida. The Dutch lost out in the race to colonize America, but the Indian tribes were truly those who lost the most.

## CHAPTER 3

# Crisis and Change, 1675-1720

### CHAPTER OBJECTIVES

- Outline the events leading to the Glorious Revolution, and briefly explain its impact on the colonies.
- Explain the social, cultural, and political tensions that led to a series of rebellions against authority in the various colonies, and to the witchcraft episode in Salem in 1692.
- Trace the development of William Penn’s “holy experiment,” and compare Quaker relations with Native Americans with their treatment in other parts of the New World.
- Discuss the rise and entrenchment of slavery in British America. Explain how geography and climate shaped slave life.
- Trace the economic development of the colonies, and explain how mercantilism helped shape the social and cultural identities of New England and the Chesapeake.

### MAKING IT REAL

1. Students are fascinated with the Salem witchcraft story. Use the chapter excerpt from the transcript of the trial of Bridget Bishop. Also, students might enjoy reading portions of Arthur Miller’s play *The Crucible* and comparing his interpretations to that of the text.
2. This might be a good time to initiate a discussion of the meaning of the word “American.” The word had a variety of implications and meanings for different people at different times. Put the list on the chalkboard, or on a screen, and ask students to relate what images, ideas, and feelings the word elicits.
3. Look at the intersection of Native American, African, and European cultures in the late 1600s. What characteristics of modern American culture and society can be traced back to this period?
4. Have students compare and contrast the institutions of slavery that emerged in Virginia, South Carolina, and the Caribbean. Even though each of these colonial regions was British, the institutions of slavery that developed in each were distinctive. What factors contributed to these distinctions? What impact did South Carolina’s central location between Virginia and the Caribbean have on the nature of her plantation economy and her institution of slavery? Also, what factors lead to an increased need for slavery in the south and not the north? Does religion play a role of the development of slavery in any of these areas?

### TOPICS FOR DISCUSSION OR LECTURE

1. The “Slave” episode from *Roots* focuses on slavery’s middle passage and can provide the basis for class discussion on the seeming incongruity of those who profess Christian values yet engage in the slave trade. How does participation in the slave trade fit with John Winthrop’s “citty on a hill?”

2. Examine the roles of women as they appear in this chapter. You may choose to explore how and why women were the specific victims of persecution in seventeenth century Salem, or how women in slavery endured a peculiar brand of suffering as defined by their labor.
3. Discuss how the various insurrections against colonial administrators, as triggered by the Glorious Revolution, erupted in several colonies. What might the insurrections reveal about growing social and political tensions in British America?

## FURTHER RESOURCES

- *Three Sovereigns for Sarah*, Vol. 1: 42 minutes, Vol. 2: 60 minutes (Nightowl Productions)
- *Roots*, Episodes 1 and 2

## CLASS STARTERS

- “The founders of a new colony, whatever Utopia of human virtue and happiness they might originally project, have invariably recognized it among their earliest practical necessities to allow a portion of the virgin soil as a cemetery, and another portion as the site of a prison.”  
– Nathaniel Hawthorne, *The Scarlet Letter*
- “The poverty of the country is such that all the power and sway has got into the hands of the rich, who by extortious advantages, having the common people in their debt, have always curbed and oppressed them in all manner of ways.” - Nathaniel Bacon

## WRITING ASSIGNMENTS

1. You are an elderly slave on an American plantation. The children born on the plantation (three are your own grandchildren) have gathered to hear you tell about your journey from your homeland – that devastating ocean crossing. What do you tell them? What, if anything, do you leave out? You are torn between protecting them and ensuring that the past is not forgotten. How do you handle the situation?
2. You, William Penn, have just made a deal with the King to establish a new colony in America. Write a letter to your widowed mother in which you justify your leaving England and going to what she deems “that wilderness.” Strive to make her understand how important this is to you. (Remember: you must not show disrespect to your dead father. She loved him very much.)

## CHAPTER OUTLINE

- I. From Massachusetts to New Mexico, European settlement patterns contributed to a series of disagreements, rebellions, and wars during the late 1600s.
  - A. The decline of strong church orthodoxy in New England, combined with the growth of other religions, led to periods of religious unrest, especially between Puritans and Quakers.
  - B. When the Algonquian leader Metacom, also known as King Philip, tried to rally his people to fight settlers in New England, the Indians were severely put down.
  - C. A serious problem arose in Virginia, with the uprising known as Bacon’s Rebellion.
    1. Nathaniel Bacon led a group that attempted to convince the colonial government to seize land from local Indians.
    2. The rebellion came to an end after Bacon’s untimely death, with few significant changes taking place among the disgruntled settlers.
  - D. The Southwest was also unsettled, with the Pueblo Indian Popé leading an unsuccessful revolt against Spanish oppressors.

- II. In the wake of these numerous rebellions, William Penn petitioned the king for permission to establish a new, different type of colony in Pennsylvania.
  - A. Penn had grand plans for Pennsylvania, hoping to make it a haven for Quakers that would also be an economic success.
  - B. Pennsylvania emerged as a successful colony, although Penn himself went deeply into debt.
- III. The Glorious Revolution in England brought changes for that country and for its colonies in America.
  - A. Concerned that the American colonies were becoming too self sufficient and headstrong, Charles II revoked the charter of Massachusetts and combined several colonies together into the Dominion of New England, which caused nothing but problems.
  - B. Revolutions occurred in 1689 both in England and in the colonies.
    - 1. In the Glorious Revolution, William and Mary, supported by Parliament, replaced James II on the throne of England.
    - 2. Protestant settlers in Massachusetts, New York, and Maryland also rebelled against a perceived threat from Catholics there.
    - 3. While dissatisfaction and dissent within the colonies was becoming apparent, these early revolutions made little real difference in life there.
  - C. Societal turmoil in the New England colonies has also been blamed for the witchcraft hysteria that surfaced in Salem, Massachusetts in 1691-1692.
- IV. Rivalry for control of America led to a number of wars between Europeans and Native Americans, especially in the far north and far south.
  - A. In order to obtain control of trade centers and to gather slaves for the West Indies, English colonists in the Carolinas invaded Guale and Florida, driving out the Spanish and the native Apalachees in most places.
  - B. The French were in the vanguard in exploring and settling Louisiana, and their alliance with the Spanish enabled settlements to grow, albeit slowly.
  - C. In Canada, conflicts over trade routes and territory spilled into the Ohio Valley and down into frontier outposts in various places, and the settlement ending Queen Anne's War left the French a powerful presence there.
- V. Responding to economic conditions, European colonists began to embrace African slavery, a move that has been viewed as the most significant development of the colonial period.
  - A. The colonists believed themselves culturally superior to the Africans whom they enslaved, but their main reason for selecting Africans was that Native American slaves died in large numbers.
  - B. As the slave trade increased and the "middle passage" across the Atlantic became more common, the price of slaves declined, causing many more Africans to have to face the horrors of American life.
  - C. Systems of slavery in British North America varied according to the needs of each particular area.
    - 1. In areas where slaves were more numerous, colonial assemblies began to institute black codes, to facilitate control of the slave population.
    - 2. African slaves, despite their harsh work environments and societal constraints, managed to hold on to some semblance of family life and kinship networks.
  - D. African slaves sometimes rebelled against their masters, but it was much more common for them to resist in less aggressive ways, such as work slowdowns, feigned illness, theft, and crop destruction.
  - E. Some European colonists, most especially the Quakers, began to question the morality of this slavery, but these objections had little effect on the practice.

- VI. Economic development in the British colonies followed diverse paths, with southern colonies concentrating on the staple crops of sugar, rice, and tobacco, and New England colonies emerging as strong centers of commerce and trade.
- A. Northern economies concentrated on fishing and shipping, and such maritime trade caused those colonies to look outward more than was true of agricultural based economies.
  - B. Seaports such as Boston and New York were places of teeming activity, with affluent businesspeople mingling with rough seamen; diseases and poor sanitation caused major problems; but overall, more and more people settled there.
  - C. The plantations of the Chesapeake and South Carolina became wealthier as time passed, in large part due to the use of slave labor.

Conclusion: The period between 1675 and 1720 was an unsettling one in the American colonies, as Europeans jockeyed for supremacy over Native Americans and other Europeans. Along the Atlantic Coast, English colonists prevailed. The Spanish maintained supremacy in the Southwest, while the French remained most prominent in Canada. African slavery became more entrenched in the English colonies, and, while economic and settlement differences occurred, the colonies were for the most part more similar to than different from each other.

## CHAPTER 4

# The Expansion of Colonial British America, 1720-1763

### CHAPTER OBJECTIVES

- Trace how the work of Isaac Newton and John Locke helped facilitate a renewed colonial interest in education and religion.
- Discuss the similarities and differences in educational systems between New England, and the Chesapeake.
- Discuss the impact of the Great Awakening on colonial life and its effect on the social fabric of colonial life.
- Trace the growth of the African American population. Show how patterns of community, work, and culture contributed both to stability and tension among the slaves.
- Identify the various “wars for empire” that arose between and among the Europeans and Native Americans, and between Britain and Spain.
- Identify the “Triangle Trade” and list the items exchanged by England, the American colonies, and Africa.

### MAKING IT REAL

1. Pretend you are a group of German or Scots-Irish immigrants arriving in colonial America between 1720 and 1760. What kind of towns and cities would you expect to find? What kinds of educational and cultural advantages would most appeal to you? List and prioritize the most essential elements for you as you search for the best places to settle with your families.
2. Create a role-playing situation where various groups interact in the pre-Revolutionary period: Iroquois and Creek chiefs, British colonial officials, French fur traders, farmers, merchants and colonial pamphleteers. Have each group prepare a brief paper reflecting their attitudes, goals, and sources of support and power. Bring them together to discuss their positions and strategies.

### TOPICS FOR DISCUSSION OR LECTURE

1. Examine recent episodes of religious revivalism in the United States. What has changed since the seventeenth century and what is the same?
2. Discuss slave women’s particular brand of suffering as defined by the nature of sexuality. What challenges did they face on the plantation as women and mothers.
3. Describe how British mercantilist policies helped shape the administration of the colonies, with emphasis on colonial exposure to periods of virtual independence in light of the British policy of “salutary neglect” during the English Civil War. Explain how inconsistent British rule helped set the stage for resistance and revolution.

4. Discuss the French and Indian War as the end of the American colonial era. What unresolved issues inalterably changed American/British relations and set the stage for the American Revolution?

## FURTHER RESOURCES

- *The Inventory* (28 minutes)
- *The Battle of Quebec: 1759, The End of the French and Indian War* (Films for the Humanities, 32 mins.)

## CLASS STARTERS

- “Those who give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety.”  
– Benjamin Franklin
- “All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.” John Locke

## WRITING ASSIGNMENT

- You are a resident of a New England community that has recently been visited by the itinerant preacher from England, George Whitefield. Write a letter to a family member still living in England, in which you describe your reaction to the Reverend Whitefield. Compare your reaction to Whitefield to your reaction to a sermon you recently heard from your own minister, the Reverend Jonathan Edwards.

## CHAPTER OUTLINE

- I. American colonists found themselves caught up in the changes brought about by the Enlightenment in Europe; new technology was important, but the concept of natural rights would be most important to the growth of republicanism in America.
  - A. In England, two Enlightenment theorists challenged traditional beliefs about human nature: Sir Isaac Newton enunciated universal laws governing the natural world, and John Locke used those concepts to develop his theories on government as a contract between the governed and their government.
  - B. Although education slowly gained in importance as time passed, schools were more numerous in New England than elsewhere, and it was there that Harvard, the first college, was established.
  - C. The study of various branches of science flourished in America, and men such as John Winthrop and Benjamin Franklin exemplified the Enlightenment spirit in the colonies.
  - D. The practice of medicine underwent changes during this period as well, as medicine became a more prestigious field and women were relegated to serving as midwives, especially to women who could not afford doctors' hefty fees.
- II. Between the 1720s and the 1760s, a religious revival known as the Great Awakening swept through Europe and then the colonies, sometimes threatening the prevailing social and governmental structure.
  - A. Prior to the Great Awakening, the Middle Colonies were the most religiously diverse, and the New England colonies were most homogeneous; during the revival diversity increased markedly.
  - B. The English minister George Whitefield, known for his compelling presence in the pulpit, attracted followers from all levels of society and contributed to the spread of the revival onto the frontier.

- C. Because of the revivals, some congregations broke apart and others began to challenge governmental authority over their churches, but a more positive outcome was the establishment of several new colleges.
- III. The British colonies continued to grow during the 1700s, both through immigration and through the importation of more slaves, and these new settlers brought greater cultural diversity to America.
- A. German and Scots-Irish immigrants settled in Pennsylvania and the backcountry, or frontier, areas of the colonies, bringing their distinct cultures and becoming strong defenders of their new homeland.
  - B. Georgia, the last British colony, was established by James Oglethorpe both as a haven for the poor and as a buffer zone between the English and the Spanish to the south in Florida.
  - C. The rising African American population also had a tremendous impact on the colonies, and their culture contributed new foods, music, and forms of worship even as newly arrived slaves rose up against their masters and attempted escapes.
  - D. Native Americans found their world in disarray, with white ministers attempting to convert them to Christianity and white settlers trying to wrest their land from them.
- IV. The colonists found themselves in the midst of numerous European wars during the mid-1700s, as events in Europe spilled over into America.
- A. On the southern frontier, the English traded with Native Americans more often than not, but they fought vigorously to oust the Spanish from Florida.
  - B. Colonists in New England, caught up in Britain's conflict with France in King George's War, were upset with their government when England returned the fort of Louisbourg to France.
  - C. With help from Native Americans, the French tried unsuccessfully to win control of the Ohio Valley from the British, in a conflict that became known as the Seven Years' War.
  - D. After the Treaty of Paris brought the war to an end in 1763, significant numbers of Native Americans resumed the fight alone, prompting King George to issue the Proclamation of 1763, which prohibited settlement west of the Appalachian Mountains.
- V. By 1763, the British colonists were becoming more confident of their abilities to defend and care for themselves in America, and they were convinced that they had earned the right to be treated as full and equal citizens of Great Britain.
- A. Despite attempts by the British to control colonial trade, the colonists were experiencing a "consumer revolution" that encouraged smuggling and turned Britain's attention even more to her American subjects.
  - B. As time passed, the political situation in America became more complex, with occasional rebellions; for the most part, however, the people were law-abiding and mostly interested in gaining political representation – a concern that put the colonists at odds with England's Parliament.

Conclusion: Numerous wars both in Europe and in America contributed to the major changes in attitudes that occurred among much of the American colonial population. Finding that they were successful and self-reliant, the colonists viewed Britain's attempts to tighten regulatory control of their new lives with irritation, and the stage seemed set for an even more direct conflict.

## CHAPTER 5

# Wars for Independence, 1764-1783

### CHAPTER OBJECTIVES

- Describe the decline of Spanish influence in the Southeast and its increased power in the Southwest.
- Describe the various revenue raising methods imposed by Britain after the French and Indian War, and give the American response.
- Explain how boycotts were used as a form of protest over British revenue raising attempts.
- Identify the Battle of Saratoga and explain why this battle is referred to as a turning point in the War for Independence. Explain the impact of the American Revolution on the status of women, African Americans and Native Americans.

### MAKING IT REAL

1. Have half the class research and prepare the British position as to why American colonists should support British taxation policies. The other half the class can research and prepare the American position. The two groups should meet, discuss their respective viewpoints, and attempt to form a consensus.
2. Have students role-play a discussion on whether or not the American colonists should go to war. They may choose to be an official of the Crown, a New England farmer, a slave, a Northern artisan, a Virginia patriot slave owner, or a woman living on the frontier.
3. Have students read the Declaration of Independence and then write an essay explaining how this document reflects democracy and America in the eighteenth-century. Focus on the philosophical connections between the Declaration and Enlightened thinkers from Europe. What does Jefferson mean when he used the phrase “all men are created equal”? Also, explore the meaning of the phrase “pursuit of happiness.” What did it mean to Jefferson in the context of eighteenth-century philosophy? Are there connections between this phrase and the principles of a capitalist’s economy? Lastly, comment on religious references in the Declaration of Independence. Does the Revolution have a moral tone? What do these references say about the American tradition of separation of church and state?

### TOPICS FOR DISCUSSION OR LECTURE

1. You may wish to lecture to large classes on the differences between the War for American Independence and the American Revolution. Assign one side of the room to the Tories (pro-British) and the other side to the Patriots (pro-American). Interrupt your lecture from time to time to ask direct questions of one side or the other.
2. Prepare a lecture using the Boston Massacre to look at the city of Boston on the eve of revolution. Why did Boston emerge as the center of radicalism? What was unique about the city in terms of its history, the presence of British officials and its political leadership and personalities?
3. Ask students to comment on Jefferson’s use of the phrase “all men are created equal.” What did Jefferson mean by “all men”? What did he mean by the word “equal”?

4. Explain the meaning the phrase “pursuit of happiness.” What did this mean to Jefferson within the context of eighteenth-century philosophy?

## FURTHER RESOURCES

- *Alistair Cooke’s America*, Episode 3, “Making a Revolution” ( PBS Videos, 55 minutes)
- “John Adams: Revolutionary (1770-1776),” from *The Adams Chronicles* (PBS Videos, 55 minutes)

## CLASS STARTERS

- “There, I guess King George will be able to read that.”  
– John Hancock, Remark on signing *Declaration of Independence*
- “We must indeed all hang together, or most assuredly, we shall all hang separately.”  
– Benjamin Franklin, Remark on signing *Declaration of Independence*
- “When a King has Dethron’d himself and put himself in a state of War with his People, what shall hinder them from prosecuting him who is no King?”  
– John Locke, *Second Treatise on Civil Government*
- “We have it in our power to begin the world over again. A situation, similar to the present, hath not happened since the days of Noah until now. The birthday of a new world is at hand, and a race of man. . . are to receive their portion of freedom from the event of a few months.”  
– Thomas Paine, *Common Sense*, 1776

## WRITING ASSIGNMENT

- You are a resident of Boston in 1770. (Choose your persona.) Describe the event that is coming to be called “The Boston Massacre.” Did you witness any of these events yourself, or have you heard of them from others? How do you feel about what happened? Could you be an impartial member of a jury hearing the case against the British soldiers? Why or why not?

## CHAPTER OUTLINE

- I. After 1763, Spain found its situation in America changed, as the British presence continued to grow and the Spanish continued to reorient themselves into the Southwest.
  - A. Britain gained control of Florida after the Seven Years’ War, and Spain found itself administering Louisiana, including the important port city of New Orleans.
  - B. Facing growing threats from the Apaches and the Comanches in the Southwest, Spain built up both forts and missions in the region.
- II. When George Grenville, England’s new minister of finance, began to develop additional methods aimed toward getting the colonists to provide for their own upkeep, citizens in Britain were pleased but colonists quickly became upset.
  - A. The Sugar Act of 1764 actually lowered tariffs on molasses, and Grenville believed this move would persuade the colonists to shun smuggling and bribery; the Currency Act, on the other hand, angered the colonists by forbidding them to produce paper money.
  - B. The Stamp Act was one of the most hated edicts, affecting, as it did, virtually every person in the colonies; the result was the formation of propertied men into an activist resistance group, the Sons of Liberty.
  - C. Across the lower South, colonists protested not only the actions of the English government but also the perceived unconcern of the colonial elite for the needs of ordinary settlers, especially those on the frontier.

- D. The Townshend Revenue Act contributed strongly to the political unrest in the American colonies throughout the 1760s.
  - 1. Colonists were upset that the Townshend Act raised revenue without representation while removing royal officials from control of local lawmakers.
  - 2. John Dickinson's *Letters from a Farmer in Pennsylvania* pulled the colonists together in their struggles against Britain.
  - 3. The result was a series of non-importation agreements that illustrated colonial cohesion.
- E. By 1770, the city of Boston had become the center of conflict in the British colonies, a situation most clearly evidenced by the Boston Massacre in March of that year.
- F. Tensions were heightened in 1772 when protesters burned the *Gaspée*, a British ship, and established Committees of Correspondence to oversee opposition to England.
- G. Perhaps the most notable incident during the pre-Revolutionary period was the Boston Tea Party of 1773, which was a reaction to new British orders in the colonies.
  - 1. The Tea Act was designed to provide protection for the British East India Company, by removing import duties on the company's tea.
  - 2. Bostonians viewed the act as manipulative and dumped the company's tea into Boston Harbor.
  - 3. Britain responded with the Coercive Acts which, among other things, closed the port of Boston, reorganized the provincial charter, and provided for the quartering of troops in the town.
- H. Responding to the Coercive Acts, colonists organized the First Continental Congress, which met in Philadelphia in the fall of 1774.
- III. During the winter of 1774-1775, the resolve of American colonists hardened, the rift with Great Britain widened, and George III began to view the colonists as already in rebellion.
  - A. The first shots of the conflict occurred outside Boston in April 1775, when British Redcoats sent to confiscate colonial stores of weapons were met by armed militia from Lexington and nearby areas, at Concord; in the coming days, the conflict spread throughout the area.
  - B. The Second Continental Congress met in May 1775, and representatives selected George Washington to head the Continental army.
  - C. With the Battle of Bunker Hill, George III declared the thirteen colonies in open rebellion.
  - D. As the situation progressed, colonists found themselves having to take sides in the conflict, and both sides came to understand fully the consequences of war.
    - 1. Loyalists tended to be wealthy, often with ties to the colonial governments.
    - 2. One major area of concern was the potential problems to be faced regarding African American slaves who were courted by Loyalists.
    - 3. Patriots eventually found it necessary to conscript colonists to fight, since insufficient numbers of men joined the fight voluntarily.
    - 4. Women supported the Patriot cause in various ways, including serving as nurses, managing businesses and farms, and even taking part in the fighting.
  - E. In July 1776, the Continental Congress formally declared independence and began to compose a new plan of government, which they dubbed the Articles of Confederation.
- IV. The early stages of the Revolution took place in the North, where the British sought to contain the conflict.
  - A. Attempting to divide the colonies, Britain invaded New York during the summer of 1776, pushed the Continental forces across New Jersey, then lost momentum in 1777 and finally surrendered at Saratoga, New York, in October of that year.
  - B. The British occupied Philadelphia during the winter of 1777-1778, but General Washington used that harsh winter to turn his troops into a true army at nearby Valley Forge.
  - C. The Battle of Saratoga was significant for bringing France into the war on the side of the Colonial forces, a situation that greatly aided the colonial cause.

- D. The economy continued to cause problems for the Patriots, both because cash for the purchase of war materiel was in short supply and because some colonists enriched themselves at the expense of the American troops.
- V. By 1778, British officials were concerned enough about the potential for American success to consider moving the fighting into other parts of the colonies, and the West and the South became targets.
  - A. More fighting occurred along the American frontier, where the British gained some support from Native American tribes.
  - B. Britain also invaded the South, hoping to enlist the support of colonists who had up to that point refused to take sides, but the strategy backfired when the majority of the undecided began to support the Continental position.
    - 1. After General Nathanael Greene assumed command of the army, the Patriot cause began to show new signs of life.
    - 2. The British commander, Lord Cornwallis, sealed the fate of the British when he had to surrender his forces at Yorktown, Virginia, in October 1781.
  - C. The Treaty of Paris (1783) officially brought the conflict to an end, though many serious problems remained between Britain and its former colonies.
    - 1. The new nation of the United States would extend all the way to the Mississippi River in the West, and from Canada in the North to the 31<sup>st</sup> parallel in the South.
    - 2. Britain agreed to remove its troops from the country as soon as possible, but in reality British forces remained a problem for many years.
    - 3. Loyalists were assured that the new government would try to restore their property to them, but in many cases discrimination led them to give up and leave the country.

Conclusion: The War of Independence changed the face of America forever. Against great odds, the colonial forces defeated a much stronger military power. In the process, the United States created a new government and began to address the many controversial issues confronting the country. The Treaty of Paris (1783) officially recognized the new United States, but time would tell whether the country would last.

## CHAPTER 6

# Toward a More Perfect Union, 1783-1788

### CHAPTER OBJECTIVES

- Discuss the Articles of Confederation, and tell what purpose they served in the earliest days of the Republic. Who was included in its language and who was left out?
- Trace the effects of the War for Independence on the status of African Americans and on women.
- Describe the changes in religion and church activity in the post-Revolutionary period.
- Briefly describe the economic, social, and political challenges facing the new republic.
- Trace the general reasons for the movement toward Constitutional reform. Understand the various states' viewpoints and explain them in brief.

Explain how the Great Compromise drew from the Virginia Plan and the New Jersey Plan.

### MAKING IT REAL

1. Create a mock state legislature to debate ratification of the Constitution. Have half the class take the Federalist argument supporting ratification and the other half develop the Anti-federalist argument. Pair the students (one Federalist with one Anti-federalist) and have them debate the issue. Last, have the students switch sides and debate the matter all over again. This way students get to argue both sides of the issue.
2. Reenact the Constitutional Convention by assigning students roles as delegates from particular states and perspectives, and ask them to prepare and present arguments in their own words for the kind of constitution they want.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the connection between economic and political issues after the Revolution. Look at how fiscal and economic conditions in the post-war United States defined the nation's political evolution as it relates to the rise of nationalism.
2. Hold a class discussion on the concept of federalism, what it means and how it applies to the American political system. To what extent is the American fear of centralized power rooted in the colonial and revolutionary experience?

### FURTHER RESOURCES

- *Thomas Jefferson: Philosopher of Freedom* (A&E Home Video, 50 minutes)

### CLASS STARTERS

- “Do not put such unlimited power into the hands of the husbands. Remember all men would be tyrants if they could. If particular care is not paid to the ladies, we are determined to foment a

rebellion, and will not hold ourselves bound by any laws in which we have no voice, no representation.”

– Abigail Adams, writing to her husband John at the Constitutional Convention

- “Compromisers may not make great heroes, but they do make democracies.” Benjamin Franklin

## WRITING ASSIGNMENT

- It is the summer of 1787. You are a delegate to the Philadelphia Convention. (Choose your state.) Write a letter home to your wife, describing the goings-on in the city over the past week. Keep in mind that you are not to discuss specifics about the official proceedings. You do, however, feel the need to share your thoughts about some of the men with whom you are debating, both as political figures and as companions at the various Philadelphia social functions.

## CHAPTER OUTLINE

- I. Despite gaining independence, questions remained as to whether, and to what degree, Americans could settle the societal, economic, and political problems facing them.
  - A. The Articles of Confederation provided a preliminary framework of government, but the national government was weaker than the state governments, whose individual constitutions were much more extensive than the Articles themselves.
  - B. Despite their participation in the revolution, women found that rights for them received scant attention from the new government.
  - C. It soon became apparent that the question of abolishing slavery was leading to major divisions among the new states, as the abolition movement grew in the North and support for slavery increased in the South.
  - D. Another controversial issue was that of religious freedom of expression, and here the United States made some progress; religious tests for public office, however, remained common.
- II. While the Confederation Congress faced many problems, its inability to tax on a national level was the one thing most responsible for its eventual demise.
  - A. An early quandary was what to do about demobilizing and providing for the troops that had fought the war: Should America divest itself of all military trappings, or was a standing army a necessity?
  - B. The Congress also had to decide on a course of action that would ease the economic troubles of the states.
    1. The national war debt stood at about \$50 million, most of which was owed to Americans themselves.
    2. A new institution, the Bank of North America, made some headway in resolving the crisis but was viewed with distaste by many Americans, especially farmers and artisans.
    3. Britain also continued to cause problems, most specifically through closure of West Indian ports to American merchants.
    4. The overall effect was a steep decline in income, a depression that some have likened to the Great Depression of the 1930s.
  - C. Relations with European countries remained tense, with the Spanish threatening southern and western borders and the British continuing to cause problems with native tribes in the North.
  - D. Congress passed several pieces of legislation, collectively known as the Northwest Ordinances, to regulate settlement in the Northwest Territory; the ordinances provided for land distribution as well as for the formation of new states from the area.

- III. Despite the best efforts of Congress, the United States continued to experience political as well as economic turmoil throughout the 1780s.
  - A. English merchants began to accept debt payments in specie only and states imposed taxes designed to pay off war bonds, with the result that many Americans ended up in debtors' prisons.
  - B. American farmers often felt left out of the decision-making processes within their states, and more often than not, their concerns were unheeded by those in authority.
  - C. Massachusetts farmers' concerns came to a head in Shays' Rebellion, but the state government moved quickly to quell the revolt, and the situation continued to deteriorate.
- IV. With the myriad problems facing the Confederation, some influential Americans began to call for governmental reform.
  - A. Representatives from twelve of the thirteen states met in the Philadelphia Convention in May 1787, determined to settle the problems facing the country.
  - B. The Constitutional Convention that emerged set about establishing a new, workable document, but the delegates found that major issues would require a great deal of compromise.
    - 1. The Virginia Plan, proposed by the larger states, called for a bicameral legislature, checks and balances, proportional representation, and much more power for the federal government.
    - 2. The New Jersey Plan, supported by smaller states, insisted on a unicameral legislature and equal voting strength for each state, regardless of population.
    - 3. The resulting "great compromise" retained most aspects of the Virginia Plan but gave the smaller states equal representation in the upper house of Congress, and it greatly expanded the powers of the federal government, to the chagrin of many.
  - C. The delegates managed to overcome a variety of hurdles as they worked their way through the formation of the Constitution.
    - 1. An electoral college was established to oversee the election of the president and vice president.
    - 2. Delegates also provided for a balance of power between the various branches of the federal government.
    - 3. The issue of slavery was problematic, and in the end delegates abrogated their responsibilities and compromised enough to put the issue off for the foreseeable future; for the present, five slaves would count as three free persons for both representation and taxation.
  - D. The debate over ratification of the new constitution divided Americans into Federalists (those supporting ratification) and Anti-federalists (those opposed), and it required the considerable talents of men such as Alexander Hamilton, James Madison, and John Jay to persuade a sufficient number of states that the constitution should become the law of the land, which it did in June 1788.

Conclusion: From 1783 to 1788, the new United States experienced many problems as it tried to establish itself as a viable nation. Problems with the Articles of Confederation threatened to tear the new country apart, but the persistence of those dedicated to the union of states prevailed in the end. The Constitution of 1787 went far toward providing a workable government for the diverse groups that comprised this new country, and Americans exhibited their flexibility through the ratification of the document that set the country on a new course.

## CHAPTER 7

# The Federalist Republic, 1789-1799

### CHAPTER OBJECTIVES

- Describe the Bill of Rights and its significance.
- Explain the two opposing viewpoints regarding how the federal government should be structured.
- Trace the growth of the West and then briefly identify the conflicts between white settlers and Native Americans.
- Describe the major domestic and foreign crises that arose during John Adams' presidency.
- List the Alien and Sedition Acts of 1798 and explain the provisions of each.
- Outline the provisions of Jay's Treaty and explain why it was poorly received in the United States.

### MAKING IT REAL

1. Have students make a chart showing the major ideas, political principles, and social composition of the two emerging political parties. Be sure they look at policies related to federalism, economics, foreign affairs, and regionalism. Are there any similarities between the two past parties and the two major parties of today?
2. Have the students read some of the better known *Federalist Papers* (Nos. 10, 51, and 78, for example), and analyze them to help students learn to read important political documents.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the Bill of Rights in light of its original intent and how it is interpreted in today's world.
2. Describe the events surrounding the election of 1796 and examine what was unusual about its outcome.
3. Discuss the Whiskey Rebellion and then ask students to consider the following:
  - a. Were the people of Western Pennsylvania justified in protesting the excise tax on whiskey?
  - b. Was George Washington justified in using force against the rebellious farmers?
  - c. To what extent are the people of a republic bound to support and obey the government they create?
4. Discuss the Alien and Sedition Acts, and ask students whether they were justified as government policy. What connection is there between the Sedition Act and the Bill of Rights? Finally, does war, or the threat of war, justify an abridgment of civil liberties? At what point does free speech become treasonous? Does freedom of speech supersede national security?

### FURTHER RESOURCES

- *Alistair Cooke's America*, Episode 4, "Inventing a Nation" (PBS, 55 minutes)
- "John Adams, President, 1797–1801," from *The Adams Chronicles* (PBS, 55 minutes)

## CLASS STARTERS

- “The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is its natural manure.”  
– Thomas Jefferson, Letter to W. S. Smith, 13 November 1787 [on French Revolution]
- “What will the common people of foreign countries – what will the sailors and soldiers say when they hear that George Washington is called only ‘President of the United States’? They will despise him.”  
– John Adams
- However [political parties] may now and then answer popular ends, they are likely in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government, destroying afterwards the very engines which have lifted them to unjust dominion.  
George Washington, Farewell Address, Sep. 17, 1796

## WRITING ASSIGNMENT

- As an American who has just learned of the addition of ten amendments to the Constitution, analyze this new “Bill of Rights.” Rank the amendments from most important to least. Justify your choices.

## CHAPTER OUTLINE

- I. The earliest elections under the new constitution brought Federalists to power, men with political power and experience who, despite talk of democracy, were usually members of the elite.
  - A. George Washington, dignified hero of the Revolution, was the unanimous choice for president, and he soon began to lay the foundation for the country’s executive branch.
    1. Washington quickly set about negotiating treaties with some Native Americans, establishing the necessary governmental departments, and pushing for a bill of rights.
    2. Under the Judiciary Act of 1789, Congress established a Supreme Court and several federal courts to consider specific cases.
  - B. Congress soon addressed the issue of adding a Bill of Rights to the Constitution, something that had been promised during the push for ratification.
  - C. A federal census was also implemented in 1790 with a threefold purpose: to provide a basis for Congressional representation as well as for purposes of taxation, and to provide a baseline for measuring future growth in the nation.
- II. The two major political parties that emerged during the early 1790s illustrated the opposing visions held by Americans from divergent backgrounds, and disagreements and compromises marked the first years of the new Republic.
  - A. Alexander Hamilton became the most prominent Federalist, supporting as he did a strong central government and commercial development; the Republican party, embraced by Thomas Jefferson, supported the ideal of a nation of small farmers and local control.
  - B. Hamilton’s financial plan for the country, which included a national bank, the assumption of states’ debts, and full funding of all war debts, met significant opposition but was eventually accepted by Congress.
  - C. After much discussion and a few compromises, the nation decided on a site for a new capital: Washington, D.C. on the Potomac River.
  - D. Another controversy arose over the need for a national bank, but Hamilton’s ideas won out, and the Bank of the United States was chartered in 1791.
  - E. Manufacturing interests also received strong encouragement from the federal government, although for quite some time industry remained on a fairly small scale.

- III. While development in the East proceeded rapidly, the West also saw significant growth, with westerners having to deal with a variety of problems.
  - A. In Kentucky and Tennessee, whites' defeat of the Cherokees and other native tribes allowed settlers to bring their families, their farming skills, and their religion.
  - B. Native resistance was stronger in the Ohio River valley, but after the Battle of Fallen Timbers the American government gained control of that region as well.
  - C. When farmers in western Pennsylvania initiated the Whiskey Rebellion to protest what they considered an unjust tax, President Washington responded with the threat of military force, thus ending the rebellion and demonstrating the strength of the federal government.
  - D. Spain remained dominant on the southwestern frontier, where its representatives occasionally invited Americans to settle in their territory.
- IV. Americans viewed with pleasure the beginning of the French Revolution in 1789 but sought to maintain neutrality as the revolution became more radical and the French became embroiled in war with Britain and Spain.
  - A. Despite an American Proclamation of Neutrality, the French minister Genêt sought to enlist Americans on the side of his country and was dismissed from the United States, while the British infuriated Americans by impressing U.S. sailors and inciting Native Americans in the Ohio country.
  - B. American envoy John Jay reached a treaty agreement with the British, but its weakness infuriated many Americans and contributed to the growth of political parties.
  - C. In 1796 George Washington announced his retirement from politics, and in his Farewell Address he warned the country against entangling foreign alliances and internal factionalism.
- V. Washington's successor, John Adams, faced many problems as he sought to continue the growth and development of the new country.
  - A. In the 1796 election, Adams won the presidency for the Federalists, but Thomas Jefferson became the Republican vice-president, thus exhibiting the political split within the country.
  - B. Americans became incensed in 1798 when they learned that French agents had demanded a bribe from the United States to be heard by their government, and two years of "Quasi-war" with France ensued.
  - C. Concerned about foreign influence, the president supported a series of restrictive laws known as the Alien and Sedition Acts, which targeted both foreigners and Americans who spoke out against the government.
  - D. With growing opposition to Federalist policies, Republicans drafted the Kentucky and Virginia Resolutions to argue that the federal government was exceeding its constitutional authority and could legally be ignored.

Conclusion: By the late 1790s, the United States had shown tremendous growth. Its economy was stronger, despite the major differences that were emerging between the various regions of the country. The presidency had changed hands without incident, and the country was learning to deal with the growing political parties. America was, however, finding it more and more difficult to adhere to Washington's warnings about factionalism and foreign affairs.

## CHAPTER 8

# The New Republic Faces a New Century, 1800-1815

### CHAPTER OBJECTIVES

- Trace the events leading to the Second Great Awakening, and identify how a renewed interest in religion manifested itself in different regions.
- Explain the fundamentals of Jeffersonian democracy.
- Trace the growth of the judiciary and understand the significance of cases like *Marbury v. Madison*.
- List the reasons why Jefferson was interested in securing the Louisiana Territory and the reasons Napoleon was willing to give it up.
- Briefly list the events that led to the War of 1812.
- Analyze the Congressional vote for war in 1812 and explain the extent to which party and region defined support or opposition for war.

### MAKING IT REAL

1. Using an outline map of the United States, have the students trace the route of the Lewis and Clark expedition. Fill in the area acquired in the Louisiana Purchase. What kind of inferences can be made between exploration and expansion?
2. Divide the class into four different groups representing Great Britain, the South, the West, and New England. Have each group write a brief position paper in support of or in opposition to war between Great Britain and the United States.

### TOPICS FOR DISCUSSION OR LECTURE

1. This might be an appropriate place to introduce the importance of geography to history, if you have not done so already. Give students blank maps and have them locate and mark specific geo-historical places.
2. Talk about the changing roles of women during the Second Great Awakening.
3. Give a lecture about the life and times of Aaron Burr.
4. Discuss the War of 1812 and explain why it is often referred to as the second war for American independence.
5. Discuss the Second Great Awakening and the rise of evangelical Christianity in the early nineteenth century. What was its impact on the institution of slavery?

## FURTHER RESOURCE

- *The Journals of Lewis and Clark: America—A Look Back* (Zenger Media, 60 minutes)

## CLASS STARTERS

- “Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter.”  
– Thomas Jefferson
- “Who are we? And for what are we going to fight? Are we the titled slaves of George III? The military conscripts of Napoleon the Great? Or the frozen peasants of the Russian Czar? No. We are the free born sons of America. The citizens of the only republic now existing in the world. And the only people on earth who possess rights, liberties, and property which they *dare* call their own.” Andrew Jackson

## WRITING ASSIGNMENT

- You have been asked by Meriwether Lewis and William Clark to help select some good men to accompany the Corps of Discovery on its journey into the Louisiana Territory. What kinds of people will you seek? What skills, qualities, etc., should they possess? What *one* questions will you ask of each man? And how about you? Would you like to accompany the group? Why or why not?

## CHAPTER OUTLINE

- I. As Americans faced a new century with mounting fears, religious revivalism swept the country.
  - A. Evangelicalism moved from New England onto the frontier, where numerous Protestant denominations established strong congregations in what became known as the Second great Awakening.
  - B. Smaller sects also emerged, among them the Shakers, who established communal societies, and the Universalists, who preached a message of salvation for all of humanity.
  - C. Revivalism also occurred among Native Americans, with prophets such as Handsome Lake calling on their people to reject American ways and return to their own traditions.
- II. African Americans in all regions of the country faced discrimination, whether slave or free.
  - A. Although slavery came to a relatively quick end in the North, free blacks continued to experience discrimination in all areas, and internal support groups became extremely important to the African American community.
  - B. The South, with its large black population, grew more concerned about possible slave rebellions, and after news spread about an attempted rebellion in Virginia, whites began to enact stronger slave codes.
- III. The United States began to come of age under the Republican leadership of Thomas Jefferson, and Americans realized that much work was still to be done.
  - A. Late in his first term, President Adams made peace with France and, ironically, angered so many Federalists that he helped Jefferson defeat him.
    1. The election ended in a tie between Jefferson and Aaron Burr, a situation that had to be settled by the House of Representatives.
    2. To gain the presidency, Jefferson compromised with the Federalists on a number of major issues, including neutrality, the navy, and the country’s fiscal program.
  - B. While Jefferson was determined to keep the federal government small and relatively informal, the growing prestige of the United States made it clear that true isolation would be almost impossible.

- C. The Judiciary Act of 1801 enlarged and improved the federal court system, and the Supreme Court case of *Marbury v. Madison* validated the constitutional provision of judicial review.
  - D. As the Republican party grew in strength, Congress enacted the Twelfth Amendment as a means of avoiding the electoral problem that had surfaced in 1800.
- IV. The greatest success of Jefferson's presidency was the Louisiana Purchase, which enlarged the country and settled a number of important issues with France and Spain.
- A. Attempting to purchase the port city of New Orleans from the French, Jefferson was offered the entire Louisiana Territory; despite his concerns about the constitutionality of such a purchase, the president accepted, thus doubling the size of the country.
  - B. Jefferson then set his sights on West Florida, but the Spanish, angered over the situation with Louisiana, refused to submit.
  - C. The Lewis and Clark Expedition spent more than two years exploring the newly acquired territory and providing tremendous amounts of information about the lands there.
  - D. The Spanish, concerned about losing their control of the Southwest, began to encourage Native Americans to settle in Texas but refused to allow Americans to settle there.
  - E. In a strange twist, Aaron Burr became involved in a doomed conspiracy to build a separate nation in the West; he was tried for treason but was cleared on legal technicalities.
- V. Late in Jefferson's presidency, the United States again found itself having to deal with problems with both Britain and France, which were once again at war with each other.
- A. Tensions between Britain and the United States escalated over trade restrictions and impressment.
  - B. The Embargo Act of 1807, which prohibited exportation of goods to all other countries, harmed American commerce more than anything else, and just before Jefferson left office, Congress oversaw its repeal.
- VI. The stage was set for Jefferson's successor to decide what to do about Britain's actions.
- A. Choosing not to run for a third term, Jefferson was replaced by another Republican, James Madison.
  - B. Madison inherited a situation that seemed destined to take the country into war: the British were inciting Indians in the Ohio valley and impressing American sailors, and Americans were growing more angry.
  - C. The United States was less than prepared when "War Hawks" in Congress voted to support Madison's call for war, and all were somewhat surprised when the nation experienced some naval successes in the first days of the War of 1812.
  - D. On land, it was late in 1814 before the Americans began to win many battles, but then matters moved quickly.
  - E. Delegates to the Hartford Convention, opposed to the war, converged on Congress just in time to learn that a peace treaty had already been signed.
  - F. The Treaty of Ghent basically left things as they had been before the war began, but the basic problems between the two countries began to resolve themselves informally.
  - G. Due to poor communications, the largest battle of the war actually took place after the peace treaty was signed, when Andrew Jackson's forces successfully defended the city of New Orleans.

Conclusion: In some respects, the War of 1812 might seem to have been needlessly fought, since it ended with a return to the *status quo ante bellum*. However, Americans realized that they had held their own against the most powerful nation on earth, and their sense of belonging to their new country increased. At the same time, they put down Indian resistance in the West. The political process was working, with control of the presidency moving peacefully from one political party to another. The country was twice as large as it had been. The future appeared bright indeed.

## CHAPTER 9

# Exploded Boundaries, 1815-1829

### CHAPTER OBJECTIVES

- Account for the rise of nationalism in the post-war period.
- Define what is meant by the term “Era of Good Feelings.”
- Briefly describe the rise in popularity of Andrew Jackson.
- Describe the growth of the plantation South and its increased reliance on cotton.
- Describe how industrialization impacted the lives of women.
- Briefly explain the implications of the Missouri Compromise for both white and black Americans.

### MAKING IT REAL

- Have students imagine themselves as settlers moving into Kentucky or Indiana. Or perhaps as free blacks living in Philadelphia, or members of one of the Native American tribes. Have them describe their lives during this period.
- Have students imagine themselves as settlers moving into Kentucky or Indiana. Or perhaps as free blacks living in Philadelphia, or members of one of the Native American tribes. Have them describe their lives during this period.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the Monroe Doctrine, and explain why many consider it the most significant piece of American foreign policy to emerge from the early republic. What was Monroe’s intent in issuing this document, and what value does it have with respect to modern American foreign policy?
2. Talk about the debate over the Missouri Compromise. Ask the question: did Congress have the authority to regulate the institution of slavery? Was the debate over slavery in 1820 based in law, or was it a moral debate rising out of reformist impulses?
3. Conduct a discussion in which you consider the extent to which “nationalism” is a valid term describing the United States from 1815 to 1824. Define the terms “nationalism” and “sectionalism.” Ask the students which “ism” has been more persistent since colonial times.

### FURTHER RESOURCE

- *The West: Empire Upon the Trails* (PBS Videos, 60 minutes)

### CLASS STARTERS

- “Here reigned the dashing and all-fusing spirit of the West, whose type is the Mississippi itself, which, uniting the streams of the most distant and opposite zones, pours them along, helter-skelter, in one cosmopolitan and confident tide.”  
– Nathaniel Hawthorne, *The Confidence Man*, 1857

“Always vote for principle, though you may vote alone, and you may cherish the sweetest reflection that your vote is never lost.” John Quincy Adams

## WRITING ASSIGNMENTS

1. You are a young woman who grew up on a farm in Massachusetts, and you have been recruited to work in Mr. Lowell’s factory in Waltham. Write a letter home to your younger sister, telling her about your life here. She has expressed a desire to work here when she is old enough. What do you want to tell her about the job, and about the people with whom you work? Do you think it would be a wise decision for her to follow in your footsteps? Refer to outside sources as necessary.
2. You are a resident of the Missouri Territory, and the year is 1820. (Choose your persona: male or female; slave owner or abolitionist, slave or free.) Debate is raging in the country over whether Missouri should be admitted to statehood. You are being interviewed by a reporter who is trying to compile a story that tells the truth about how people in your area feel. How do you respond to his questions?

## CHAPTER OUTLINE

- I. Settlement of the War of 1812 allowed Americans to concentrate on securing the contested borders of the United States and to develop their country’s vast resources.
  - A. Native American peoples faced increasing incursions on the frontier, and settlers flocked into new areas as soon as the federal government took control, either through treaties or by force.
    1. In both the South and the Northwest, whites established forts and asserted their authority.
    2. Some groups, especially the Cherokees, adopted “civilized” ways, but even these peoples were not accepted.
  - B. In Florida, Andrew Jackson enhanced his hero status with the American people by subjugating the Seminoles and Creeks, and contention with Spain over his actions led to the Adams-Onís Treaty, which gave the Southwest to Spain and all lands east of the Mississippi to the United States.
- II. The federal government endeavored to build a truly national economy by establishing better transportation networks and providing assistance to businesses in the form of protective tariffs.
  - A. A second national bank was chartered in 1816, and the Supreme Court aided business by upholding a number of cases dealing with economic matters.
  - B. Roads and canals became ever more important to the development of commerce, with the National Road connecting the Potomac River to the Ohio River, and the Erie Canal connecting Lake Erie to New York City.
  - C. Steamboats began to ply the rivers of America, especially after Robert Fulton’s invention was modified for the relatively shallow waters of the Mississippi and its tributaries, and wherever the steamboats went, villages and towns sprang up.
- III. Growth patterns across the United States illustrated the regional diversity of the nation and hinted at problems for the future of the country.
  - A. The South experienced tremendous development as cotton production enveloped the region.
    1. Slavery continued to increase, with many hands needed on cotton plantations.
    2. Population tripled in much of the Deep South, as opportunists migrated both from the North and from older plantation states in the Upper South.
  - B. The Northwest was the fastest growing region, as particularly young people migrated in hopes of more economic opportunity.

- C. The Northeast became known for the development of manufacturing, with the textile industry the best example of industrial growth.
- IV. Expansion was exciting to Americans, but it had its consequences, some positive, some problematic.
  - A. The country experienced an economic downturn in 1819 when competition with Britain caused prices to drop; surprisingly, Americans did not blame President Monroe for the Panic of 1819, and he won reelection.
  - B. The country faced an internal crisis in 1820 when Missouri asked to join the Union as a slave state, and it required a great deal of compromise to settle the issue, albeit for the short term.
  - C. South Carolinians viciously put down a slave revolt led by Denmark Vesey, illustrating their determination to maintain control of their society.
  - D. Responding to unsettled conditions in Europe, President Monroe issued a policy statement that would become the basis for American foreign policy for almost a century: The Monroe Doctrine asserted that the United States would accept no further colonization in the Americas by European nations.
- V. The presidential election of 1824 illustrated the political realignment and reinvention that was taking place in the United States.
  - A. When the French hero of the American Revolution, the Marquis de Lafayette, made a return visit to the United States that year, Americans greeted him warmly – in part because he exemplified the aspects of themselves that they admired most.
  - B. In contrast, that year’s presidential election illustrated how little thought many Americans gave to the electoral process.
    - 1. Many eligible voters failed to vote at all, and the low turnout may have contributed to the fact that none of the three major candidates received enough electoral votes.
    - 2. In what presidential hopeful Andrew Jackson dubbed the “corrupt bargain,” the presidency went to John Quincy Adams and Henry Clay became his Secretary of State.
  - C. Adams’ administration was lackluster, and Jackson’s supporters appeared to be simply biding their time until 1828.
  - D. American politics seemed filled with conspiracies, but perhaps none received as much attention as that raised by the Antimasons, a reform organization determined to oust Masons from prominent political positions.
  - E. As the 1828 election approached, a new political party, the Democrats, emerged in support of Andrew Jackson and the common man; his election brought some vindication for 1824, but his happiness was tempered by the loss of his beloved wife Rachel.

Conclusion: The United States experienced tremendous changes during the early 1800s. A number of new states emerged from territories in the Southwest and the Northwest. Industrialization continued to gain importance in the Northeast, while agriculture, specifically cotton production, ruled the South and fostered the slave system. Transportation networks continued to spread outward, carrying settlers into wider areas of the country. Expansion brought conflict, however, with sectional feelings becoming more apparent in the presidential elections and elsewhere. By 1828, Andrew Jackson headed a new Democratic party, and some Americans were beginning to wonder if the country could survive so much diversity and democracy.

## CHAPTER 10

# The Years of Andrew Jackson, 1829-1836

### CHAPTER OBJECTIVES

- Describe the background of Andrew Jackson, and identify which parts of his background would be most appealing to Americans in the early nineteenth century.
- Describe the rise of the Democratic Party and explain why Jackson is called the first “people’s president.”
- Describe the national mood regarding the issue of slavery in the 1820s and 1830s. Describe the role played by free blacks.
- Define the doctrine of nullification as expressed by John C. Calhoun.
- Describe the foreign relations policies of Jackson’s presidency, and explain how they impacted Native Americans.
- Describe American relations with Mexico during the Jacksonian era.
- Explain the Bank War and the degree to which it reflected Jackson’s commitment to states’ rights as well as his commitment to the common man.

### MAKING IT REAL

1. Have students examine the similarities and differences between Jeffersonian and Jacksonian democracy. Does Jacksonian democracy seem limited to us now?
2. Have students research the circumstances surrounding the Nat Turner revolt. How successful was it? What factors contributed to its outcome? Since slave rebellions were generally unsuccessful in the South, why were Southern whites so fearful?
3. Ask students to choose a major reform area of the 1820s: abolitionism, temperance, prison reform, or the creation of asylums for orphan children and the mentally ill. What motivated their reform efforts, and what did they hope to accomplish?

### TOPICS FOR DISCUSSION OR LECTURE

1. Examine Andrew Jackson as a Southern president. To what extent did Jackson support the twin issues of states’ rights and slavery? How does one account for Jackson’s refusal to support the doctrine of nullification?
2. Discuss the assumptions underlying John C. Calhoun’s doctrine of nullification. Compare it to the Kentucky and Virginia resolutions and to the doctrine of secession.
3. Examine the reasons for American involvement with Mexico in the 1830s. Use this as a means to discuss the concept of Manifest Destiny.
4. Discuss Andrew Jackson’s policy toward Native Americans. Focus especially on the Cherokee and their subsequent removal from their lands to the Oklahoma Territory via the “Trail of Tears.”

5. Define the term “cult of domesticity,” and explain the reasons for its development in the mid-1800s.

## FURTHER RESOURCES

- *Andrew Jackson: A Man for the People* (A&E Biography Series, 50 minutes)
- *The Alamo* (The History Channel, 110 minutes)

## CLASS STARTERS

- “I am one of those who do not believe that a national debt is a national blessing, but rather a curse to a republic; inasmuch as it is calculated to raise around the administration a moneyed aristocracy dangerous to the liberties of the country.”  
– Andrew Jackson
- “Man is not made better by being degraded; he is seldom restrained from crime by harsh measures, except the principle of fear predominates in his character; and then he is never made radically better for its influence.”  
– Dorothea Dix

## WRITING ASSIGNMENT

- The year is 1836. You are a resident of Georgia, and the Cherokee people are being removed from your state by force. (Choose your persona, and describe who you are and your situation in life.) Relate your feelings on what is happening. You may write a letter, a journal entry, or a newspaper article. This is a chance to let your emotions show, whether you are for or against what is happening.

## CHAPTER OUTLINE

- I. Andrew Jackson came to the presidency in 1829 with mixed emotions: He had yearned for the presidency, fought for it, and then, just as he achieved it, lost his wife Rachel.
  - A. Jackson soon established himself as the “people’s president,” coming as he did from modest roots and disdainful as he was of Washington social life.
    1. The new president put together a cabinet that balanced the various regions of the country while surrounding himself with men he thought he could trust.
    2. An early problem arose over one of his cabinet choices, John Eaton, whose wife Peggy was the subject of rumors that reminded Jackson of his late wife’s problems.
    3. During Jackson’s inauguration, hordes of visitors descended on Washington and the White House, and even Jackson was disgusted with their crude behavior.
  - B. Although he was not its originator, Jackson is the president most associated with the use of the “spoils system,” the practice of removing government appointees who belonged to the rival political party and replacing them with one’s own supporters.
- II. No issue caused as much controversy during Jackson’s administration as that of what to do about slavery.
  - A. The tariff, nullification, and states’ rights all converged to cause major conflicts throughout the country.
    1. A new, higher tariff was enacted in 1828 that the North wanted as protection against foreign competition, and that the South viewed as a “tariff of abominations.”
    2. Jackson’s vice-president, John C. Calhoun of South Carolina, asserted the right of states to “nullify” federal laws that were detrimental to their particular state, earning the enmity of the president.

3. Tensions escalated and Congress passed the Force Bill to allow Jackson to use troops to put down any insurrection in South Carolina; although a compromise allowed both sides to save face, it was clear that the issue of nullification would not go away easily.
  - B. Abolitionists were joined by some free blacks as they sought a solution to the problem posed by slavery, with some African Americans living in northern cities and many more remaining in the Upper South.
  - C. Nat Turner led a slave revolt in Virginia that frightened white residents but left them divided on the issue of slavery itself.
- III. A great deal of turmoil surrounded Jackson's bid for reelection in 1832.
- A. The Anti-Masons coalesced as a political party bent on defeating Jackson, the president completely restructured his cabinet, laborers begin to discuss organizing to protect their rights, and radicals in South Carolina renewed their efforts at nullification.
  - B. It soon became apparent, however, that the most divisive issue was the future status of the national bank.
    1. Hoping to push Jackson into making a political mistake, Henry Clay maneuvered to bring the Bank up for recharter prior to the election; Jackson, however, vetoed Congress's new charter and moved federal monies to state banks that his opponents dubbed "pet banks."
    2. Jackson won the election handily, and he characteristically viewed the results as a free ticket to do as he liked.
    3. A new political party, the Whig party, emerged, basically consisting of those who opposed Jackson.
- IV. Two separate but related areas of concern occupied much of Jackson's second administration: what to do about Native Americans in the South and West, and how to expand the border of the United States in the Southwest.
- A. Jackson's attitude toward the Indians mirrored that of most Americans: the tribes could give up their culture and become "good" American citizens, or they could leave U.S. land.
    1. The Cherokees adopted white ways as required, but were evicted from their lands in Georgia and surrounding states, especially after gold was discovered on their lands, and thousands died on "The Trail of Tears," a forced march to the Oklahoma Territory.
    2. Other groups were also removed during the 1830s, with many Seminoles escaping into the swamps of Florida and some Cherokees fleeing to the mountains of North Carolina and Tennessee.
  - B. Conflict also occurred with Mexico, especially over Anglo settlement in Mexican-controlled Texas; Texans eventually won their freedom from Mexico in 1836, but the United States seemed unable to decide whether to annex the new republic.
- V. Protestantism continued its growth throughout the United States, and a new wave of revivals swept across the country, sometimes contributing to reform efforts such as abolition.
- A. Revivalism during the 1820s and 1830s was most often rooted in evangelism, the effort of believers to bring others to an understanding of their belief in the scripture.
    1. Charles Grandison Finney exemplified this new aggressive revivalism, and he traveled throughout eastern cities speaking to large, enthusiastic crowds.
    2. Many people viewed the strong revival movement as a sign that people were capable of changing for the better, as well as a sign that the world was being prepared for God to implement his kingdom on earth.
  - B. A new religious group emerged at this time as well, after Joseph Smith revealed his visions from God and began to assemble a loyal group of followers who became known as Mormons.
  - C. Americans began to view themselves and their country differently during the early 1800s, as they articulated what they believed constituted a proper society and began to focus on character development as much as political development.

- D. A cult of “domesticity” emerged, as women came to be viewed as vital to the development of an orderly society.
  - 1. Many middle class women embraced this newly significant role of homemaker, since it gave them a sphere wherein they could feel they were in control.
  - 2. Men, too, had a specific role to play: They must not only provide for their families but also spend more time with them and provide positive role models.
  - 3. This “domesticity” was, naturally, confined to those Americans who were financially able to carry it out; the majority of Americans were working-class people who were unable to indulge in such luxuries.
- E. Many middle class American women also became involved in a variety of reform movements, seeking to improve the lives of the less fortunate through education, religion, and societal improvements.
- F. One of the strongest reform movements was that of abolition, as exemplified by individuals such as William Lloyd Garrison and organizations such as the American Anti-slavery Society.

Conclusion: Andrew Jackson served as president during a time of political and societal change in the United States. A true two-party system emerged, and voters became more involved in the political process. The issue of slavery became ever more divisive, but Americans for the most part shared the same attitudes of clear cultural superiority to Native Americans who they believed must be removed from areas of white interest. At the same time, revivalism showed a renewed strength, and Americans began to redefine how they viewed their character and their roles in society.

## CHAPTER 11

# Panic and Boom, 1837-1845

### CHAPTER OBJECTIVES

- List the events and the consequences of the series of financial panics and depressions that plagued the U.S. economy beginning in 1837.
- Trace the ongoing ferment for social change and self-improvement that characterized the decade of 1835 to 1845.
- Outline the basic principles of Whig political ideology. Explain the connection between abolitionism and a growing women's rights movement.
- Describe the lives of slaves in the 1830s as well as the attitudes of white Southerners regarding slavery.
- Outline the perils and the potential of continuing westward expansion.

### MAKING IT REAL

1. Have students imagine they are families who have decided to make the journey to California or Oregon. Have them make lists of things they might take with them. Ask them to explain why they are making the trip and what they hope to find out West.
2. Read the excerpt from Tocqueville in this chapter and explore some of the issues it raises. Are Americans always on the move looking for something better?
3. Arrange a debate by dividing the class in two. Have one half of the students examine the pro-slavery argument developed in the South prior to the Civil War while the other half prepares arguments against slavery as abolitionists of the 1830. Be sure to examine why the South changed its perception from slavery being a necessary evil to it to be a positive good? Did the change from a legal defense to a moral justification correspond to other trends in American thinking?

### TOPICS FOR DISCUSSION OR LECTURE

1. Look at the other side of Manifest Destiny by examining the Mexican impression of American foreign policy during the first half of the nineteenth century. Discuss the impact of Manifest Destiny on the Mexican government and on Hispanics living in the West and Southwest.
2. Compare plantation slavery with the "wage" slavery of northern workers. Compare the degree and types of racism in the antebellum South and the North. Who is free when slaves and masters are bound to each other?
3. Discuss how racism was not confined to the South but existed throughout American society. To what extent did slaveholders also suffer limitations on their freedom because of the burdens of the slave system?
4. Look at how presidential campaigning has changed since the early days of the republic. How did the telegraph and railroad affect campaign rhetoric and campaign styles?

## FURTHER RESOURCES

*Frederick Douglass* (A&E Biography, 50 minutes)

*Roots*, Episode 7, “Uprooted” (ABC Television, 50 minutes)

## CLASS STARTERS

- “Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience then? I think that we should be men first, and subjects afterwards. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right.”  
– Henry David Thoreau, “Civil Disobedience”
- The denial of our duty to act in this case is a denial of our right to act; and if we have no right to act, then may we well be termed the white slaves of the North, for like our brethren in bonds, we must seal our lips in silence and despair.  
– Angelina Grimke

## WRITING ASSIGNMENT

- You and your family have been helping fugitive slaves escape for several years, and you feel strongly that slavery should be abolished. From the journal that you have been keeping, share with us some of your thoughts on the events that have taken place over the years.

## CHAPTER OUTLINE

- I. Despite an economic crisis during the 1830s and 1840s, innovation and creativity also characterized the American economy – especially the development of the railroad.
  - A. Soon after Martin van Buren replaced Andrew Jackson as president in 1837, trade troubles with Great Britain plunged the country into a financial crisis known as the Panic of 1837.
  - B. The Supreme Court acknowledged the changing business conditions in the United States when it ruled in the *Charles River Bridge* case that states did not, by definition, have the right to establish monopolies.
  - C. From their beginnings in the 1830s, railroads by mid-century had become the main form of transportation in the United States, and the country boasted about 9,000 miles of track; telegraph lines followed the rail lines, and America began to feel truly connected.
- II. Slavery dominated life in the South, but southerners were not isolated from the rest of the country: Prosperous whites held prominent positions in all levels of government, and communications advances enabled southerners to keep abreast of changes throughout America.
  - A. Slavery was so widespread throughout the South, and slave life so uncertain, that African American families developed broad networks of “fictive kin” in order to keep their culture alive.
  - B. Most slaves worked in the fields on large plantations, but their living conditions varied widely, depending entirely on the attitudes of their owners; however, it should be noted that, even at its best, slavery was harsh and unjust.
  - C. While both major political parties supported slavery in the South, most Whigs tended to be urban residents involved in trade and professional careers, while most Democrats were the region’s planters and farmers.
- III. As Americans experienced the economic uncertainty of the 1830s, they seemed to turn more toward a variety of reform movements.
  - A. Public education began to receive more attention, especially after Horace Mann became involved in improving schools in Massachusetts.

- B. Some Americans also began to encourage people to stop drinking alcohol; one group, the Washingtonians, pledged to stop drinking themselves and then to reform others.
- C. The strongest reform movement was that of abolitionism, and that movement also triggered the greatest resistance.
  - 1. Anti-slavery supporters included the Grimké sisters, Angelina and Sarah, whose father owned slaves in South Carolina, and the freed slave, Frederick Douglass.
  - 2. Supporters of slavery became more vocal over time, in response to the increasing strength of their opponents.
- IV. Through religion, philosophy, and popular writing, Americans began to develop a truly American culture that differed from any other.
  - A. Ralph Waldo Emerson became a proponent of transcendentalism, the movement that urged individuals to “transcend” the everyday world and listen to their inner, mystical selves.
    - 1. Some Transcendentalists experimented with utopian communities such as Brook Farm, but none of these survived.
    - 2. Another prominent Transcendentalist was Henry David Thoreau, who became famous for writing about his experiences at Walden Pond.
  - B. The emergence of a popular culture in America manifested itself in such diverse areas as Thomas Cole’s Hudson River School of American landscape painting, John James Audubon’s watercolors of America’s birds, Edgar Allan Poe’s fantastical short stories, and P.T. Barnum’s American Museum of oddities.
- V. A transformation took place in American politics during this period, but both Democrats and Whigs were somewhat surprised by the election that took place in 1840.
  - A. The American public became caught up in a frenetic campaign filled with slogans, sarcasm, and socialization, as the Whigs appropriated a Democratic charge against Whig William Henry Harrison and turned it into a winning “hard cider and log cabin campaign” in which 80 percent of eligible voters voted.
  - B. The Whigs had little time to celebrate, because Harrison died of pneumonia just one month after his inauguration.
    - 1. John Tyler, Harrison’s successor, upset the Whigs so much that they tossed him from their party, and the next few years were filled with conflict.
    - 2. Secretary of State Daniel Webster attempted to settle some long-standing issues with the British, and the two countries did agree on the 49<sup>th</sup> parallel as the border between the United States and Canadian lands.
- VI. With transportation and communication improvements, Americans continued to look outside the country’s existing western border.
  - A. By the 1840s, the “West” consisted mainly of California and Oregon, and many Americans were anxious to migrate.
  - B. John L. O’Sullivan, a newspaper editor, used the term “manifest destiny” to describe what he saw as America’s fate – settlement of the continent from sea to sea.
  - C. By the mid-1840s, two major issues faced the country: the fight over slavery intensified, and Texas entered the Union in 1845.

Conclusion: Despite economic downturns, Americans continued to believe in the basic soundness of the nation’s economy. Americans of every persuasion – from painters to poets to philosophers – shared a positive feeling about the future. They also seemed to share a reluctance to deal with the problems facing the country.

## CHAPTER 12

# Expansion and Reaction, 1846-1854

### CHAPTER OBJECTIVES

- Discuss the events leading to war with Mexico, and explain the war's consequences.
- Identify the various forms of transportation available to Americans by 1850.
- Discuss the effect that the discovery of gold in California had on the nation.
- Identify the various utopian communities that were founded in the 1840s. Give examples of both religious and secular societies.
- Explain the events leading to the slave state/free state crisis of 1850 and describe the various attempts at compromise.
- Identify and explain the historical significance of the Seneca Falls Convention and its adoption of the Declaration of Sentiments.

### MAKING IT REAL

1. Have students prepare a diary entry of a miner heading for California, a young wife following her husband out West, and a single black man seeking a new life in the anonymity of the Far West. What do they imagine they will find?
2. Have students create their own Utopian Society. Be sure to examine the pit-falls of examples outlined in class and try to come up with a community that places cooperation above competition.
3. Provide students with a copy of the Declaration of Sentiments, then discuss the document focusing on the following:
  - a. Its resemblance to the Declaration of Independence. Why did women choose that document as their model? What were Stanton and Mott saying about the status of women?
  - b. How was the Declaration of Sentiments a document of its time?

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss whether the frontier acted as a “safety valve” for the East, allowing the discontented to begin a new life on the frontier.
2. Discuss the connection between racism and slavery. Did opposition to slavery necessarily mean a person was not racist? Was it possible to have racist reasons for opposing slavery?
3. Look at how the Mormons became a target for religious intolerance in America. To what other religious groups has this happened? Were the reasons similar or different?
4. Discuss the Mexican War. Was it a necessary war and, if not, what could have been done to avoid it? Was the war with Mexico a rehearsal for the Civil War? How so?

### FURTHER RESOURCES:

- *Uncle Tom's Cabin* (Multimedia Studies in American Drama, 55 minutes)

- *Elizabeth Cady Stanton and Susan B. Anthony* (Films for the Humanities, 24 minutes)

## CLASS STARTERS

- “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...”  
– Elizabeth Cady Stanton, *The Seneca Falls Declaration*, 1848
- “When I was a boy, there was but one permanent ambition among my comrades in our village on the west bank of the Mississippi River. That was, to be a steamboatman. We had transient ambitions of other sorts, but they were only transient.  
When a circus came and went, it left us all burning to become clowns; the first Negro minstrel show that came to our section left us all suffering to try that kind of life; now and then we had a hope that if we lived and were good, God would permit us to be pirates. These ambitions faded out, each in its turn; but the ambition to be a steamboatman always remained.”  
– Mark Twain, *Life on the Mississippi*, 1883

## WRITING ASSIGNMENT

- You have been attending the Seneca Falls Convention in your native New York. (Choose your persona.) Write a newspaper article in which you record some of the things you have seen and heard during the past few days. Refer to outside sources as necessary.

## CHAPTER OUTLINE

- I. After the annexation of Texas, President Polk began to look toward America’s border with Mexico with an eye toward expanding the country further, even if it meant war.
  - A. The two countries clashed from 1846 to 1848, with the United States repeatedly victorious, and future leaders such as Ulysses S. Grant and Robert E. Lee made names for themselves in the conflict.
  - B. The Treaty of Guadalupe Hidalgo brought the fighting to an end, and its provisions changed America greatly.
    1. Mexico sold California, New Mexico, and all of Texas to the United States for \$15 million.
    2. The Rio Grande was recognized as the border between Texas and Mexico.
  - C. The war and its consequences exerted a great deal of influence on the presidential election of 1848, and the result was a narrow victory for General Zachary Taylor, a slaveholding planter.
- II. Americans were on the move during the middle years of the 1800s, as the populace spread across the country and immigrants took their place in the East.
  - A. Steamships plied the waters of the country’s rivers, but it was the development of the railroad industry that truly made it possible for large numbers of people to settle westward.
  - B. After gold was discovered in California in 1848, people from the eastern United States flocked to that territory, hoping to strike it rich; few did, but most remained, helping California to grow and prosper.
  - C. One of the largest migrations took place when Brigham Young, leading Mormons on a search for a safe haven from their oppressors, brought them to the Great Salt Lake.

- D. Immigrants fleeing the Great Potato Famine in Ireland flooded the eastern United States in the years following 1845, and Germany's 1848 revolution pushed about a million people to immigrate to America during the same period.
- III. Some Americans became disillusioned with their lives and set out to make some changes.
  - A. Groups experimented with various utopian communities, such as the Oneida Association in New York, but none succeeded over the long term.
  - B. Many women began to fight for suffrage, with Elizabeth Cady Stanton and Lucretia Mott organizing the Seneca Falls Convention in 1848 to publicize their cause; other women concentrated on changing laws that affected all aspects of women's lives.
- IV. Ease of transportation via the railroads and improved communications via the proliferation of printing presses contributed to the development and spread of a true national culture by the mid-1800s.
  - A. Authors used mass printing to appeal to a wide audience, and there seemed to be something for everyone during this era; popular audiences were beginning to demand entertainment.
  - B. Though many were read and quickly forgotten, the era also gave America some great American writers of long-lasting appeal.
    - 1. Nathaniel Hawthorne's novels, such as *The Scarlet Letter*, probed the psyche of America while providing vivid descriptions of life in early New England.
    - 2. Herman Melville performed a similar service with novels such as *Moby-Dick*, though his genius went mostly unappreciated during his lifetime.
    - 3. Walt Whitman was the most experimental, laboring for years on his epic volume of poetry, *Leaves of Grass*, which celebrated the American spirit.
    - 4. All three of these writers suffered from a lack of recognition and appreciation during their lifetimes, but later audiences have grasped the significance of their works.
- V. The 1850s was a decade filled with political crises, mainly because of the continuing conflict over slavery.
  - A. California precipitated a nationwide crisis in 1850 when it petitioned Congress to join the Union as a free state.
    - 1. California statehood would tip the scales in the Senate toward antislavery, and the South, led by John C. Calhoun, balked.
    - 2. Other questions arose also, such as whether slavery should be permitted in any of the new territories gained from Mexico.
    - 3. Stephen A. Douglas finally brokered a deal that would be known as the Compromise of 1850: Vote on each question separately, save face for politicians up for re-election, and bring California into the Union.
  - B. African Americans in the North did not fare well, but attitudes of white northerners began to undergo a change after the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin*.
- VI. Issues such as immigration and territorial expansion contributed to the political chaos that engulfed the country during the 1850s.
  - A. The new Know-Nothing party dedicated itself to the preservation of "native American" (American born) white society, and it drew disillusioned members from the major parties.
  - B. A hunger for expansion engulfed the country, spurred by Americans who were involved in trade throughout the Pacific as well as in the Western hemisphere.
  - C. The Kansas-Nebraska Act released a firestorm of controversy over slavery and popular sovereignty, and the upheaval contributed directly to the formation of a new Republican party, one dedicated to drawing the line on slavery.

Conclusion: The 1840s and 1850s were years of rapid change in the United States, as improvements in transportation and communication brought Americans closer together even as they spread across the entire country. Gold brought wealth to some, poverty to many, and statehood to California. Immigrants from Europe flooded the cities of the East, while Chinese workers began to arrive in California. The political scene was tumultuous, and the stage appeared set for a catastrophe of some kind.

## CHAPTER 13

# Broken Bonds, 1855-1861

### CHAPTER OBJECTIVES

- Define popular sovereignty and explain how the political parties of the mid-nineteenth century used it to shape their particular political agendas.
- Explain how events in Kansas contributed to problems for the Democratic Party.
- Describe the political issues surrounding the Dred Scott case and the significance of the subsequent Supreme Court decision.
- Briefly explain the various Southern viewpoints on the issue of slavery in the 1850s.
- Explain the political positions of Stephen A. Douglas and Abraham Lincoln on the eve of their 1858 debate series.
- Explain the significance of the 1860 presidential election.

### MAKING IT REAL

1. The year is 1855. Have a dialogue between two recent arrivals to Kansas, one from New England and one from Missouri. Place them as residents in the same boardinghouse. What kinds of things might each reveal about his sectional origins and political views?
2. Reenact the election of 1860 with students representing different strategies and giving speeches either in support of their candidates or as the candidates themselves. Then hold a mock election and have students explain which candidate they voted for and why.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the provisions of the Kansas-Nebraska Act, as well as the concept of popular sovereignty and its effect on national thinking about slavery.
2. Talk about the peculiar career of John Brown. Ask the class whether his actions at Harper's Ferry were those of a hero, a martyr, or a fanatic.
3. Deliver a lecture on Abraham Lincoln. This might be a good opportunity to introduce students to historiography as you present the views of various historians and biographers who have written about Lincoln.
4. Review and evaluate the various causes you think were most significant as an explanation of why the North and South went to war in 1861.

### FURTHER RESOURCES

- *Alistair Cooke's America*, Episode 6, "A Firebell in Night" (PBS, 55 minutes)
- *Lincoln, Part 1* (PBS Video, 60 minutes)
- *Roots*

## CLASS STARTERS

- “I believe this government cannot endure permanently, half slave and half free.”  
– Abraham Lincoln, 16 June 1858
- “What, to the American slave, is your Fourth of July? I answer: A day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him your celebration is a sham.” - [Frederick Douglass](#)
- “From the beginning of our history the country has been afflicted with compromise. It is by compromise that human rights have been abandoned.” Charles Sumner

## WRITING ASSIGNMENT

- You are an abolitionist living in New England. You have been providing financial support for abolitionist causes for years, and over the past few years, you have provided a fair amount of money for John Brown, who recently carried out a raid at Harpers Ferry. Mr. Brown is now on trial for his life, and you have been avidly reading accounts of the trial in your local paper. How do you feel about your support of Brown now? Are you more, or less, committed to him and his work? Put your feelings down in the journal you are keeping for your grandchildren.

## CHAPTER OUTLINE

- I. Differences between the North and the South had been growing since the country’s foundation, but during the late 1850s those differences were exacerbated by numerous crises.
  - A. The white South fortified itself to defend the economic system of slavery that had been cultivated in the region, while antislavery people became more vocal in their criticism.
    1. Southern slaveholders argued that slavery was actually preferable to the free labor system of the North, that it was more humane, even that it was the preferred Christian way.
    2. They also pointed to the economic success of the South that helped the rest of the country be successful as well.
    3. Critics of slavery charged that slavery was economically holding back not only the South but also the entire country, and books such as *The Impending Crisis of the South* criticized the “backwardness” of the region.
  - B. When the Kansas-Nebraska Act instituted “popular sovereignty” in the territory of Kansas, disagreements turned into violent discord, and events such as the Pottawatomie Massacre in Kansas and the caning of Senator Sumner in the U.S. Senate made “Bleeding Kansas” a more than appropriate term.
  - C. Politics took a new turn in 1854 with the emergence of the new Republican party, which was dedicated to stopping the expansion of slavery, but the election of James Buchanan in 1856 gave some Americans hope that the question of slavery would settle down.
  - D. The *Dred Scott* case of 1856 accentuated the sharp differences within the country; when the court ruled against Scott in his suit for freedom, southerners were pleased, and opponents of slavery increased their efforts to gain political clout to continue the fight.
- II. Despite the booming economy of the mid-1850s, American society was in a state of crisis, and many people began to look for answers in a variety of places.
  - A. Worried by the Panic of 1857 that took much of the country by surprise, many Americans turned to religion for strength, and revivalism flourished.
  - B. Events in Kansas continued to make the situation there more volatile, with competing legislatures, competing constitutions, and a United States Congress that seemed unsure of what to do.

- C. Republicans were heartened in 1858, when Senatorial debates between Stephen Douglas and Abraham Lincoln brought Lincoln to national attention.
    - 1. Lincoln's success in the debates and his focus on the slavery issue gave Douglas pause, and though he won the election he lost a great deal of influence.
    - 2. Republicans turned to Lincoln as an effective spokesman for a "restrained" antislavery platform.
  - D. John Brown's raid on the federal arsenal at Harpers Ferry polarized the nation, as those supporting slavery saw him as the devil incarnate, and abolitionists viewed him as a martyr to the cause.
- III. The approach of the 1860 election heightened tensions even more, with both sides wondering who would prevail.
- A. The Republican candidate, Abraham Lincoln, won decisively in the North, giving him a wide margin in the electoral college over the divided Democrats, and the split between the North and the South widened.
  - B. In the aftermath of the election, southern states debated their courses of action, but talk of secession frightened and gave pause to people living there; most wanted to wait and see what Lincoln would do, but South Carolina speedily chose secession and challenged other states to follow.
- IV. South Carolina's secession led to immediate problems for the federal government, whose fort off that state's coast was in need of fortification; actions there would plunge the nation into war.
- A. At his inauguration, Lincoln tried to mollify the South even as he clarified his position on secession: the act was illegal, and he was legally bound to protect federal property everywhere, most notably at Fort Sumter.
  - B. Immediately after the inauguration, Lincoln ordered a relief expedition, southern troops fired shots, the fort surrendered, and the country plunged into war.

Conclusion: Historians continue to debate possible alternative outcomes that might have occurred if events had been handled differently. It is indisputable; however, that so many differences existed between the North and the South that something had to give. The violent events of the 1850s merely set the stage for the war that, to many, seemed inevitable.

## CHAPTER 14

# Descent into War, 1861-1862

### CHAPTER OBJECTIVES

- Describe the initial responses in the North and South to the outbreak of Civil War.
- Describe the military advantages and disadvantages of the North and South at the beginning of the war.
- Describe the various roles of women on both sides during the Civil War.
- Describe the role played by the navies on both sides of the Civil War.
- Explain why the Battle of Antietam is considered a turning point in the Civil War.

### MAKING IT REAL

1. Have students study the letters and diaries written by participants on both sides in the war. What kinds of experiences do the writers describe? What things are important to them?
2. If there is a Civil War battlefield nearby, visit it. Have students prepare a mock newspaper page that gives an account of that particular battle. If you cannot visit a Civil War site personally, have students select one particular battle and prepare news coverage for it.
3. Have students examine the concept of “the glory of war.” How did Union and Confederate soldiers respond to the outbreak of the war? Did most men believe that they would be home quickly? Did their perceptions change after the first few major battles?
4. Have students read the Emancipation Proclamation, then discuss its historical significance, whether this was a moral or a military decision, and why it prohibited slavery in some states but not all.

### TOPICS FOR DISCUSSION OR LECTURE

1. Do an analysis of the strengths and weaknesses of the North and South on the eve of the Civil War.
2. Discuss the significance of the Border States to both the North and the South, focusing on how they influenced Union strategy.
3. Discuss the various ways the war transformed northern and southern society.
4. Look at the participation of women on both sides of the war effort. Try to include how they participated not only as nurses, but also as spies and soldiers.

### FURTHER RESOURCES

- *The Civil War* (PBS Video)
- *Antietam* (Films for the Humanities, 56 minutes)
- *Glory: The True Story Continues* (Zenger Media, 30 minutes)

## CLASS STARTERS

- “It is well that war is so terrible—we would grow too fond of it.”  
– Robert E. Lee, surveying the carnage at Fredericksburg, December 1862
- “There is really no crisis except an artificial one...If the great American people will only keep their temper, on both sides of the line, the trouble will come to an end”  
– Abraham Lincoln, en-route to his inauguration, February, 1861

## WRITING ASSIGNMENT

- Write a letter to a loved one during the Civil War. You may either be a husband who is away from home fighting in the war, or a wife at home waiting for that husband to come home. You may be a Northerner or a Southerner, and you may be in favor of the war or opposed to it.

## CHAPTER OUTLINE

- I. War came to the country before either the North or the South was ready.
  - A. President Lincoln declared South Carolina in rebellion and issued a call for troops to quell the rebellion, and the South prepared for battle while moving its capital to Richmond.
  - B. Through the spring of 1861, the states decided either for or against secession, but sentiments within many of the states remained seriously divided over the issue.
  - C. The North appeared to hold most of the advantages in industrialization, population, food, and many other areas, while southerners believed they held the true advantage: they were “natural soldiers”; both sides agreed, however, that the war would be brief.
  - D. War strategies seemed simple: The South should fight a defensive campaign and force the Union army to come after them, and the North should capture the Mississippi River and divide the South into two parts while blockading the entire coastal region.
  - E. Leadership was one area where neither side held a clear advantage, but the South did have Robert E. Lee.
  - F. The first conflicts were only skirmishes, with green troops illustrating how ill-prepared both sides were for this fight.
  - G. The two sides quickly set about gathering their armies, with early mobilization occurring through voluntary conscripts who came from all walks of life.
  - H. The first real battle of the war came at Manassas Junction, where Union general Irvin McDowell was outmaneuvered by P.G.T. Beauregard, and the South claimed its first victory.
  - I. From the earliest days of the war, women showed their willingness to participate; countless women became battlefield nurses, while others worked in factories and ran plantations and farms.
- II. As 1861 faded into 1862, war took command of the United States, and all the efforts of both sides became centered on finding a way to prevail.
  - A. After the defeat at Bull Run (Manassas), George B. McClellan became the leader of the Union troops near Washington, but he, too, seemed reluctant to fight.
  - B. John C. Frémont took control of the Union forces in the West, but political discord with the president led to his removal; Lincoln continued to seek an able general.
  - C. The war was costly, and both sides used a variety of means to pay for it, including loans, taxes, bonds, and paper money; inflation resulted, especially in the South.
  - D. The Confederate homefront suffered dreadfully during the war, as armies confiscated or destroyed crops and livestock, food for soldiers became harder to grow, and the poor began to view the war as one they and not the wealthy were fighting.
  - E. Though the North had the stronger navy, their best use of the seas was in placing a blockade on all coastal areas of the South, from the Carolinas to Mexico.

- F. When southern diplomats sailed for Europe on the *Trent*, British officials seized and jailed them, but the hue and cry from abroad brought their release; still, they failed to get foreign support for the war.
  - G. Union general Ulysses S. Grant was the most effective commander in the West, and his forces quickly seized Forts Henry and Donelson, and took the city of Nashville.
  - H. Along the eastern seaboard, the Union navy faced Confederate ships, with both sides experimenting with “iron-clads,” and here, too, the North prevailed.
- III. From March to September 1862, the Union increasingly went on the offensive from Virginia southward.
- A. McClellan was charged with conducting the Peninsular Campaign in northern Virginia, but he continued to procrastinate.
  - B. Union troops on their way to attack Confederates at Corinth, Mississippi, were surprised by the enemy near Shiloh Church in southern Mississippi, but eventually came out ahead in the bloody battle after two intensive days of fighting.
  - C. The important port city of New Orleans on the Mississippi River fell to a Union naval force led by David Farragut, who then began a methodical move north up the Mississippi.
  - D. By April 1862, the Confederate Congress instituted a compulsory draft to replace men being lost in the heavy fighting, but even then some wealthy southerners managed to evade military service.
  - E. The Seven Days’ Battles, a series of conflicts near Richmond, cost many lives without achieving a clear victory for either side.
  - F. As the war dragged on, slavery became a more central issue, and Lincoln found himself concerned about which moves he should make and when.
    - 1. Union troops began to accept slaves who had fled to them for safety, labeling them “contrabands” but not yet allowing them to fight.
    - 2. The war’s purposes did continue to expand, however, and Lincoln began to plan for the issuance of his Preliminary Emancipation Proclamation.
  - G. A second battle at Manassas (Bull Run) gave the South another victory, but a shockingly bloody battle at Antietam gave Lincoln sufficient opportunity to make the Emancipation Proclamation public.
  - H. By late 1862, both sides had slaughtered each other in large numbers, and a virtual stalemate existed.

Conclusion: Disillusionment grew as the deadliness of the battles increased and neither side appeared to seize the upper hand. Much had been accomplished by the end of 1862. Several major battles had given some victories to each side. Both had stable governments in operation. An international crisis, the *Trent* affair, had failed to draw European countries into the conflict. Yet supporters on both sides began to believe that the cause they were fighting for needed a clearer articulation.

## CHAPTER 15

# Blood and Freedom, 1863-1867

### CHAPTER OBJECTIVES

- Explain the response in the North and the South to the Emancipation Proclamation.
- Explain the significance of the Union victories at Gettysburg and Vicksburg.
- Briefly describe the significance of Lincoln's reelection in 1864.
- Briefly describe the function of the Freedmen's Bureau.
- Describe the response of ex-slaves and free Southern blacks to the opportunity to fight in the Union army and comment on the treatment of black troops by the United States army.

### MAKING IT REAL

1. Have students imagine themselves a part of the Massachusetts 54th regiment. What does it mean to them to participate in war? What are their goals as both soldiers and as free blacks?
2. Have students role-play Reconstruction. Divide the class into thirds representing southern whites, freedmen, and northerners. Each group should work together and prepare (a) a list of their goals and dreams, (b) their degree of commitment to these goals and dreams, and (c) what methods they plan to use to achieve them. Bring all the groups together to negotiate and attempt a consensus.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the concept of "the glory of war." Look at the pre-war hopes and expectations of both sides. Then look at how these hopes and expectations changed over the course of the war.
2. Read the Gettysburg Address aloud. Ask students to comment on the various passages, in particular the phrase "all men are created equal." What does Lincoln mean by it, and how is his interpretation different from Jefferson's?
3. Historians usually rate Abraham Lincoln as the "greatest" American president. Do students agree? Why or why not?
4. Discuss the most significant immediate consequences of the Civil War. Who won, and why?
5. Discuss the effect of emancipation on the Southern economy. Trace the rise of sharecropping, and describe how it differed from slavery.
6. Discuss the observation that "the North won the Civil War, but the South won Reconstruction."
7. Look at the response of ex-slaves and free Southern blacks to the opportunity to fight in the Union Army. Examine how black troops were treated by the United States army and explain the significance of outfits like the Massachusetts 54<sup>th</sup> Regiment.

### FURTHER RESOURCES

- *The Civil War* (PBS Video)
- *The American Adventure: Reconstructing the South* and *The End of an Era* (30 minutes each)

- *The Birth of a Nation* (Zenger Media, 190 minutes)

## CLASS STARTERS

- “As for myself, I never felt so utterly depressed, cursed, and God-forsaken in all my life before. All my former experiences in battles, on marches, and at my capture were not a drop in the bucket as compared with this.”  
– Walter E. Smith, Pvt., Co. K, 14<sup>th</sup> Illinois Infantry  
Prisoner at Andersonville, 23 October, 1864
- “I went down to the gate and got the exact number of prisoners in the bull pen both black and white and I found them to be 22,330 and we are all packed on ten acre square. There is 18 in the piece but 8 of it is taken up for what is called the dead line and woe to the yank that gets his body inside of that line for every yank they shoot they get 30 days furlough and they don’t stop to let you get far before rip goes your jacket.”  
– Albert H. Schatzel, Prisoner at Andersonville, 11 June, 1864
- “I used to think that I should not care to read *Uncle Tom’s Cabin* in our camp; it would have seemed tame . . . I needed no fiction when I had Fanny Wright. . . daily passing to and fro before my tent, with her shy little girl clinging to her skirts. Fanny was a modest little mulatto, a soldier’s wife, and a company laundress. She had escaped from the main-land in a boat, with that child and another. Her baby was shot dead in her arms, and she reached our lines with one child safe on earth and the other in heaven. I never found it needful to give any elementary instructions in courage to Fanny’s husband, you may be sure.”  
– Thomas Wentworth Higginson, *Army Life in a Black Regiment*, 1869

## WRITING ASSIGNMENT

- Take the role of any one of the white Northerners who went South to assist with the freedom process. You can choose to be a teacher, doctor, lawyer, or someone else. Write a letter home to your family describing your experiences.

## CHAPTER OUTLINE

- I. People in both the North and the South believed that the armies would make 1863 the final year of the war, but the war was not to end without involving virtually everyone in the efforts.
  - A. Life for a soldier in the field was harsh, with poor food, harsh weather, social problems, and battle wounds; perhaps the hardest to deal with, however, were the diseases that, in the end, killed twice as many men as direct battle wounds.
  - B. While the North said it fought for Union and democracy and the South for self-determination, civilians in both regions often questioned the true purposes of the conflict, especially when the North limited freedoms at home and the South moved toward a more centralized government.
  - C. Not everyone in the North supported Lincoln, and as time passed his critics became more vocal.
  - D. The North also passed the Conscription Act in March of 1863 to fill their ranks, although a wealthy many could hire a substitute to fight in his place, or simply pay a fee of \$300 directly to the government.
  - E. The North finally began to allow black recruits to do some fighting, and armies on both sides were somewhat surprised with their successes.
- II. The stage appeared set for some summer battles to end in victory for the North in 1863, but gritty determination and lessons learned helped the South to stay in the fight despite great losses.

- A. By the middle of May, General Grant had moved his forces across the Mississippi River and was poised to go after the pivotal city of Vicksburg, but the South won a significant victory at the Battle of Chancellorsville.
  - B. In June Robert E. Lee led his troops into Pennsylvania, where the three days of fighting at Gettysburg defeated and demoralized his army just before Vicksburg fell to Grant.
  - C. Despite these successes, losses were great, especially among immigrant volunteers, and in the summer draft riots broke out in New York City.
  - D. A Union defeat at Chickamauga led Lincoln to place Grant in command of all Union armies east of the Mississippi River.
  - E. Despite his failure to bring an end to the war, a significant event occurred late in 1863, when Lincoln delivered his now famous Gettysburg Address at the dedication of a national cemetery there: Once and for all, the president tied the war to the liberation of blacks in America.
- III. By wintertime, people on both sides were retreating to lick their wounds and prepare for what they hoped would, surely, be the last year of fighting.
- A. Politics began to play a more important role, as Lincoln proposed a plan for reinstating Confederate states after the war ended and Congress began to find fault with it; in the South, Congressional elections brought out opponents to Jefferson Davis.
  - B. Prison camps on both sides were harsh, but no facility had as bad a reputation as the Confederate camp at Andersonville, Georgia, where more than one-third of the inmates died.
  - C. Lincoln turned control of all Union forces over to Ulysses Grant in the spring of 1864, and the two agreed that attacks on all fronts in the South should be their strategy; when the Confederates continued to fight valiantly, Lincoln began to worry about his political future.
  - D. Lincoln chose Andrew Johnson, a southerner still in Congress, as his running mate, but Johnson became superfluous when General Sherman seized Atlanta, Georgia, and reinvigorated northern support for the war, and for Lincoln.
  - E. Sherman's March to the Sea demoralized the South even more, as he conducted a "scorched earth" policy that devastated the countryside.
- IV. With the war apparently nearing its end, Americans on both sides began to ponder what the future would be like, especially a future where emancipation would play a prominent role.
- A. Early in 1865, Sherman conducted mopping-up efforts in the Carolinas, Congress passed the Thirteenth Amendment abolishing slavery, and Lincoln was re-inaugurated.
  - B. The war officially ended on April 9 at Appomattox Courthouse, when Lee surrendered his army to Grant.
    - 1. Some fighting continued, but for all intents and purposes the war was over.
    - 2. A mere five days later, Lincoln was assassinated.
  - C. The costs of the war were devastating: over a million casualties, a devastated southern economy, and serious social problems with readjustment to peacetime conditions.
  - D. Emancipation in the South took many forms, but most former slaves found it necessary to compromise with former slave-owners in order to survive, even with help from the Freedmen's Bureau.
  - E. Some blacks began to mobilize to fight for their new rights and for equality, but from the beginning their major goal was to gain the right to vote.

Conclusion: The Civil War was the watershed event of the nineteenth century for the United States. Hundreds of thousands of young men died, a president was assassinated, slavery was abolished, and African Americans demonstrated their willingness and ability to fight for their freedom. Reputations were made and lost on the battlefields. Some questioned the worth of the struggle. Afterward, many people wrestled with the concept of "freedom." What would it really mean for the newly-freed blacks? How would it change life for white Southerners, or for white Northerners, for that matter? The next few years would show just how difficult answering those questions would be.

## CHAPTER 16

# Reconstruction: Its Rise and Fall, 1865-1877 Reconstruction Abandoned, 1867-1877

### CHAPTER OBJECTIVES

- Explain the roles of African Americans and Native Americans in the post-Reconstruction period.
- Know the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- Describe the successes and failures of Ulysses S. Grant's presidency.
- Explain the impact of the Compromise of 1877. Briefly explain the reasons for the rising power of the Ku Klux Klan.
- Explain how the passage of the Fourteenth Amendment to the Constitution impacted women.

### MAKING IT REAL

1. Divide the students into groups of poor white farmers in the Midwest, poor white farmers in the South, and black sharecroppers in the South. Have each group list at least five of their dreams and goals. Have them compare these goals and dreams with the reality of their situation.
2. Arrange a debate on the success or failure of Reconstruction. If the Civil War was supposed to resolve issues of race and the preeminence of the federal government, did it succeed? Be sure that students consider the Compromise of 1877, sharecropping, voting rights, segregation and Plessy vs. Ferguson.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the issue of racial segregation in post-Civil War America. You might explore whether racial segregation was unique to the American South, and whether it even characterized Southern culture.
2. Discuss the defeat of the Plains Indians by whites. Try to offer at least three reasons for the decline of the Plains Indian culture.
3. Relate the story of Custer's Last Stand from the Sioux point of view.
4. Look at the growing number of opportunities available to women during the post-Civil War era.
5. Examine the rise of the Ku Klux Klan and discuss the degree to which it influenced black and white people in the postwar South.

### FURTHER RESOURCES

- *The West* (PBS Video)
- *Modern Marvels: The Railroads that Tamed the West* (The History Channel Videos, 50 minutes)
- *Alexander Graham Bell: Voice of Invention* (A&E Videos, 50 minutes)

## CLASS STARTERS

- “In years long numbered with the past, when I was merging upon manhood, my every thought was ambitious—not to be wealthy, not to be learned, but to be great. I desired to link my name with acts and men, and in such a manner as to be a mark of honor, not only to the present but to future generations.”  
– George Armstrong Custer, 1867
- “The assumption that the cause of the Negro is a dead issue is an utter delusion. For the moment he may be buried under the dust and rubbish of endless discussion concerning civil service, tariff and free trade, labor and capital. . .but our Lazarus is not dead. He only sleeps.”  
– Frederick Douglass, 1884 speech

## WRITING ASSIGNMENT

- You may choose to be either a husband who is against woman suffrage, or a wife who is in favor of more rights for women. Write out your main reasons for your belief, and then use those points to prepare a written argument that you hope will convince your spouse that your position is the correct one. Keep in mind that a bit of humor sometimes makes a good case.

## CHAPTER OUTLINE

- I. In what became known as “Presidential Reconstruction,” Johnson offered amnesty to former Confederates who would take an oath of loyalty to the Union, restoring their political and civil rights and immunizing them against the seizure of their property or prosecution for treason.
  - A. Johnson’s plans for reconstruction were even more lenient than those of Lincoln, and as time passed white Southerners began to fill important positions with former Confederate leaders and to institute “black codes” designed to keep blacks as a subservient labor force.
  - B. After 1866, the Klan became in effect a military wing of the Democratic party, dedicating itself to maintaining white supremacy.
  - C. Radicals in the Congress began to oppose Johnson, overriding his vetoes to pass Freedmen’s Bureau appropriations and the Fourteenth Amendment, which guaranteed citizenship.
  - D. The Reconstruction Act of 1867 firmly seized control from Johnson, as Congress divided the South into five military districts and laid down firm guidelines for southern states to follow if they wanted to be re-admitted to the Union.
  - E. At that point, Congressional Reconstruction began in earnest, and Northerners began to enter the South to try to help blacks obtain their rights; in the North itself, however, conflicts over how blacks should be treated began to polarize that region.
- II. As the 1868 presidential election approached, the country faced a number of challenges; constitutional changes, territorial enlargement, and Andrew Johnson’s impeachment (and acquittal) all kept Americans in a heightened state of tension.
  - A. Secretary of State William H. Seward negotiated a treaty whereby the United States purchased Alaska from Russia for \$15 million.
  - B. Congress approved the Fifteenth Amendment although literacy tests and property qualifications disenfranchised many black voters in some southern states.
- III. Grant’s administration was known more as an era of scandals than anything else, although many of the worst scandals and problems were only tied to Grant because of his prominent position.
  - A. Grant found it difficult to deal with a Congress that was split on the major issues of tariffs, currency, and civil service reform.
  - B. The president also realized that his own Republican party was deeply divided on these issues, and he knew that he had to choose his course wisely.

- C. As the 1870 election approached, Grant shifted his cabinet and other officials, hoping to appease more mainstream Republicans; Republican strength, however, continued to decline as differences grew.
  - D. The recently formed Ku Klux Klan began to assert itself in the South, and violence increased as Democrats sought to stamp out the Republicans in their midst.
  - E. The federal government did respond to the Klan violence with the Ku Klux Klan Act of 1871, but the law designed to protect blacks was next to impossible to enforce.
  - F. What did make a difference was the prosecution of several prominent Klan leaders; the Klan, however, did not disappear; it simply went underground.
  - G. Americans celebrated when two rail lines met at Promontory, Utah, in May, 1869, completing a transcontinental railroad that would contribute immeasurably to Western settlement.
  - H. Concerning Native Americans, Grant adopted a more moderate tone than some before him, hoping that his “peace policy” would get Indians settled on reservations until they could adopt the ways of white society.
  - I. Blending kindness with force, Christian church officials oversaw the peace policy, but too often Native Americans resisted and military troops forced them onto reservations.
  - J. The destruction of the massive buffalo herds in the American West was the most cataclysmic development for Native Americans, because the loss of those animals took away much of their means for retaining independence.
  - K. Native Americans under Crazy Horse and Sitting Bull staged an attempt to halt white advances, when their forces annihilated the military force of General George A. Custer at the Little Big Horn in South Dakota, but the army pursued revenge so forcefully that only the Battle of Wounded Knee would be fought before Native American resistance evaporated.
- IV. Women in the 1870s were involved in numerous attempts to change their society, as they continued to push for suffrage and also initiated various social reforms.
- A. Middle and upper class women had greater economic opportunities by the 1870s than ever before, but at the same time the Supreme Court turned a deaf ear to women’s pleas for suffrage.
  - B. A significant development during the 1870s was the rise of voluntary associations among women, who redoubled their efforts at reform.
  - C. The anti-alcohol campaign was the most visible reform effort other than the suffrage movement, and supporters in 1874 founded what would be the strongest organization: the Women’s Christian Temperance Union.
- D. More women also entered the workforce, even though most were relegated to certain professions deemed suitable for the fair sex: secretarial work, domestic work, and teaching.
- V. Preparing for the next presidential race, liberal Republicans set out to challenge Grant; their choice of Horace Greeley, however, simply widened the split in their party.
- A. Grant handily won re-election in 1872, helped along by the fact that Greeley ran as a Liberal Republican-Democrat—a situation that many people could not fathom.
  - B. Grant’s second administration was marred by numerous scandals, such as that of the Crédit Mobilier Company; writer Mark Twain gave a permanent name to the period of excess when he described it as The Gilded Age.
- VI. A financial crisis dubbed the Panic of 1873, brought on by problems in the rail industry, crippled the country and hurt people in many sectors of the economy.
- A. The plight of the unemployed was serious, since no unemployment insurance existed, and the result was a great deal of labor unrest.
  - B. Farmers also reacted to the economic situation with protests, and the Grange became their strongest organization.

- C. States finally began to regulate railroads, establishing state railroad commissions to oversee rates and to be on the lookout for unfair practices that hurt small farmers; federal legislation, however, was slow to develop.
  - D. Despite demands from various groups to put more money into circulation, and despite the passage of such a bill in Congress, Grant took the advice of conservatives and vetoed the bill, preferring to let the crisis wear itself out.
- VII. Politics took a nasty turn during the Gilded Age, as both Republicans and Democrats became concerned that blacks were gaining too much political influence, and both groups began to espouse racist ideas.
- A. Southern whites resented the few blacks who managed to get elected to public office, and they tied those circumstances to the Republican governments being imposed on them in the South.
  - B. As the hard times of the 1870s increased, however, southern Democrats experienced a resurgence of power in Congress, and many began to speak of “redeeming” the South from Republican oversight.
  - C. In the end, Reconstruction failed because neither whites nor blacks were ready to accept the concept of change that would have had to happen if the situation were to really improve.
- VIII. By the time of the 1876 election, citizens were coming to realize that its outcome held great import for the future of the country.
- A. Scandals continued to haunt the Republican administration of Grant, and critics suggested that Grant was more involved than people had thought.
  - B. Marvels of technology, exhibits from around the world, and a “homemaking” display that infuriated the likes of Susan B. Anthony—all these were part of the nation’s centennial celebration in Philadelphia in 1876.
  - C. The disputed election of 1876 was a true race for the White House, with Democratic candidate Samuel Tilden pitted against Republican Rutherford B. Hayes, and the outcome brought major changes to the country.
    - 1. When the election took place, several southern states sent in two sets of election results, and Congress was unsure as to what its course of action should be.
    - 2. At last a special commission was established to settle the matter, but it required a political compromise for Democrats to allow Republicans to put their man in office.
    - 3. An informal agreement eventually ended military control in the occupied South, and for all intents and purposes, the Reconstruction period was over.

Conclusion: Rutherford B. Hayes came to the presidency at a time of uncertainty in the country. Americans were just beginning to fight off the effects of the Panic of 1873, and many people in the country were beginning to examine their real feelings about members of other races. Even northern Republicans in favor of rights for blacks found it difficult to articulate their feelings in a way that they deemed socially acceptable. Some good things did come from Reconstruction: Slavery came to an end, the Union held, and blacks proved themselves capable of doing many kinds of work. For the immediate future, however, it appeared that America was not ready for a truly multiracial society.

## CHAPTER 17

# An Economy Transformed: The Rise of Big Business, 1877-1887

### CHAPTER OBJECTIVES

- Define the terms “pools,” “rebates,” and “consolidations” as they relate to the railroad business.
- Trace the rise of big business in the late 1800s, and be able to identify Andrew Carnegie, John D. Rockefeller, and Cornelius Vanderbilt.
- Describe some of the dangers employees encountered in the workplace, and explain why unions became important.
- Explain the basic elements of Social Darwinism.
- Describe life on the prairie for Native Americans and for settlers.

### MAKING IT REAL

1. Have students look at some of the popular magazines of the day, such as *Ladies' Home Journal* and *Good Housekeeping*. What kinds of articles are included, and what kinds of advertisements. How do they compare to their modern counterparts. What do they say about women's roles?
2. Break the class into small groups, and have each group prepare a short presentation on one of the Robber Barons of the late 1800s. Encourage them to use Power Point presentations, since we are now coming to the point in our studies where photographs are readily available.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the overall effect of the growth of the railroad and the ways in which it spurred industrialization in the late 1800s.
2. Discuss the life and times of men like Andrew Carnegie, Cornelius Vanderbilt and John D. Rockefeller. How do they exemplify the tenets of Social Darwinism?
3. Discuss the early development of American labor organizations. Compare and contrast the Knights of Labor with the American Federation of Labor. Explore reasons why one movement was more successful than the other.
4. Discuss what is meant by the term New South, and what that description means to southerners in the postwar period. Do we make a distinction between the South of the Civil War and the South at the turn of the twenty-first century?

### FURTHER RESOURCES

- *Alistair Cooke's America*, Episode 7, “Domesticating a Wilderness” (PBS, 55 minutes)
- *Rediscovering America: Buffalo Soldiers* (Discovery Channel, 30 minutes)
- *Andrew Carnegie: The Richest Man in the World* (PBS, 50 minutes)

## CLASS STARTERS

- “M. A. Rosanoff: ‘Mr. Edison, please tell me what laboratory rules you want me to observe. Thomas Edison: ‘Hell! there *ain’t* no rules around here! We’re trying to accomplish somep’n!’”
- Charity is injurious unless it helps the recipient to become independent of it.  
[John D. Rockefeller](#)

## WRITING ASSIGNMENT

- Imagine you are a farmer or a farmer’s wife on the Great Plains in the 1870s. Write a letter to your family back East describing your life on the prairie. Would you encourage them to make trip West? Why or why not?

## CHAPTER OUTLINE

- I. Railroads became central to the development of the United States in the second half of the 1800s, and Americans truly became a “locomotive people.”
  - A. Federal loans to railroad companies, the move to a standard gauge for rail lines, and tremendous amounts of state aid contributed to the emergence of a well-defined national rail network.
  - B. Railroads became the country’s first big business, stimulating the national economy and contributing to the growth of a national marketplace.
  - C. With their growing importance to the country, railroads became a major political issue, as rail tycoons became tremendously wealthy through a variety of procedures designed to limit competition and control prices.
  - D. Regulation of the railroads became a major topic, but Americans were divided over the wisdom of interfering with progress.
  - E. Some states did begin to create regulatory railroad commissions, and eventually the Supreme Court declared that such institutions were indeed legal.
  - F. The first attempt by the federal government to regulate railroads was the Interstate Commerce Act of 1887, which set up a commission to investigate complaints.
- II. Big business arrived in the United States amid economic difficulties in the 1870s and 1880s, and business leaders struggled to remain competitive and even to develop monopolies in certain industries.
  - A. The most famous example of a monopoly in big business was John D. Rockefeller’s Standard Oil Company, which was run by a trust that came to control the entire oil industry.
  - B. Rockefeller’s counterpart in the steel industry was Andrew Carnegie, who sought to achieve vertical integration, or the control of all aspects of steel-making, to control costs and profits.
  - C. The pace of invention picked up, with new ideas bringing major changes to the American way of life, and no inventors were more prolific than Thomas Alva Edison and Alexander Graham Bell.
- III. With about 30 percent more people in the labor force, many found themselves working at tedious tasks, skilled laborers often had their jobs taken by machinery, and workers had few protections from mistreatment on the job; on the other hand, working hours gradually declined and real wages increased.
  - A. Some attempts at unionization did take place, and the earliest industry to feel the effects of this development was the railroad industry, which suffered a major strike in 1877.
  - B. The Knights of Labor emerged as a potent force under the leadership of Terrence Powderly, embracing skilled and unskilled workers, women, and farmers, but the Haymarket Affair in Chicago sent the union into decline.
  - C. Another strong union, this one longer lasting, was the American Federation of Labor, led by Samuel Gompers.

- D. For a short time, the philosophy of Social Darwinism, or “survival of the fittest” in business, enjoyed popularity, contending that business tycoons deserved everything they achieved because of their willingness to invest and the benefits they brought to the entire population.
- IV. Both the South and the West underwent changes associated with the industrialization of the North, as settlement there became more appealing.
  - A. The fate of Native Americans was sealed after the defeat of General Custer at the Battle of the Little Big Horn; it was only a matter of time until the remaining Indians were destroyed or rounded up and placed on reservations, and the Dawes Act of 1887 was the government’s attempt to turn them into farmers.
  - B. The discovery of gold and silver drew many people to the West, and though few individuals struck it rich, most of them stayed and settled the region, with corporations almost the only ones to make long-term profits from the abundant minerals.
  - C. The Great Plains were settled during the 1880s by cattle ranchers, and cattle drives to cowtowns along the country’s rail lines provided an independent, if difficult, life for cowboys, at least until sheep ranchers and then farmers moved into the region.
  - D. The Homestead Act of 1862 provided the impetus for adventurous Americans to move onto the Great Plains, and although the 160-acre plots were much too small to hold much promise in the drought-ridden area, settlers continued to stream in.
  - E. Purchasing additional acreage on credit, farmers began to make use of a new invention, barbed wire, to fence off their lands from roaming herds of cattle.
  - F. Great Plains farming was difficult, with women bearing the heaviest burdens, but farm families achieved a self sufficiency and independence that helped them prevail.
  - G. As the population of the West increased, several western territories were admitted into the Union as new states.
- V. Redeemers in the New South celebrated the end of Reconstruction and turned to the task of bringing industrialization and economic improvements to their region, a process that was aided by the expansion of rail networks connecting the South to the industrialized Northeast, as well as by the low wages factories there could pay.
  - A. Sharecropping allowed agriculture to continue to dominate in the South, but most farmers found that it brought few improvements to their lives, and they were continually in debt.
  - B. The Civil War had worsened the economic situation in the South, where investment capital was in short supply, and many southerners came to feel that the North was treating them as colonies rather than as equals.
  - C. Slavery disappeared, but quasi-slavery remained the way of life for most African Americans in the South, with whites passing restrictive laws and blacks often choosing to have as little to do with whites as possible.
- VI. Life and culture in America during the 1880s could be described as a mixture of traditional lifestyles and modernization.
  - A. Americans worked hard and ate large meals, and as industrialization increased, goods became more plentiful and safer.
  - B. Electricity changed lifestyles of urban residents, and middle-class families saw many additional improvements, from domestic help to education.
  - C. Americans also had more time for leisure activities, including Chautauqua meetings, baseball, literature, and museums.
- VII. In politics, both of the major parties sought to overcome an electoral stalemate.
  - A. Republicans and Democrats alternated control of the presidency and of Congress, and the American public received a great deal of entertainment from the political process, although serious issues, such as the tariff, intruded from time to time.
  - B. Congress passed the Pendleton Act to achieve civil service reform after the assassination of James Garfield, but for the remainder of the 1800s, few substantive changes took place in American politics.

Conclusion: During the last three decades of the nineteenth century, Americans looked back on the Civil War and hoped for a better future. Industrialization brought benefits to the entire nation, but some groups benefited more than others. Social divisions and economic disparity remained constant problems. Business leaders and workers experienced bitter divisions. Yet in many ways, America seemed a more promising place, and during the coming decade some of these major problems would be addressed.

## CHAPTER 18

# Urban Growth and Farm Protest, 1887-1893

### CHAPTER OBJECTIVES

- Describe the new city of the late 1800s.
- Describe the functions of the political boss in urban politics.
- Define the term “Ghost Dance” and tell what it meant to Native Americans.
- Describe the lifestyle of Hispanics, African Americans, and Chinese immigrants in the late 1880s.
- Identify the various reform movements of the late 1880s.
- Briefly explain the agenda of the Populist Party.

### MAKING IT REAL

1. Have students share their own family backgrounds and look at what kinds of resources their ancestors may have used to make the transition to life in America.
2. Organize a debate regarding individual responsibility for wealth or poverty vs. social responsibility for wealth or poverty. Ask students if Americans have resolved this issue yet.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the impact of urban poverty on nineteenth-century American social philosophy. Look at the Protestant work ethic as one of the earliest and most enduring American philosophies regarding work, wealth, and social standing.
2. Discuss the impact of immigration on American public education. What role was education supposed to play in the assimilation of the new immigrant into American society?
3. Give a lecture on one of the Native American religions such as the Ghost Dance religion. Describe it, and describe the means used by missionaries and federal officials to destroy these efforts.
4. Discuss the Populist movement as the first major modern American reform movement. Consider the meaning of the word reform. How successful were the Populists? Were they motivated by a desire to maintain the status quo or to seek significant changes?
5. Discuss the issue of prohibition at the turn of the century. Make the connection between prohibition and the politicization of the modern American woman.

### FURTHER RESOURCES

- *Statute of Liberty* (PBS Video, 58 minutes)
- *Queen Liliuokalani* (PBS Video, 50 minutes)
- *Destination America* (Films for the Humanities, a nine part series, each 52 minutes)
- *The West: Ghost Dance* (PBS Video, 112 minutes)

## CLASS STARTERS

- “The existence of an area of free land, its continuous recession, and the advance of American settlement westward explain American development.”  
– Frederick Jackson Turner, *The Significance of the Frontier in American History*,” 1893
- Sin is a social force. It runs from man to man along the lines of social contact. Its impact on the individual becomes most overwhelming when sin is most completely socialized. Salvation too, is a social force. It is exerted by groups that are charged with divine will and love...A full salvation demands a Christian social order which will serve as the spiritual environment of the individual.  
-- **Walter Rauschenbusch**, key figure in the Social Gospel Movement

## WRITING ASSIGNMENT

- Frederick Jackson Turner used his frontier thesis to explain the development of a uniquely American character. Thus, when the director of the census announced the closing of the frontier in 1890, Turner felt that America’s best years were behind her. Without a frontier, Americans would become ever more like their European counterparts. Turner recognized only a *physical* frontier. Write a brief essay in which you agree or disagree with Turner. What other kinds of frontiers can there be besides land? How valid is his theory today?

## CHAPTER OUTLINE

- I. Even as Americans rushed to settle newly opened lands in Oklahoma and other areas of the West, the American city took on a more prominent role, and urban life became the new norm.
  - A. Urban population exploded as Americans flocked to the cities for economic opportunity and immigrants arrived in greater numbers.
  - B. The structure of cities changed, as commuting to suburbs became simpler, and skyscrapers and tenements made room for more people and more businesses in central city areas.
  - C. Exploding populations in cities led to a need for more services, including safer water supplies and parklands for recreation.
  - D. New immigrants arrived from Southern and Eastern Europe, bringing different ways of life to America’s cities, and new ethnic communities arose in every major city, where newcomers found others like themselves who would ease their transition into American life.
  - E. Prejudice and intolerance grew and nativist sentiments surfaced, as immigrants became more diverse.
  - F. Most larger cities developed political machines that provided informal control of local politics and everyday life for the immigrants and other urban poor, and reformers found it difficult to overcome the power of political bosses
- II. Minorities faced a great deal of intolerance in America in the latter 1800s, as the dominant white society sought to solidify its control.
  - A. Native Americans, herded onto reservations and forced to change their way of life, resisted through a new religious movement, the Ghost Dance, that was so frightening to whites that they set out to crush any remaining resistance.
  - B. Mexican Americans in the Southwest wrangled with Anglo settlers over how land should be divided and used, and violence often erupted there.
  - C. Prejudice against Chinese in the West grew so much that Congress enacted the Chinese Exclusion Act in 1882, but Chinese in the cities of California continued to prosper.
  - D. African Americans faced the greatest degree of discrimination and repression, as numerous laws were enacted in the South to restrict their access to political participation and social acceptance.

- III. The late nineteenth century was basically Victorian and, like their counterparts in Great Britain, many Americans concentrated on strict rules for public behavior and a strong work ethic.
  - A. In the Victorian age, relations between the sexes were strictly governed, and sexual taboos were numerous; many married couples, however, defied these rules by actually enjoying the sexual side of marriage for its own sake rather than only for procreation.
  - B. A strict moral code governed Victorian society, with men doing public work and ruling family life, children doing as they were told, and families spending much time together at home.
  - C. Religion played a central role, and families scrupulously observed the Sabbath and participated in religious revivals.
  - D. Football and boxing joined baseball as popular spectator sports, while the bicycle got people individually involved.
- IV. Some Americans did protest the excesses of the new industrialization, while others preferred to work toward reforming the major problems of the era.
  - A. One strong movement was the Social Gospel, which took religion into the cities' slum areas after its ministers became convinced that to Christianize people, they first had to minister to their basic needs.
  - B. Middle-class women were in the forefront of reform efforts during the late 1800s, mainly because they had sufficient leisure time to devote to such activities, and they championed efforts such as temperance and women's suffrage.
- V. Americans also began to look outward during the late 1800s, and foreign policy changed in response to changing world conditions.
  - A. People in the United States grew more concerned about developing external markets for their goods after the Census Bureau indicated in 1890 that America no longer had a frontier.
  - B. Americans also worried about being left behind as the European nations expanded their empires, especially when people such as Alfred T. Mahan began to advocate building a larger, stronger American naval force.
  - C. Hoping eventually to construct a canal across Central America, the United States worked to reduce tariffs on goods from their neighbors to the south and thus improve relations with those countries.
  - D. Tensions in Hawaii grew, as American settlers there gained more control within the government and native Hawaiians came to resent further the interference in and control over their country's economic situation; the end result, however, was the takeover of the Hawaiian government by the Americans.
- VI. American farmers were as angry as any other group during the late 1800s, and their protests had a major impact on the rest of the country.
  - A. A shift in the two dominant political parties brought some needed reforms but failed to address the needs of the farmers.
  - B. Farmers responded by forming their own organization, the Farmers Alliance, to fight for changes they believed were necessary if they were to survive.
  - C. Alliance meetings began as a venue for entertainment, education, and solidarity, but they soon evolved into political activism.
  - D. By the 1890 election, Alliance candidates achieved success at the state level throughout the South and West, and the members began to plan for the next presidential election.
  - E. The People's party was the result of Alliance organization, and the party prepared for the 1892 election by establishing its platform, which called for a subtreasury system, free coinage of silver, and numerous other reforms.

VII. The 1892 campaign was quiet, with the usual round of speeches about the tariff, inflation, and the role of government.

- A. Despite their strong campaign for James B. Weaver, the Populists lost out to a confident Democratic party that easily re-elected Grover Cleveland.
- B. Despite some major economic problems, America celebrated 400 years of “civilization” in the Americas with the World’s Columbian Exposition in Chicago in 1893, where people from around the world came to marvel at the technological wonders of the age.

Conclusion: By 1893, America seemed to have entered a new era. Urbanization was changing the face of the nation, and many Americans were beginning to consider seriously the idea of territorial expansion. Others were concerned about such a move, preferring to capitalize on the land that was already a part of the United States. The closing of the frontier would cause those two groups to disagree more vehemently, but as the country celebrated the Columbian Exposition, most Americans probably had no real comprehension of just how divisive the next few years would prove to be.

## CHAPTER 19

# A Troubled Nation Expands Outward, 1893-1901

### CHAPTER OBJECTIVES

- Identify some of the ways workers responded to economic hard times in 1894.
- Identify some of the various responses by the courts and by women to economic difficulties of the 1890s.
- Explain the significance of *Plessy v. Ferguson*.
- Briefly describe American foreign policy in Hawaii, the Pacific, and Latin America.
- Describe the reasons the United States became involved in the Spanish-American War.
- Explain the significance of the 1896 and 1900 presidential elections.

### MAKING IT REAL

1. Have the students choose a reform movement (temperance, labor, woman's suffrage). Ask each group to create a list of problems and explain how, as reformers, they propose to solve them. You may wish to repeat this exercise when you come to the Progressive era.
2. Debate the question of whether the Spanish-American War was necessary. Ask students for a list of alternatives to war as they might have presented them to President McKinley.
3. Examine responses to American imperialism as well. How did Native Americans, African Americans, and recent immigrants respond to America's push towards expansion? Examine responses to American imperialism as well. How did Native Americans, African Americans, and recent immigrants respond to America's push towards expansion?

### TOPICS FOR DISCUSSION OR LECTURE

1. Lecture on the connection between prohibition and the politicization of the modern American woman. If you have not addressed the issue previously, this is an opportunity to provide a moral and political context for this particular reform issue.
2. Have a discussion focusing on imperialism, and explore the conduct of American foreign relations between 1890 and 1900.
3. Compare and contrast Booker T. Washington and W.E.B. DuBois as philosophical and political spokesmen for African Americans. Look at their different approaches to gaining social, economic and political rights at the turn of the century.
4. Look at the rise and fall of the Populist Party. Discuss the contribution of this and other third-party movements to American politics.
5. Discuss the short- and long-term implications of the Panama Canal project for American foreign policy.

## FURTHER RESOURCES

- *Panama Canal* (A&E Videos, 50 minutes)
- *The Splendid Little War* (Zenger Media, 55 minutes)
- *Becoming a Modern Nation* (Video Knowledge, 28 minutes)

## CLASS STARTERS

- “We are only just beginning to realize that the great heroes who have advanced human destiny are not its politicians, generals, and diplomatists, but the scientific discoverers and inventors who have put into man’s hands the instrumentalities of an expanding and controlled experience, and the artists and poets who have celebrated his struggles, triumphs, and defeats in such language, pictorial, plastic, or written, that their meaning is rendered universally accessible to others.”  
– John Dewey, on the study of history and geography
- “...that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God’s grace do the very best we could by them, as our fellow-men for whom Christ also died.” President William McKinley

## WRITING ASSIGNMENT

- You are a lifelong resident of Chicago. (Choose your persona.) Describe your life in the year 1894. Your city and the nation are being turned upside down by the strike being carried out by the American Railway Union. Compose a letter to a friend or family member in New Orleans, in which you attempt to explain what has been happening in your city. Be sure to give your opinion on the matter, whether you support or oppose the strikers. (Remember, some of your own family could be involved.)

## CHAPTER OUTLINE

- I. During his second term, Grover Cleveland had to deal with the Panic of 1893 and its consequences, which were many and varied.
  - A. With the depression hitting the average working family hardest, Cleveland suggested repeal of the Sherman Silver Purchase Act.
  - B. A special session of Congress agreed to the repeal, but the hoped-for recovery did not occur.
  - C. The Wilson-Gorman Tariff Act fell far short of offering true tariff reform, and many people, including the president, were disappointed with this failure.
  - D. Upset over the failing economy, Joseph Coxey led an “army” of about 300 to Washington to petition Congress for help, but they were arrested on spurious charges.
  - E. When a strike at the Pullman Company occurred after the owner cut workers’ wages, Eugene V. Debs brought his American Railway Union into the effort; the federal government, however, obtained a court injunction and stopped the strike.
  - F. The mid-term 1894 election brought significant political realignment, as Republicans trounced Democrats and Populists began to lose their voice.
- II. Economic difficulties contributed to social problems, as male unemployment increased at the same time that women and children were re-entering the workforce in large numbers.
  - A. The 1890s brought a reshaping of the American economy, as tycoons such as J.P. Morgan began to take over less stable companies; in the end, fewer people owned larger companies.
  - B. As the depression dragged on, some people turned to the movement known as the Social Gospel, while others concentrated on finding ways to make government more responsive to the needs of the people.

- C. Throughout the 1890s, women's clubs and suffrage societies became more vocal in calling for reforms.
  - D. One of the major reform movements was that calling for Prohibition.
  - E. Both at the state and city level, citizens began to experiment with ways to become more involved in their own governance.
  - F. The courts, however, continued to protect business interests above all else, and people like Oliver Wendell Holmes, who spoke out for restrictions on business, were in the minority.
  - G. With people seeking answers in unusual ways, the philosophy of pragmatism appeared to offer hope, based as it was on finding practical, workable solutions.
  - H. Social unrest also contributed to the development of the literary genre known as realism, with authors often blaming modern technology for society's ills.
  - I. Despite the work of Booker T. Washington, African Americans continued to endure the pain of segregation, which the Supreme Court validated in the 1896 case *Plessy v. Ferguson*.
- III. The decade of the 1890s was a time of foreign policy changes and national political adjustment.
- A. Hawaii, Venezuela, and Cuba all caused problems, especially in regard to how the Monroe Doctrine should be enforced.
  - B. The election of 1896 had an exciting political match-up, as William Jennings Bryan fought for free silver, William McKinley stayed on his farm while others spent a large Republican war chest on his campaign, and the Populists found themselves sidelined and backing Bryan.
  - C. The outcome in 1896 was decisive: McKinley won easily, the Republicans became the majority party, and the Populists became a nonentity.
- IV. During the McKinley presidency, America truly began to achieve the status of world power.
- A. The most significant event of McKinley's term in office was the Spanish-American War.
    - 1. Causes of the war included a derogatory letter about McKinley from the Spanish minister and the sinking of the *Maine* in Havana Harbor.
    - 2. With the onset of war, Commodore George Dewey neutralized the Spanish fleet in the Philippines.
    - 3. Many Americans, including blacks who would be called "Smoked Yankees" by the Cubans, were more than ready to go to Cuba and fight, and the war was quickly won.
    - 4. Peace negotiations led to a controversial treaty in which the United States gained Guam, Puerto Rico, and the Philippines, and Spain freed Cuba.
  - B. Having gained the Philippines in the peace treaty, America found itself involved in a four-year rebellion there with the Filipinos fighting for independence.
  - C. Americans battled in the political arena, too, as they debated the benefits and drawbacks of an imperialistic policy.
  - D. Despite anti-foreign feelings in China, America and other western countries carried out an Open Door policy there and put down the Boxer Rebellion without qualms.
  - E. In the Western hemisphere, Americans renewed efforts to build a canal across Central America.
  - F. Re-elected in 1900, McKinley began his second term on a very different note, and he is often viewed as America's first truly modern president.
  - G. On the eve of the twentieth century, then, the United States seemed both confident and apprehensive, and activist politicians continued to promote change.

Conclusion: The nineteenth century was filled with inconsistencies in America. On one hand, there were the many advancements in technology, communications, and education. On the other hand, the country experienced widespread poverty, racial disparities, and the need for reform in many areas. The question on the minds of many was whether the nation could rise to these many challenges.

## CHAPTER 20

# Theodore Roosevelt and Progressive Reform, 1901-1909

### CHAPTER OBJECTIVES

- Outline the changing status of women and children at the turn of the century.
- Give at least three reasons why Theodore Roosevelt is called the “first modern president.”
- Outline the major provisions of Roosevelt’s Square Deal.
- Briefly describe some of the reform goals of the progressives at the local, state and national levels.
- Briefly describe Theodore Roosevelt’s foreign policy in his second term.

### MAKING IT REAL

1. Have students imagine themselves to be a panel of experts who have been called upon by their local or state legislators to discuss some of the problem areas in American society. Have them put together a list of concerns and describe specific programs that will address these concerns.
2. Have students examine one issue or social problem that concerned Americans during this period (child labor, alcoholism, prostitution, political corruption, etc.) and have them prepare a brief exposé of the problem in the style of the muckraker journalists.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the rise of progressivism as a primarily middle-class, white American phenomena. Look at the reasons why progressive reform was more attractive to some “special interest” groups than to others.
2. Talk about the rise of consumerism in the early twentieth century. Ask students to visit their local shopping center and report back. What kinds of merchandise and services are available?
3. Assess Theodore Roosevelt’s conduct of American foreign policy, especially in Latin America and Asia, and evaluate whether it did more harm than good.
4. Discuss whether Theodore Roosevelt should be viewed as a radical, liberal, moderate or conservative president.

### FURTHER RESOURCES

- *Mr. Sears’ Catalogue* (PBS Video, 60 minutes)
- *The Innocent Years: America-A Look Back* (Zenger Media, 60 minutes)

## CLASS STARTERS

- “One is astonished in the study of history at the recurrence of the idea that evil must be forgotten, distorted, skimmed over.... The difficulty, of course, with this philosophy is that history loses its value as an incentive and example; it paints perfect men and noble nations, but it does not tell the truth.”  
– W. E. B. Du Bois, *Black Reconstruction in America, 1860 - 1880*, 1935
- “Any color, so long as it’s black.”  
– Henry Ford, concerning his Model T
- “Speak softly and carry a bog stick.” Theodore Roosevelt

## WRITING ASSIGNMENT

- You have been hearing about this newfangled thing called an automobile. Mr. Sears, president of the local bank, just purchased the first one in your town, and you have gone downtown with your family to see the thing. Mr. Sears was giving free rides. (Choose your persona.) Did you take a ride? What about other members of your family? You really feel that this creation will catch on, so you decide to write a letter to your future grandchildren, telling them what today was like. Share that letter with us.

## CHAPTER OUTLINE

- I. When William McKinley was assassinated in the first year of his second term, America entered a new age: the activist, energetic Theodore Roosevelt took the country by storm.
  - A. Roosevelt fascinated the nation, as he used the White House as a “bully pulpit” from which to carry out a reformist agenda while still enjoying himself thoroughly.
  - B. As the twentieth century began, America was becoming a very different place, with the immigrant population booming, and Americans living longer.
  - C. The country’s workforce changed with more women attending college and entering the work force, and high numbers of children in factories..
  - D. The United States truly became a nation of consumers, as advertising grew into a major industry and companies like Sears brought consumer goods to rural residents through mail-order catalogs.
- II. During Roosevelt’s first term, he faced a number of controversial issues, and his responses went far toward ushering in the modern presidency.
  - A. One challenge arose from Andrew Carnegie’s sale of his steel company to J.P. Morgan, since the new company, United States Steel, was large enough to set prices, wages, and a bad example for other corporations to follow.
  - B. Theodore Roosevelt made some efforts to control the trusts, but his reputation as a “trust buster” is overrated.
  - C. Faced with a major coal strike in 1902, Roosevelt first threatened military action but then articulated a “Square Deal” for America that included arbitration rather than violence.
  - D. Race relations in the Roosevelt era were little improved, despite the fact that Booker T. Washington dined at the White House.
    1. Segregation and social inequality worsened over time, as blacks found themselves in effect excluded from the political process, most of all by the South’s white primary.
    2. Some blacks, such as W.E.B. DuBois, were beginning to be more vocal about the need for change.

- E. In matters of foreign policy, Roosevelt was clear about his goals.
  - 1. With the pronouncement of the Roosevelt Corollary, he greatly extended American efforts to control matters throughout Latin America.
  - 2. He also pushed for a treaty that would allow the United States to pursue construction of a canal across Central America.
- F. Roosevelt ran for election in his own right in 1904, and his 56 percent vote total, he believed, gave him a mandate to move forward with his own agenda.
- III. The country now entered into truly progressive reform efforts.
  - A. The federal government began to respond to calls from consumers to police business practices more closely.
  - B. Progressivism was a two-edged sword, with some Americans beginning to take a more nativist stance and others pushing for true democratic reforms.
  - C. Popular media entered into the spirit of reform, as journalists known as Muckrakers opened the public's eyes to abuses, with their writing in publications such as *McClure's Magazine*.
  - D. Women, particularly middle class women, continued to push for reform in many areas, including woman suffrage, child labor laws, and conservation.
  - E. State and city reforms included the development of the "city manager" form of government and the use of the initiative, referendum, and recall.
  - F. As time passed, the government continued to place more restrictions and regulations on American businesses.
  - G. Despite the concerns of some, Progressivism had, by 1905, become a powerful national force.
  - H. Some problems remained, but one major reform did emerge from the era: the direct election of U.S. senators by the voters.
- IV. Roosevelt's second term was an exciting one, as he developed the concept of the modern presidency to include oversight of business and an aggressive stance on foreign affairs.
  - A. The Hepburn Act dealt with railroad regulation, much to the pleasure of those who resented the strength of rail companies.
  - B. Regulation of business expanded into other areas, especially the food and drug industries.
  - C. Roosevelt was also an activist president when it came to foreign policy, as he mediated conflicts between Russia and Japan, and between Germany and its neighbors.
  - D. The American navy's "Great White Fleet" toured the world, exhibiting America's growing military might.
  - E. Labor unions and Socialist groups challenged Roosevelt's commitment to reform, and the 1906 elections cost the Republicans twenty-six seats.
  - F. The Supreme Court also caused some problems by overturning several progressive laws.
  - G. One of Roosevelt's greatest achievements was in the area of conservation, as the federal government established national parks and set aside large amounts of land for future public enjoyment.
  - H. Having vowed not to run for re-election in 1908, Roosevelt stepped aside and let his hand-picked successor, William Howard Taft, take the reins.

Conclusion: Theodore Roosevelt was one of the great activist presidents, and he served the country during the major reform period known as the Progressive Era. Despite these facts, Roosevelt sometimes failed to do enough in supporting changes, according to his critics. Though Roosevelt's tenure was invigorating, it would be the presidency of William Howard Taft that would take progressivism to its logical conclusion.

## CHAPTER 21

# Progressivism at High Tide, 1909-1914

### CHAPTER OBJECTIVES

- Distinguish between the progressive programs of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
- Identify the various progressive programs that gained prominence between 1910 and 1920.
- Briefly describe the provisions of Woodrow Wilson's New Freedom and Roosevelt's New Nationalism
- Describe the various social and cultural changes that occurred during the Wilson presidency.
- Briefly describe the Wilsonian approach to foreign affairs.

### MAKING IT REAL

1. Send half the students out with cameras to take pictures of contemporary social problems (graffiti, rundown buildings, etc.); then create a photo exhibit of these photographs. Depending on the creative impulses of the photographers, ask the rest of the students if these pictures portray an accurate portrait of urban America.
2. Recreate the campaign and election of 1912 by dividing the class into four groups representing the four parties. If time allows, have students write and present party platforms, debate issues, and hold a mock election.
3. Have students take on the role of a modern day muckraker who is investigating a wrongdoing in their community. Remind them to keep in theme with earlier muckrakers who exposed large corporations and corrupt politicians, but to back up their examples with some cold hard facts.

### TOPICS FOR DISCUSSION OR LECTURE

1. Make a chart showing the similarities and differences between the political ideals, policies, and programs of Theodore Roosevelt and Woodrow Wilson.
2. Discuss the Triangle Shirtwaist factory fire and show how it and similar industrial accidents helped promote the Progressive agenda.
3. Look at the roles of women engaged in progressive reform, particularly those working for women's rights and protective child labor laws.
4. Discuss the relationship between Progressivism and imperialism. Use the agenda of the Social Darwinists to explore their impact on domestic reform and foreign policy.
5. Describe the impact of the automobile on American society.

### FURTHER RESOURCES

*The American Experience: The Wright Stuff* (PBS Video, 50 minutes)

*The Story of Thomas Edison* (Teacher's Video Company, 55 minutes)

*Ken Burns' America. Empire of the Air: The Men Who Made Radio* (PBS Video, 120 minutes)

*Journey to America* (PBS Video, 60 minutes)

## CLASS STARTERS

- “You just stay where you are! I am going to make this speech and you might as well compose yourself. Get an ambulance or a carriage or anything you like at ten o’clock and I’ll go to the hospital, but I won’t go until I have finished my speech.”  
– Former President Theodore Roosevelt, after having been shot before a campaign speech  
October 4, 1912
- “True individual freedom cannot exist without economic security and independence. People who are hungry and out of a job are the stuff of which dictatorships are made.”  
– Theodore Roosevelt

## WRITING ASSIGNMENT

- Select one of the major reform issues, and write an editorial in which you lay out your reasons for supporting it. Be sure to choose your persona before you begin.

## CHAPTER OUTLINE

- I. William Howard Taft faced serious problems as president, including tariff reform, conservation, and, not least, the specter of Theodore Roosevelt.
  - A. Taft believed in a passive role for the president, but even then he had trouble with public relations.
  - B. The Payne-Aldrich Tariff lowered some tariffs but left others intact, a situation that upset many conservatives.
  - C. The battle over conservation pitted Taft against Roosevelt’s policies, and when the ex-president heard about the events in America, he was deeply disappointed.
  - D. Roosevelt returned from an African safari and set out to re-direct the Republican Party, ready, if necessary, to serve as president again.
- II. Progressive ideas led to numerous reform efforts during the early 1900s.
  - A. Young women followed the lead of Alice Paul and began to push for a constitutional amendment for woman suffrage.
  - B. Even as some states passed prohibition laws, reformers continued to push for a constitutional amendment on the issue.
  - C. More immigrants from southern and eastern Europe arrived each year, and the response in America was a rise in opposition.
  - D. Although people worked to improve the lives of children in many areas, child labor was at the forefront of the reform effort.
- III. Labor unrest marked the period, as the workplace underwent significant changes.
  - A. Corporations grew larger and more complex, and factory managers began to apply methods of scientific management like Taylorism to the assembly line.
  - B. Other corporations tried using paternalism, not so much because of a true concern for the workers, but more out of a concern over the resurgence of unionism.
  - C. Several serious strikes hit America during the pre-war years, with the most serious one culminating in the Ludlow Massacre at a Rockefeller coal company.
- IV. As the Republican Party fell into disarray, the stage seemed set for a Democratic resurgence.
  - A. Taft applied “dollar diplomacy” to Latin America and the Far East, in an attempt to support and protect American investments by keeping foreign relations peaceful.

- B. By early 1912, Theodore Roosevelt had become so upset with Taft's policies that he decided to run again for president.
  - C. The convention struggle between Roosevelt and Taft ended with Taft's renomination and Roosevelt's promise to fight on.
  - D. Roosevelt created his own party, the Bull Moose Party, also known as the Progressive Party, and campaigned on a platform of "New Nationalism."
  - E. The Democrats nominated Woodrow Wilson, governor of New Jersey, after forty-six ballots, and they began to look forward eagerly to a November victory.
  - F. Socialist ideas posed a challenge to the country in 1912, but more Americans turned to the Progressive party, which advocated a few socialist ideas without labeling those concepts "socialistic."
  - G. Woodrow Wilson campaigned on the slogan "New Freedom," which stressed socially responsible progressivism.
  - H. Wilson won the presidency and right away petitioned Congress to move on the tariff, and the Underwood Tariff became law so quickly that it was clear that the new president was providing much needed leadership.
  - I. One of the most significant pieces of legislation passed under Wilson was that establishing the Federal Reserve System, which set up twelve regional banks and also regulated the country's money supply.
  - J. Wilson also worked to regulate trusts, securing passage of an act to establish the Federal Trade Commission.
  - K. Wilson upset many progressives by failing to support many of their efforts, but he held to his belief that the government should remain mum on the debate over social reforms.
- V. Social and cultural changes accelerated in the first years of the new century, and Americans felt optimistic and excited about the future.
- A. In the automobile market, Henry Ford used mass production and a generous pay scale to increase productivity and at the same time fend off unionization.
  - B. The use of electricity grew tremendously, and this in turn contributed to the development of many new technologies, including vacuum cleaners and the radio.
  - C. American art and literature mirrored the social ferment of the period, with writers criticizing the conservative establishment.
  - D. The pre-war period was one in which Americans used new-found leisure time to attend boxing matches, vaudeville acts, and the new motion pictures.
- VI. Political and economic concerns dominated the progressive era, as Americans sought to remain isolated from tense world affairs.
- A. Wilson used a hands-on approach in foreign affairs, even though he lacked experience in that area, and he worked to improve relations with countries in South America and in Asia.
  - B. Tense relations with Mexico during that country's revolution threatened peace in the region, but Wilson avoided a war, and eventually tensions eased.
  - C. As a result of the Mexican Revolution of 1910, large numbers of Mexican immigrants came to the United States, and their settlement in the Southwest changed the ethnic make-up of that region.
- VII. Tensions continued to increase in Europe, with the German Empire threatening most other countries in the region.
- A. A regional conflict began after Serb nationalists assassinated the archduke of Austria-Hungary, and by August 1914, the world was at war.
  - B. Americans were surprised and shocked by the rapid expansion of hostilities in Europe.
- Conclusion: World War I ended America's sense of isolation. President Wilson tried for years to maintain neutrality, but the country would eventually be pulled into the war. Social and political reform had to take a back seat to foreign affairs for the duration of the conflict.

## CHAPTER 22

# Over Here and Over There: The Impact of World War I, 1914-1921

### CHAPTER OBJECTIVES

- Define in general terms the official United States policy in 1914 toward the war in Europe.
- Describe the various social changes in the United States during the period of neutrality.
- Explain the state of reform, especially its impact on women's suffrage, temperance, and immigration policies.
- List the steps that led the United States to intervene in World War I.
- Describe Woodrow Wilson's plan for peace in the post-World War I world.

### MAKING IT REAL

1. Have students look up newspaper accounts of the sinking of the *Lusitania* to understand how "neutral" the American press was. Editorial pages and cartoons help suggest American sympathies.
2. Have students examine the consequences of Prohibition. What would happen if this amendment were passed today? What impact would such an act have on tax payers, law enforcement, insurance companies, liquor companies, and restaurants?
3. Have students look at the links between the Progressive movement and World War I. Did reform groups tend to support American involvement in World War I? What evidence of progressivism was seen in the process of mobilization?

### TOPICS FOR DISCUSSION OR LECTURE

1. Give a lecture on Margaret Sanger and discuss how the issue of family planning impinged on many of the social issues confronting Americans in the World War I era.
2. Discuss the reasons behind Wilson's decision to involve American troops in World War I. Ask students if they think Wilson took the nation to war for the right reasons. What are the "right" reasons for going to war?
3. Explore the factors that led to the defeat of Wilson's cherished League of Nations. Examine the impact of Wilson's disaffection with the Republican leadership, his medical problems, and the nation's desire to put the war behind them.
4. Discuss the roles of African Americans in World War I. Examine how their combat experiences led many African Americans to begin actively challenging their country's racial outlook.

### FURTHER RESOURCES

- *America Over There* (PBS, 1 hour; 12 minutes)
- *America Enters the War* (PBS, 1 hour, 15 minutes)

- *One Woman, One Vote* (PBS, 106 minutes)
- *Prohibition*, Episode 1, “The Dry Crusade” (A&E Videos, 45 minutes)
- *The Doughboys: Heroes of World War I* (Teacher’s Video Company, 41 minutes)

## CLASS STARTERS

- “They are trying to send us to prison for speaking our minds. Very well, let them. I tell you that if it had not been for men and women who in the past have had the moral courage to go to prison, we should still be in the jungles.”  
– Eugene V. Debs
- “Woman must not accept; she must challenge. She must not be awed by that which has been built up around her; she must reverence that within her which struggles for expression. Her eyes must be less upon what is and more clearly upon what should be. She must listen only with a frankly questioning attitude to the dogmatized opinions of man-made society. When she chooses the new, free course of action, it must be in the light of her own opinion – of her own intuition. Only so can she give play to the feminine spirit. Only thus can she free her mate from the bondage which he wrought for himself when he wrought hers. Only thus can she restore to him that of which he robbed himself in restricting her. Only thus can she remake the world.”  
– Margaret Sanger

## WRITING ASSIGNMENT

- That Margaret Sanger is making headlines again. Choose as your persona either a husband who opposes what Sanger is doing, or a wife who supports her. Write a letter to your father or mother in which you discuss Sanger and what she is doing, your thoughts on her work, and the problems this is causing in your marriage because your spouse disagrees with you.

## CHAPTER OUTLINE

- I. President Wilson urged Americans to stay neutral in the world conflict engulfing Europe, but in reality Americans, and the president, were more sympathetic toward the Allies.
  - A. The war affected national politics, and the Republicans picked up some seats during the mid-term elections, but the Democrats maintained control of Congress.
  - B. The issue of neutrality presented a dilemma for the United States, since significant numbers of Americans supported each side.
  - C. An event early in the war hinted at future conflicts, when a German submarine sank the British luxury liner, the *Lusitania*.
  - D. Diplomats, politicians, and military experts began to debate the role the United States should play in world affairs, as well as the entire issue of preparedness.
- II. During the early years of the war, while the United States stayed out of the conflict, Americans experienced a great deal of social unrest, both in race relations and in the area of women’s issues.
  - A. An expanding labor market, particularly in defense industries, enticed blacks to move to the North; they found some extra opportunities but still faced much discrimination.
  - B. The early war years brought many people out to see the new motion pictures, and actors such as Charlie Chaplin and Mary Pickford became famous.
  - C. Attitudes toward sex began to change, with young women experiencing a new sense of control over their own lives; as women like Margaret Sanger pushed for greater access to information, however, conservatives fought these changes vigorously.

- III. Even as the war intensified, reform efforts, especially those concerning woman suffrage and prohibition, gained support.
  - A. As the election of 1916 approached, reform efforts gained speed, with Wilson himself becoming more supportive of various reforms.
  - B. The first half of 1916 was a tense period, with Wilson having to deal with escalating German aggression, his own attempts to negotiate a settlement to the conflict, and a renewal of hostilities along the Mexican border.
- IV. Democrats were confident as the presidential election approached, and they campaigned for Wilson with the slogan “He Kept Us Out of War.”
  - A. During the final months of 1916, Wilson appealed to the warring nations to negotiate a settlement that would bring “Peace Without Victory.”
  - B. Germany’s announcement that it was resuming unrestricted submarine warfare, along with publication of the Zimmerman Telegram, finally pushed America into going to war early in 1917.
  - C. Congress, called into special session by Wilson, responded to his request by declaring war on Germany on April 6, 1917.
- V. With the nation at war, Americans realized that all aspects of their lives had to change.
  - A. Americans hoped at first to send money and supplies but no troops to Europe, but they soon saw that the Allied armies were suffering such devastating losses that American troops would have to enter the fight.
  - B. Concerned about the limitations of a volunteer army, Congress established the Selective Service Act early in the war.
  - C. As army training moved into high gear, the navy began convoying British merchant ships and American troops to Europe.
  - D. Taxes raised some of the money needed to finance the war, but Liberty Bond sales brought in tremendous amounts of money.
  - E. Herbert Hoover took charge of a program to provide food for the Allies, and prices that farmers received for their crops actually increased.
  - F. Congress finally passed the Eighteenth Amendment, banning the production and sale of alcoholic beverages, in late 1917, in part due to patriotic fervor.
  - G. Management of the wartime economy proved only somewhat successful until the federal government became more directly involved in developing a business-government partnership.
  - H. The War Industries Board, the American Federation of Labor, and the National War Labor Board worked to get the American public totally behind the war effort, while standardizing and streamlining production.
  - I. Most African Americans put aside their concerns about mistreatment and supported the war, although racial tensions did increase with the migration of larger numbers of blacks to the North.
  - J. Women temporarily filled out the work force during the war, but their greatest achievement was finally gaining the right to vote.
  - K. Concerned with maintaining support for the war and at the same time stifling dissent, Wilson supported significant changes in American laws that temporarily curtailed civil liberties.
  - L. Many people exhibited much animosity toward German Americans, and some went to great lengths to sever ties with anything remotely German.

- VI. The road to victory in Europe was difficult, and American troops spent most of 1918 battling among the forests and along the rivers of France and Belgium before helping the Allies go on the offensive once and for all.
- A. At home, Wilson proposed a peace plan, the Fourteen Points, that he hoped would be used by the warring nations to bring about a lasting peace, and he was encouraged when the Germans sued for peace on November 11, 1918.
  - B. Wilson managed to gain re-election in the fall of 1918, but by distancing himself so much from Republicans he hurt his chances for future support of his peace plan.
  - C. Breaking with tradition, Wilson himself traveled to Europe to attend the Paris Peace Conference, along with Great Britain's David Lloyd George and France's Georges Clemenceau.
  - D. The Russians were conspicuously absent, since the Bolshevik revolution and their civil war had removed that country from the war.
  - E. Peace terms did not satisfy Wilson, but he had to accept harsh terms for Germany in order to obtain the League of Nations that he deemed so important.
  - F. Wilson returned to America to push for ratification of the Treaty of Versailles after it was signed in June 1919.
  - G. Republican control of the Senate doomed the treaty, and when Wilson toured the country to rally support, he suffered a massive stroke that incapacitated him for months.
  - H. The Senate rejected the treaty because of the fear of joining the League of Nations and because of Wilson's unwillingness to ratify the treaty without joining.
- VII. With labor unrest, a Red Scare, inflation, and an influenza epidemic, the postwar period was a difficult one for Americans.
- A. The spirit of progressivism waned, since the two major reforms of woman suffrage and prohibition had virtually been accomplished.
  - B. The postwar period saw numerous strikes, in response to the problems brought on by peacetime conversion.
  - C. Racial violence escalated, especially in the North and in the nation's capital, and Americans reacted strongly, if unnecessarily, to a Red Scare brought on by the rise of communism.
  - D. Republican Warren G. Harding won the 1920 election by promising a return to "normalcy" for the country at a time when Americans were ready to defeat the Democrats anyway.

Conclusion: The Progressive Era ended with Harding's election. After years of reform efforts at home, the nation had been dragged into a European conflict, and many Americans were happy enough to have woman suffrage and prohibition in place and leave it at that. The country now had a background in reform, but for the time being, most people were happy to let things be.

## CHAPTER 23

# The Age of Jazz and Mass Culture, 1921-1927

### CHAPTER OBJECTIVES

- Describe in general terms the social attitudes of post-World War I America.
- Name some of the technological developments that shaped society and the economy in the postwar period.
- Describe the presidential styles and administrations of Warren G. Harding and Calvin Coolidge.
- Identify some of the artists in music, literature, art, and film who contributed to the cultural explosion of the 1920s.
- Describe the effect of prohibition on the social and cultural makeup of the United States.
- Describe the expanding roles of women in the 1920s.

### MAKING IT REAL

1. Have students experience the currents of social life during the 1920s by reading some of the literature of the time. Novels by F. Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis and others provide excellent insights into the manners and morals of the time.
2. Choose an author or poet from the Harlem Renaissance and read a sampling of his/her work. Then place the author's work within its historical context. What kinds of statements are made about the status of blacks during the early twentieth century? Is the picture a hopeful one, or not? [Bring in period music to play as background while you are having your readings, and encourage students to participate in the recitals.]

### TOPICS FOR DISCUSSION OR LECTURE

1. The 1920s are sometimes characterized as a time of "heroes." Why? Explain why men like Charles Lindbergh and Henry Ford were so much admired in this decade. Who are our heroes now?
2. Look at Marcus Garvey as a proponent of black separatism. Ask students to think about American efforts to resolve racial problems in the twentieth century. What is the difference between racial integration and racial segregation? How are these different from racial separatism?
3. Discuss whether the 1920s should be viewed as a decade of anxiety and intolerance, hedonism and liberation, or both. Give examples of life during this era to support the different views.

### FURTHER RESOURCES

- *The Prohibition Era*, Episode 2, "The Roaring Twenties" (Films for the Humanities, 46 minutes)
- *Lindbergh* (PBS Video, 60 minutes)

## CLASS STARTERS

- “They can’t collect legal taxes from illegal money.”  
– Al Capone, objecting to the U.S. Bureau of Internal Revenue claiming large sums in unpaid back tax  
[Capone subsequently went to prison for this.]
- *I was a black man,  
But the white men came.  
And they drove me out of the forest.  
They took me away from the jungles.  
I lost my trees.  
I lost my silver moons.  
Now they’ve caged me  
In the circus of civilization.*  
– Langston Hughes
- [“We grew up founding our dreams on the infinite promise of American advertising.”](#)  
[Zelda Fitzgerald](#)

## WRITING ASSIGNMENT

- For male students: Explain to your wife the allure of baseball and why The Babe is so special.
- For female students: Explain to your husband why you have joined the National Woman’s Party.  
[If you choose a more passive role, you could try to persuade him to *allow* you to join.]

## CHAPTER OUTLINE

- I. In the aftermath of war, Americans found themselves living in a new age, with more people residing in urban areas than in rural, and with young people, especially, flocking to the cities.
  - A. Legal restrictions on immigrants increased, as Americans came to fear the arrival of large numbers of displaced peoples from southern and eastern Europe.
  - B. The widespread tension about immigration played a significant part in the fate of two Italian immigrants, Sacco and Vanzetti, who were executed despite strong protest by Americans who felt these men received an unfair trial presided over by a biased jury.
  - C. The Ku Klux Klan also resurfaced during the 1920s, this time targeting not only blacks but also many recent immigrant groups.
  - D. In response, black militancy and assertiveness heralded changes in the way African Americans would choose to respond to discrimination and repression.
  - E. One proponent of Black Nationalism was Marcus Garvey, who worked to unite all Negroes into one organization, despite the active opposition of many African Americans.
  - F. Prohibition failed to bring all the benefits that had been promised, and, instead, contributed to the rise of racketeering and of gangsters such as Al Capone.
- II. President Harding is usually viewed as having had one of the most corrupt administrations in American history, but for most of the years of his presidency, the country was well pleased with him.
  - A. Harding allowed the Senate to proceed as it chose concerning the Treaty of Versailles, and in 1921 the treaty was ratified, with the United States refusing to join the League of Nations.
  - B. The Washington Naval Conference brought some major accomplishments in international affairs without committing the United States to significant international involvement.

- III. After a few years of economic problems immediately following the war, the country entered into a prosperous economic period.
- A. Henry Ford and General Motors produced record numbers of automobiles for the hungry American public, electricity brought power and convenience to American homes and factories, and radio brought a new sense of connectedness to Americans, even in rural areas.
  - B. Movies gained in prominence as a major form of entertainment as silent pictures gave way to sound, and Hollywood entered the golden era of the studio system .C. The growth of a consumer society turned advertising into big business, and companies used various methods to draw the public to their products.
  - D. Some groups were left behind as the economy surged ahead, most notably the nation's farmers; labor also suffered, with both business and government interests trying to halt unionization.
  - E. Early in his presidency, Harding's administration became linked to several scandals, and that situation may have contributed to his untimely death in 1923.
  - F. Calvin Coolidge, a conservative Republican, succeeded Harding, and he soon proved adept at handling public relations while furthering conservative interests; meanwhile, with the Democrats in disarray, he and the Republicans prevailed in the 1924 election.
- IV. Art and literature flourished during the 1920s as has not happened since, and Americans changed dramatically in their attitudes toward "culture."
- A. African Americans such as Langston Hughes became famous, as the Harlem Renaissance ushered in a period of black cultural achievements that appealed to both blacks and whites.
  - B. The sounds of jazz enlivened the nation and became a unique American art form, and writers exposed to the sound produced such works as *Elmer Gantry*, *The Sun Also Rises*, and *The Great Gatsby*.
  - C. Other art forms flourished as well, in areas as diverse as Frank Lloyd Wright's architecture, Broadway musicals, poetry, and novels.
- V. Older Americans and rural residents responded to this cultural ferment by attempting to hold fast to fundamentalism and traditional values.
- A. The Klan, involved in scandals and with some of its ideas absorbed by the major political parties, declined in influence during the 1920s.
  - B. Fundamentalism emerged in religion, as adherents sought to base society on biblical teachings, with perhaps the most famous example that of the Scopes trial concerning the teaching of evolution in Tennessee.
  - C. One challenge to this fundamentalism was a growing call for the repeal of Prohibition, but most Americans continued to believe the cause was worthwhile.
- VI. The lives of America's young people underwent dramatic changes during the 1920s, as they gained independence from the absolute authority parents had wielded in earlier generations, and as more of them attended high school and college than ever before.
- A. College football and boxing became popular sports, and sports figures began to earn greater recognition.
  - B. It was baseball, however, that captured the hearts of Americans and became the national sport, with the help of amazing athletes such as "Babe" Ruth.
- VII. At home and in the workplace, the roles of women changed significantly during the 1920s.
- A. After gaining suffrage, women became involved in politics and began to push for passage of an Equal Rights Amendment, and more women won election to public office.
  - B. Younger women seemed unconcerned with the reform efforts of their elders, often preferring to concentrate on enjoying the benefits of sexual and social freedom.
  - C. While many women entered the workforce, most were relegated to just a few female-oriented occupations.

- D. Gains for women workers were limited, as career women found it difficult to advance as far as men in their fields, and many were compelled to leave their jobs when they married.

VIII. President Calvin Coolidge used his years as president to grow business and cut taxes at home, and to increase American involvement overseas while maintaining an official stance of neutrality.

- A. Mexico and Nicaragua were especially troublesome during the 1920s, and much of Coolidge's time was spent in trying to ease tensions in those places.
- B. Although the United States had chosen not to join the League of Nations, Americans continued to loan money to and invest in European countries.
- C. The year 1927 was called "The Year of the Decade" because it brought together numerous new ideas and achievements – most notably Charles Lindbergh's solo flight from New York to Paris.
- D. As the year drew to a close, Coolidge announced that he would not be running for re-election.

Conclusion: The 1920s was a frivolous decade, with serious issues that Americans for the most part chose to ignore. After World War I, there was a strong desire to enjoy life at all costs. A cultural renaissance, economic changes, and a rising consumerism typified the period. Social conflicts simmered below the surface, but Americans seemed determined to put off dealing with major issues for as long as possible.

## CHAPTER 24

# The Great Depression, 1927-1933

### CHAPTER OBJECTIVES

- Describe the presidential election of 1928, and briefly outline the strengths and weaknesses of candidates Herbert Hoover and Al Smith.
- Provide some of the reasons for the stock market crash of 1929.
- Give some of the reasons for the onset of the Great Depression and list some of Hoover's efforts to fight it.
- Briefly describe the effects of the worldwide depression in the 1930s on American foreign policy.
- Explain in general terms why the Democratic party was successful in capturing the presidency in 1932.

### MAKING IT REAL

1. Have the students recreate the 1932 presidential election. Ask them to focus on the platforms of Herbert Hoover and Franklin Roosevelt, and explore the promises and policies offered by the two candidates.
2. Have students imagine they are filmmakers or owners of radio stations in the early 1930s. What kinds of films or radio programs would they create to help the public forget the deepening economic crisis?

### TOPICS FOR DISCUSSION OR LECTURE

1. Lecture on the presidencies of Harding, Coolidge, and Hoover. Discuss the widely held opinion that these three were among the least effective presidents in our history. Is this opinion justified?

### FURTHER RESOURCES

- *Eleanor Roosevelt: A Restless Spirit* (A&E Biography, 50 minutes)
- *Brother, Can You Spare a Dime?* (Films for the Humanities, 20 minutes)
- *American Lost and Found: The Depression Decade* (Direct Cinema Education, 58 minutes)

### CLASS STARTERS

- "I come here to get my bonus before the undertaker gets it. And I'm gonna stay here until I get my bonus, if it takes until 1945."  
– Unnamed U. S. veteran of World War I, Washington, D.C., 1932
- "No Congress of the United States ever assembled, on surveying the state of the Union, has met with a more pleasing prospect than that which appears at the present time. In the domestic field there is tranquility and contentment...and the highest record of years of prosperity. In the foreign field there is peace, the goodwill which comes from mutual understanding."  
– Calvin Coolidge December 4, 1928

## WRITING ASSIGNMENT

- The year is 1931, and the country is in the throes of the Depression. (Choose your persona, and choose with care.) Write a few journal entries that describe your situation and your feelings during this time of trouble. What kinds of things are happening in your family? How do you feel about President Hoover?

## CHAPTER OUTLINE

- I. During Hoover's first six months in office, the stock market continued its precipitous rise, and most Americans were blissfully unaware that disaster was just around the corner.
  - A. The stock market crash of October 1929 shocked Americans and created a financial panic throughout the country.
  - B. Causes of the crash were numerous, including the purchase of stocks "on margin," stock price manipulation, and lack of government oversight.
  - C. The crash had a huge impact on America, partly because so many Americans were investing for the first time, often with funds they could ill afford to lose.
- II. The crash resulted in a period of economic collapse known as the Great Depression.
  - A. Wealth concentrated in the hands of too few people and an agricultural economy with no room for economic changes made the Depression even worse.
  - B. An additional problem was the amount of money that the United States had loaned to European countries which could no longer make payments on those loans.
  - C. As the economy worsened, banks closed and people lost their jobs, and there were no government programs in place to ease the situation.
  - D. Neither President Hoover nor the Congress knew how to respond to the crisis, and some of their actions, such as passage of the Smoot-Hawley Tariff, may have made the situation worse.
- III. As the Depression deepened, Hoover launched a program to effect recovery, but nothing he tried seemed to work.
  - A. As unemployment rose, charitable agencies became overworked, and minorities faced increasing job discrimination.
  - B. The situation for farmers grew more desperate, and there were increasing calls for migrant workers to be deported.
  - C. Homelessness became a way of life for many Americans, and the growing sense of despair fueled dissatisfaction with the government.
  - D. Movies and music were among the few pleasures that brought a temporary release to Depression era America.
- IV. New concerns grew in Europe as the world descended into darkness.
  - A. Japan's attack on Manchuria inaugurated a decade of fighting with China, and the League of Nations seemed powerless to stop the aggression.
  - B. In Europe, Adolf Hitler and Benito Mussolini were becoming more bellicose, but Americans seemed not to notice.
- V. Economic disaster and faint efforts by Republicans to alleviate the suffering translated into a political opportunity for the Democrats in 1932.
  - A. The move toward the Democrats had begun with the Congressional elections of 1930.
  - B. The Democrats had a likely presidential candidate in Franklin Delano Roosevelt, who, though crippled from a bout with polio, had a personality that made him very appealing to Americans in need.
  - C. While the Republicans responded to the distressed American economy with more of the same stale ideas, FDR pledged to bring a "new deal" to the American people.
  - D. Hoover's chances were further weakened by the Bonus March in the spring of 1932, after he allowed a violent suppression of the veterans participating in the march.

- E. FDR only had to refrain from making any major mistakes to defeat Hoover handily in the 1932 election, and he won by a landslide.
- F. As inauguration day approached, the sense of impending crisis in the nation grew, especially in regard to the banking system that was already collapsing.

Conclusion: After two decades of political supremacy, the Republican party was brought down by the worst depression in the nation's history. Herbert Hoover, who had come to the presidency when the future appeared bright, found himself having to cope with enormous economic difficulties. As he prepared to leave office in 1933, FDR was preparing to tackle the challenge that Hoover had been unable to meet. The attitude of the nation was changing. Could FDR bring hope of renewal?

## CHAPTER 25

# The New Deal, 1933-1939

### CHAPTER OBJECTIVES

- Compare and contrast the first two years of the New Deal with the New Deal after 1934.
- Evaluate the significant changes brought about by the New Deal and understand how different the nation became because of it.
- Explain how the Social Security Act and the Works Progress Administration were examples of the move of the second New Deal toward goals of social reform and justice.
- Describe the economic and political impact of the New Deal on women and minorities.
- Explain Roosevelt's "court packing scheme."
- Describe the long-term legacy of the New Deal for American politics and life.

### MAKING IT REAL

1. Divide the class into small groups. Each group should look at the impact of the New Deal on one segment of the population – white women, black sharecroppers, businessmen, farmers, workers, etc. This exercise should promote a lively discussion about various New Deal programs and underscore the difficulty in generalizing about the permanent legacy of the New Deal on American life.
2. Assign a New Deal program to each student in class. Have them give brief oral reports on "their" particular program's aims and results.
3. Have students compare the Democratic party of the 1930s with 1890s. What does the democratic supporter of each time period look like? What are their attitudes towards federal and state government? How do they feel about big business and social reform?
4. Have students examine the photographic legacy of the New Deal. Why was it controversial for the government to fund this type of work? What does this photography tell you about life in the depression? What can we learn from these images today?

### TOPICS FOR DISCUSSION OR LECTURE

1. Devote a lecture to the question of how much the New Deal changed the distribution of wealth and power in America.
2. Compare and contrast New Deal reform programs with other reform movements of the modern era, such as the Populist and Progressive movements. How did the New Deal foreshadow the reform movements of the 1960s?
3. Look at the colorful careers of Huey Long and Father Coughlin. Explain their popularity, and explore how politicians used the medium of radio to promote their own ideological and political agendas.
4. Discuss the actual experience of the Dust Bowl migrants as it compares with the fictional portrayal of the Joad family in John Steinbeck's *The Grapes of Wrath*.

5. Discuss the unique role of Eleanor Roosevelt as First Lady. Explain ways in which she redefined the role of first ladies, and assess her role in her husband's administration.
6. Examine Franklin Delano Roosevelt as a politician. Most historians agree that FDR's policies had little to do with reducing America's economic difficulties, yet he would be re-elected three times. Why?

## FURTHER RESOURCES

- *Hoover Dam: The Making of a Monument* (PBS Home Video, 60 minutes)
- *Ken Burns' America: Huey Long* (PBS Video, 88 minutes)

## CLASS STARTERS

- "I pledge you, I pledge myself, to a new deal for the American people."  
– Franklin D. Roosevelt, Inaugural address, 4 March 1933
- "So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself – nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance."  
– Franklin D. Roosevelt, Inaugural address, 4 March 1933

## WRITING ASSIGNMENT

- Choose your persona, and write a letter of support to one of Franklin D. Roosevelt's critics: Huey Long, Frances Townsend, or Father Charles Coughlin.

## CHAPTER OUTLINE

- I. Franklin D. Roosevelt took the oath of office as president when the country was virtually at "rock bottom" psychologically, and his first determination was to help the American people regain their confidence.
  - A. Uncertain as to exactly what course to pursue, Roosevelt was willing to experiment and to take action, and one of the first things he did was to begin recruiting expert advisors.
  - B. Faced with a crisis in the banking industry, the new president closed all banks, called Congress into session, and set out to convince the American people through a series of "fireside chats" that the government would see that the banks were secure.
  - C. The "first hundred days" of his administration were exceptional for the extent of legislation passed and agencies created, including the Civilian Conservation Corps, the Federal Emergency Relief Administration, and the Civil Works Administration.
  - D. FDR's first administration was noted for efforts at conservation, regional planning, and development of public power sources, especially through the development of the Tennessee Valley Authority.
- II. The Roosevelt administration turned its efforts toward long term economic recovery, as early relief programs eased the nation's suffering somewhat.
  - A. Agricultural problems were addressed in the Agricultural Adjustment Act, although its subsidies helped landowners and not tenants, and all were devastated by the "Dust Bowl" in the nation's Great Plains region.
  - B. Tenants and sharecroppers sought help from the federal government and even formed their own union, but Roosevelt was reluctant to get further involved due to the problems that might result if he were viewed as being too supportive of black farmers.

- C. America experimented with centralized economic planning during the early New Deal, with agencies such as the Public Works Administration and the National Recovery Administration providing jobs for construction of a wide variety of public projects.
- III. Roosevelt had stated his intention to put “first things first,” which meant that he preferred to address the major domestic crises facing the nation than to deal with foreign diplomacy, but he did find it necessary to deal with a few foreign affairs fairly soon.
  - A. During his first year in office, FDR formally recognized the existence of the Soviet Union, a move that set in motion an easing of tensions between the two countries.
  - B. In Latin America, Roosevelt advocated the Good Neighbor Policy of nonintervention, but he found his resolve tested when Mexican relations turned sour.
- IV. Some of the earliest critics of FDR’s New Deal programs were members of the American Liberty League, a conservative group that made a vain attempt to unseat Democrats in the 1934 elections.
  - A. His greatest challenge came from Huey Long of Louisiana, whose socialistic proposal was to make “every man a king” through a redistribution of the nation’s wealth.
  - B. Other critics included Father Charles Coughlin, the Radio Priest who pushed for free silver, and Francis E. Townsend, who proposed a \$200 per month pension plan for all those over the age of sixty.
- V. To counter these vocal critics, FDR’s supporters urged him to move further to the left, and he began to do so as the 1936 election approached.
  - A. Proposing a “second New Deal,” FDR placed Harry Hopkins in charge of the new Works Progress Administration, an agency designed to create “jobs, jobs, jobs!” according to Hopkins.
  - B. The Social Security Act of 1935 established a national pension fund, unemployment insurance, and other assistance programs, so many that it is currently the nation’s most expensive domestic program.
  - C. The Wagner Act of 1935 put in place methods for overseeing union elections and establishing negotiating rules that were fair to both management and labor, a situation much improved over the recent past.
- VI. By the time of the 1936 election, Americans were choosing a president not only to deal with domestic issues, but also to respond to a growing Fascist challenge in Europe.
  - A. Adolf Hitler in Germany and Benito Mussolini in Italy posed a serious threat to the peace of Europe during the 1930s, and as their actions became more belligerent, Americans became more worried.
  - B. The response of Americans to this growing threat was to declare neutrality – both informally and in two Neutrality Acts passed in 1935 and 1936.
- VII. Roosevelt ran for re-election hoping for a mandate from the people to continue his domestic programs, even though the country was still deep in the Depression.
  - A. The result of the 1936 election was a landslide victory for Roosevelt, one of the most one-sided elections in American history.
  - B. The election results showed a dramatic shift in American voting patterns, as African Americans came over to the Democratic party in droves, mostly because of FDR’s inclusion of their race in the many New Deal programs, as well as his social and political recognition of prominent blacks.
- VIII. Economic hard times changed American culture during the Depression, as monthly magazines, comic books, and “swing” music grew in popularity.
  - A. Motion pictures became the favorite mode of entertainment, and Hollywood films took several different paths, from the gritty reality of *The Grapes of Wrath* to the romanticized mobsters of *Public Enemy*.
  - B. Radio also grew in importance, and politicians and public figures were quick to perceive the importance of this new medium.

- IX. Roosevelt went into his second term with the goal of solving several problems that were holding back his New Deal programs.
  - A. In a serious miscalculation of Americans' reactions, the president sought to enlarge the Supreme Court, ostensibly because the heavy work load was too difficult for the aging justices, but in reality, because those justices were striking down a number of his programs; public opposition caused him to give up the idea rather quickly.
  - B. A second problem concerned the escalation of labor strikes, but the issue began to resolve itself as owners made some concessions to workers, and the threat of violence decreased.
- X. Navigating through a second term, Roosevelt's New Deal lost momentum as the president experienced continuing economic problems, an erosion of public confidence, and the growing threat of Fascism in Europe.
  - A. Civil war in Spain contributed to divisions within the United States, as Americans chose sides and the government insisted on neutrality.
  - B. Nazi Germany became an even greater menace, especially after Hitler began a systematic targeting of Jews in 1938, but America continued to distance itself from the situation.
  - C. Hoping to slow down government spending, Roosevelt cut funding for several New Deal programs in 1937, and the resulting recession showed clearly that Americans were still navigating through perilous economic waters.

Conclusion: The New Deal changed America forever. It enlarged the federal government and gave the government more control over the lives of American citizens. It increased the popularity of the Democratic party. Franklin D. Roosevelt led the nation through the turbulent 1930s by steering a middle course economically and politically – with only an occasional divergence. FDR brought hope to a troubled America, and his New Deal programs were somewhat successful. They did not, however, end the Depression. It would take another world war to accomplish that feat.

## CHAPTER 26

# The Second World War, 1940-1945

### CHAPTER OBJECTIVES

- Briefly explain Adolf Hitler's rise to power.
- Define the term *blitzkrieg* and explain its relevance to German military strategy.
- Briefly explain the shift from neutrality to active military support by the American government.
- Describe the impact of World War II on the American family, women, and minorities.
- Explain the reasons for the internment of Japanese-Americans, and contrast this policy with the treatment of Italian- and German-Americans during the same period.
- Briefly outline the factors which influenced the American decision to use the atomic bomb.

### MAKING IT REAL

1. The World War II generation is dwindling rapidly, and the experiences of these Americans need to be preserved. Have students interview family members and friends about their wartime experiences. Remember to ask about the home front as well as the experiences of those who went overseas. Students may wish to ask some basic questions, such as: How were you affected by the war? What is your most vivid memory from that time? How did the war affect your generation?
2. Have students compare and contrast fifth cousins Franklin and Teddy. In what ways did each man shape the modern presidency? What political parties did each belong to and how do we characterize their attitudes towards politics and the average American citizen?
3. Have students debate the American decision to use the atomic bomb against Japan in 1945. Ask them to consider the strategic, military, and political ramifications on both sides of the issue.

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the arguments for and against the Japanese-American relocation camps of World War II. Compare the Japanese-American internment experience with the experiences of Jews in the Holocaust. To what extent are the two incidents similar? Ask students to consider how each government rationalized targeting specific groups of people for unique treatment.
2. Prepare a lecture on the impact of the war on African Americans, Mexican Americans, and Native Americans.
3. Discuss the impact of the war on American women, focusing on the significant movement of females into the workplace. How did this experience affect their self-perception? How did their wartime experiences set the stage for changes in the status of women during the 1950s?
4. Look at America's decision to use the atomic bomb and examine the immediate implications of ending the war. Also, look beyond this period to consider the implications for the post-war world.

## FURTHER RESOURCES

- *FDR: The War Years* (A&E Films, 50 minutes)
- *America and the Holocaust* (PBS, 90 minutes)
- *Cartoons Go to War* (A&E Films, 50 minutes)
- *A Family Gathering* (PBS Video, 60 minutes; impacts of U.S. internment on one Japanese American family)

## CLASS STARTERS

- “We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.”  
– Winston Churchill, British Prime Minister  
House of Commons speech, 4 June 1940, following evacuation of Dunkirk
- “In wartime, truth is so precious that she should always be attended by a bodyguard of lies.  
Winston Churchill

## WRITING ASSIGNMENT

- The date is December 8, 1941. Choose your persona, and write a letter to a friend or loved one describing your feelings. Tell them what you plan to do, now that the nation is at war.

## CHAPTER OUTLINE

- I. Hitler invaded Poland on September 1, 1939, and Europe was again at war, although it remained to be seen whether the United States would become involved.
  - A. Determined to succeed where Germany had failed in World War I, Hitler waited until the spring of 1940 to turn his *blitzkrieg* on France and capture that country.
  - B. In the United States, FDR won a third term in part because the nation wanted a man of experience in place if, indeed, war came.
- II. By the end of 1940, American neutrality ended with Congress’s approval of the Lend-Lease Act which allocated 7 billion in funds to help the Allies.
  - A. The United States began shipments of war materiel to Great Britain in 1941, and FDR signed the Atlantic Charter with British Prime Minister Winston Churchill.
  - B. American entry into the war came not in Europe but in the Pacific, after the Japanese bombing of Pearl Harbor.
    1. Japanese aggression had led the United States to place an embargo on war materiel going into Japan.
    2. The Japanese responded with an attack on the American naval fleet that changed Americans’ minds about neutrality.
  - C. Unprepared for a naval and air war halfway around the world, the United States suffered significant early defeats before the country geared up for war.
- III. Unlike World War I, “We’re all in this together” was an accurate refrain heard throughout the American home front during World War II.
  - A. As America prepared for the war under the supervision of the War Production Board, employment in defense industries rose, production increased, the GNP doubled, and the national debt increased sixfold—but the Depression disappeared.
  - B. “Making do” became a way of life, as Americans brought home hefty paychecks but found little to purchase amid the wartime price controls and rationing.
  - C. Roosevelt offset the cost of the war through the Revenue Act of 1942, which added millions of new taxpayers to the federal rolls and dramatically raised the rates paid by Americans in higher income brackets.

- IV. Women and minorities found more job opportunities as the war progressed, but minorities also faced greater discrimination in certain areas.
  - A. As men went off to fight, millions of women went to work, mostly in the defense industries, and “Rosie the Riveter” became an American icon.
  - B. African Americans fighting in the war in still segregated units began to call for a “Double-V Campaign” – victory for democracy in Europe and the Pacific, and then victory over discrimination at home when they returned.
    - 1. Threatened with a March on Washington, FDR issued Executive Order 8802, barring discrimination in federal jobs, but the order had minimal effect in some parts of the country.
    - 2. In the West, whites also turned against Hispanics, although Mexican Americans were placed in integrated units when they fought.
  - C. The most significant denial of civil rights to a group of people since the slavery period occurred early in the war with the internment of Japanese-Americans, most of them American citizens.
- V. Many Americans wanted to concentrate military efforts against Japan, but FDR and the Grand Alliance correctly perceived that the greatest threat was from Germany.
  - A. The Russian army fought to defend Stalingrad and the rest of the Soviet Union, but the other Allies concentrated first on protecting the oil supplies of North Africa and then on opening a Second Front in Italy to move toward Germany.
  - B. The Normandy invasion that began in June 1944 led to the liberation of France and the final push to drive German troops back into their own country.
  - C. Converging on Berlin from both east and west, Allied troops were shocked to find German extermination camps in newly liberated areas, and Americans felt a certain degree of guilt for not intervening sooner.
- VI. War in the Pacific had caught America off guard, and it required some time for the Japanese to become convinced that Americans were willing to fight.
  - A. United States forces began to turn the tide against Japan at the Battle of the Coral Sea in May 1942 and the Battle of Midway a month later.
  - B. For the remainder of the war, the United States remained on the offensive, and by the end of 1944 a “leapfrog” campaign allowed MacArthur to re-take the Philippines and get set for an invasion of the Japanese islands.
- VII. The presidential election of 1944 put FDR in office for an unprecedented fourth term, with Harry S. Truman replacing Henry Wallace as vice president.
  - A. Suffering from increasingly frail health, FDR met with Churchill and Stalin one final time in early 1945 at Yalta, where the three laid out plans for the post-war division of Germany.
  - B. On April 15, 1945, Roosevelt died of a massive stroke and Truman became president, whereupon he almost immediately had to meet with Stalin and Churchill, a truly daunting experience for the new president.
  - C. Truman soon learned of the top secret Manhattan Project, a program to develop an atom bomb, and he had little trouble deciding how to proceed: the bombs were dropped on two Japanese cities in August, and by September, the Japanese had signed documents of surrender.

Conclusion: World War II shattered forever America’s illusions of neutrality and isolationism. In truth, the United States led the fight against oppression and aggression, both in Europe and in the Pacific. Billions of dollars were spent on the war, but the outcome seemed worth it to those who lived through that time. The war also brought an end, finally, to the Depression. Some Americans worried that an end to war would bring a return of economic hard times, but that would not be the case. America entered the post-war period in a mood of cautious optimism. They exhibited pride in what they had accomplished, but they wondered if peace could sustain good times.

## CHAPTER 27

# Postwar America, 1946-1952

### CHAPTER OBJECTIVES

- Assess the position of the United States on the world stage in the immediate post-war period.
- Identify some of the problems faced by soldiers returning to civilian life.
- Explain the implications of the post-war baby boom on modern America.
- Comment on how the war's end impacted the roles of women in the workplace and in higher education.
- Identify Harry S. Truman, George C. Marshall, and Dwight D. Eisenhower.
- Trace the rise of anticommunist rhetoric. Explain its effect on American domestic and foreign policy.

### MAKING IT REAL

1. Ask students to make a list of everything they know about the 1950s. Put the list on the board and refer to it as you move through your discussion of this period.
2. Ask students to read some of the popular magazines of the period: *Ladies' Home Journal*, *Redbook*, or *Sports Illustrated*. Look at both the articles and advertisements. What kinds of assumptions might be made about the interests and values of middle-class men and women?

### TOPICS FOR DISCUSSION OR LECTURE

1. Look at the emerging role of African Americans in sports, especially the entrance of Jackie Robinson into baseball, and describe the impact of these changes on issues of black pride and civil rights.
2. Look at the phenomena of Senator McCarthy's anticommunist crusade in the early 1950s. Was there a legitimate concern, or was his crusade a product of Cold War jitters?
3. Discuss the elections of the 1950s. Is there any validity to one historical assumption that Eisenhower was more popular than his [political] party?
4. Have a discussion that focuses on responsibility for the Cold War. Which country has primary responsibility, the United States or the Soviet Union?
5. Some historians argue that Eisenhower was America's last moderate president. Do your students agree or disagree with this statement? If they disagree, why do they think Americans have become more polarized?

### FURTHER RESOURCES

- *The McCarthy Years: Edward R. Murrow Collection* (CBS, 120 minutes)
- *Only the Ball Was White* (Teacher's Video Company, 30 minutes)

- *The Korean War* (A&E Films, 50 minutes)

## CLASS STARTERS

- “I didn’t fire him because he was a dumb son of a bitch, although he was, but that’s not against the law for generals. If it was, half to three-quarters of them would be in jail.”  
– Harry Truman, on General Douglas MacArthur
- “Every president should have the right to shoot two reporters a year—without explanation.”  
– Harry Truman

## WRITING ASSIGNMENT

- The year is 1946, and you are twenty-two years old. Write an essay in which you describe the changes that have been taking place in your life since the war ended. (In choosing your persona, you may have been fighting in the war, working in a war plant, or waiting for someone you loved to come home. They may or may not have.) What do you hope for your daughter’s future? Your son’s? Your own?

## CHAPTER OUTLINE

- I. At the end of World War II, two questions faced the United States: what would be the relationship with the Soviet Union, and would the post-war economy be one of prosperity or depression?
  - A. Veterans returning to the United States received help from the federal government through the Servicemen’s Readjustment Act (the GI Bill), which provided low interest home loans and money for college educations.
  - B. After a relatively brief period of uncertainty during the process of reconverting factories to the production of consumer goods, Americans began to spend freely, and the economy surged forward.
  - C. Still, the country was plagued with strikes and Truman’s popularity steadily declined.
- II. The postwar period was one of anxiety and affluence, and having a stable, secure family unit became very important to Americans.
  - A. American families began to place a greater emphasis on children, as a “baby boom” began that would last into the 1950s, and experts like Dr. Benjamin Spock provided guidance in child rearing.
  - B. Women prepared to assume more traditional gender roles, stepping down from their wartime factory jobs to stay at home, yet many ended up returning to the work force in an effort to help finance automobiles, kitchen appliances, summer vacations, and the children’s college tuition.
  - C. The GI Bill provided money for homes, and builders like William Levitt provided the mass production building techniques that alleviated the housing shortage, thus reinforcing the traditional middle class family in America.
- III. The postwar period ushered in years of tension between the United States and the Soviet Union, a period that became known as the Cold War.
  - A. With Joseph Stalin taking a hard line in Eastern Europe, Soviet expert George Keenan outlined a policy of “containment” – blocking the further expansion of communism at all costs.
  - B. Greece and Turkey, involved in civil war, offered the first opportunity to try containment as outlined in the Truman Doctrine, and the Marshall Plan was Congress’s response that eventually sent millions of dollars to Western Europe for economic assistance.

- IV. President Truman had more success in foreign affairs than in domestic matters, as Congress retreated from the liberal ideas of the pre-war years.
- A. The most pressing domestic issue involved a perceived communist threat inside the United States, and in the late 1940s the House Un-American Activities Committee actively pursued anyone remotely implicated as holding communist sympathies; the result was a witch hunt that threatened to tear the nation apart.
  - B. On the labor front, the Taft-Hartley Act established various methods for curbing the power of unions while fostering the racial discrimination so prevalent in the country.
  - C. African Americans did break the color line in sports, as Jackie Robinson, hired to play for the Brooklyn Dodgers, began to win fans and change white Americans' perceptions of blacks.
  - D. Harry Truman ran for election on his own in 1948, and despite divisions within the Democratic Party that led to the emergence of the Dixiecrats, who opposed his liberal ideas; he managed to achieve a narrow victory.
- V. Shortly after his inauguration in 1949, Truman faced several new, unsettling situations that led to serious trouble in Asia.
- A. In August, Americans learned that, after decades of civil war, communists had taken firm control of the government in China, under the leadership of Mao Tse-tung.
  - B. America became militarily involved in Korea in 1950, when North Korean (Communist) forces invaded South Korea, crossing the 38<sup>th</sup> parallel that had been established as a dividing line between the two groups.
    - 1. General Douglas MacArthur pushed for permission to take the war into China, both to achieve a total victory and to demonstrate America's military superiority, hoping to make future wars less likely.
    - 2. Truman disagreed, fearing Russian intervention and a possible nuclear holocaust, and when MacArthur persisted, Truman relieved him of command.
- VI. The election of 1952 took place in the shadow of Senator Joseph McCarthy's charges of "communist subversion" in the American government.
- A. McCarthy used the Red Scare to gain fame and notoriety, and though many agreed with Truman that the senator was just seeking publicity, no one seemed to know quite how to stop him.
  - B. "I Like Ike" was the most famous campaign slogan of the 1952 election, as war hero General Dwight D. Eisenhower ran for president on the Republican ticket, and Adlai Stevenson ran as the Democratic candidate after Truman chose not to run again.
    - 1. Eisenhower chose Richard Nixon as his running mate, and at first the two made a great team – with Ike espousing morality and taking the high road, and Nixon attacking the Democrats in a heavy-handed way.
    - 2. Democratic attempts to quell Nixon by implicating him in dirty deals backfired when Nixon took to the television airwaves to defend himself in "The Checkers Speech," and the two coasted to victory.

Conclusion: Dwight Eisenhower was the president America needed and wanted in 1952. Moderate, stable, and unflappable, Ike gave Americans the sense of security that they desired after decades of depression and war. The 1950s, people hoped, would be a time in which they could stabilize their family lives, solidify their careers, and leave behind the anxieties of the recent past. But could Ike accomplish all these things, with China and the Soviet Union flexing their muscles? Americans could only hope so.

## CHAPTER 28

# The Eisenhower Years, 1953-1960

### CHAPTER OBJECTIVES

- Briefly explain President Eisenhower’s approach to both domestic and foreign policy.
- Describe in general terms what “brinksmanship” meant, and explain how that concept shaped American foreign policy in the 1950s.
- Explain the broader implications of *Brown v. the Board of Education of Topeka*.
- Briefly describe the impact of television on American culture.
- Describe how the launching of the Soviet satellite Sputnik challenged America’s technological and military superiority.
- Describe the major candidates for the presidential election of 1960.

### MAKING IT REAL

1. Have students look at growing up in the 1950s. Students may wish to interview their families about their experiences growing up. How did they spend their time? What kind of music did they listen to? How was their experience growing up different from their parents’ generation?
2. Have students look at the impact of 1950s situation comedies on American society in the late twentieth century. Divide the class into groups and ask each group to choose one program to study. Have them watch 3 to 5 episodes of their particular shows, and then ask them to consider the following: What does the family look like in this program? How are issues of race, ethnicity, level of education, gender, and economic status dealt with? Are the images presented in these programs still impacting the self-image of Americans today?
3. Have students also compare the 1950s with the earlier decade of the 1920s. How did World War I and II impact both time periods? Be sure to have students also look at mass consumption, communications, the rise and impact of the auto industry, as well as conservative politics.

### TOPICS FOR DISCUSSION OR LECTURE

1. Give a lecture on the emergence of the youth culture during the 1950s. You may wish to bring samples of ‘50s popular music, particularly rock and roll. Discuss how early rock music was referred to as “race music” and why the white community responded by producing “cover records” recorded by white artists.
2. Discuss the decade of the 1950s as a decade of conservatism, consensus, and conformity. Ask students why the majority of Americans seemed eager to adopt these values.
3. Discuss the 1960 presidential election. Ask students to listen to parts of the debate and then watch a video on the debate. Many Americans in 1960 who heard the debates argued that Nixon won, while television viewers thought Kennedy won. How did the different mediums affect people’s opinions?

## FURTHER RESOURCES

- *Paralyzing Fear: The Story of Polio in America* (PBS, 60 minutes)
- *Best TV Commercials of the '50s and '60s* (Teacher's Video Company, 30 minutes)
- *Weapons of War: The Atomic Bomb* (Teacher's Video Company, 50 minutes)
- *Civil Defense: The War at Home* (A&E Video, 50 minutes)

## CLASS STARTERS

- “Do you realize the responsibility I carry? I’m the only person standing between Nixon and the White House.”  
– John F. Kennedy, to Arthur Schlesinger, 13 October 1960; quoted in Schlesinger’s *A Thousand Days*, 1965
- “The opportunity of an education. . . is a right which must be made available to all on equal terms. . . . In the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”  
– Earl Warren, Chief Justice of the Supreme Court, *Brown v. the Board of Education of Topeka*, 1954
- “I had no idea when I refused to give up my seat on that Montgomery bus that my small action would help put an end to the segregation laws in the south. I only knew that I was tired of being pushed around. I was a regular person, just as good as anybody else. There had been a few times in my life when I was treated by white people like a regular person, so I knew what that felt like. It was time. It was time that other white people started treating me that way.”  
– Rosa Parks

## WRITING ASSIGNMENT

- Your parents have forbidden you to listen to that “vulgar” Elvis Presley. They have grounded you and cut off your allowance. Write a letter to your cousin in Memphis, in which you describe your feelings. (You must choose your persona carefully here. Refer to the descriptions of average teenagers as well as those who were characterized as part of the “Beat” generation.)

## CHAPTER OUTLINE

- I. Dwight Eisenhower came to the presidency in 1953 without much political experience but with the good will of the American people, who were ready to move in a new direction after the unsettled Truman era.
  - A. Eisenhower’s modern Republicanism surprised quite a few people, for he kept many social programs from the New Deal while getting a handle on the federal budget, thus demonstrating his flexible conservative agenda.
  - B. Eisenhower’s first priority was to end the Korean conflict, and he accomplished this through the help of his able secretary of state, John Foster Dulles.
- II. The Cold War entered a new phase under Eisenhower, with continued activities against communists at home and a change of direction in the military.
  - A. The hunt for “subversives” in the American government intensified, as Joseph McCarthy plowed ahead with investigations and over 1,000 federal workers were fired for being “security risks.”
  - B. Eisenhower’s “New Look” for the military emphasized massive deterrence, or “brinkmanship,” over traditional military might and allowed the government to actually cut

- defense spending while engaging more in covert actions, especially in the Western hemisphere.
1. From Guatemala to Iran, the new Central Intelligence Agency (CIA) began to work behind the scenes to effect changes inside countries that were causing problems for America.
  2. The area that would lead to the greatest problems was Vietnam, part of French Indochina, where the American government believed it was vital to hold the line on communist incursions into the southern part of that divided country.
- III. The 1950s ushered in the modern civil rights era, with court cases and direct actions by African Americans bringing some much needed changes to American society.
- A. Court cases in Texas and Oklahoma brought down segregation in higher education facilities, but it was the 1954 *Brown v. the Board of Education of Topeka* case that led the Supreme Court to strike down the *Plessy v. Ferguson* ruling from 1896 that had allowed “separate but equal” facilities.
  - B. The Montgomery Bus Boycott of 1955-56 brought to prominence a young minister, Dr. Martin Luther King, Jr., and showed civil rights activists the efficacy of economic boycotts.
- IV. The 1950s was the age of television, with millions of Americans tuning in to programs that provided news, politics, and entertainment, thus involving Americans more directly in national and international events than ever before.
- A. Some called the 1950s the “golden age of television,” as Americans collectively watched Ed Sullivan’s “Toast of the Town,” Richard Nixon’s famous “Checkers Speech,” and countless situation comedies broadcast through the three dominant TV stations; ABC, NBC, and CBS.
  - B. Quiz show scandals shocked Americans who had become so enamored of them, and Congress passed regulations to keep the new medium honest.
- V. The 1950s also became the decade of the teenager, as adolescents with disposable income lured advertisers and developed their own culture.
- A. Teenagers were defined more by their music than by anything else, and record sales skyrocketed as rock ‘n’ roll became popular.
  - B. The rise of Elvis Presley was phenomenal, and his success with rhythm and blues led record companies to experiment with music they might otherwise have ignored.
  - C. Other young people charted a different course and became known as the Beat Generation for their reaction against mainstream beliefs and their artistic expressions of discontent.
- VI. The mid-1950s was a period of crisis in America, as President Eisenhower suffered a major heart attack, but also a period of celebration in the medical and other fields.
- A. Dr. Jonas Salk developed a vaccine to combat the crippling disease of polio, and children began to be inoculated, cutting polio cases drastically over a period of only a few years.
  - B. National defense and public transportation both benefited from the Federal Highway Act of 1956, a multi-billion dollar interstate highway project.
  - C. Civil war in Hungary and Egypt’s seizure of the Suez Canal brought pressure on the United States to intervene, but Eisenhower used diplomacy rather than military might to diffuse the situations.
- VII. Re-elected in 1956, Eisenhower entered his second term amid prosperity and a sense of relative security in the United States, although problems would mar his last years in office.
- A. The Little Rock school crisis of 1957 led Eisenhower to take a stand on civil rights, and he nationalized the Arkansas Guard to provide protection for black students as they integrated Little Rock’s Central High School.
  - B. The United States reeled with surprise when the Soviets launched *Sputnik I*, the first artificial satellite, in 1957, and Americans began to push for changes in the country’s educational system.

- C. Nixon's attempt to ease tensions between the two countries fell apart after the Soviet Union shot down a U-2 spy plane over Soviet territory just before a promising summit meeting in 1960.
- D. Nixon ran for president in 1960, hoping to capitalize on his experience as vice president, but John F. Kennedy pulled out a Democratic victory in a fairly close election, partly by doing well in a series of televised debates.

Conclusion: America, and the world, changed a great deal from the time Dwight Eisenhower took office in 1953 until John F. Kennedy replaced him in 1961. The Cold War entered a new phase, with Joseph McCarthy feeding a Red Scare inside the United States and the CIA getting involved in anti-communist activities in various places around the world. Americans were not yet aware that the small Southeast Asian country of Vietnam would soon occupy most of their thoughts. Teenagers in America were preoccupied with newfound freedoms and with having money to spend, and they spent a great deal of it on the music of Elvis Presley and similar performers. Their parents began to call for educational reforms after the Soviet Union bested the United States by launching the first artificial satellite. Civil rights entered an extremely active phase, and after the *Brown v. the Board of Education of Topeka* ruling in 1954, activities such as the Montgomery Bus Boycott began to change the face of America. The new medium of television brought all of these events into the homes of ordinary Americans, and the world would never be the same again.

## CHAPTER 29

# The Turbulent Years, 1960-1968

### CHAPTER OBJECTIVES

- Define the meaning of John F. Kennedy’s “New Frontier,” and describe the successes and failures of his administration.
- Describe the events surrounding the Cuban Missile Crisis of 1962.
- Explain the historical significance of the 1963 March on Washington.
- Briefly describe the presidency of Lyndon Johnson, and identify some of the domestic programs that comprised his “Great Society.”
- Briefly explain the shift from conciliation to confrontation in the civil rights movement of the mid-1960s.
- Describe some of the reasons for the shift in the national mood from hopeful and optimistic to angry and suspicious by the end of 1968.

### MAKING IT REAL

1. Have students examine the 1950s as a breeding ground for the social changes of the 1960s. How did rock and roll and 1950s affluence play a role in creation of the counterculture?
2. Have students interview a member of their family or community regarding their reaction to America’s first living room war. How was their life impacted by the conflict? What is their interpretation of the American reaction to fighting in Southeast Asia? How do these interpretations compare with their knowledge of the Vietnam conflict?
3. Ask students to compare the civil rights movement of the 1960s to Reconstruction following the Civil War. To what extent was the federal agenda in the 1960s similar to the federal agenda in the 1950s regarding civil rights?

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the Kennedy presidency and the mystique of Camelot, and explore why there continues to be so much fascination with the Kennedy family four decades after they first appeared on the American scene.
2. This is a good time to look at the different viewpoints regarding U.S. involvement in Vietnam. Which Americans supported the war, and which were actively opposed to it? What were the primary targets of protest groups? Discuss how domestic protest escalated with the escalation of the war.
3. Explore the reasons for the shift in the civil rights movement from nonviolence to militancy in the late sixties.
4. Look at Richard Nixon, his presidency, and his political resurrection in the post-Watergate era. Will he eventually be thought of as one of the “great” presidents. How will he fare alongside Bill Clinton?

## FURTHER RESOURCES

- *Eyes on the Prize*, Parts I and II (PBS Video, 55 minutes each)
- *The Real Malcolm X: An Intimate Portrait of the Man* (CBS News, 60 minutes)
- *Vietnam: A Television History*, Episodes 6 and 7 (PBS Video, 55 minutes each)
- *JFK Remembered* (ABC News, 55 minutes)
- *Lyndon B. Johnson: Triumph and Tragedy* (A&E Videos, 50 minutes)

## CLASS STARTERS

- “Man dies when he refuses to stand up for that which is right. A man dies when he refuses to take a stand for that which is true. So we are going to stand up right here...letting the world know we are determined to be free.”  
– Martin Luther King, Jr.
- “Until justice is blind to color, until education is unaware of race, until opportunity is unconcerned with the color of men’s skins, emancipation will be a proclamation but not a fact.”  
– Lyndon B. Johnson, 1964, speaking at Gettysburg National Cemetery
- “Equality under the law shall not be denied or abridged by the United States or by any State on account of sex.”  
– Full text of the proposed Equal Rights Amendment, which was defeated in 1982
- “I am prepared to wait until hell freezes over for your answer.”  
– U. N. Ambassador Adlai Stevenson, in response to the Russian Ambassador’s statement that he would answer a question about missile sites in Cuba “in due time.” October, 1962
- “I don’t know if Americans are sick, but I would go so far as to say that I heard a button vender, outside a funeral in New York, yelling ‘Remember Bobby – fifty cents’.”  
– James Simon Kunen, *The Strawberry Statement: Notes of a College Revolutionary*, 1968

## WRITING ASSIGNMENT

- It is October 1962, and the Cuban missile crisis is underway. [It is current events to you, so the term has not yet been designated as one to be capitalized.] You are fifteen. Your school is holding drills regularly, in case of a nuclear attack. What thoughts are going through your mind? You have been reading *The Diary of Anne Frank*, and it has inspired you to keep a diary of your own. Write down your current thoughts.

## CHAPTER OUTLINE

- I. John F. Kennedy became the country’s youngest elected president, and his administration was filled with both domestic and international crises.
  - A. Right away Kennedy began to foster idealism through increasing Social Security, establishing the Peace Corps, and gaining Congressional approval for a “space race.”
  - B. The new president’s first crisis came from a situation he inherited from the Eisenhower administration – the Bay of Pigs, which became a failed attempt to bring about a revolution against Fidel Castro in Cuba.
  - C. Another early crisis occurred when the Soviets constructed the Berlin Wall to seal off East Berlin from the West.

- D. At home, Freedom Riders challenged the continuation of discrimination in the South, enduring violence to protest segregated transportation facilities, and Kennedy's support, albeit lukewarm, helped them to succeed.
  - E. Despite the civil rights issues, Kennedy considered the economy his first priority, and he worked hard to control inflation, decrease unemployment, and settle labor-management issues.
- II. Kennedy faced even more crises in his second year, but he appeared to be better prepared for the challenges which came in foreign affairs and in civil rights issues at home.
- A. When a federal court ordered the University of Mississippi to admit African American James Meredith in the fall of 1962, Kennedy sent in federal troops to quell the violence that ensued.
  - B. October 1962 brought the Cuban Missile Crisis, the most serious confrontation of the Cold War era.
    - 1. Kennedy announced to the American public that the Soviet Union was erecting nuclear missile silos in Cuba, and he warned the Soviets that the situation would not be tolerated.
    - 2. After days of tense diplomatic negotiations, the Soviets agreed to remove the missiles, and it appeared that Kennedy had learned a valuable lesson on toughness from the Bay of Pigs fiasco.
  - C. Another problem area was Vietnam, where Kennedy's escalated U.S. involvement after dispatching U.S. Special Forces and CIA personnel to serve as advisors in the fight against communism.
- III. The early 1960s was a period filled with social and political unrest, as Americans began not only to fight for civil rights for African Americans, but also to call for help for other minorities, for women, and for the environment.
- A. Americans watched on television as Eugene "Bull" Connor ordered fire hoses turned on boycotters in Birmingham, Alabama, and later in the summer of 1963 as Dr. Martin Luther King, Jr., led a March on Washington, where he delivered his famous "I Have a Dream" speech.
  - B. Feminists brought further changes to the country, as typified by Betty Friedan's *The Feminine Mystique*.
- IV. In the midst of major changes to the fabric of American life, tragedy struck the nation.
- A. President Kennedy was assassinated in Dallas, Texas, on November 22, 1963, and two days later the nation watched as accused assassin Lee Harvey Oswald was gunned down in a Dallas jail basement.
  - B. Vice president Lyndon B. Johnson replaced Kennedy in the White House, and the differences in the two men soon became abundantly apparent.
  - C. Within months, Johnson named a commission to investigate Kennedy's assassination, signed a massive tax cut into law, and strong-armed a massive civil rights bill through Congress.
  - D. Americans seemed ready to ignore ominous events in the American South and in Vietnam, preparing to concentrate on the booming economy and on giving LBJ a landslide victory in the 1964 election.
- V. Lyndon Johnson sought to leave a legacy of domestic improvements with his programs aimed at creating a "Great Society."
- A. Johnson declared a "war on poverty" in America, putting in place such far-reaching programs as Job Corps, VISTA, Head Start, and food stamps for the poor.
  - B. Through Johnson's coercion, Congress passed legislation creating Medicare and Medicaid to provide health care for the elderly and the poor; at the same time, changes in immigration laws opened a floodgate of immigrants from around the world.
- VI. Although Johnson inherited numerous problems from the Kennedy administration, no other issue was as damaging to his presidency as was Vietnam.

- A. Convinced of the necessity of containment, Johnson vowed to keep South Vietnam from falling to communism as China had, and by March 1965, American troops were on the ground in Vietnam.
  - B. Protests against American involvement in Vietnam soon began on American university campuses, but the president forged ahead.
- VII. Even as events in Vietnam drew America deeper into the conflict, the rights revolution at home took center stage.
- A. Johnson followed the Civil Rights Act of 1964 with the call for another vital piece of legislation, one to protect voting rights.
  - B. The black section of Los Angeles known as Watts erupted in violence in the summer of 1965, surprising most white Americans, who seemed oblivious to the problems of black America.
  - C. A new force emerged in the mid-1960s, as proponents of Black Power challenged Dr. King's call for passive resistance and, instead, advocated total separation of the races.
    - 1. Malcolm X headed the Black Muslims, a group attempting to instill pride and self-acceptance in African Americans.
    - 2. Another group that took a different path was the Black Panthers, who preached violence as an acceptable means of achieving success.
  - D. Feminism was also an important part of the rights revolution, with the National Organization for Women pushing for passage of an Equal Rights Amendment and sexual equality in the workplace.
  - E. One group chose to ignore all of the problems in America by refusing to be a part of the dominant culture, and these mostly young people were labeled variously as "hippies" or the "counterculture."
- VIII. American government and military officials asserted that they were winning the war in Vietnam, but in reality, America was becoming bogged down in the conflict, and the nation was becoming divided.
- A. The Tet Offensive of 1968 is viewed as a significant turning point in the war.
    - 1. Gains by the Vietcong were temporary, but many Americans came to see the war as unwinnable.
    - 2. America's most popular television journalist, Walter Cronkite, reported from Vietnam that a military victory was impossible, prompting many Americans to question official assessments of the war.
  - B. Johnson, politically battered by Vietnam, chose not to run for re-election in 1968, thus leaving the field open for Robert Kennedy and Eugene McCarthy.
  - C. In late spring, the nation reeled from the twin shocks of the assassinations of both Dr. Martin Luther King, Jr., and Robert Kennedy.
  - D. Further unrest occurred at the Democratic National Convention in Chicago in August, with anti-war protestors clashing with local police in highly televised scenes of violence.
  - E. The Republicans turned to Richard Nixon, and the party had high hopes of defeating the beleaguered Democrats, especially after the third party entrance of Governor George Wallace of Alabama, but Nixon's victory turned out to be a narrow one.

Conclusion: The 1960s were indeed turbulent years for America. Three prominent political and social leaders were assassinated, and their deaths shattered Americans' sense of security. Lyndon Johnson's attempts both to build a Great Society and to defeat communism in Vietnam left the country uncertain about what the correct course should be. At home, civil rights legislation brought some improvements for African Americans, but many came to believe that not enough was changing fast enough, and new, more violent, groups emerged. Feminists also became more vocal in their calls for equality and protection. By 1968, LBJ was too exhausted, mentally and physically, to seek re-election. The new president, Richard Nixon, faced a difficult job at best to try to deal with all these problems at once.

## CHAPTER 30

# Crisis of Confidence, 1969-1980

### CHAPTER OBJECTIVES

- Explain the significance of Vietnamization as a cornerstone of Nixon's foreign policy.
- Describe the agendas of minority and women's rights activists at the start of the 1970s.
- List the major accomplishments of the Nixon administration in foreign affairs outside of Vietnam.
- Briefly outline the events that culminated in the Watergate scandal.
- Explain the reasons for the oil crisis of the early 1970s.
- Identify some of the policies promoted by Jimmy Carter when he became president in 1976.

### MAKING IT REAL

1. Have students prepare an oral history project about the 1960s and 1970s. Ask them to interview people who "came of age" during this period. Question their subjects about their participation in or exposure to the counterculture, the civil rights movement, the women's movement, and the Vietnam War. How did these experiences shape them as adults? How did their experiences affect how they are raising their children, their politics, their social consciousness?
2. Ask students to examine the phenomenon known as the "generation gap." Have students compare their own values, opinions, and attitudes with those of their parents. What differences exist between themselves and their parents? How has the "generation gap" changed since the 1960s and 1970s, if at all?

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the issue of Hollywood and the Vietnam War. Ask students to name some of the films that have been made in the past thirty years. Are these films historically accurate? How well do they reflect the American struggle to come to terms with Vietnam? Have we come to terms with it yet?
2. Explain the ways in which the Watergate scandal gave Americans lessons in the workings of the Constitution.
3. Discuss the role of Henry Kissinger as Nixon and Ford's foreign policy advisor, and explore his role in shaping American foreign policy in the late sixties and early seventies.
4. Look at the presidency of Jimmy Carter. Explore the shift in public opinion as he moved from being immensely popular to becoming one of the least popular presidents as his term ended. Discuss Carter's role as world peacemaker since leaving office. How do students view him today, with many of them not having experienced his presidency firsthand?

## FURTHER RESOURCES

- *Vietnam: Two Decades & A Wake Up* (Teacher’s Video Company, 60 minutes)
- *The Living Room Campaign* (A&E Videos, 50 minutes)
- *No Time for Tears: Vietnam – The Women Who Served* (Zenger Media, 59 minutes)

## CLASS STARTERS

- “I have looked on a lot of women with lust. I’ve committed adultery in my heart many times. God recognizes I will do this and forgives me.”  
– Jimmy Carter, *Playboy* interview 1976

## WRITING ASSIGNMENT

- The Supreme Court has just handed down its ruling in the *Roe v. Wade* case. Write a Letter to the Editor of the local newspaper, expressing your feelings on the issue. [You probably have strong opinions on this issue today, and it is fine to include them – but try to place yourself in that earlier period as you write about your feelings.]

## CHAPTER OUTLINE

- I. As the 1960s came to an end, America seemed more united in some ways than ever before, but in other ways more divided.
  - A. The year of 1969 was exciting for Americans, with Neil Armstrong walking on the moon in July and the Woodstock music festival bringing young people, rock music, and drugs together for three days on a muddy farm in upstate New York.
  - B. Early in his presidency, Richard Nixon began the process of Vietnamization, or gradually replacing American troops with South Vietnamese fighters.
  - C. Even though Nixon brought larger numbers of troops home, the anti-war movement remained strong, and violence occurred on campuses across the country, as it did at Kent State University in Ohio.
  - D. Americans learned more and more about the country’s role in Vietnam, but the new knowledge only divided the country further – especially following the My Lai massacre and the publication of the Pentagon Papers.
- II. Political activism and reform efforts bore fruit in the 1970s, but it was the decade of a measured fight for women’s and minorities’ rights rather than the radicalism of the 1960s.
  - A. Expanding women’s rights allowed more women to enter male-dominated professions, but the movement was exceptionally diverse. since women tended to gravitate toward one role or another, embracing traditional roles or adopting the new feminist ideology.
  - B. Other groups also pushed for rights, some of the most vocal being the Gay Liberation Front, La Raza Unida, and Native American activist groups.
  - C. Nixon showed little concern for civil rights, since most blacks had voted for his opponent; instead, he courted disenchanted Democrats in the South and brought them into the Republican fold.
  - D. Nixon had a major impact on the Supreme Court, appointing with several justices including Warren Burger, who became Chief Justice of a court that surprised Nixon and many others with its independence.
    1. In one of the nation’s more controversial rulings, the Burger Court held, in the landmark 1973 case of *Roe v. Wade*, that state laws banning abortions were unconstitutional.

2. The Burger Court also addressed continuing problems with segregation, by upholding the legality of the controversial method of “forced” busing to desegregate public schools.
- III. Both at home and abroad, Nixon chose to move in new directions, as he tried to steer a middle course between traditional Republican conservatism and liberal Democratic excesses.
    - A. On the matter of welfare, Nixon worked to restructure the program and return more tax dollars to state and local entities.
    - B. The first Earth Day was held in 1970, and though at first Nixon seemed unconcerned, his administration did implement the Clean Air Act and the Endangered Species Act, along with establishing the Environmental Protection Agency.
    - C. Nixon much preferred foreign to domestic matters, and he supported the CIA in its attempt to intervene in Latin American affairs.
    - D. Nixon opened a dialogue with communist China, eventually visiting that country himself, and he signed an agreement with the Soviet Union limiting some nuclear missiles.
  - IV. By the time Nixon was ready to try for re-election, the situation in the United States indicated that he might have a fairly easy campaign in 1972, but his second term was not to be a peaceful one.
    - A. Few people noticed the burglary of Democratic National Headquarters at Washington’s Watergate Hotel, but they did take notice of the disarray in the Democratic party, and Nixon won a landslide victory.
    - B. Early in 1973, Nixon finally brought about an American exit from Vietnam, but it was an exit without honor, and the country was relieved but not really happy about the way the conflict ended.
    - C. Shortly afterward, Nixon became embroiled in the Watergate affair, with one revelation more damning than another.
    - D. At the same time, vice president Spiro Agnew faced charges of accepting bribes and was forced to resign.
    - E. Nixon then left office on August 5, 1973, with vice president Gerald Ford left to bind the country’s wounds as best he could. Nixon then left office on August 5, 1973, with vice president Gerald Ford left to bind the country’s wounds as best he could.
    - F. War in the Middle East in the fall of 1973 brought more problems for the United States, when American support of Israel led to an oil embargo by the Arab nations; even after the embargo ended, Americans were left to deal with a lingering energy crisis.
  - V. Gerald Ford earned high marks with the American people for his basic decency and integrity, but he was not viewed as a very successful president.
    - A. Ford hoped to lay to rest the problems of the recent past, and he offered “conditional amnesty” to draft resisters and a full pardon to Nixon; many Americans, however, were angered by his actions.
    - B. Another blow came in March 1975, when North Vietnam again invaded South Vietnam, this time capturing the capital city and unifying the country under a communist government.
    - C. Both at home and abroad, Ford faced issues that made him seem unprepared for the job of president, despite his years in Congress, and even his minor successes were viewed by many as weaknesses.
    - D. After fighting off a challenge for the nomination by Ronald Reagan, Ford lost the election of 1976 to Jimmy Carter, in part because Carter was viewed as a Washington “outsider” who could be trusted.
  - VI. Jimmy Carter was a president with populist leanings who sought to instill a “new spirit” in the American people – and he almost succeeded.
    - A. As a strong supporter of civil rights, Carter brought greater diversity to his administration than had any other president, but the debate over affirmative action demonstrated the divisiveness that still permeated the nation.

- B. Carter threw himself into foreign affairs, managing a treaty to return control of the Panama Canal to that country and orchestrating the Camp David Accords between Egypt and Israel.
- C. At home, however, Carter faced the multiple problems of runaway inflation, higher unemployment, and an ongoing energy crisis.
- D. Carter also faced a crisis when Iran's recently-deposed Shah was allowed to come to the United States for medical treatment and angry militants in that country seized American hostages in retaliation.
- E. A failed rescue attempt that left several Americans dead put an end to Carter's hopes for re-election.

Conclusion: In 1980, the United States was a troubled country. Decades of unrest had left the nation anxious and uncertain about the future. One president had resigned, and two had been unable to cure the nation's ills. The civil rights movement, once so unified, was bitterly divided over how to proceed next. Women, too, disagreed over what it was they wanted and how they should work to achieve improvements. Young people in 1980 lacked confidence in their future. The stage was set for someone who could inspire Americans to believe once again in the American dream.

## CHAPTER 31

# The Reagan-Bush Years, 1981-1992

### CHAPTER OBJECTIVES

- Identify and briefly explain the major elements of the Reagan domestic and foreign policy agenda.
- Identify and explain the historical significance of the Strategic Defense Initiative (SDI).
- Identify the candidates and key issues of the 1984 presidential election, and describe the outcome.
- Explain the circumstances surrounding the Iran-Contra affair.
- Identify two significant pieces of legislation passed during the Bush administration.

### MAKING IT REAL

1. Ask students to look at the impact of one of the prominent evangelists such as Pat Robertson, Jerry Falwell, Jim Bakker, or Jimmy Swaggart on recent American politics. Does religion have a place in the political process? What about the issue of separation of church and state?
2. Have students talk about the future of Social Security. What generational issues are at stake?

### TOPICS FOR DISCUSSION OR LECTURE

1. Discuss the landslide victory for Ronald Reagan in 1980. What had changed since the 1964 defeat of Barry Goldwater that allowed the conservative right to score such a significant victory?
2. Evaluate ways in which the conservative administrations of Reagan and Bush represented a shift away from the liberal domestic policies in place since the New Deal. Discuss the effectiveness of this new agenda on the economic, political, and social needs of the American people.
3. Look at the Gulf War and explore American attitudes towards war in the late 1980s and '90s. Examine why this war generated such popular support, when twenty years earlier the nation had nearly come apart over the war in Vietnam.
4. Discuss the end of the Cold War and its impacts on American diplomacy. What role should the United States play on the world stage of the twenty-first century?

### FURTHER RESOURCES

- *Colin Powell* (A&E Biography, 50 minutes)
- *A Line in the Sand: What did America Win?* (ABC News, 50 minutes)
- *The Fall of Communism* (ABC News, 80 minutes)
- *In Search of the Constitution: God and the Constitution* (PBS, 60 minutes)

### CLASS STARTERS

- “By choosing a woman to run for our nation’s second-highest office, you sent a powerful signal to all Americans. There are no doors we cannot unlock. We will place no limits on achievement. If

we can do this, we can do anything. . . . Tonight, we reclaim our dream. We're going to make the rules of American life work fairly for all Americans again."

– Geraldine Ferraro, 1984 speech accepting the Democratic nomination for Vice President

## WRITING ASSIGNMENT

- You have been watching the Iran-Contra hearings on television for the past few weeks. What would you like to say to President Reagan and the other individuals who are involved in this situation?

## CHAPTER OUTLINE

- I. As the 1980 election approached, Americans turned to a man who seemed to offer hope for change: Ronald Reagan, Governor of California.
  - A. Reagan cut to the heart of the matter when he asked Americans, "Are you better off" than four years before, and with the economic problems at home and American hostages in Iran, they answered, "No."
  - B. Reagan's campaign was helped by the support of the Christian Right, which consisted of conservative evangelical Christians who were upset with recent court rulings and governmental policies on social issues.
  - C. Reagan became known as "The Great Communicator," though it was delivery more than substance that earned that name for him.
  - D. Reagan also put together a strong staff that handled crises deftly as he set out to improve the economy.
  - E. Reagan's refusal to tamper with Social Security and other social programs, while at the same time increasing defense spending, contributed to the growing deficit in the country.
  - F. The greatest domestic problem of Reagan's first term was a collapse of the savings and loan industry brought on by high risk venture.
  - G. Under pressure to "fix" the economy, Reagan proposed a cut in Social Security benefits for early retirees, but the public reaction was so strong that he changed course and began to restructure the program to make it even stronger.
- II. Reagan's foreign agenda seemed simple, since he had labeled the Soviet Union an "evil empire" that pitted good against evil, but in reality, the president was capable of flexibility.
  - A. Stimulated by the president's tax cuts, the economy began to improve by the end of 1982, just after the Democrats picked up a number of seats in the mid-term elections.
  - B. Troubles continued in the Middle East, where terrorists targeted a Marine barracks in war-torn Lebanon, killing 239 American troops and causing the remaining troops to be withdrawn; it was then that terrorists first came to view the United States as lacking resolve.
  - C. The Strategic Defense Initiative, or Star Wars, was Reagan's grandiose plan for defending the country against foreign attack, but its main usefulness was in causing the Soviet Union to spend so much money in trying to match the proposed program.
- III. The 1980s, too, was a decade of change and challenge for Americans, with AIDS, computers, and changing definitions for families all major issues.
  - A. Cable television altered Americans' viewing habits and brought international events to local areas, while the personal computer held out the promise of even greater changes in the future.
  - B. Families faced challenges, with divorce rates rising, more unmarried women having children, and the quality of public education declining.
  - C. Americans responded to these changes in vastly different ways: Some embraced the attempt to return to "traditional family values," while others gravitated toward the new cultural freedoms that were illustrated so clearly in much of the entertainment industry.

- IV. The 1984 election pitted Reagan against Walter Mondale, and the outcome demonstrated clearly that Americans were behind Reagan: He carried every state except Mondale's home state of Minnesota.
- V. Reagan's second term was marked by moneymaking, social acquisitiveness, and technological change.
  - A. With Mikhail Gorbachev leading the Soviet Union, it seemed that an agreement might be reached with the "evil empire," and Gorbachev and Reagan met in Reykjavik, Iceland, where they both showed their willingness to reduce their stockpiles of nuclear weapons.
  - B. The Iran-Contra Affair caused the most damage to Reagan's presidency, involving many complex foreign policy issues and internal political missteps.
    - 1. Despite congressional edicts barring aid to Contras fighting a civil war in Nicaragua, members of Reagan's administration secretly sold weapons to Iran to financially support the Contras.
    - 2. Those involved first hoped that the arms sales would obtain the release of American hostages being held in Iran; though that did not happen, extra money was available, and it was decided that it should go to the Contras.
    - 3. The scandal leaked out, and the Reagan White House spent weeks trying to deny or whitewash the facts, but eventually a special commission began to bring the truth to light.
    - 4. Even then, Reagan escaped involvement, mainly because most Americans, inside and outside the government, did not want to see another president leave in disgrace.
    - 5. In the end, underlings were indicted and some were convicted, but those convictions were overturned and the country put the matter to rest.
  - C. Reagan may have had his most long-lasting influence on the Supreme Court, as he was able to appoint a majority of the justices, including the Court's first female Supreme Court justice, Sandra Day O'Connor.
  - D. Late in Reagan's second term, he and Gorbachev reached an agreement to begin removing intermediate range nuclear weapons from Europe, and the Soviets pulled out of Afghanistan; these two events helped Reagan recover some of his popularity at home.
- VI. "No new taxes!" vice president George Bush promised America as he began his bid to replace his old boss in the White House.
  - A. The Democrats chose Michael Dukakis from a field that included Gary Hart, who was caught in a sex scandal, and Jesse Jackson, whose strength remained centered in black America.
  - B. A negative campaign by the Republicans took an early lead away from Dukakis, and Bush won the election, though Democrats kept control of Congress.
  - C. The Reagan legacy was a mixed one, with his admirers giving him too much credit and his detractors assigning him too much blame, but one thing was certain: Reagan had proved that Republicans as well as Democrats knew how to spend.
- VII. Bush promised a "kinder, gentler" administration, but world events and problems at home made him adjust his outlook considerably.
  - A. At home, Bush pushed for improvements to education, left several Democratic programs alone, and renewed a "war on drugs," but he failed to take direct action on the AIDS crisis because of conservative opposition.
  - B. Foreign policy matters in Bush's early years provided a mixture of success and failure.
    - 1. In China, student protests in Tiananmen Square led to the deaths of many, but the Bush administration chose to keep working for a closer relationship with Chinese officials and so protested little.
    - 2. Panama proved more of a success story, as the despotic leader, Manuel Noriega, was captured, brought to America, and convicted of drug trafficking.

- C. The nation set aside its domestic differences with Bush to deal with a crisis in the Persian Gulf, as the country of Iraq invaded its neighbor, oil-rich Kuwait.
- D. A battle over the budget in the fall of 1990 captured much of Bush's attention, and Republicans accused him of giving in to the Democrats when an agreement led to increased taxes and reduced spending.
- E. By January 1991, Congress was ready to give Bush the authority to send troops to the Persian Gulf, and the successful, rapid prosecution of the war against Iraq caused Bush's popularity at home to soar.
  - 1. Iraqi President Saddam Hussein began a rapid reassertion of control, however, one which Bush was unable to stop.
  - 2. Political turmoil in Russia and the breakup of Yugoslavia also posed problems for the president, especially after Bush recognized the new country of Bosnia.
- F. The major event on the domestic front was the Congressional confirmation hearings on Bush's nominee to the Supreme Court, Clarence Thomas, who was accused of sexual harassment but gained confirmation anyway.
- G. As Bush entered the final year of his presidency, Americans were experiencing significant anxieties about many aspects of their lives, and it appeared that the "kinder, gentler" George H. W. Bush had done little to alleviate their fears.

VIII. The nation was angry as the 1992 election approached, with an economic recession and Congressional abuses contributing to the mood of the people.

- A. Political experts expected George H.W. Bush to capitalize on the success of the Gulf War, but too many Americans came to view him as out of touch with their problems.
- B. Arkansas Governor Bill Clinton won the Democratic nomination by campaigning as a "New Democrat," but murmurings about his political and personal dealings in Arkansas caused many to view him with a degree of caution.
- C. Into this unsettled situation stepped the country's most successful third party candidate ever, Texas billionaire Ross Perot, but by the spring he had decided to withdraw from the race.
- D. Before the election, Perot re-entered the race, and his presence split the Republican party, ensuring a victory for Clinton and his running mate, Senator Al Gore of Tennessee.
- E. Political and social problems plagued the Clinton White House in its first year, but the new president forged ahead with grandiose plans for changing the country.
- F. Clinton advocated passage of the North American Free Trade Agreement, which Congress agreed to late in 1993, and other trade successes followed.
- G. Clinton's major goal, health care reform, pleased almost no one and ended in defeat.
  - 1. Charges of wrongdoing dogged the Clinton administration, especially rumors of misdeeds in an Arkansas land development deal labeled "Whitewater."
- H. Focused on domestic matters, Clinton had a difficult time with several early foreign policy problems, notably in Somalia and the Balkans, but he achieved some success in brokering peace negotiations between the British and Ireland, as well as between Israel and the PLO.
- I. A Republican revolution took place during the mid-term elections of 1994, as Newt Gingrich and others offered a "Contract with America" and gained control of Congress.

Conclusion: The Reagan-Bush era began with Americans anxious and worried about the future of the country, and twelve years later the mood in the country was much the same. Many events had unfolded during that period: Communism ended in the Soviet Union and elsewhere in Europe, America achieved a swift victory in the Gulf War, and economic prosperity returned, at least for a time. Yet as the 1992 election approached, the country seemed poised to embrace an alternative candidate who could bring to the presidency a new outlook and new opportunities.

## CHAPTER 32

# A Conservative Nation in a Globalizing World, 1995-2008

### CHAPTER OBJECTIVES

- Describe some of the reasons for the resurgence of the Republican Party in 1994. Identify the social and cultural divisions of the new century. Describe some of the reasons for the resurgence of the Republican Party in 1994.
- Explain the impact of September 11 on the Bush administration. Explain why the election of 2000 was one of the closest in American History.

### MAKING IT REAL

1. Since this chapter covers events of the recent past, and information regarding it is still forthcoming, how would your students characterize the state of the United States during the Clinton presidency? What are their views on Bill and Hilary Clinton today?
2. What do the students consider to have been the greatest challenges of the nineties? How do they compare their lives in the nineties to their lives today? How are their lives different since September 11? What is their evaluation of George W. Bush as president? As military commander in chief? How effective do they feel he is in meeting the threat of terrorism?
3. Have students discuss recent trends in immigration. Compare current U.S. immigration policies with those of the late nineteenth and early twentieth centuries. How have things changed, and how have attitudes towards new immigrants remained the same? What are their feelings about racial and ethnic profiling as a means of targeting possible terrorist threats?
4. Have students review modern American presidents from the Civil War to today. Which previous president would they recommend to serve our current president as an advisor to address issues unique to his presidency? Be sure to examine the foreign policy and economic strategies developed under earlier presidents and try to determine how their experience might best serve our country now.

### TOPICS FOR DISCUSSION OR LECTURE

1. Do an assessment of modern Southern presidents by looking at Bill Clinton. How are his Southern roots reflected in his political style and agenda? Compare him to Lyndon Johnson and Jimmy Carter, the other two Southern presidents of the post-World War II period. Have students evaluate whether the Bush presidents should be considered “southern.”
2. Assess the impact of third party candidate Ross Perot and the challenges posed by third party candidates on traditional Democratic and Republican politics since the late Gilded Age.
3. Look at some areas of social unrest in the late twentieth and early twenty-first century: women’s reproductive rights, assisted suicide, gay rights, the crisis in education. The list is endless.

4. Discuss the intricacies of generational politics in modern America. Examine the potential for conflict among the four major generations represented in America today: the World War II group, the baby boomers, Generation X, and Generation Y.
5. Assess the power of the media in politics today. To what extent has the media determined the outcome of presidential elections over the past forty years? As mega-media mergers dominate news in our country, do students feel they are as informed on the issues as Americans did forty years ago. Under what circumstances does the public “right to know” take a back seat to national security? Who should make that determination?

## FURTHER RESOURCES

- *Hillary Rodham Clinton* (A&E Biography, 50 minutes)
- *A Chance for Peace: A Sign of Hope in the Middle East* (CNN Video, 60 minutes)
- *New Face of Terrorism* (A&E Video, 50 minutes)
- *Trial by Television* (A&E Video, 50 minutes)

## CLASS STARTERS

- “In one generation we have moved from denying a black man service at a lunch counter to elevating one to the highest military office in the nation, and to being a serious contender for the presidency. . . . This is a magnificent country and I am proud to be one of its sons.”  
– Colin Powell, announcing his decision not to seek the presidency, 1995
- “I can hear you. The rest of the world hears you. And the people who knocked these buildings down will hear all of us soon!”  
– President George W. Bush, September 13, 2001, responding to rescue workers at Ground Zero, World Trade Center

## WRITING ASSIGNMENT

- In the 2008 election, a black man and a woman competed as serious presidential contenders for the first time in U.S. history. Why do think that it took America so long to recognize two minority candidates on a major party ticket? What historical events do you think opened the doors for Hilary Clinton and Barack Obama to run their campaigns.

## CHAPTER OUTLINE

- I. The years that followed the 1994 Republican takeover were turbulent. Race relations were still a problem for America, as became clear in the polarization that took place between whites and blacks over the case of O. J. Simpson, a black athlete accused of murdering his ex-wife, and in California’s passage of Proposition 187, which barred illegal immigrants from receiving state aid. Gays and lesbians also battled conservatives in an effort to attain political and social equality.
- II. A Republican revolution took place during the mid-term elections of 1994, as Newt Gingrich and others offered a “Contract with America” and gained control of Congress. Once they became the majority party in Congress, Republicans found it simple to accomplish some of their goals but next to impossible to achieve others.
  - A. National tragedy struck in April 1995 when the Alfred P. Murrah Federal Building in Oklahoma City was bombed, killing 168 people and shocking the nation when it became known that internal terrorists were responsible, yet providing President Clinton with an opportunity to reconnect with the American people.

- B. Plagued with personal problems, Clinton nevertheless challenged Republican domination in mid-1995 by vetoing a spending measure that would have drastically cut education funding.
  - C. Republicans had come to believe that they only needed the right person to defeat Clinton in 1996, and they thought they had found their man in Senator Robert Dole.
  - D. Confounding his critics, Clinton managed to broker a peace deal in the Balkans, and his political star once again was on the rise.
- III. Clinton won a second term in 1996 after a Republican shutdown of the Congress angered many Americans, and for a time it appeared that his legacy would be a positive one.
- A. Newt Gingrich, once the darling of the Republican party, came to be viewed by many Americans as peevish and petty, and his prominent position hurt the party overall.
  - B. First Lady Hilary Clinton had her own problems, as special prosecutor Kenneth Starr zeroed in on her involvement in the Whitewater affair, but no direct evidence against her materialized.
  - C. The Republicans did choose Bob Dole as their candidate, but even Clinton's continuing legal battles did little to turn Americans against him.
  - D. Computers became a powerful force in American culture, with the rise of the Internet changing ordinary people's lives as perhaps nothing else had ever done.
  - E. As the presidential conventions approached, Congress reached political compromises with the White House, and major welfare reforms were enacted.
  - F. With Dole running for the Republicans, Ross Perot once again entered the fray, and once again, his candidacy helped elevate the Democrats to victory, even in the face of continuing political scandals for Clinton.
  - G. Clinton began his second administration with a shake-up of his cabinet; he named Madeline Albright his secretary of state and Republican William Cohen secretary of defense, thus illustrating his ability to build coalitions.
  - H. The stock market soared, a budget surplus seemed possible, and in response, Clinton chose to focus on small issues and leave major projects for a later time.
  - I. Clinton did have an aggressive foreign agenda, pushing for inclusion of Eastern European nations into NATO and pressing both sides in the Middle East conflict to continue their efforts toward peace.
- IV. The last two years of Clinton's presidency were filled with controversy and upheaval, as the president was tied to sex scandals as well as to campaign finance misdeeds.
- A. After several months of denial in 1998, Clinton finally admitted to an "inappropriate" relationship with White House intern Monica Lewinsky, and the nation absorbed all the sordid details as Kenneth Starr's investigation zeroed in on when and to what degree Clinton had lied.
  - B. Republicans hoped that Clinton's conduct would bring out the voters for them in the 1998 elections, but the Democrats actually gained a few seats in Congress.
  - C. Clinton faced impeachment early in 1999, but he was acquitted on all charges, despite the agreement of many that he was probably guilty on all counts.
  - D. The stage was set for a tumultuous campaign in 2000, and the candidates did not disappoint; Vice President Al Gore held on in a contested election that required a decision from the Supreme Court to put George W. Bush, son of the former president, in office.
- V. During his first months in office, Bush operated as the conservative that he was, and a friendly Congress enacted his tax cut proposal before the move of Republican James Jeffords to Independent status gave control of the Senate to the Democrats.
- A. Other matters ceased to be important on September 11, 2001, when international terrorists led by Osama bin Laden attacked America.
    - 1. Bush sent troops into Afghanistan to search for bin Laden and to remove from power the Taliban, a fundamentalist Islamic sect that had seized control of that country in 1996.

2. The president also tied Saddam Hussein of Iraq to the war on terrorism, and late in 2002 the United Nations agreed to a resolution ordering Hussein to rid his country of weapons of mass destruction.
  3. Responding strongly yet calmly to the terrorist threat, Bush saw his ratings skyrocket in the aftermath of “9-11.”
  4. In March of 2003, coalition forces led by the U.S. invaded Iraq and freed the Iraqi people from the rule of Sadaam Hussein.
  5. Although the major military operations ended soon after the invasion began, the Iraqi resistance launched guerrilla attacks against the coalition forces.
- B. As the war ground on, Democrats began to grow disillusioned with the war effort and began actively campaigning to promote new leadership in the White House.
1. John F. Kerry was nominated as the Democratic candidate for the 2004 election.
  2. In the largest voter turnout in U.S. history, George W. Bush won reelection by a significant margin.
  3. Bush’s second term was troublesome as he faced mounting criticism over Social Security reform, the war in Iraq, and a slow, inadequate response to the devastating hurricane that ravaged New Orleans.
- VI. Political turmoil and partisanship characterized public life as liberals and conservatives battled over a number of social and cultural issues.
- A. Americans weighed the contributions of legal and illegal immigrants against the government services that they consumed while the National Congress of American Indians sued in federal court alleging that the Indian Trust Fund had deprived Indians of promised compensations for decades.
  - B. Gays lobbied for the right to marry their partners and achieve the legal and civil privileges that heterosexual couples enjoyed while creationists lobbied for an alternative explanation for human origins to gain equal recognition with evolution.
  - C. American anxiety heightened as the dubious quality of subprime loans caused the housing market to soften while vice president Gore, and a group of leading scientists, forecasted catastrophic events if the world did not recognize climate change.

Conclusion: In 2006, the Democrats campaigned to scale down or end the war in Iraq and won a majority in the House of Representatives and the Senate. This congressional election also led to the election of the first women Speaker of the House of Representatives, Nancy Pelosi. The Iraq War remained a hot topic in politics as the 2008 primaries kicked off the following year. Presidential candidates from both parties spoke on terrorism, economic decline, military overreach, and the mounting threat of global climate change. Republicans then decided on Senator John McCain of Arizona as their presumptive nominee in March of 2008. Meanwhile, the Democrats continued a historic, yet hotly contested, race between a black candidate, Senator Barack Obama, and a woman, Senator Hillary Clinton until her defeat in June.