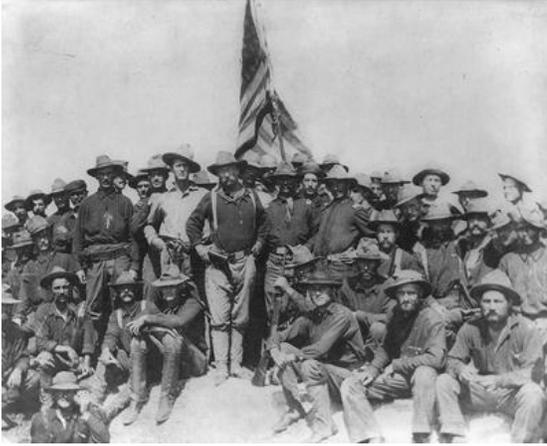


Name: _____ Class Period: _____ Due Date: ___/___/___

Guided Reading & Analysis: America as a World Power

Unit 7 – 1890-1945, pp 438-578



Reading Assignment: Unit 7, divided into 15 subsections reflecting learning objectives for APUSH (corresponds to chapters 20-25 in 3rd edition)

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using higher level thinking skills with new knowledge gained from the reading.

Pictured: Theodore Roosevelt and the Rough Riders, Wiki Commons, Public Domain

Basic Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write (do not type) your notes and analysis in the spaces provided. Complete it in **INK!**

Key Concepts FOR PERIOD 7:

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

Topic 7.1 Contextualization, pp 438-439

As you read the contextualization, consider the skill you will be mastering as you analyze history.

Contextualization: Analyze the context of historical events, developments, or processes; Identify and describe a historical context for a specific historical development or process; Explain how a specific historical development or process is situated within a broader historical context.

In the spaces provided, record your notes as you read in the left-hand column. Additional questions are presented in order to focus your attention to main ideas. When you have finished note-taking for this section, address the prompts in the right-hand column.

Topic 7.2 Imperialism Debates, pp 440-445

Learning Objective: Explain the similarities and differences in attitudes about the nation’s proper role in the world.

| MAIN IDEAS | NOTES |
|--|---|
| <p>In the 1890s a number of economic and political forces sparked a spectacular burst of imperialistic expansionism for the United States that culminated in the Spanish-American War—a war that began over freeing Cuba and ended with the highly controversial acquisition of the Philippines and other territories.</p> <p>Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.</p> <p>Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.</p> | <p>Expansion after the Civil War</p> <p>William Seward</p> <p>The Purchase of Alaska</p> <p>Hawaiian Islands</p> <p>The Era of “New Imperialism”</p> <p>Economic Interests</p> <p>Political and Military Power</p> <p>Social Fears</p> <p>Darwinism and Religion</p> <p>Popular Press</p> |

Notes Continued:

Opposition to Imperialism

Latin America

Pan-American Diplomacy

Cleveland, Olney, and the **Monroe Doctrine**

Growing Conflict over Imperialism

Stop, Review, Process, ANALYZE:

**To what extent were the Imperialists different from the Anti-imperialists?
Defend your argument with evidence and practice your thesis writing!**

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.

Topic 7.3 Imperialism Debates, pp 446-460

Learning Objective: Explain the causes and effects of the Spanish-American War.

| MAIN IDEAS | NOTES |
|---|--|
| <p>The industrialization of the nation during the Gilded Age created a need for foreign entanglements in order to secure raw materials and markets. This led to increased government focus on international affairs, and increased public interest in other countries.</p> <p>The American victory in the Spanish American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.</p> <p>Securing the ideals of the Monroe Doctrine became increasingly important after the Civil War. The United States became involved in international affairs during the Gilded Age to secure that doctrine.</p> | <p>Spanish-American War</p> <p>Causes of the War</p> <p>Cuban Revolt</p> <p>Yellow Press</p> <p>De Lome Letter</p> <p>Sinking of the Maine</p> <p>McKinley’s War Message</p> <p>Teller Amendment</p> <p>Fighting the War</p> <p>The Philippines</p> <p>Invasion of Cuba</p> |

Stop, Review, Process, ANALYZE:

What is the historical significance of the Ostend Manifesto in terms of American interest in Cuba and the Spanish-American War in 1898? Why was there so much interest in Cuba both before and after the Civil War?

Which cause was *most* responsible for the invasion of Cuba? Defend your answer.

The American victory in the Spanish American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.

Annexation of Hawaii

Controversy of the Treaty of Peace

The Philippine Question

Other Results of the War

Insular Cases

Cuba and the Platt Amendment

Election of 1900

Recognition of U.S. Power

Open Door Policy in China

Boxer Rebellion

Hay's Second Round of Notes

Stop, Review, Process, ANALYZE:

Explain the difference between Imperialism and Open Door. To what extent are they similar?

Why is 1898 a major turning point in American history?

Did you know:

September 1901: Roosevelt became the youngest president of U.S. at the age of 42 after McKinley was assassinated.

One effect of the Spanish-American War was increased interest in foreign trade. This led to the building of the Panama Canal.

The Panama Canal**The Roosevelt Corollary to the Monroe Doctrine****Roosevelt and Asia**

Russo-Japanese War

“Gentlemen’s Agreement”

Great White Fleet

Root-Takahira Agreement

Peace Efforts

William Howard Taft and Dollar Diplomacy

American Investors

Railroads in China

Intervention in Nicaragua

Stop, Review, Process, ANALYZE:

Explain the difference between Big Stick and Dollar Diplomacy. Which was more impactful on America’s role in the world?

Notes Continued

Woodrow Wilson and Foreign Affairs**Wilson's Moral Diplomacy**

The Philippines

Puerto Rico

The Panama Canal

Conciliation Treaties

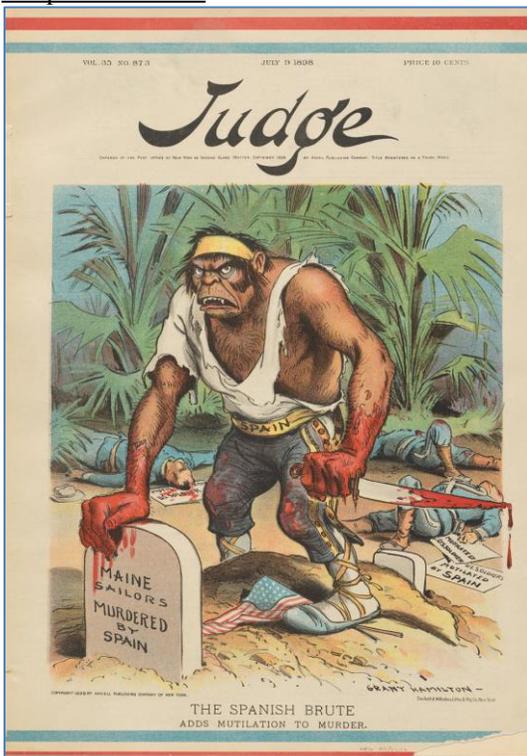
Military Intervention Under Wilson

Tampico Incident

Pancho Villa and the U.S. Expeditionary Force

Uncertain Rise to Power

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.



Skill Practice! Examine the magazine cover from 1898 in Judge magazine. The tombstone reads, “Maine Sailors MURDERED BY SPAIN,” and the title below reads, “The SPANISH BRUTE ADDS MUTILATION TO MURDER.”

Explain the historical situation as well as the artist’s point of view.

| | |
|--|---|
| <p>The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.</p> <p>On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women’s suffrage.</p> | <p>Leadership</p> <p>The Progressives’ Philosophy</p> <p>Pragmatism</p> <p>Scientific Management</p> <p>The Muckrakers</p> <p>Origins</p> <p>Magazine</p> <p>Books</p> <p>Decline of Muckraking</p> <p>Political Reforms in Cities</p> <p>Secret Ballot</p> <p>Direct Primaries</p> |
|--|---|

Stop, Review, Process, ANALYZE:

To what extent were the goals of these progressives similar to the goals of the Social Gospel Movement? Defend your argument with evidence. (Go back to page 409 if you do not remember Social Gospel).

How were the Progressives *different* from the Populists?

Explain the differences between laissez-faire and pragmatism.

On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women's suffrage.

Direct Election of Senators

Initiative, Referendum, and Recall

Municipal Reforms

Controlling Public Utilities

Commissions and City Managers

State Reforms

Temperance and Prohibition

Social Welfare

Child and Women Labor

Political Reform in the Nation

Theodore Roosevelt's Square Deal

"Square Deal" for Labor

Trust-Busting

Stop, Review, Process, ANALYZE:

Explain how President Theodore Roosevelt's "trust-busting" illustrates the impact of Populist activism in the Gilded Age.

| | |
|---|---|
| <p>Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.</p> <p>Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.</p> | <p>Railroad Regulation</p> <p>Consumer Protection “The Jungle”</p> <p>Conservationism</p> <p>Taft’s Presidency</p> <p>Progressive Economic Policies</p> <p>Controversary and Conservation</p> <p>Split in the Republican Party</p> <p>Rise of the Socialist Party</p> <p>The Election of 1912</p> <p>Woodrow Wilson’s Progressive Program</p> <p>Tariff Reduction</p> <p>Banking Reform</p> <p>Additional Economic Reforms</p> |
|---|---|

Stop, Review, Process, ANALYZE:

Explain the difference between preservation and conservation?

How was the Federal Reserve Act similar to Hamilton’s Plan and the American System?

| | |
|--|--|
| <p>The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.</p> <p>On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women’s suffrage.</p> | <p>African Americans in the Progressive Era</p> <p>Two Approaches: Washington and Du Bois</p> <p>Washington’s Stress on Economics</p> <p>Du Bois’s Stress on Civil Rights</p> <p>New Civil Rights Organizations</p> <p>Women and the Progressive Movement</p> <p>The Campaign for Women’s Suffrage</p> <p>Militant Suffragists</p> <p>Nineteenth Amendment (1920)</p> <p>Other Issues</p> |
|--|--|

Stop, Review, Process, ANALYZE:

Take a moment to list and review the Civil War Amendments as well as the Progressive Amendments.

13th –

Which Amendments connect to the Gilded Age Populists?

14th –

15th –

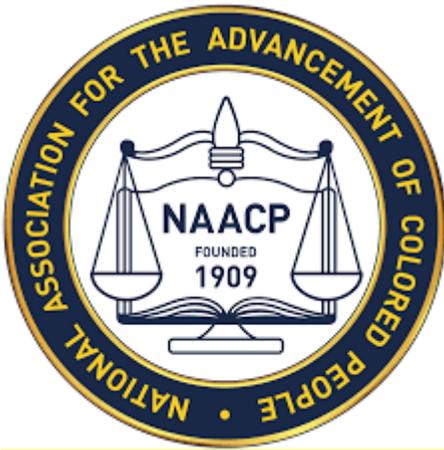
Which Amendments connect Antebellum reform movements?

16th –

17th –

18th –

19th –



Stop, Review, Process, ANALYZE:

What was the purpose of the NAACP?

Explain why progressive reform seemed to overlook the goals of African Americans during the Progressive Era.

Before moving on, challenge yourself with the questions at the end of the section!

Topic 7.5 World War I: Military and Diplomacy, pp 478-490

Learning Objective: Explain the causes and consequences of U.S. Involvement in World War I.

| MAIN IDEAS | NOTES |
|---|--|
| <p>After the initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.</p> | <p><u>CAUSES OF WWI</u></p> <p>Neutrality</p> <p>Freedom of the Seas</p> <p>Submarine Warfare</p> <p>Lusitania Crisis</p> <p>Other Sinkings</p> <p>Economic Links with Britain</p> <p>Loans</p> <p>Public Opinion</p> <p>Ethnic Influences</p> <p>British War Propaganda</p> <p>The War Debate</p> <p>Preparedness</p> <p>Opposition to the War</p> <p>The Election of 1916</p> <p>"He Kept Us Out of War"</p> |

Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies.

Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.

Peace Efforts

Decision for War

Unrestricted Submarine Warfare

Immediate Causes

Zimmerman Telegram

Russian Revolution

Renewed Submarine Attacks

Declaration of War

Fighting the War

Naval Operations

American Expeditionary Force

Last German Offensive

Drive to Victory

U.S. Casualties

Stop, Review, Process, ANALYZE:

Did the United States enter WWI on the side of the Allies because Americans were pro-British or anti-German? Explain your reasoning.

Support or refute the following statement: U.S. involvement in WWI was unavoidable. Explain your reasoning.

Making the Peace

The Fourteen Points

The Treaty of Versailles

The Big Four

Peace Terms

The Battle for Ratification

Increased Partisanship After the War

Opponents: Irreconcilables and Reservationists

Wilson's Western Tour and Breakdown

Rejection of the Treaty

Stop, Review, Process, ANALYZE:

How did Wilson's goals differ from British, French, and Italian goals?

To what extent was Wilson's plan for peace made into a reality? Defend your answer with evidence.

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.

In the Great Migration during and after WWI, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved North and West, where they found new opportunities but still encountered discrimination.

Official restrictions on freedom of speech grew during WWI, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.

Effects on American Society

More Jobs for Women

Migration of Mexicans

The Great Migration

Postwar Problems

1918 Pandemic

Demobilization

The Red Scare

Palmer Raids

Labor Conflict

Strikes of 1919

Racial Violence

Confederate Monuments

Decline of the Progressive Impulse



DYK: Image was created by James Montgomery Flagg as **one of the many propaganda pieces from WWI**, public domain. It was originally published as the cover for the July 6, 1916, issue of *Leslie's Weekly* with the title "What Are You Doing for Preparedness?" **Over four million copies were printed between 1917 and 1918**, and the image has been used repeatedly in both public and private campaigns ever since. The U.S. government got its nickname, Uncle Sam, in 1813. By 1876, thanks to Thomas Nast, Uncle Sam was portrayed in striped pants, long coat, top hat, white beard etc. image we all



Explain the historical significance of each year:

What was the significance of "I Want You?"



The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. WOODROW WILSON, WAR MESSAGE, APRIL 2, 1917

FOOD FOR THOUGHT

Read the excerpt below, **highlight main ideas**, and then support or refute the view.

Let's call a spade a spade. For most of its history, America hasn't given a darn about other democracies. There have been some heroic interventions—like WWI—but these were really just heroic justification for protecting American trade (which America has always cared about). Over the decades, the “preserving democracy” excuse was only trotted out when the nation's leaders needed to rally public opinion. Thus it wasn't until trade was threatened that the United States discovered that WWI was putting Democracy in danger. To be fair, American isolationists had some good arguments against entering WWI. From the U.S. perspective, that arrogant Europeans had foolishly gotten themselves into the war through a ridiculous tangle of treaties. And the players weren't exactly defenseless: Britain stood at the head of the largest empire in history, French soldiers were considered the bravest in Europe, and Russia was really, really big. So the Allied powers didn't seem to need American help. Further, Germany was a multiparty democracy at the time, and millions of Americans were descended from German immigrants.

By 1915 public opposition to the war was mushrooming, and it spawned dozens and dozens of civic and religious organizations, many organized by Quakers and women. In a politically savvy, though not entirely truthful reaction to the broad-based feelings of opposition, President Woodrow Wilson won the 1916 election with the catchy slogan “He Kept Us Out of the War.” [we declared war 1 month after he took office for 2nd term.] Of course skeptics noted that Wilson actually seemed to be preparing for war by expanding the U.S. Army, National Guard, and Navy, establishing the Army Reserve Officer Training Corps (ROTC), and giving himself authority over the National Guard in case of emergency. But not everyone in the United States shunned the fight: America's political and economic elite favored intervention as early as 1915, knowing that key trade relationships with Britain and France would be ruined if they were defeated. After American trade with Germany was severed by the British blockade, trade with Britain and France grew even more important. During the war, American exporters supplied both countries with vehicles, fuel, food, and consumer goods, allowing the Allied Powers to devote their own industry exclusively to armaments—and American exporters were making out like bandits. Then bankers got in on the act: starting in 1915 American banks loaned Britain and France hundreds of millions of dollars to continue buying American goods. These war financiers feared that the debts might never be repaid if the Allied Powers lost. With so much trade and money at risk, these business interests were all the motivation that the United States needed to get in on the Allied action. But how would the politicians and elite get ordinary Americans on board?

Luckily, they had some help from the Germans. In the throes of warfare, German “U-boats” (from *unterseeboot* or “undersea boat”) began sinking British and French merchant ships and then started going after neutral ships and passenger vessels as well—especially those carrying armaments and supplies to their enemies. Before long, U-boat attacks had claimed the lives of hundreds of American civilians; the most infamous incident was the sinking of the ... Lusitania... 1915. Indeed, the ship had been carrying arms—including 4.5 million rifle cartridges—but the huge number of civilian casualties (1,198 lives, including almost 100 children and 128 Americans) triggered a wave of anti-German sentiment. In response, Germany—which was wisely trying to avoid baiting the United States into the war—forbade attacks against neutral shipping and passenger liners. But the position didn't last: German civilians were suffering from the British blockade, and as the war dragged on, German hard-liners demanded a return to unrestricted submarine warfare against neutral shipping, American vessels or not. The German strategy almost worked: in the last two years of the war, U-boats sank 8.9 million tons of shipping, and the effort nearly starved Britain into surrender. But it also gave Wilson the support he needed to get Congress to declare war in April of 1917.

A few days after obtaining the declaration of war, Wilson established the Committee for Public Information (CPI), tasked with unleashing a barrage of propaganda to get Americans marching to the same tune. Guided by marketing all-stars from journalist Walter Lippmann (the Pulitzer prize winner who also introduced the concept “Cold War”) to Edward Bernays (considered the “father of public relations”), the CPI launched a propaganda blitz through every medium possible: newspapers, magazines, books, pamphlets, radio, movies, public events, and public school curricula. The campaign had two main thrusts: first, highlight the German brutality, and second, link the war efforts to democracy instead of, you know, business interests. Here, the German military again pitched in by effectively overthrowing the democratic government in January 1917. Once the military coup took over Germany, American sympathy for the nation waned, and the anti-war movement was promptly pushed aside to make way for the Great War. (Erik Sass, *The Mental Floss History of the United States*)

It all culminates in the fabrication of a system of all evil, and of another which is the system of all good...It is not enough to say our side is more right than the enemy's, that our victory will help democracy more than his. One must insist that our victory will end war forever, and make the world safe for democracy.

—Walter Lippmann, *Public Opinion*, 1922

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.



Topic 7.7 1920s: Innovations in Communication and Technology, pp 499-504
 Learning Objective: Explain the causes and effects of innovations in communications and technology in the United States over time.

| MAIN IDEAS | NOTES |
|---|---|
| <p>New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems</p> <p>New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.</p> | <p>Economic Growth and Social Change</p> <p>Causes of Economic Prosperity</p> <p>Increased Productivity</p> <p>Energy Technologies</p> <p>Government Policy</p> <p>Consumer Economy</p> <p>Impact of the Automobile</p> <p>Farm Problems</p> <p>Labor Unions Struggle</p> <p>Technology and Culture</p> <p>Architecture and Industrial Design</p> <p>Mass Media</p> <p>Movie Business</p> <p>Popular Music</p> <p>Aviation</p> |

| | |
|--|--|
| | <p>Popular Heroes</p> <p>Increasing Tension</p> |
|--|--|

Stop, Review, Process, ANALYZE:

In analyzing economic development in the 1920s, to what extent was the decade “Roaring?” Defend your answer with specific evidence.

In what ways was modern culture in the 1920s similar to modern day culture? Cite at least two specific examples.

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.

Topic 7.8 1920s: Cultural and Political Controversies, pp 505-517

Learning Objective 1: Explain the causes and effects of international and internal migration patterns over time.

Learning Objective 2: Explain the causes and effects of the developments in popular culture in America.

| MAIN IDEAS | NOTES |
|---|--|
| <p>By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants</p> <p>After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.</p> | <p>Religion, Science and Politics</p> <p>Modernism</p> <p>Fundamentalism</p> <p>Revivalists on the Radio</p> <p>Fundamentalism and Science</p> <p>The Trial</p> <p>Aftermath</p> <p>Prohibition</p> <p>Defying the Law</p> |

Political Discord and Repeal

Opposition to Immigration

Quota Laws

Case of Sacco and Vanzetti

Ku Klux Klan

Tactics

Decline

Arts and Literature

Women, Family and Education

Women at Home

Women in the Labor Force

Revolution in Morals

Divorce

Education

African American Cultural Renaissance

Poets and Musicians

Marcus Garvey

Republican Majority

The Presidency of Warren Harding

A Few Good Choices

Domestic Policy

Scandals and death

The Presidency of Calvin Coolidge

The Election of 1924

Vetoed and Inaction

Hoover, Smith, and the Elections of 1928

Stop, Review, Process, ANALYZE:

Explain how Darwinism impacted culture conflict.

To what extent did Prohibition have a positive impact on the nation from 1919-1933? Defend your answer with specific evidence.

How did communism impact nativism?

To what extent did the 19th Amendment improve gender equality? Defend your answer.

1. **Food For Thought... Did Progressivism really end with WWI?** **Highlight Main Ideas** and compare to your historical perspectives notes above.

At first glance, it might appear that the three Republican administrations of the 1920s sandwiched between the Democratic administrations of President Woodrow Wilson (1913-21) and President Franklin D. Roosevelt (1933-45) would have brought with them a period of conservatism, in much the same way that Ronald Reagan's election in 1980 might be viewed as a reaction against government growth and activism in the 1960s and 1970s. However, **before FDR's administration, the Republicans were the party of government activism and the Democrats the party of conservatism.** Furthermore, except for President Wilson's election that was the result of a temporary fracture of the Republican party into Republicans and Progressives, the Republicans, along with Republican ideas, dominated the White House. After Abraham Lincoln's presidency, Grover Cleveland was the only Democrat to hold the office until FDR. **The ideas of Progressivism, found mostly in the Republican party, provided the intellectual foundation for the substantial growth of 20th century government.**

Another factor relevant to the political environment in the 1920s was the relative balance of power between the president and Congress. During World War I, the balance of power tipped considerably toward the presidency, but the 1920s brought a reduced amount of power to the presidency, and increased the power of the Republican-dominated Congress. After the 1920 elections, Republicans held a majority of 303 to 131 in the House and 60 to 36 in the Senate and, particularly when compared with the previous two decades, **the political agenda during the 1920s was more controlled by Congress than by the executive branch.**

The theme of the **Harding** administration was a "**return to normalcy**," which must have sounded especially desirable after World War I. This theme was immediately adopted by **Coolidge** after Harding's death in 1923. One feature of this return, and an indicator of the conservatism of the Harding and Coolidge administrations, was the **slashing of income tax rates**, which involved considerable congressional debate. But when the income tax was established in 1913, the highest marginal tax rate was 7 percent; it was increased to 77 percent in 1916 to help finance the war. The top rate was reduced to as low as 25 percent in 1925, but that is substantially higher than the 7 percent rate prior to the war, and the income levels that defined the brackets had also been lowered substantially from their prewar levels. The "normalcy" of the 1920s actually incorporated considerably higher levels of federal spending and taxes than the Progressive era before World War I.

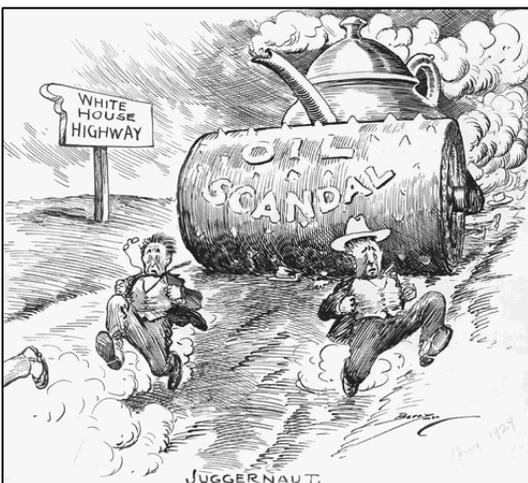
The Progressive movement, and the Progressive party, remained vital through the 1920s, the difference being that the Republicans had been able to regain the support of Progressives. In 1924, the Progressive party ran **Robert LaFollette**, a Republican Senator from Wisconsin, as their presidential candidate. **LaFollette gained a respectable 13 percent of the popular vote.** Despite the three-way race, Coolidge still won a 54 percent majority, which contrasts sharply with the 1912 election in which the Progressive party split the Republican vote and led to the loss of the Republican incumbent. Normalcy, in the Harding-Coolidge sense, meant peace and prosperity, but it also meant a continuation of the principles of Progressivism, which enabled the Republican Party to retain the support of its Progressive element. **Despite the popular view of the 1920s as a retreat from Progressivism, by any measure government was more firmly entrenched as a part of the American economy in 1925 than in 1915, and was continuing to grow. Harding and Coolidge were viewed as pro-business, and there may be a tendency to equate this pro-business sentiment as anti-Progressivism. The advance of Progressivism may have been slower than before the war or during the New Deal, but a slower advance is not a retreat.**

The **Hoover** administration, from 1929 to 1933, must be analyzed differently because of the onset of the Great Depression, but compared with his immediate predecessors, it is much easier to make the case that **Hoover was an active supporter of increased government involvement in the economy.** Hoover served in the Wilson administration as head of the **United States Food Administration** beginning in 1917 and, as **Secretary of Commerce** throughout the Harding-Coolidge administrations, was the most active Cabinet member in pursuing increased government involvement in the economy. From 1929 to 1933, under President Hoover's administration, real per capita **federal expenditures increased by 88 percent.** Under President Roosevelt's administration from 1933 to 1940, just before World War II, they increased by only 74 percent. Although Hoover started from a lower base, in percentage terms expenditures under Hoover increased more in four years than during the next seven New Deal years. If a case can be made that federal policies under the Harding and Coolidge administrations were a solidification and extension of Progressive principles, the case is much more easily made for President Hoover's administration.

The government did not treat farmers as generously as they wanted to be treated in the 1920s but, despite the "industry versus agriculture" impression that some historians have of the period, the 1920s saw no reversals of government policy to aid agriculture, and a substantial growth in new agricultural policies. **Benjamin Anderson has argued that the original introduction of the McNary-Haugen bill in 1924 marks the true beginning of the New Deal.** From 1924 on, legislation was increasingly designed to help control the economy and to support the economic interests of well-defined interest groups, and farmers were major beneficiaries. In 1920, federal expenditures on agriculture were \$17 million (in 1930 prices), and had increased by 193% to \$49 million by 1930. Whether evaluated financially or with regard to programs, the 1920s saw considerable government growth in the agricultural industry, and laid the foundation for more federal involvement that was to follow in the New Deal.

(Food For Thought excerpt from essay, "THE GROWTH OF THE FEDERAL GOVERNMENT IN THE 1920s," by Randall G. Holcombe)

Identify the historical situation and POV for each image below:

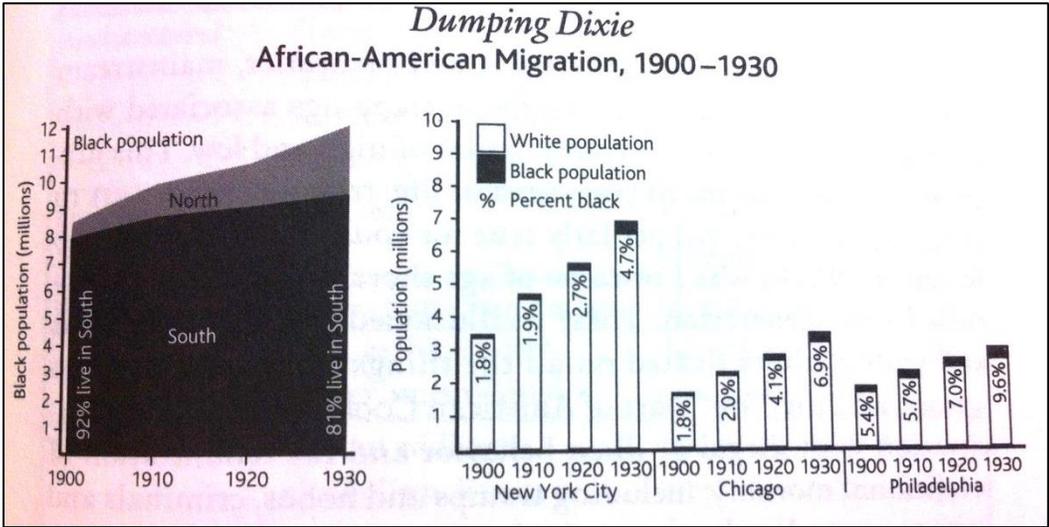


2. Food For Thought: Made In America... the Art of Cool

Read the excerpt, **highlight main ideas**, and then answer the questions in the spaces provided.

Born in New Orleans around 1900, jazz was the first genre of music to inspire a worldwide mania for all things American (which often meant all things African American), especially in Western Europe. Drawing from blues and ragtime, the genre also folded the jaunty-yet-soulful marching music of traditional New Orleans’ funeral processions into its ingredient list. Before long, jazz spread north, following the wave of African-Americans migrating from the rural South to big Northern cities, and soon it took hold in places like Chicago and New York City, with pioneers like Louis Armstrong, Ferdinand Joseph LaMothe (better known as Jelly Roll Morton), and Duke Ellington.

Jazz was more than just a new kind of music: it was a part of a broader style, “American Cool,” which quickly became America’s top export. And while there’s nothing less cool than trying to explain “cool,” we’ll give it a shot in the interest of the historical record.



What caused the Great Migration?

What effect did the Great Migration have on America?

An emotional style focused-paradoxically- on minimizing emotion, “being cool” likely began in African-American culture as a way for individuals to passively deflect the psychological hurt inflicted by white racism. In American Cool, effortless mastery of both oneself and one’s context became expressed through verbal and body language, or lack thereof: the cool American is calm, unfazed, even slightly jaded or blasé. This new emotional minimalism was part of a long-term shift in what society modeled as “proper” emotional behavior. In the nineteenth century Victorian period, individuals were expected to control the extreme feelings raging just beneath the surface; by the twentieth century, they were supposed to be truly, inwardly detached from those feelings, skeptical of any passion except for “natural” urges like hunger and sexual desire.

Along with this general attitude and demeanor, mainstream America also picked up the aesthetic trappings associated with African-American cool: a combination of high and low. This juxtaposition was visible in every area of life, from fashion to art to language, and was particularly true for younger Americans who fought in WWI or came of age shortly afterward—the so called Lost Generation. These disillusioned and dissolute teens and young adults fixated on all the things their elders tried to ignore, and the “low” part of American Cool manifested in a fascination with illegal or illicit behavior and the renunciation of traditional morality, including tramps and hobos, criminals and private eyes, dive bars and flophouses, drugs and alcohol. (At least, in cities. Rural American remained a bit square, holding fast to traditional values.) One example of this renunciation was the risqué “flapper” fashion embraced by young women of the day.

...the idea of “cool” quickly spread through mainstream culture, giving rise to scores of expressions: you can “be cool,” “stay cool,” “play it cool,” “keep it cool,” “lose your cool,” “cool it,” “cool your heels,” or “cool your jets.” We all want to make a “cool million,” and someone can be a “cool customer,” “cool cat,” “cool as a cucumber,” “coolheaded,” or just “really cool.” Before long (surprise!) the concept was co-opted by corporate America and soon anything could be cool. By the 1950s you could eat “Cool Whip,” wear “Cool-Ray” sunglasses, paint your nails with cool Cutex polish, drink cool 7-Up, grill with cool A-1 sauce, or “jazz up” your salad with cool French dressing. For some reason it was extra-cool to spell the word with a “K” in brand names – e.g., Kool cigarettes, Kool-Aid, Dura-Kool fabrics... the list goes on.

Of course, cool wasn’t the only new slang being slung in America. “Hip” and “hipster,” coined by jazz musicians, referred to the typical position of a supine opium smoker, lying sideways on his or her hip, leading to the coded inquiry: “Are you hip?” (Erik Sass, *The Mental Floss History of the United States*)

What evidence can you pull from this excerpt to help you explain the influence of African American culture on the changing, modern American culture of the Roaring Twenties?

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.

Topic 7.9 The Great Depression, pp 518-524

Learning Objective: Explain the causes of the Great Depression and its effects on the economy.

| MAIN IDEAS | NOTES |
|---|---|
| <p>The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.</p> <p>Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.</p> <p>During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</p> | <p>Business Cycles</p> <p>Causes of the 1929 Crash</p> <p>Wall Street Crash</p> <p>Black Thursday and Black Tuesday</p> <p>Underlying Causes of the Great Depression</p> <p>Uneven Distribution of Income</p> <p>Stock Market Speculation</p> <p>Excessive Use of Credit</p> <p>Overproduction of Consumer Goods</p> <p>Weak Farm Economy</p> <p>Government Policies</p> <p>Global Economic Problems</p> <p>Effects of the Great Depression</p> <p>Social Effects</p> |

| | |
|---|---|
| <p>The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.</p> <p>Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.</p> <p>During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</p> | <p>President Hoover's Policies</p> <p>Responding to a Worldwide Depression</p> <p>Hawley-Smoot Tariff (1930)</p> <p>Debt Moratorium</p> <p>Domestic Programs: Too Little, Too Late</p> <p>Federal Farm Board</p> <p>Reconstruction Finance Corp (RFC)</p> <p>Despair and Protest</p> <p>Unrest on the Farms</p> <p>Bonus March</p> <p>Changing Directions</p> |
|---|---|

Stop, Review, Process, ANALYZE:

Explain why the causes of the Great Depression led to calls for government action and reform.

To what extent was idealism about American prosperity and the American Dream responsible for the crash? Defend your answer.

Defend, support, or modify the following statement “The Hawley-Smoot Tariff was the greatest example of modern stupidity since the American refusal to join the League of Nations.”

Challenge yourself with the questions at the end of the section, including SAQs!

Topic 7.10 The New Deal, pp 525-540

Learning Objective: Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.

| MAIN IDEAS | NOTES |
|---|---|
| <p>Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate the economy, and reform the American economy.</p> <p>Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.</p>  | <p><i>“The only thing we have to fear is fear itself”</i></p> <p>The Election of 1932</p> <p>Democrats</p> <p>Results</p> <p>Hoover as “Lame-Duck” President</p> <p>Franklin D. Roosevelt as President</p> <p>FDR: The Man</p> <p>Disability</p> <p>Eleanor Roosevelt</p> <p>The New Deal Philosophy</p> <p>The Three Rs</p> <p>Brain Trust and Other Advisers</p> <p>The First Hundred Days</p> <p>Bank Holiday</p> <p>Repeal of Prohibition</p> <p>Fireside Chats</p> |

Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate the economy, and reform the American economy.

Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

Relief for the Unemployed

- Federal Emergency Relief Administration
- Public Works Administration
- **Civilian Conservation Corps**
- **Tennessee Valley Authority**

Financial **Recovery** and **Reform** Programs

- Emergency Banking Relief Act
- **Glass-Steagall Act**
- **Federal Deposit Insurance Corporation**

Industrial Recovery Program

Farm Production Control Programs

Other Programs of the First New Deal

Civil Works Administration

Stop, Review, Process, ANALYZE:

How was FDR's views on government similar to Wilson's? Defend your answer with evidence.

Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate the economy, and reform the American economy.

Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.

Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

Federal Housing Administration

The Second New Deal

Works Progress Administration

Resettlement Administration

Reforms

National Labor Relations Act

Rural Electrification Administration

Federal Taxes

Social Security Act

Evaluating Roosevelt's First Term

The Election of 1936

Alf Landon

Political Realignment and the New Deal Coalition

Opponents of the New Deal

Critics from the Left

Critics from the Right

Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.

Demagogues

Father Charles E. Coughlin

Dr. Francis E. Townsend

Huey Long

The Supreme Court

Court Realignment Plan

Reaction

Aftermath

Labor Unions and Workers' Rights

Formation of the CIO

Automobile Strikes

Steel Strikes

Fair Labor Standards Act

Recession, 1937-1938

Causes

Keynesian Economics

| | |
|---|--|
| <p>The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.</p> | <p>Weakened New Deal</p> <p>Life During the Depression</p> <p>Dust Bowl Farmers</p> <p>Women</p> <p>African Americans</p> <p>American Indians</p> <p>Mexican Americans</p> |
|---|--|

Stop, Review, Process, ANALYZE:

Describe the significance with FDR's ability to inspire people and Eleanor Roosevelt's ability to empathize with people.

Why did Congress support every idea FDR had in the First Hundred Days despite them being radical change?

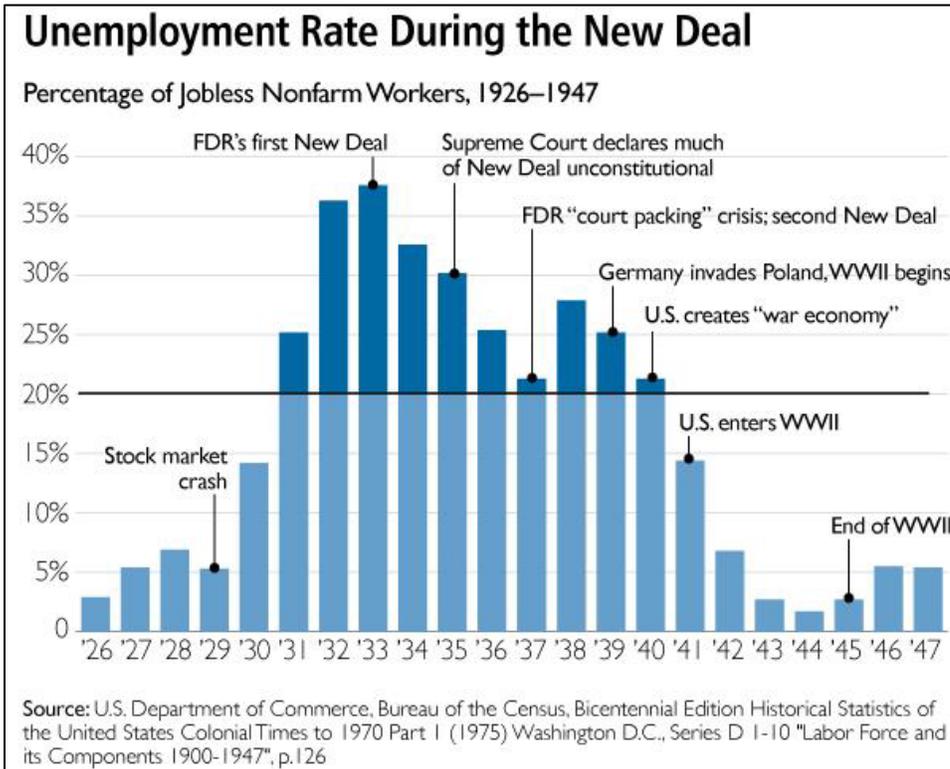
Of the financial reforms, which was the most significant long term? Defend your answer.

Explain the economic significance of WWII.

Prompt: Evaluate the ways the New Deal impacted labor.
Highlight Main Ideas

Background/Review... In the early 20th century, union membership rose to 6% of the labor force. There were 2.7 million members by 1913, and the share stayed around 6–7% until 1917. This was the "**Progressive Era**" of 1900 through 1918 which fastened a welfare-warfare state on America which has set the mold for the rest of the twentieth century. From 1842 onward, unions had the clear legal right to exist, and workers could join such "**self-help**" organizations, but employers were under no obligation to "bargain" with these unions. The courts also tended (ultimately) to restrict union tactics such as threats of violence, violence itself, mob action, and interference with voluntary trade. Further, the courts tended to make little distinction between business and union "restraints on competition." In 1912, Congress supplied new assistance with the **Lloyd-LaFollette Act** to compel collective bargaining by the US Post Office and encourage postal-union membership. In 1914, Congress passed the **Clayton Anti-Trust Act** with provisions to exempt unions from the 1890 **Sherman Anti-Trust Act**, restrict the use of court injunctions in labor disputes and declare picketing and similar union tactics as not unlawful. **Samuel Gompers** hailed the Clayton Act as labor's Magna Carta, but subsequent court interpretations neutered the pro-union provisions. The "national emergency" of US entry into **World War I** provided much of the experience and precedent for subsequent intervention on behalf of unionism, as well as for other cartel-like policies. Historian William E. Leuchtenburg, for instance, points out, "The panoply of procedures developed by the **War Labor Board** and the **War Labor Policies Board** provided the basis in later years for a series of enactments culminating in the **Wagner National Labor Relations Act** of 1935." Under pressure of World War I and the government's interventions, union membership skyrocketed, hitting 12% of the labor force. The end of the war ended pro-union interventions. By 1924, the union share of the labor force had slipped to 8%, and by 1933 had eroded to the same 6% as thirty years before.

Answer: Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.



Based on the graph and your knowledge of history, explain what caused the end of the Great Depression.

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.

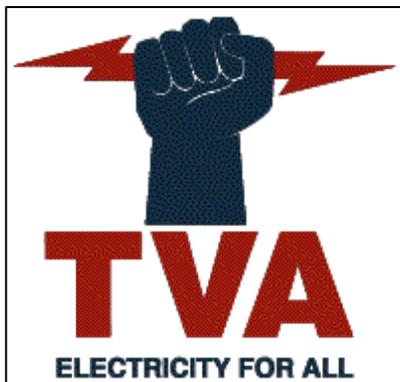
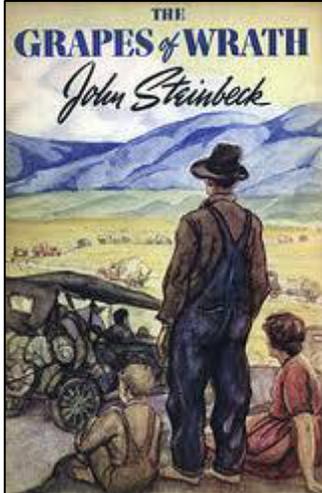
Analyze the following primary sources by identifying historical context and purpose or POV. Record your notes to the right of each image.

Photograph of dust cloud enveloping neighborhood, 1933



“Let the workers organize. Let the toilers assemble. Let their crystallized voice proclaim their injustices and demand their privileges. Let all thoughtful citizens sustain them, for the future of Labor is the future of America.”

[John L. Lewis](#), CIO Chairman



1. How was the Great Depression of 1929-1939 different from previous depressions? Complete the chart by adding the missing components.

| American Panics and Depressions | Era | Causes | Effects | Significance |
|-----------------------------------|--|--|---|---|
| Panic and Depression of 1819-1825 | Era of Good Feelings | <ol style="list-style-type: none"> 1. Post war drop in demand, prices fall 2. Farmers continue to borrow even though market demand isn't there 3. Speculation in western lands 4. Contraction of credit, led by Second BUS | <ol style="list-style-type: none"> 1. Begins a 6-year depression 2. Inspires debate over whether or not the nation should return to specie (hard money) | The Second Bank of the United States, established in 1816, was unable to prevent or remedy the crisis. The issue of national currency became a hot topic. |
| Panics of 1832 & 1836 & 1837 | Era of the Common Man and Antebellum Era | <ol style="list-style-type: none"> 1. Andrew Jackson refuses to renew charter of Second BUS and pulls deposits out (placing them in state/pet banks). Jackson sees the BUS as the root of the evil behind speculation and inflation 2. Nicholas Biddle calls in commercial loans in attempt to keep bank afloat, he fails 3. After demise of bank, banking anarchy replaces BUS control 4. Jackson passes Specie Circular, requiring public lands be paid for in gold or silver (hard money) (it's rescinded in 1838) 5. In response to Specie Circular, banks call in their loans 6. Great Britain has a depression causing drop in demand for American cotton... prices fall 7. Van Buren continued Jackson's specie policy and signed a bill requiring all payments to the government to be in gold or silver: Sub Treasury Plan | <ol style="list-style-type: none"> 1. 800 banks close 2. American banking system collapses 3. 33% unemployment in New York 4. 10% unemployment nationwide 5. land sales drop 6. prices drop 7. those with specie hoard it 8. speculators thrive and wildcat banks increase 9. Van Buren's Sub Treasury Plan created sub-treasuries in New York, Boston, Charleston, and St. Louis... a mint in Philadelphia and a branch mint in New Orleans (repealed in 1841 when Congress passed bill for a third BUS but President Tyler vetoed it... twice... all members of his cabinet except Webster resign in protest... Sub Treasury Plan reenacted in 1846) | The Specie Circular (hard money) made economic matters worse, and the Second Bank ended with Jackson's veto of the re-charter and by removing federal deposits before the bank charter ended in 1836. Jacksonian Democrats did not support a national bank. A Sub-Treasury plan was added, however it was not able to prevent panics. |
| Panic of 1857 | Antebellum Era | <ol style="list-style-type: none"> 1. agricultural exports declined after the end of the Crimean War in Europe 2. Over-speculation in railroads and real estate | <ol style="list-style-type: none"> 1. Crowds of unemployed flocked into Central Park, threatened authorities, demanded jobs... they were given jobs 2. Charities formed and set up soup kitchens 3. Started one of the first waves of panic selling on the Stock Market | |
| Panic and Depression of 1869-1871 | Reconstruction Era and early Gilded Age | <ol style="list-style-type: none"> 1. Gold was scarce and interest rates high 2. Gold was not traded as a commodity (Gold Exchange formed in 1864 for this purpose) 3. Railroad speculation was high 4. Black Friday, Gold Panic (Fisk and Gould attempted to corner market... Grant dumped 4 million in gold on the market) | <ol style="list-style-type: none"> 1. Gold prices fell 2. fortunes were lost 3. businesses and individuals panicked 4. interest in paper currency increased among debtors | |

| American Panics and Depressions | Era | Causes | Effects | Significance |
|---|---|---|--|---|
| Panic of 1873 and Depression of 1873-1876 | Gilded Age | <ol style="list-style-type: none"> 1. Jay Cooke and Co. declared bankruptcy (this bank underwrote construction of Northern Pacific RR and helped finance the Civil War) 2. Overproduction and over expansion of economy 3. Declining market 4. Deflation 5. European banks (also in depression) called in loans to Americans 6. Crime of 73 prevented increase in currency through silver | <ol style="list-style-type: none"> 1. Stock Market panic... people sold their stocks 2. 10,000 businesses failed 3. New York Stock Exchange closed its doors for 10 days 4. RR construction declined and some defaulted on their loans 5. Unemployed move to cities seeking jobs 6. Desperate individuals move west in hopes of finding opportunity 7. Interest in silver increased among farmers and workers | |
| Panic of 1893 and Depression of 1893-1897 | Gilded Age and early Progressive Era | <ol style="list-style-type: none"> 1. Excessive industry and RR speculation 2. Philadelphia and Reading RR file for bankruptcy 3. McKinley Tariff of 1890 and decreased exports 4. Grain, cotton, steel, and timber prices fall 5. European banks sell their American stocks and bonds 6. Public runs on banks | <ol style="list-style-type: none"> 1. J.P. Morgan warns President Cleveland of the panic and urged him to repeal the Sherman Silver Purchase Act of 1890... it is repealed but does not stop the depression which is worldwide 2. 500 banks failed 3. Coxey's Army marched on Washington 4. Government borrows 65 million from J.P. Morgan 5. Debate over bimetallism increases | |
| Panic of 1901 | Progressive Era | <ol style="list-style-type: none"> 1. Drought 2. Public spooked by McKinley's assassination 3. Edward Harriman tries to buy up Northern Pacific stock (already controlled Union Pacific) | <ol style="list-style-type: none"> 1. Stock holders panicked and began selling... first major stock market crash for the New York Stock Exchange 2. Harriman and his monopoly (Northern Securities Holding Co.) soon broken up under the Sherman Antitrust Act | Progressive reformers sought federal legislation to increase government control of banking and money supply in order to reduce the wild fluctuations of the business cycle. The Federal Reserve Act is passed in 1913, creating our current system, Federal Reserve System. |
| Panic of 1929 and "Great" Depression of 1929-1945 | The Roaring Twenties and the Great Depression | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. <p>Other causes:</p> | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. <p>Other effects</p> | |

Topic 7.11 Interwar Foreign Policy, pp 541-555

Learning Objective: Explain the similarities and differences in attitudes about the nation’s proper role in the world.

The Prelude...Analyze the reasons why WWI was not “the war to end all wars,” as Woodrow Wilson had hoped.

Define and explain each policy in detail, and review the analysis of “why it didn’t work.” Highlight main ideas.

| Policies | Definitions and Explanations... | Why it didn’t work... |
|----------------------|---------------------------------|--|
| Treaty of Versailles | | The Treaty of Versailles was not ratified by the United States mainly over Wilson’s refusal to compromise on the League of Nations and the irreconcilable sin Congress refusing to agree to any sort of “entangling alliance.” Issues over other Treaty provisions such as punishment of Germany (economic, geographic, military, and emotional) caused reservations among some American leaders. This treaty was largely seen as a major cause of WWII as it didn’t solve the problems of WWI and contributed to more problems global which further disrupted balance of power and the global economy. |
| League of Nations | | The League of Nations was created following WWI, but the United States did not join. The United States was, in the 1920s, one of the most powerful and influential nations in the world, and not taking a leadership position in this new diplomatic organization doomed it to failure (especially when you combine it with the Treaty of Versailles provisions). When trouble arose in the 1920s with fascism in Italy and then militarism in Japan (followed by fascism in Germany in the 1930s), the League of Nations was unable and unwilling to take a strong stand against new empires which allowed the Axis Powers to form and begin their world domination plots with little interference from League nations (and the U.S.) |

| MAIN IDEAS | NOTES |
|--|---|
| In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. | <p>Contextualization</p> <p>Post-World War I Agreements</p> <p>Washington Conference</p> <ul style="list-style-type: none"> • Five-Power Treaty • Four-Power Treaty • Nine-Power Treaty <p>Kellogg-Briand Pact</p> |

Stop, Review, Process, ANALYZE:

Define Unilateral.

Why did the Washington Conference fail?

President Herbert Hoover, the last of three Republican presidents of the Roaring Twenties, continued the post-Wilson tradition of "isolationism" (although isolationism was flawed and not completely a reality since the United States was heavily involved in foreign diplomacy and economics). Hoover and Secretary of State Henry Stimson issued this doctrine in hopes of avoiding war but it was nothing more than a verbal and written condemnation of Japanese aggression. Militaristic empires usually don't pay attention to pacifists.

Business and Diplomacy

Latin America

Middle East

Tariffs

War Debt and Reparations

Dawes Plan

Legacy

Herbert Hoover's Foreign Policy

Latin America

Japanese Aggression in Manchuria

Stimson Doctrine

Stop, Review, Process, ANALYZE:

What did President Woodrow Wilson, 1913-1921 and President Herbert Hoover, 1929-1933 have in common when it came to foreign policy? How did they differ?

To what extent was the United States isolationist in the 1920s? Explain your reasoning with one specific piece of evidence.

In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.

In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.

Franklin Roosevelt's Policies, 1933-1939

Good Neighbor Policy

Pan-American Conferences

Cuba

Mexico

Depression Diplomacy

Recognition of the Soviet Union

Philippines

Reciprocal Trade Agreements

The Rise of Fascism and Militarism

Italy

Germany

Japan

American Isolationists

The Lesson of World War I

In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.

In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.

Neutrality Acts

Spanish Civil War

America First Committee

Prelude to Another War

- Ethiopia
- Rhineland
- China, 1937
- Sudetenland, 1938

Quarantine Speech

Preparedness

Outbreak of World War II in Europe

Invasion of Poland

Roosevelt Changes Policies

“Cash and Carry”

Selective Service Act

Destroyers-for-Bases Deal

| | |
|---|--|
| <p>In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.</p> <p>In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.</p> <p>The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.</p> | <p>The Election of 1940</p> <p>Wendell Willkie</p> <p>Results</p> <p>Arsenal of Democracy</p> <p>Four Freedoms</p> <p>Lend-Lease Act</p> <p>Atlantic Charter</p> <p>Shoot-on-Sight</p> <p>Disputes with Japan</p> <p>U.S. Economic Action</p> <p>Negotiations</p> <p>Pearl Harbor</p> <p>Partial Surprise</p> <p>Declaration of War</p> <p>The War in Europe 1941-1942</p> |
|---|--|

Stop, Review, Process, ANALYZE:

How did American identity in the years leading up to WWII mimic identity leading into WWI? Use evidence to defend your answer.

Was the policy of appeasement compatible with Woodrow Wilson's Fourteen Points? Explain your reasoning.

Explain why FDR's foreign policy began to change from isolationism to interventionism as illustrated in his policies prior to the attack on Pearl Harbor.

Compare American's reaction to the bombing of Pearl Harbor to their reaction to the Zimmerman Note. Explain the significance of this comparison.

Have you resolved your Roosevelt Confusion yet?



← Franklin Delano Roosevelt, FDR
President from 1933-1945
New Deal, WWII



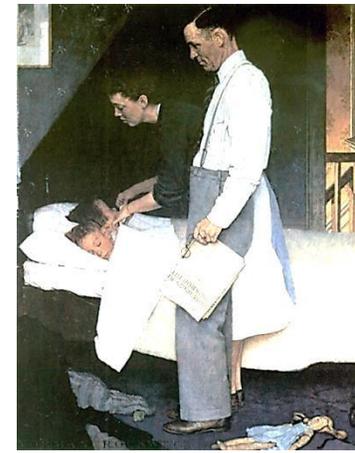
Not to be confused with...
Theodore "Teddy" Roosevelt →
President from 1901-1909
Imperialism, Progressive Era



Identify the purpose or point of view of the following WWII propaganda samples.



Analyze the following paintings.



Taken from Franklin Roosevelt's 1941 speech to Congress, the "Four Freedoms" --Freedom of Speech, Freedom of Worship, Freedom from Want, and Freedom from Fear--became a rallying point for the United States during WWII.

Artist Norman Rockwell created four vignettes to illustrate the concepts. Rockwell intended to donate the paintings to the War Department, but after receiving no response, the painter offered them to the *Saturday Evening Post*, where they were first published on February 20, 1943.

Popular reaction was overwhelming, and more than 25,000 readers requested full-color reproductions suitable for framing.

Identify and analyze the symbolism and meaning of each painting.

What do these paintings illustrate about American Identity?

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.

Topic 7.12 World War II Mobilization, pp 556-561

Learning Objective: Explain how and why U.S. participation in World War II transformed American Society.

| MAIN IDEAS | NOTES |
|---|---|
| <p>Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.</p> | <p>Role of Federal Government</p> <p>The Federal Government Takes Action</p> <p>Business and Industry</p> <p>Research and Development</p> <p>Workers and Unions</p> |

The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning the allies and millions of U.S. Troops.

Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.

Financing the War

Wartime Propaganda

The War's Impact on Society

African Americans

Mexican Americans

American Indians

Japanese Americans

Women

Wartime Solidarity

Stop, Review, Process, ANALYZE:

Compare the WPB and OWM to the 1918 War Industries Board and National War Labor Board. How were they similar?

Explain how U.S. involvement in WWII set the stage for domestic social changes. Consider each group mentioned in this section.

Challenge yourself by addressing the questions at the end of the section!

Topic 7.13 World War II: Military, pp 562-566

Learning Objective: Explain the causes and effects of the victory of the United States and its Allies over the Axis Powers.

| MAIN IDEAS | NOTES |
|---|---|
| <p>Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.</p> <p>Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation.</p> <p>The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping” and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.</p> | <p>Contextualization</p> <p>Fighting Germany</p> <p>Defense at Sea, Attacks by Air</p> <p>From North Africa to Italy</p> <p>From D-Day to Victory in Europe</p> <p>German Surrender and Discovery of the Holocaust</p> <p>Fighting Japan</p> <p>Turning Point, 1942</p> <p>Island Hopping</p> <p>Major Battles</p> <p>Atomic Bombs</p> <p>War and Morality</p> <p>Japan Surrenders</p> |

Stop, Review, Process, ANALYZE:

Explain the role of technology in the WWII victory.

How did the discovery of the Holocaust impact Americans? How has this event continued to impact people around the world?

Before continuing, you are highly encouraged to take some time to complete the practice questions at the end of the sections you have completed thus far.

Topic 7.14 World War II and Postwar Diplomacy, pp 567-571

Learning Objective: Explain the consequences of U.S. involvement in World War II.

| MAIN IDEAS | NOTES |
|---|--|
| <p>The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied Victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.</p> | <p>Contextualization</p> <p>American Leadership</p> <p>Wartime Conferences</p> <p>Casablanca</p> <p>Tehran</p> <p>Yalta</p> <p>Death of President Roosevelt</p> <p>Potsdam</p> <p>The War's Legacy</p> <p>Human and Economic Costs</p> |

| | |
|---|--|
| <p>The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied Victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.</p> | <p>The United Nations</p> <p>Expectations</p> |
|---|--|

Stop, Review, Process, ANALYZE:

In what ways were the WWII conferences aimed at ending the war, and in what ways were they aimed at preventing another war? Explain your answer thoughtfully.

How would Woodrow Wilson feel about the current United Nations? Explain your answer.

Compare the legacy of WWII to the legacy of WWI. Were they more similar or more different?

Identify the purpose or point of view of the WWII propaganda samples.



Topic 7.15 Comparison in Period 7, pp 572

Learning Objective: Compare the relative significance of major events of the first half of the 20th century in shaping American identity.

| MAIN IDEAS | NOTES |
|--|--|
| <p>Growth and expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system</p> | <p>Comparison</p> <ul style="list-style-type: none"> • Political Conditions • Military Situation • Diplomatic Relations • National Values |

Writing Activities Available on website. The two student pages have this unit divided. Most of the activities are also found on the teacher pages on the website, FFAPUSH.com. The 3rd edition guides are still posted on these pages, as many still use them.

[Unit 6 \(ffapush.com\)](http://ffapush.com)

[Unit 7 \(ffapush.com\)](http://ffapush.com)

[Boom and Bust Crossroads](#)

[The Age of FDR Crossroads](#)

Period 7 is the LONGEST historical period! It accounts for the largest percentage on the exam!

You made it through! Only two more to go!

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 and 2020 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, 2012 and 2015 Revised College Board Advanced Placement United States History Framework, images from WikiCommons, ushistory.org, and other sources as cited in document and collected/adapted over 25 years of teaching and collaborating.