

# U.S. History: 1865 to the Present

## Study Guide – 2020 update

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING CURRICULUM FRAMEWORK—2015 STANDARDS  
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### STANDARD USII.2A – WESTWARD MOVEMENT AFTER 1865

The student will use maps, globes, photographs, pictures, or tables for

- a) explaining how physical features and climate influenced the movement of people westward.

#### Perceptions of the Great Plains change after the Civil War

#### Physical features and climate of the Great Plains

- Flatlands that rise gradually from east to west
- Land eroded by wind and water
- Low rainfall
- Frequent dust storms

Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.



#### Inventions & Adaptations

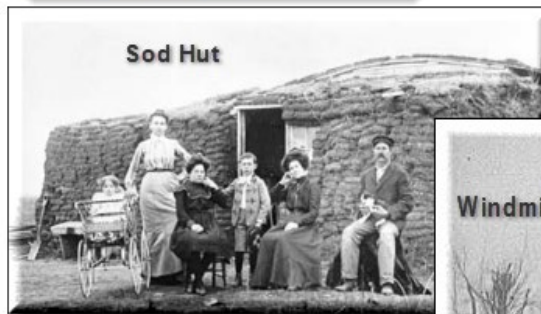
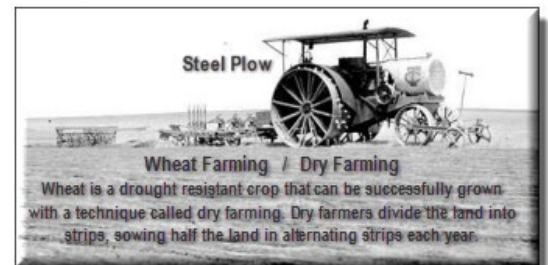
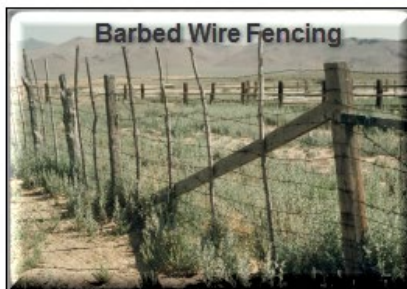
#### Technological advances allowed people to live in more challenging environments.

##### Inventions

- Barbed wire
- Steel plows
- Railroads
- Windmills

##### Adaptations

- Dry farming
- Sod houses
- Beef cattle
- Wheat farming



# STANDARD USII.2B – RESOURCES, TRANSPORTATION & INDUSTRY AFTER 1865

b) relationships among **natural resources**, **transportation**, and **industrial development** after 1865.

## Advances in transportation link resources, products, and markets

### Transportation resources

- Moving **natural resources** to eastern factories (e.g., iron ore to steel mills)
- **Transporting** finished products to national markets
- Locating **factories** near **rivers** and **railroads** to move resources and finished goods to **markets**

## Manufacturing areas were clustered near centers of population.

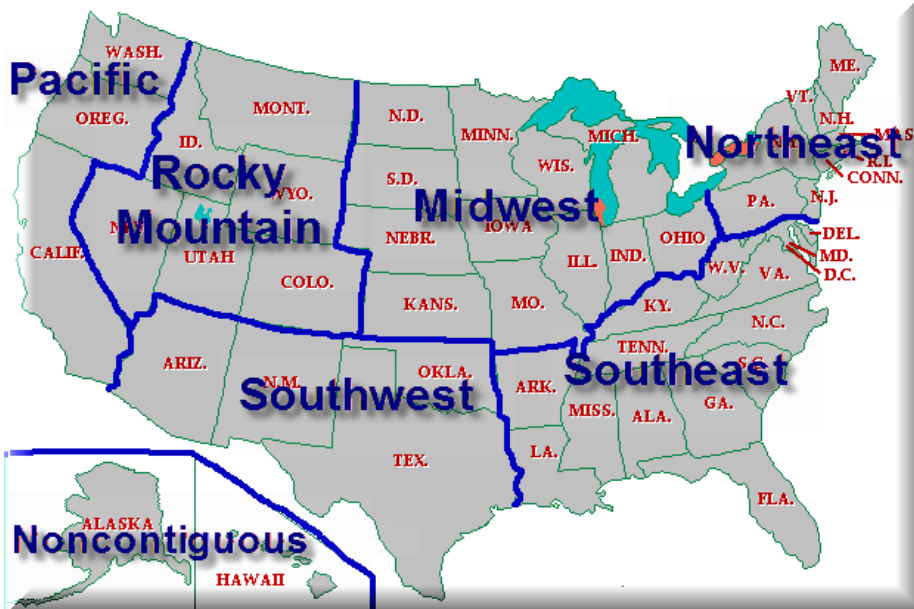
### Examples of manufacturing areas

- **Textile industry:** New England
- **Hair Care & Cosmetics industry:** St. Louis
- **Automobile industry:** Detroit
- **Steel industry:** Pittsburgh
- **Meatpacking industry:** Chicago



# STANDARD USII.2C – 50 STATES & IMPORTANT CITIES

c) locate the **50 states** and the **cities** most significant to the historical development of the United States and explain what makes those cities significant.



A state is an example of a political region.

States may be grouped as part of different regions, depending upon the criteria used.

### States grouped by geographic region

- **Northeast:** Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania
- **Southeast:** Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas
- **Midwest:** Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota

- **Southwest:** Texas, Oklahoma, New Mexico, Arizona
- **Rocky Mountains:** Colorado, Utah, Nevada, Montana, Wyoming, Idaho
- **Pacific:** Washington, Oregon, California
- **Noncontiguous:** Alaska, Hawaii



Cities serve as centers of trade and have political, economic, and/or cultural significance.

**Cities grouped by geographic region**

**Northeast:**

- New York
- Boston
- Pittsburgh
- Philadelphia

**Southeast:**

- Washington, D.C
- Atlanta
- New Orleans

**Midwest:**

- Chicago
- St. Louis
- Detroit

**Southwest:**

- San Antonio,
- Santa Fe

**Western (Rocky Mountains):**

- Denver
- Salt Lake City

**Pacific:**

- San Francisco
- Los Angeles
- Seattle

**Noncontiguous:**

- Juneau
- Honolulu



# U.S. History: 1865 to the Present

## USII.3 Study Guide – Reconstruction – 2020 update

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### STANDARD USII.3A—13<sup>TH</sup>, 14<sup>TH</sup> 15<sup>TH</sup> AMENDMENTS

The student will demonstrate knowledge of the effects of Reconstruction on American life by

- the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship

The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.

#### Basic provisions of the Amendments

- The **13th Amendment bans slavery**, except for felonies, in the United States and all of its territories.
- The **14th Amendment grants citizenship** to all persons born in the United States and guarantees them **equal protection under the law**.
- The **15th Amendment** ensures all citizens the **right to vote** regardless of race, color, or previous condition of servitude.

Although these three amendments **guarantee equal protection under the law** for all citizens, American **Indians** and **women** of all races, ethnicities, and nationalities did not receive the full benefits of citizenship until **many generations later**.

13th Amendment	bans slavery
14th Amendment	grants citizenship to all persons born in the U.S. and guarantees them equal protection under the law.
15th Amendment	ensures all citizens the right to vote regardless of race, color, or previous condition of servitude.

### STANDARD USII.3B --RECONSTRUCTION

- The impact of Reconstruction policies on the South and North.

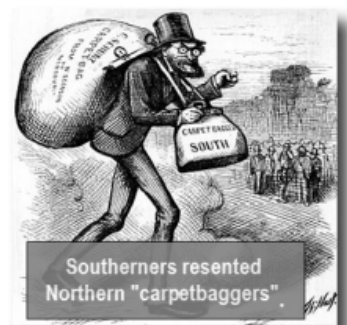
Reconstruction attempted to create legal equality for free and formerly enslaved African Americans.

The amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue.

#### Reconstruction policies and problems

- The **Freedmen's Bureau** was established to aid former enslaved African Americans in the South.
- Southern states adopted **Black Codes** to limit the economic and physical freedom of former slaves.
- After the adoption of the Reconstruction laws, **former Confederate states could not be readmitted** to the United States until they held conventions to write new constitutions that **adopted the 14th Amendment**.
- African American men could vote** for delegates to those conventions and serve as **delegates**.
- Federal troops** supervised the South.

- The state governments under Reconstruction adopted laws to create **public education** and new **state institutions**.
- Most **white Southerners resisted the Reconstruction** governments and worked to replace them as soon as possible.
- One state after another came under the **control of the Democrats in the early 1870s**.



#### End of Reconstruction and its impact

- Reconstruction ended** in 1877 as a result of a compromise over the outcome of the election of 1876 and **troops were removed** from the final states still under Reconstruction governments.

- Rights that African Americans had gained were **lost** through “**Jim Crow**” laws that **segregated** black and white Southerners from one another.
- Starting in **1890**, every Southern state wrote **new constitutions** that **prevented** African American men from **voting**

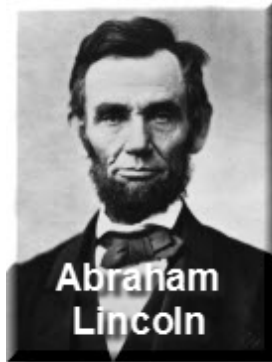
## STANDARD USII.3c – LINCOLN, LEE, DOUGLASS

c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

**The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.**

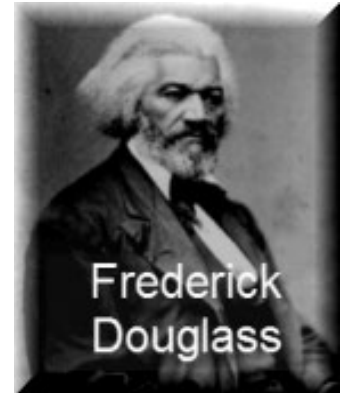
### Abraham Lincoln

- His **plan for Reconstruction** was **not fully formed** at the time of his assassination in April 1865.
- Sought to reconstruct the nation by bringing **Southern states back into the Union** when 10 percent of voters accepted the end of slavery and reunion.
- The **resistance of white Southerners** to the rights of formerly enslaved people, in **Black Codes** and **violence**, led Lincoln’s party to begin a more thorough **Reconstruction** two years after the war’s end.



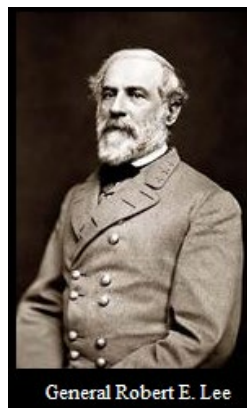
### Frederick Douglass

- Fought for adoption of **constitutional amendments** that **guaranteed voting rights**
- Was a powerful voice for **human rights** and **civil liberties** for all until his death in 1895.



### Robert E. Lee

- Urged Southerners to **reconcile** with Northerners at the end of the war and **reunite as** Americans when some wanted to continue to fight.
- Remained **silent** as laws to create **equality** for African Americans were proposed and **did not encourage** white Southerners to cooperate
- Died in **1870 before Reconstruction** was fully in place
- After his death, Lee became the leading symbol for the “**Lost Cause**” **movement**, in which white Southerners **celebrated the leaders** of the Confederacy as fighters for a **just cause** rather than the creation of a new nation based on slavery.



# U.S. History: 1865 to the Present

## Study Guide – US2.4 - America after the Civil War - 2020 update

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### STANDARD USII.4A – WESTWARD EXPANSION

The student will demonstrate knowledge of how life changed after the Civil War by

- a) identifying the reasons for westward expansion, including its impact on American Indians.

**New opportunities, population growth and technological advances led to westward migration following the Civil War.**

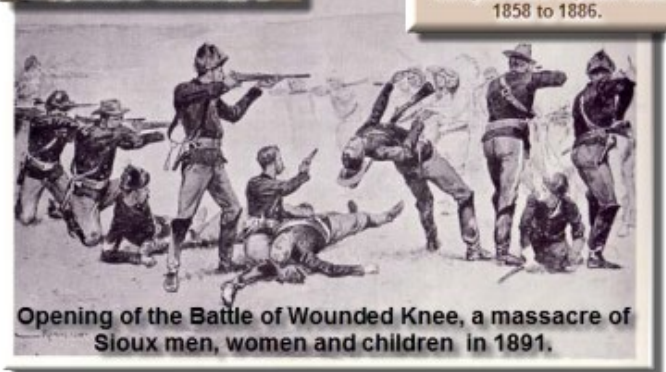
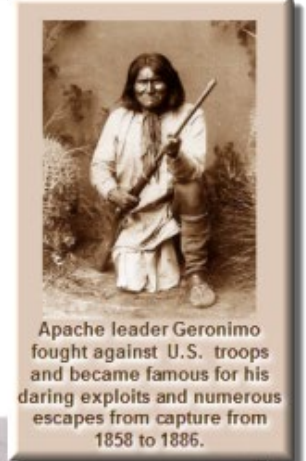
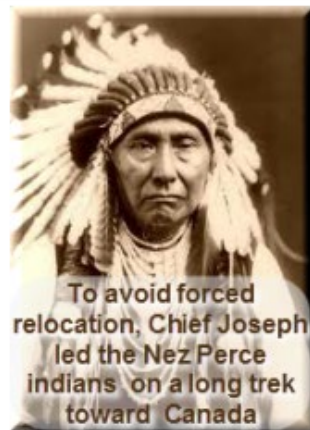
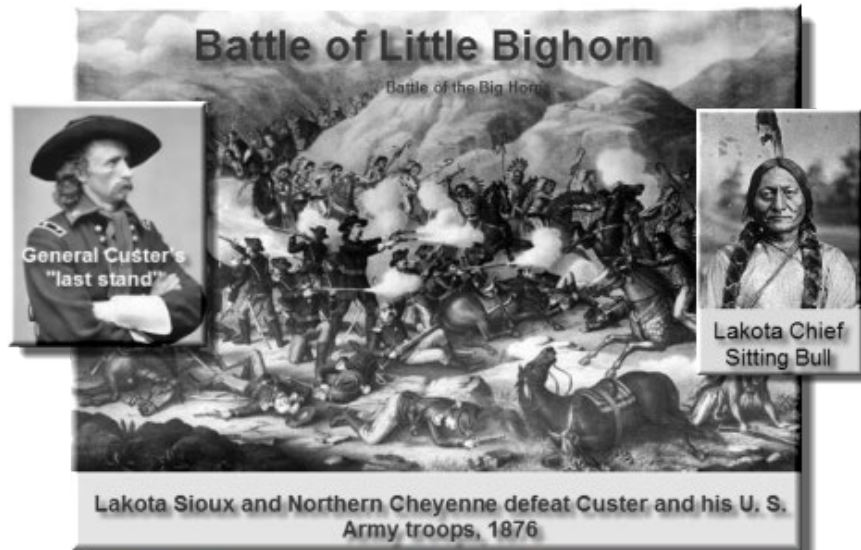
**Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.**

#### Reasons for increase westward expansion

- **Land** was enabled by the Homestead Act passed during the Civil War, giving 160 acres to those who settled the land
- Technological advances, including the Transcontinental Railroad
- Possibility of obtaining wealth, created by the discovery of gold and silver
- Desire for adventure
- Desire for a new beginning for former enslaved African Americans
- Immigration of workers from China who built much of the Transcontinental Railroad
- Escape from cyclical poverty and white intimidation and **violence**

#### Impact on American Indians

- Opposition by American Indians to westward expansion (Battle of Little Bighorn, Geronimo)
- Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé, Sitting Bull)



**INDIAN LAND FOR SALE**

GET A HOME OF YOUR OWN EASY PAYMENTS

PERFECT TITLE POSSESSION WITHIN THIRTY DAYS

**FINE LANDS IN THE WEST**  
IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

**Dawes Act of 1887**  
Authorized the federal government to break up tribal lands by partitioning them into individual plots.

- **Reduced population** through warfare (Battle of Wounded Knee), disease, and reduced buffalo population
- **Assimilation attempts** (American Indian boarding schools, Dawes Act))
- Reduced American Indian homelands through **broken treaties**

# STANDARD USII.4B – IMMIGRATION & GROWTH OF CITIES

b) The reasons for the increase in immigration, growth of cities, and challenges arising from this expansion

Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.

Social and technological changes presented challenges in urban areas..

## Reasons for the increase in immigration

- Hope for better **opportunities**
- Desire for **religious freedom**
- Escape from **oppressive governments**

## Reasons why cities grew and developed

- **Specialized industries**, including steel (**Pittsburgh**) and meat packing (**Chicago**)



Jane Addams founded Hull house in Chicago to help immigrants



## Efforts to solve immigration challenges

- **Settlement houses**, such as Hull House founded by Jane Addams
- **Political machines** (e.g., Boss Tweed) that gained power by attending to the needs of new immigrants (e.g., jobs, housing)



Cartoon depicts Boss Tweed, who ran New York's corrupt political machine



## Discrimination against immigrants

- Chinese
- Irish
- Jewish
- Italian
- Polish

## Challenges faced by cities

- **Tenements** and **ghettos**
- Political **corruption** led by **political machines**

- **Immigration** to America from other countries
- Movement of Americans from **rural to urban** areas for **job opportunities**
- Rapid **industrialization** and **urbanization** led to **overcrowded immigrant neighborhoods** and **tenements**.





## STANDARD USII.4C -- SEGREGATION

c) racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.

**Discrimination against African Americans continued after Reconstruction.**

**“Jim Crow” laws institutionalized a system of legal segregation.**

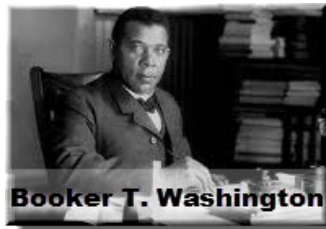
**African Americans differed in their responses to discrimination and “Jim Crow.”**

### Racial discrimination

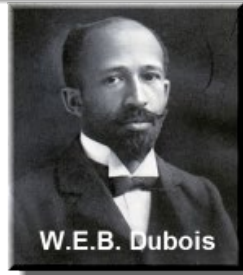
- **Chinese Exclusion Act (1882)** provided an absolute 10-year moratorium (**halt**) on **Chinese labor immigration**.
- **American Indians** were not considered citizens until 1924 and were **restricted to reservations** or forced to **identify as African Americans** if they were not on reservations.

### Racial segregation

- Also known as **“Jim Crow” laws**, named after a black character in minstrel shows, passed to **discriminate** against African Americans by forcing them into **separate** public accommodations.
- Made **discrimination** practices **legal** in many communities and states.
- Were characterized by **unequal opportunities** in housing, work, education, and government.
- Accompanied by **laws** to prevent African Americans from voting, called **disfranchisement**.
- Upheld by the Supreme Court in **Plessy v. Ferguson** in 1896.



Booker T. Washington



W.E.B. DuBois

### Lynching

- Was the **illegal killing** of people by gangs of violent vigilantes.
- Occurred in all parts of the country and sometimes against accused white people, but increasingly **targeted African Americans** in the South.
- Was meant to **intimidate** African Americans from asserting themselves in any way, including politically.
- Were often conducted **publicly** and with the cooperation of **law enforcement**.
- Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when **thousands** of African Americans were **killed**.

### African American responses

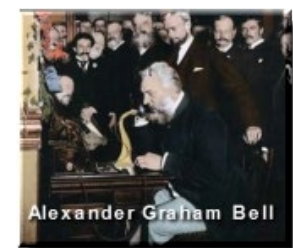
- **Booker T. Washington:** Believed equality could be achieved through **vocational education**; accepted social segregation while secretly working **against discriminatory laws**.
- **W.E.B. DuBois:** Believed in full political, civil, and social rights for African Americans and founded the **National Association for the Advancement of Colored People (NAACP)** along with **Ida B. Wells-Barnett**
- **Ida B. Wells-Barnett** fought against **lynching** and the many other injustices suffered by African Americans, publicizing the lynchings in newspaper articles and other writings.

## STANDARD USII.4D – INVENTIONS, BIG BUSINESS, INDUSTRY

d) The impact of new inventions, the rise of big business, the growth of industry, and life on American farms.

**Between the Civil War and World War I, the United States was transformed from an agricultural to an industrial nation.**

**Inventions had both positive and negative effects on society.**



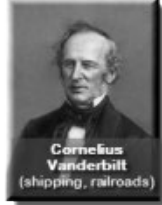
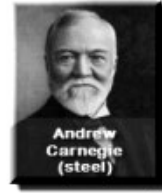
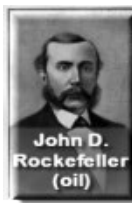
Alexander Graham Bell

### Inventions that contributed to great change and industrial growth

- **Electric lighting** and mechanical uses of electricity (Thomas **Edison**)
- **Telephone service**
- **Railroads**, which permitted large-scale, long-distance transport of goods

## Rise of big business led by captains of industry

- Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads; J.P. Morgan, banking)
- Also known as “**robber barons**,” widely criticized at the time for their fights **against unions and regulation**
- Advertising
- Lower-cost production



## Reasons for business growth

- National markets created by transportation advances
- Advertising
- Lower-cost production (assembly line)
- Lack of competition (monopolies and trusts)

## Factors that resulted in growth of industry

- Access to **raw materials and energy**
- **Internal migrations** of blacks and whites from rural regions to urban centers
- Availability of **work force** due to **immigration**

- New inventions
- **Financial resources**

## Examples of big business

- Railroads
- Oil
- Steel
- Coal

## Postwar changes in farm and city life

- **Mechanization** (e.g., the reaper) reduced farm labor needs and **increased production**.
- **Industrial development** in cities created increased **labor needs**.
- Industrialization provided new access to **consumer goods** (e.g., **mail order**).
- Emergence of **labor unions** that barred African Americans.
- Formation of the Brotherhood of Sleeping Car Porters and Maids.

# STANDARD USII.4E – PROGRESSIVE MOVEMENT

e) The impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

## The effects of industrialization and the Progressive Movement led to reforms.

### Negative effects of industrialization

- Child labor
- Low wages, long hours
- Unsafe working conditions
- Impact on the environment
- Monopolies
- Triangle Shirtwaist Factory fire

### Rise of organized labor

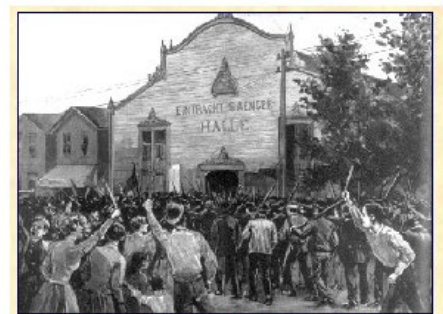
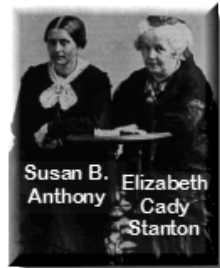
- Formation of unions: Growth of American Federation of Labor
- Strikes (Homestead Strike, Pullman **Strike**)

### Progressive Movement workplace reforms

- Improved **safety** conditions
- Reduced work hours
- Placed restrictions on **child labor**

### Women’s movement

- Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, and Lucy Burns worked for women’s suffrage
- The movement led to increased educational opportunities
  - Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.
  - The **settlement houses** were established to assist women and children as they moved from rural to urban areas (**Hull House, Phyllis Wheatley YWCA**).



### Temperance movement

- Composed of groups opposed to the making and consuming of alcohol
- Supported legislation to ban alcohol (**18th Amendment**)



# U.S. History: 1865 to the Present

## Study Guide – US2.5 – Spanish-American War & WW1 – 2020 update

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### STANDARD USII.5A—SPANISH-AMERICAN WAR

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

- a) explaining the reasons for and results of the Spanish American War.

**The United States emerged as a world power as a result of victory over Spain in the Spanish American War.**

**Economic interests and public opinion often influence United States involvement in international affairs.**

Hill when it was the **24th Infantry and the 9th and 10th Cavalry** units that helped to take the hill.

- **Exaggerated news reports of events (yellow journalism)**

#### Reasons for the Spanish American War

- Protection of American **business interests** in Cuba
- American **support** of **Cuban rebels** to gain independence from Spain
- **Rising tensions** between Spain and the United States as a result of the sinking of the **USS Maine** in Havana Harbor
- **African American troops** participated in the Spanish-American War although their contributions were **ignored**.



**"The Yellow Kid", a newspaper cartoon character, gave its name to the sensational journalism of the time.**



#### Results of the Spanish American War

- The United States emerged as a world power.
- Cuba gained independence from Spain.
- The United States gained possession of the Philippines, Guam, and Puerto Rico.

### STANDARD USII.5B –THEODORE ROOSEVELT FOREIGN POLICY

- b) Theodore Roosevelt's impact on the foreign policy of the United States.

**Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.**

#### Use of Big Stick Diplomacy

- Example: Building the **Panama Canal**
- Grew the United States **Navy** as a show of **American power**

#### Added the Roosevelt Corollary to the Monroe Doctrine

- Europe was warned **not to interfere** in the affairs of the **Western Hemisphere**; the United States would exercise **"international police power"** in the Americas
- The **Roosevelt Corollary** asserted the right of the United States to **interfere in the economic** matters of other nations in the Americas.



**This 1905 cartoon shows President Roosevelt using his "Big Stick" diplomacy to maintain order in the Americas.**

# STANDARD USII.5c - WWI

c) The reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

The United States' involvement in World War I set the stage for it to emerge as a global superpower later in the twentieth century

## Reasons for United States involvement in World War I

- Inability to remain **neutral**
- United States economic and political **ties to Great Britain**
- German **submarine warfare**: Sinking of the **Lusitania**
- The **Zimmermann Telegram**



## Major Allied Powers

- British Empire
- France
- Russia (until 1917)
- Serbia
- Belgium
- United States

## Central Powers

- German Empire
- Austro-Hungarian Empire
- Bulgaria
- Ottoman Empire

## African Americans in WWI

- The **369th Infantry Regiment**, formerly known as the 15th New York National Guard Regiment ("Harlem Hellfighters") distinguished themselves during the war.
- WWI was the first war in which the **U.S. Navy** was **segregated** (African American men relegated to corpsmen or messmen).

## United States leadership as the war ended

- At the end of World War I, President **Woodrow Wilson** prepared a **peace plan** known as the **Fourteen Points** that called for the formation of the **League of Nations**, a peacekeeping organization.
- The United States Senate did **not ratify** the **Treaty of Versailles** because of a desire to resume prewar **isolationism**.
- The United States did not become a member of the **League of Nations**.



# U.S. HISTORY: 1865 TO THE PRESENT – 2020 UPDATE

## STUDY GUIDE - SOCIAL, ECONOMIC, AND TECHNOLOGICAL CHANGES OF THE EARLY 20TH CENTURY

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### STANDARD USII.6A – RISING STANDARD OF LIVING

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.

Technology extended progress into all areas of American life, including neglected rural areas.

Social and economic life in the early 20th century was different from that in the late 19th century as a result of:

- **Improved transportation** brought about by **affordable automobiles**
  - Greater **mobility**
  - Creation of **jobs**
  - Growth of **transportation-related industries** (road construction, oil, steel, automobile)
  - Movement to **suburban** areas



- **Invention of the airplane**
  - The Wright **brothers**
- **Use of the assembly line increases factory and labor productivity**
  - **Henry Ford, automobile**
  - Rise of **mechanization**



- **Communication** changes
  - Development of the **telephone** (Alexander Graham **Bell**) and **increased availability** of telephones
  - Development of the **radio** and **broadcast** industry
  - Development of the **movies**



- **Ways electrification** changed American life
  - **Labor-saving products** (e.g., washing machines, electric stoves, water pumps)
  - Traffic lights
  - **Refrigerated** train cars
  - **Electric lighting**
  - Entertainment (e.g., **radio**)
  - Improved **communications**

### STANDARD USII.6B – SOCIAL AND ECONOMIC CHANGES

- b) The social and economic changes that took place, including prohibition and the Great Migration north and west.

Reforms in the early twentieth century could not legislate how all people behaved.

#### Prohibition

**Prohibition** was imposed by a constitutional amendment (the **18th Amendment**) that made it illegal to manufacture, transport, and sell **alcoholic beverages**.

#### Results: Prohibition not effective

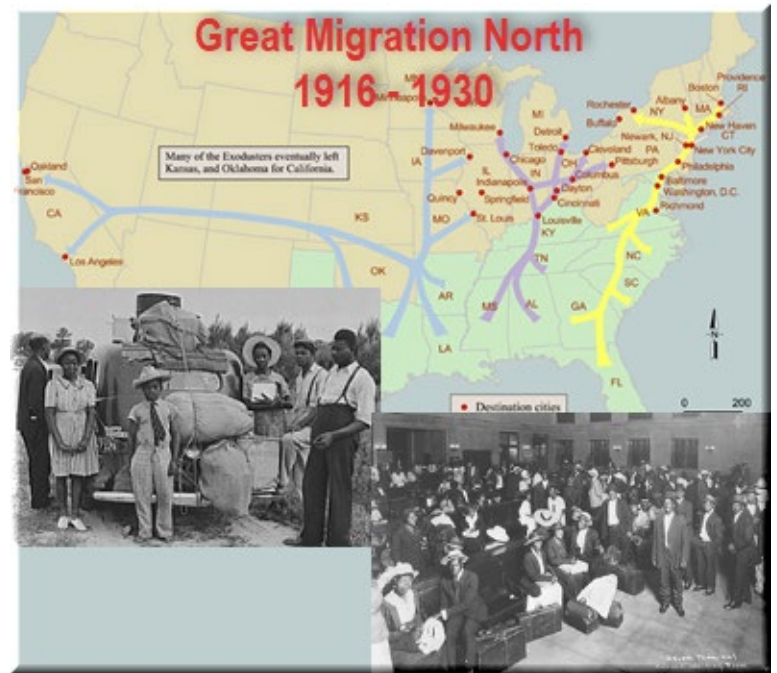
- **Speakeasies** were created as places for people to drink alcoholic beverages.
- **Bootleggers** made and smuggled alcohol illegally and promoted organized crime.
  - Repealed by the **21st Amendment**



**Economic conditions and violence caused African Americans to migrate to northern cities**

**Great Migration north and west**

- Jobs for African Americans in the South were **scarce** and **low paying**.
- African Americans faced **discrimination** and **violence** in the South.
- World War I created **opportunities for African Americans** when immigration from Europe stopped and the needs of the military suddenly increased.
- African Americans **moved to cities** in the North and Midwest in search of **better employment** opportunities.
- African Americans also faced **discrimination** and violence in the North and Midwest, but enjoyed greater opportunities than in the South.



**STANDARD USII.6C –ART & LITERATURE IN THE 1920’s -30’s**

c) art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.



The 1920s and 1930s were important decades for American art, literature, and music.

The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.

**Cultural climate of the 1920s and 1930s**

- Art: **Georgia O’Keeffe**, an **artist** known for urban scenes and, later, paintings of the Southwest
- Literature: **F. Scott Fitzgerald**, a **novelist** who wrote about the **Jazz Age** of the 1920s;
- **John Steinbeck**, a **novelist** who portrayed the strength of poor **migrant workers** during the 1930s,
- **Jessie Redmon Fauset**, a novelist of the Harlem Renaissance,
- **Zora Neale Hurston** cultural anthropologists,

- **Langston Hughes**, a **poet** who combined the experiences of African and American cultural roots
- **Countee Cullen** poet of the Harlem Renaissance
- Music: **Aaron Copland** and **George Gershwin**, composers who wrote uniquely American music
- Art: **Jacob Lawrence**, a **painter** who chronicled the experiences of the **Great Migration** through art
- Music: **Duke Ellington** and **Louis Armstrong**, jazz musicians; **Bessie Smith**, a blues singer

**Harlem Renaissance**

**African American** artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.

The popularity of these artists **spread beyond Harlem** to the rest of society.

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# STANDARD USII.6D – THE GREAT DEPRESSION

d) the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.

## Causes of the Great Depression

- People **over-specified** on **stocks**, using **borrowed money** that they could not repay when stock prices crashed.
- The **Federal Reserve's poor monetary policies** contributed to the collapse of the banking system.
- High **tariffs** discouraged international trade.



The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life..

## Impact on Americans

- A large number of **banks closed** and other **businesses failed**.
- One-fourth of workers were **without jobs**.
- Large numbers of people were **hungry** and **homeless**.
- African Americans were **disproportionately impacted** by the Great Depression and they were **discriminated** against when New Deal agencies were created, both in hiring, pay, and access.
- **Farmers' incomes** fell to low levels.

**Franklin Roosevelt's New Deal** used government programs to help the nation recover from the Depression.

## Major features of the New Deal

- **Social Security**
- Federal **work programs**
- **Environmental** improvement programs
- **Farm** assistance programs
- Increased **rights** for labor

# U.S. History: 1865 to the Present

## Study Guide - US2.7 - World War II – 2020 update

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING CURRICULUM FRAMEWORK -- 2015 STANDARDS

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### STANDARD USII.7A

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.

**Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.**

**The rise of fascism threatened peace in Europe and Asia.**

**As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.**

#### Causes of World War II

- **Political instability and economic devastation** in Europe resulting from **World War I**:
  - Worldwide **depression**
  - High war **debt** owed by Germany
  - High **inflation**
  - Massive **unemployment**
- Political instability marked by the **Rise of Fascism**:
  - **Fascism** is political philosophy in which total power is given to a **dictator**;
  - individual freedoms are denied and **nationalism** and, often, **racism** are emphasized.
  - **Fascist dictators** included **Adolf Hitler** (Germany), **Benito Mussolini** (Italy), and **Hideki Tojo** (Japan).
  - These dictators led the countries that became known as the **Axis Powers**.



#### The Allies

- **Democratic nations** (the United States, Great Britain, Canada) were known as the **Allies**.
  - The **Soviet Union** joined the **Allies** after being invaded by Germany.
- **Allied leaders** included
  - Franklin D. **Roosevelt** and, later,
  - Harry S. **Truman** (United States),
  - Winston **Churchill** (Great Britain), and
  - Joseph **Stalin** (Soviet Union).



**The "Big Three" at Yalta make final plans for the defeat of Germany**

#### Gradual change in American policy from neutrality to direct involvement

- **Isolationism** (Great Depression, legacy of World War I)
- **Economic and military aid** to Allies (**Lend-Lease** program)
- **Direct involvement** in the war

#### War in the Pacific

- Rising tension developed between the United States and Japan because of **Japanese aggression** in East Asia and the Pacific region..
- On **December 7, 1941**, Japan attacked the United States at **Pearl Harbor** without warning.
- The United States **declared war** on Japan.
- **Germany** declared war on the United States.





# STANDARD USII.7B

b) Major events and turning points of the war in Europe and the Pacific.

**Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.**

**The Holocaust is an example of prejudice, discrimination, and genocide that targeted Jews and other groups.**



## Major events & turning points of World War II

- **Germany invaded Poland**, setting off war in Europe.
- **Germany invaded France** and captured Paris.
- **Germany bombed London**, and the **Battle of Britain** began.
- The United States gave Britain **war supplies and old naval warships** in return for military bases in Bermuda and the Caribbean (**Lend Lease**).
- Japan bombed **Pearl Harbor**.
- After Japan bombed Pearl Harbor, **Germany declared war** on the United States.
- The United States **declared war on Japan** and Germany.
- The United States was  **victorious over Japan in the Battle of Midway**. This victory was the **turning point** of the war in the **Pacific**.
- **Germany invaded the Soviet Union**. The Soviet Union defeated Germany at **Stalingrad**, marking the **turning point** of the war in Eastern Europe.
- American and other Allied troops landed in **Normandy**, France, on **D-Day** to begin the **liberation** of Western Europe.
- The United States dropped **two atomic bombs** on Japan (**Hiroshima and Nagasaki**) in 1945, forcing Japan to **surrender** and ending World War II.



## The Holocaust

- Anti-Semitism
- Aryan supremacy
- Systematic attempt to rid Europe of all Jews

## Tactics:

- **Boycott** of Jewish stores
- **Discriminatory laws**
- Segregation
- Ghettos
- Imprisonment and killing of millions of **Jews** and others in **concentration camps** and **death camps**
- **Liberation** by Allied forces of Jews and others who survived in concentration camps

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## STANDARD USII.7c

c) Impact of the war on the home front.

**World War II affected every aspect of American life.**

**Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.**

### Americans at home support the war effort

- American involvement in World War II brought an **end to the Great Depression**.
- Factories and **workers were needed** to produce goods to win the war.
- More than **125,000 African Americans** fought for the United States.
- The **Tuskegee Airmen** and other units became famous for their valor and skill.
- Thousands of **American women** (e.g., **Rosie the Riveter**) took jobs in defense plants during the war.
- African American men and women worked in the industries that **supported the Allied war effort**.



- The need for workers temporarily **broke down some racial barriers** (e.g., hiring in defense plants), although discrimination against African Americans continued.
- The service of African Americans in the war, especially against the racist Nazis, encouraged them to **press for their rights** in the United States.
- While many **Japanese Americans** served in the armed forces, others were treated with distrust and prejudice, and many were forced into **internment camps** in the United States.
- Despite their commitment and service, African Americans remained segregated in the armed forces until President Harry Truman desegregated the armed forces in 1948 during the Korean **Conflict**.

**U.S. HISTORY: 1865 TO THE PRESENT**  
**STUDY GUIDE – POST-WWII CHANGES – 2020 UPDATE**  
HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING CURRICULUM FRAMEWORK –2015 STANDARDS  
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## STANDARD USII.8A – REBUILDING EUROPE & JAPAN

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- a) describing the **rebuilding of Europe and Japan** after World War II, the emergence of the United States as a **superpower**, and the establishment of the **United Nations**.

**The Allied victory in World War II led to the emergence of the United States and the Soviet Union as global superpowers.**

**The United States' involvement in World War II reshaped America's role in world affairs.**

### United States helps rebuild postwar Europe and Japan

Much of **Europe was in ruins** following World War II.

- **Soviet forces** occupied most of Eastern and Central Europe and the eastern portion of Germany.
- The United States felt it was in its best interest to help **rebuild Europe** and prevent political and economic instability.

### Rebuilding efforts

- The United States instituted George C. Marshall's **plan to rebuild Europe** (the **Marshall Plan**), which provided massive **financial aid** to rebuild European economies and **prevent the spread of communism**.
- Germany was **partitioned into East and West Germany**.
  - **West Germany** became **democratic** and resumed self-government after a few years of American, British, and French occupation.



- **East Germany** remained under the **domination of the Soviet Union** and did not adopt democratic institutions.
- Following its defeat, **Japan was occupied by American forces**.
  - It soon adopted a **democratic** form of government, resumed self-government, and became a **strong ally** of the United States.

### Establishment of the United Nations

- The **United Nations** was formed near the end of World War II to create a body for the nations of the world to try to **prevent future global wars**.



## STANDARD USII.8B – WARTIME TO PEACETIME ECONOMY

- b) Conversion from a wartime to a peacetime economy.
- The economic, social, and political climate of the United States changed after World War II because of the development of new technologies, changes in mass media, and growth of mass markets.**

### Reasons for rapid growth of the American economy following World War II

- With rationing of consumer goods over, businesses converted from production of war materials to **consumer goods**.
- Americans purchased goods on **credit**.
- The work force shifted **back to men**, and most women returned full time to **family responsibilities**.
- **Labor unions** merged and became more powerful; workers gained new benefits and higher salaries.

# STANDARD USII.8C – COLD WAR

c) The role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.

**The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.**

**The Cold War was the central organizing principle in foreign affairs for 40 years.**

## Terms to know

- **Cold War:** The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into **two camps**



**The Cold War**

## Origins of the Cold War

- Differences in goals and **ideologies** between the United States and the Soviet Union (the two superpowers).
  - The **United States** was **democratic and capitalist**;
  - the **Soviet Union** was **dictatorial and communist**.
- The Soviet Union's **domination** over **Eastern European** countries (**Iron Curtain**)
- American policy of **containment** (to stop the spread of **communism**)
- North Atlantic Treaty Organization (**NATO**) vs. **Warsaw Pact** (defense alliances)

## Major conflicts in the post-World War II era

- South Korea and the United States resisted Chinese and **North Korean aggression**. The conflict ended in a **stalemate**.
- Disagreements arose between the United States and the Soviet Union over the **status of Berlin**, eventually leading to the construction of the **Berlin Wall**
- The **Cuban Missile Crisis** occurred when the Soviet Union placed missiles in Cuba.
  - The Soviets **removed the missiles** in response to a United States **blockade** of Cuba, and the United States removed missiles from Turkey

- The United States intervened to stop the spread of communism into **South Vietnam (Domino Theory)**.
  - Americans were **divided** over whether the United States should be involved militarily in **Vietnam**.
  - The conflict ended in a **cease-fire** agreement in which **U.S. troops withdrew**.



**Domino Theory**

- The **Space Race** between the United States and the Soviet Union was a contest to gain technological superiority (e.g., **Sputnik**, **landing on the moon**).
- The **Arms Race** was the stockpiling of **nuclear weapons** as a deterrent to nuclear war.



**1989 - The Berlin Wall comes down**

## Collapse of communism in Europe

- **Breakup of the Soviet Union** into independent countries
- Destruction of the **Berlin Wall**

## New challenges

- Role of United States **military intervention**
- **Environmental** challenges
- **Global issues**, including trade, jobs, diseases, energy
- Rise/emergence of **China** as a global economic and military power

## STANDARD USII.8D –CHANGING SOCIETY

d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.

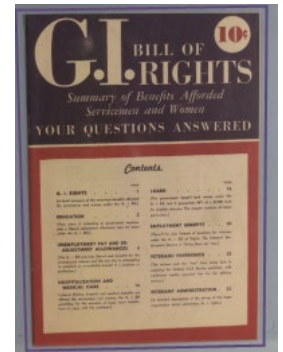
The United States experienced an economic boom and social transformation after World War II that changed the way most Americans lived and worked.

### Factors leading to changing patterns in United States society

- **Strong economy** (healthy job market, increased productivity, increased demand for American products)
- Greater investment in **education** so Americans would have the ability to compete globally (National Defense Education Act)
- The “**Baby Boom,**” which led to changing demographics
- Interstate **highway** system
- Evolving **role of women** (expected to play a supporting role in the family while increasingly **working outside** the home)
- Large number of **women** entering the **labor force**
- Increased **urbanization** and expansion of **cities**, resulting in a **housing boom**, which did not largely

benefit African Americans. Expansion of **human rights**

- African Americans’ aspirations for **equal opportunities**; they pushed to end all forms of **segregation** and **discrimination** against them.



### Policies and programs expanding educational and employment opportunities

- **G.I. Bill of Rights** gave educational, housing, and employment benefits to **veterans**. The GI bill enabled many to **enter professions**, such as medicine, law, and academics.
- Harry S. Truman **desegregated** the armed forces.
- **Civil Rights legislation** led to increased educational, economic, and political opportunities for women and minorities

## STANDARD USII.8E – TRADE & GLOBALIZATION

e) describing how international trade and globalization have impacted American life.



After World War II, there was an increase in globalization, international trade, and interdependence.

Globalization is the linking of nations through trade, information, technologies, and communication.

Globalization involves increased **integration** of different societies.

**Interdependence** involves nations, countries, and societies **depending on one another** for goods, services, action, or influence.

During the two decades following World War II, **international trade** expanded at a rapid pace.

### Impact of globalization and international trade on American life

- Improvement of all **communications** (e.g., travel, telecommunications, Internet)
- Availability of a wide variety of **foreign-made goods** and services
- **Outsourcing** of job and decline of some American cities and industries
- Rise of **international corporations**
- Shift from manufacturing to a **high-tech** and **service** economy



# U.S. History: 1865 to the Present

## Study Guide - Recent Domestic and International Issues – 2020 update

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING CURRICULUM FRAMEWORK –2015 STANDARDS

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## STANDARD USII.9A CIVIL RIGHTS

The student will demonstrate knowledge of the key domestic and international issues during the **second half of the twentieth and early twenty-first centuries** by



Rosa Park's arrest leads to Montgomery Bus Boycott

- a) examining the **Civil Rights Movement**, the Americans with **Disabilities Act (ADA)**, and the changing role of women.

The **Civil Rights Movement of the twentieth century** was committed to equal rights and fair treatment of African Americans, but it resulted in social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.

Other activists were inspired by the achievements of the **Civil Rights Movement** and took action to gain equality.

### Some effects of segregation

- **Separate and unequal educational facilities** and resources
- **Separate and unequal public facilities** (e.g., restrooms, drinking fountains, restaurants)
- Segregated and **disadvantaged neighborhoods**
- **Exclusion** from well-paying jobs
- Undermining of wealth building by low property values in **segregated neighborhoods**
- Unpunished **violence** against African Americans
- Social **isolation**

### Civil Rights Movement

- Opposition to *Plessy v. Ferguson*: “**Separate but equal**”
- Student walkout of 1951 at Moton High School led by **Barbara Johns**
- **Brown v. Board of Education**: Desegregation of schools
- Killing of **Emmett Till** in Mississippi became a national scandal because of the photographed open casket
- **Martin Luther King, Jr.**: **Passive resistance** against segregated facilities; “I have a dream...” speech
- **Rosa Parks**: **Montgomery bus boycott**

- Organized **protests, Freedom Riders, sit-ins, marches, boycotts**
- **Bombing** of churches and homes by white opponents of the Civil Rights movement
- Expansion of the National Association for the Advancement of Colored People (**NAACP**)
- **Civil Rights Act of 1964**: Prohibited segregation in **public places** and **banned employment discrimination** based on race, color, religion, gender, or national origin
- **Voting Rights Act of 1965**: Banned the use of **literacy tests** and provided for federal oversight of **voter registration**

### Americans with Disabilities Act

- The **disability rights movement** fought to right inequalities faced by people with disabilities.
- The **Americans with Disabilities Act (ADA) (1990)** guarantees individuals with disabilities **equal opportunities** in employment, public accommodations, transportation, state and local government services, and telecommunications.
- The **Individuals with Disabilities Education Act (IDEA)**, formerly Public Law 94.142, is a federal law that entitles children and young adults access to a **free and appropriate public education**.

## Changing role of women

- **Workplace disadvantages:**
  - Discrimination against women in **hiring practices**
  - **Lower wages** for women than for men doing the same job

- **Improved conditions:**
  - **National Organization for Women (NOW)**
  - Federal legislation to force colleges to give women **equal athletic opportunities (Title IX)**
- The **Equal Rights Amendment**, despite its **failure**, and a focus on equal opportunity employment created a wider range of options and advancement for **women in business** and public service.



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## STANDARD USII.9B – NEW TECHNOLOGIES

b) describing the development of new technologies in communication, entertainment, and business and their impact on American life.

The period following World War II leading up to the early twenty-first century marked the “information age.” New technologies in communication, entertainment, and business dramatically changed American life.

### Industries benefiting from new technologies

- **Airline industry** (jet engine)
- **Automobile industry** and interstate highway system
- **Entertainment** and news **media** industries
- **Mining** industry
- Exploration of **space**
- **Computer** industry
- **Satellite** systems, telecommunications industry



- **Internet, social media**
- Impact of new technologies on American life
- Increased domestic and international **travel** for business and pleasure
  - Greater access to **news** and other **information**
  - Cheaper and more convenient means of **communication**
  - Greater access to **heating** and **air-conditioning** improved the **quality of life** and encouraged population **growth** in certain areas of the country.
- **Decreased regional variation** resulting from nationwide access to the same entertainment and information provided by **national television and radio programming, Internet services, and computer games**

## STANDARD USII.9C – INFLUENTIAL CITIZEN

c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.

**Representative citizens have contributed to and influenced America scientifically, culturally, academically, and economically.**



- **Scientific advancements** include those related to medicine, technology, environment, and space.
  - **Charles Drew:** Medicine (plasma)
  - **J. Robert Oppenheimer:** Physics (Manhattan Project team)
- **Cultural advancements** include those related to music, media, art, communication, technology, and architecture.
  - **Frank Lloyd Wright:** Architecture
  - **Martha Graham:** Dance
- **Academic advancement** include contributions to a field of study.
  - **Henry Louis Gates:** History
  - **Maya Angelou:** Literature
- **Economic advancements** include those related to banking, business, and industry.
  - **Bill Gates:** Computer technology (Microsoft)
  - **Ray Kroc:** Franchising (McDonald's)

## STANDARD USII.9D – GLOBAL ISSUES

d) American foreign policy, immigration, the global environment, and other emerging issues.

**American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.**

**Key domestic and international issues since World War II have helped to shape the United States government's relationship with its citizens and other nations.**

### Foreign policy

- Changes in **terrorist** activities
- Varied global conflicts
- Changing relationships with other nations

### Immigration

- Changing **immigration** policies
- More people try to immigrate to the United States than are allowed by law.

### Global environment

- Policies to protect the global **environment**
- Debate over **climate** change
- **Conservation** of water and other natural resources

### Other issues

- Safety and security (**Homeland Security Act**)
- **Energy** issues (dependence on foreign oil)
- World **health** issues (global **pandemics**)