



# INVESTIGATION GUIDE



**PERIOD 7: 1890-1945**  
A GLOBAL AMERICA

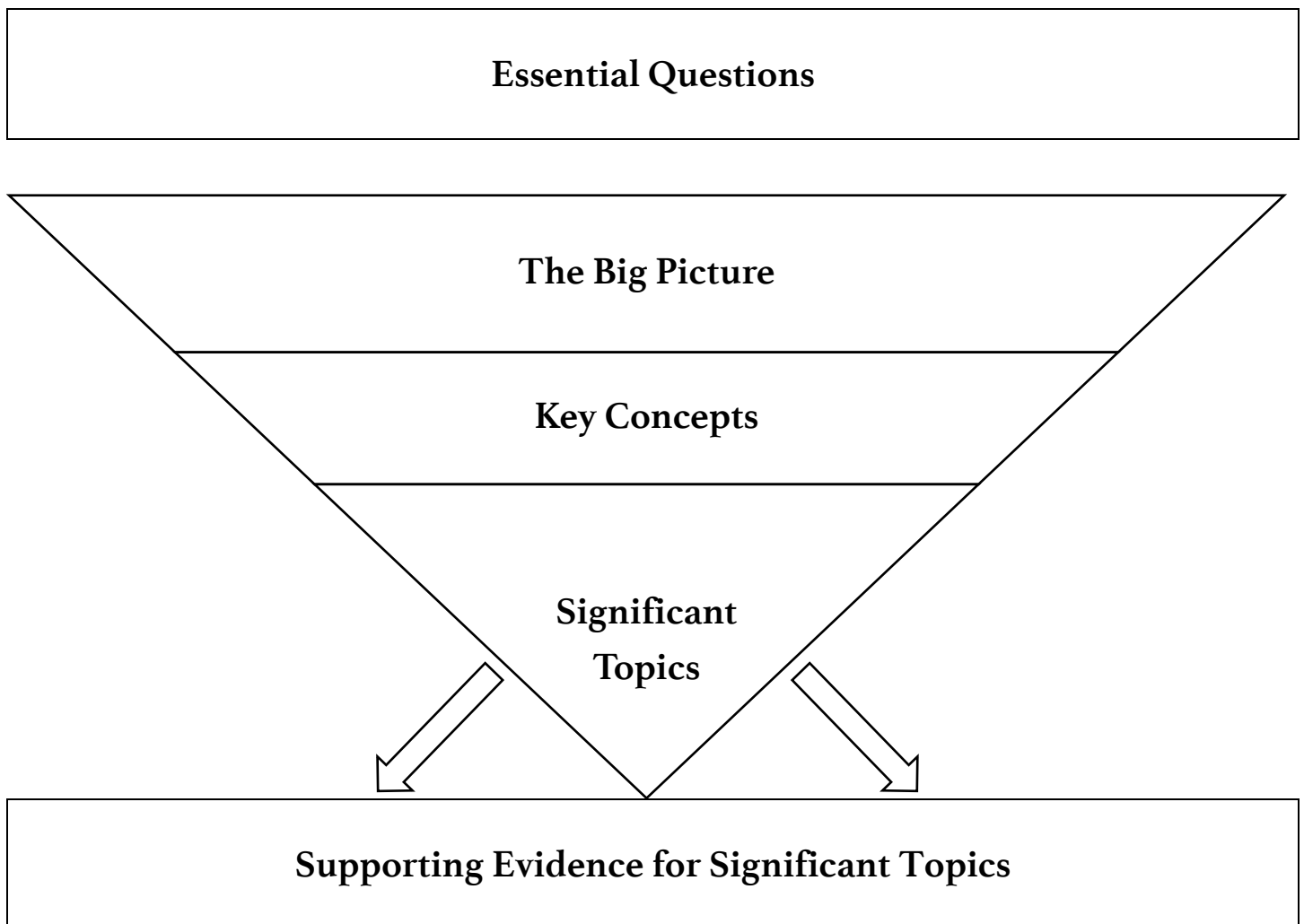
*(American Imperialism to the End of World War II)*

# How this Investigation Guide is organized

Two booklets will be essential in this course: this **Investigation Guide** and your **Articles of Examination**. This Investigation Guide will serve as an overview of each period (the historical *material*). Your Articles of Examination consists of the blueprints to evaluate, contextualize, and synthesize the material (the historical *method*). You must have these booklets with you **for every class**. You are issued a new Investigation Guide for each historical period (nine total this year). You are issued one Articles of Examination for the school year.

The Investigation Guide will always start with **Essential Questions** to focus our journey through the material. You will refer to these questions constantly, answering them through your **Thematic Learning Objectives**, your **Disciplinary Practices**, your **Reasoning Skills**, and the **FOUR** domains of the AP Exam (SBQ, SAQ, DBQ, LEQ).

The Investigation Guide will then give you “**The Big Picture**” of the entire period. This is a single statement that covers the dominant theme of the material being learned. Within **The Big Picture** are **Key Concepts** that warrant closer examination of broad topics and ideas. To support the **Key Concepts** are **Significant Topics**, which are the “must-knows” of the historical period. **Significant Topics** are supported by **specific evidence** that you will be responsible for mastering.



## Credit

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# Period 7: 1890-1945

*(American Imperialism to the End of World War II)*

## Essential Questions

- ✓ To what extent, if any, did the Progressive reforms of 1901-1917 effectively address problems created by the growth of American industry?
- ✓ To what extent, if any, were the lives of American women affected by the economic, political, and ideological developments between 1890 and 1920?
- ✓ To what extent, if any, did the guarantees of the 14th and 15th Amendments protect African-Americans between 1890 and 1945?
- ✓ To what extent, if any, did the United States successfully meet its objectives in World War I?
- ✓ To what extent, if any, did the urban-rural conflict over social values, both real and imagined, bring about changes in American politics and society in the 1920s?
- ✓ To what extent, if any, were the laissez-faire policies of the U.S. government in the 1920s responsible for the Great Depression of the 1930s?
- ✓ To what extent, if any, were federally-sponsored social welfare programs introduced in the 1930s an inevitable outcome of the industrial revolution?
- ✓ To what extent, if any, did the United States adopt an isolationist foreign policy in the 1920s and 1930s?
- ✓ To what extent, if any, was an Allied victory over Axis powers an inevitable outcome of World War II?

## The Big Picture

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

## Key Concepts

- A. Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- B. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.
- C. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.
- D. 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.
- E. Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
- F. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.
- G. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.
- H. 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.

- I. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.
- J. World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.
- K. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.

## Significant Topics

### 1. **Economic Developments during the Early 1900s**

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. 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. 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.

### 2. **The Progressive Era, 1901-1917**

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. 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 woman suffrage. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources. 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.

### 3. **U.S. Foreign Policy during the Late 1800s and Early 1900s**

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. 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 U.S. should not extend its territory overseas. 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.

### 4. **The Great War, 1914-1918 (Later called World War I)**

After initial neutrality in the Great War, 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. Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.’s 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.

### 5. **Postwar Red Scare**

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

### 6. **Immigration and Domestic Migration during the Early 1900s**

Immigration from Europe reached its peak in the years before World War I. During and 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. The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities. In a Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.

### 7. **Immigration from Mexico and Latin America**

Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

8. **American Culture during the Early 1900s**

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. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.

9. **Political and Cultural Conflict during the 1920s**

In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

10. **The Great Depression and the New Deal, 1929-1945**

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

11. **U.S. Foreign Policy during the 1920s and 1930s**

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.

12. **World War II, 1929-1945**

Americans viewed World War II 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. 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. 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.

13. **Women and Minorities during World War II**

Mobilization and 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. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.

14. **World War II and American Power**

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.

*Period 7, Part 1 (Discussion Notes)*

# Supporting Evidence for Significant Topics

## Part I – The Progressive Era

### The Progressive Era (*an Overview*)

#### A. Progressivism

- a political philosophy favoring gradual social, political and economic change/reform
- a social or political movement that aims to represent the interests of ordinary people through political change and an expanded size and role of the government

#### B. The Progressive Era in the United States (*approximately 1901-1917*)

- started in urban areas of the country and then spread nationally
- the middle class and educated were the primary drivers of progressivism
- was not a single, unified movement (*varying “brands of progressivism” existed along the political spectrum*)
- Progressives didn’t want to radically change America just tweak it through “progress” with an expanded role of the Government

#### C. Why was there widespread support for progressivism in the early years of the era?

- a very inclusive movement (*urban middle class, the business community, farmers, factory workers, women, liberals, conservatives, etc.*)
- a combination of **liberal** concern for the poor, dispossessed, and downtrodden with **conservative** concern about social chaos
  - **\*liberals** tended to focus on the “have nots” and those who were perceived to have been left out of the economic success of the Gilded Age
  - **\*conservatives** tended to focus on the social chaos of the Gilded Age (*political assassinations, violent labor strikes, anarchists, economic crises*)

#### D. What inherent debates resurfaced during any period of progressivism?

- the size and the role of government (WE SEE THIS TIME AND TIME AGAIN!)
- the pace at which change occurs

*Period 7, Part 1 (Discussion Notes)*

## Populists vs Progressives (ABSOLUTE MUST KNOW)

	Populists	Progressives
<b>Dates</b>	Populist Movement – 1880s-1900 Populist Party – 1890-1910	Progressive Movement – 1900-1920 Progressive Party – 1912-1924
<b>Leaders</b>	James Weaver – 1892 Presidential Candidate William Jennings Bryan – 1896 Presidential Candidate	Teddy Roosevelt William Howard Taft Eugene Debs Woodrow Wilson Hiram Johnson Robert LaFollette
<b>Demographics</b>	Regional Farmers Alliance: Southern Alliance, Northwestern Alliance, National Farmer’s Alliance, The Grange, Greenback Labor Party  Mostly small farmers in the Midwest and Great Plains, but some support in the south as the movement gained strength  Racial Issues were a barrier that farmers had to overcome to become a national movement and political party	Urban Middle Class  Educated  Churches and Charities ( <i>Social Gospel</i> )  Women ( <i>Settlement House Movement</i> )  *Never a single, unified group ( <i>differing objectives or “brands of Progressivism”</i> )
<b>Goals</b>	<b>General:</b> collective action to combat the negative effects of a rapidly industrializing society  <b>Specific:</b> Omaha Platform (1892) – abolish national banks, graduated income tax, direct election of senators, civil service reform, 8-hour workday, government control of railroads and communication, bimetallism	<b>General:</b> Purify American Society (not radically change it), sought to check the power of Socialists on one side and Big Business on the other  <b>Specific:</b> End of white slavery in the factories, prohibition of alcohol, Americanization of Immigrants, anti-trust laws, women’s suffrage, end of child labor, destroy political machines, conservation
<b>Concerns</b>	Disillusioned with American democracy and both political parties (D and R)  Commercialization of Agriculture ( <i>Overproduction</i> )  RR Monopolies ( <i>drove up shipping costs</i> )  Problems with the Interstate Commerce Commission ( <i>regulations not consistently enforced</i> )  Perpetual cycle of debt ( <i>crop-lien system</i> )  Government favoritism to big business ( <i>no longer the days of the Jeffersonian/Yeoman ideal</i> )	A response to the economic and social conditions of the late 1800s that resulted from rapid industrialization and urbanization  Corruption in politics ( <i>especially at the municipal level – political machines</i> ) and in certain sectors of the economy  Perceived social and moral degradation in America ( <i>“moral reform” necessary</i> )
<b>Successes</b>	1 <sup>st</sup> to include women in public office  Most successful 3 <sup>rd</sup> party in U.S. History  10 Governors, 6 Senators, and 39 Members of the House	Labor, workplace, banking, and conservation reform  Tougher Anti-trust laws  Amendments – 16, 17, 18, and 19.
<b>Failures</b>	Alliance with Democratic Party 1896  No widespread national recognition or President  Raised awareness, but made little change	No progress on racial issues or condition of African Americans. Many see this as an era of “White Man’s Success”

# Theodore (*Teddy*) Roosevelt, U.S. President 1901-1909

## A. Background

- led Rough Riders in Cuba during the Spanish-American War (1898)
- Governor of New York (*targeted Political Machines and attempted to clean up corruption*) - Vice President (*became President when McKinley was assassinated in 1901*)
- President (1901-1909) (*youngest to ever serve as President*)

## B. 1904 Election (*The Square Deal*) or (*The 3 C's*): Roosevelt's platform

- Corporations
  - Teddy Roosevelt believed that there were good trusts and bad trusts (*bad trusts should be broken up and good trusts should be regulated*)
    - \*determining factor was whether the trusts were harmful to the public
  - Roosevelt was the first President to actually use the power of the Sherman Anti-Trust Act to break up a business monopoly
- Conservation
  - Roosevelt personally felt that his conservation efforts were his greatest achievement as President
  - sought to protect land from exploitation by corporations
  - expanded the National Park System, protected wetlands, etc.
- Consumers
  - sought to protect consumers from the power of the corporations especially those that monopolized an industry and drove up prices

## C. 1908 Election – Roosevelt does not run for President

- Teddy Roosevelt did not seek reelection (*Washington's two term tradition??*) and instead "hand-picked" a successor (*William Howard Taft*) to run as the Republican candidate
- Taft won the election in part due to Roosevelt's legacy, Progressive agenda, and Foreign Policy
- Roosevelt assumed that President Taft would just continue his policies, but Taft quickly developed his own "brand of progressivism" and imperialism that ultimately caused a rift between Roosevelt and Taft as well as their respective supporters in the Republican Party

## D. The "Big Divorce" – Split between Roosevelt and Taft (*divided the Republican Party*): Four Main Issues

- Trusts
  - at heart Roosevelt was a "Trust Regulator" and Taft turned out to be much more of a "Trust Buster"
  - Taft's Administration broke up some trusts that Roosevelt felt weren't harmful to the public which reflected negatively on Roosevelt's Presidency
- Foreign Policy
  - Taft's brand of imperialism focused almost exclusively on Latin America while Roosevelt's brand of imperialism was on a more global scale
- Tariffs
  - Roosevelt fought for a substantially lower tariff, but Taft signed into law a relatively high tariff in 1909 (*Payne Aldrich Tariff*)
- Conservation
  - the Ballinger Pinchot Affair (*see Chapter Reading*)
  - during Taft's administration, Corporations were given access to lands that Roosevelt protected as President

**Teddy Roosevelt ends up running as a 3rd Party Candidate in the 1912 Election thus splitting the Republican vote and all but guaranteeing a Democratic victory**

## E. 1912 Election (*the peak of American Liberalism*)

- the only election and/or time in U.S. history when all political parties claimed to be Progressive
  - \*what separated the parties was the degree to which they sought progressive change and reform and how active they felt the government should be in bringing about this change and reform

Woodrow Wilson (Democrat)	William Howard Taft (Republican)
Teddy Roosevelt (Progressive) "Bull Moose Party"	Eugene Debs (Socialist)



## F. Issues in the Election of 1812 (Still Debated Today!)

1. should America's economy be Capitalist or Socialist
2. should the government protect the social welfare of citizens
3. should women's suffrage finally be granted
4. should democracy continue to expand to the common man (*more direct involvement*)
5. should the government have some form of control over big business
6. should the government intervene between labor and big business
7. should the government be involved in environmental conservation
8. should the government enact prohibition legislation outlawing alcohol (*today it's marijuana*)
9. should the government lower tariffs and enact an income tax

## Woodrow Wilson, U.S. President 1913-1921

### A. Background

- grew up in the south but spent most of his adulthood in the north (*broadened his base of support and allowed him to unite a divided Democratic Party*)
- considered by many to be the 1st modern Democratic President but not when it came to Civil Rights (*believed that decisions regarding suffrage, segregation, and child labor should be left to the states to decide*)

### B. 1912 Election (*Triple Wall of Privilege*) – Wilson's Platform

- Tariff
  - called for a reduction in the Tariff rate
  - as President, signed into law the **Underwood Tariff** that roughly lowered the tariff from 40% to 25%
    - (*lost Government revenue made up with the passage of the 16th Amendment--income tax*)
- Banks
  - called for the regulation of the banking system in the U.S.
  - signed into law the Federal Reserve Act (*see next page for details*)
- Trusts
  - sought to expand the powers of the Government in regulating trusts/monopolies
  - signed into law the **Clayton Anti-Trust Act**
    - Strengthened the Sherman Anti-Trust Act (*government's power to regulate and break up monopolies*)
    - Made "Hostile Takeovers" of companies illegal
    - Legalized strikes and collective bargaining thus strengthening the power of labor unions (*"Magna Carta" of labor*)

*Period 7, Part 1 (Discussion Notes)*

## History of the Bank (1791 – Present) – CLASSIC CCOT

First Bank of the U.S. 1791-1811	Second Bank of the U.S. 1816-1836	National Banking Act 1863-1913	Federal Reserve Act 1913-Present
<p>Part of Alexander Hamilton's financial plan (<i>modeled after the Bank of England</i>)</p> <p><b>Main functions</b></p> <ol style="list-style-type: none"> <li>1. Provide uniform currency</li> <li>2. Provide adequate credit for business and the economy to grow</li> <li>3. generate revenue for government (<i>interest on deposits</i>)</li> </ol> <p><b>Supporters</b> (Hamiltonians, Federalists, Northeastern elite, strong central government supporters)</p> <p><b>Opponents</b> (Jeffersonians, Democratic-Republicans, farmers, states' rights supporters)</p> <p>Constitutional debate regarding the bank...</p> <p><b>Federalists:</b> bank was "necessary and proper" under the elastic clause</p> <p><b>Democratic-Republicans:</b> bank violated the Constitution---not a power specifically given to Congress</p> <p><b>Demise of 1st Bank of the U.S.</b> Democratic-Republicans gained control of the government in the Election of 1800 aka the "Revolution of 1800" and did not renew its charter in 1811</p>	<p>Created in 1816 due to economic chaos following the War of 1812 as well as the many unstable state banks that grew in number during this period</p> <p><b>Main Functions</b></p> <ol style="list-style-type: none"> <li>1. control state banks</li> <li>2. provide uniform currency</li> <li>3. control inflation</li> <li>4. slow down land speculation in the west</li> </ol> <p><b>Supporters</b> (James Madison, both parties----Era of Good Feelings, Henry Clay, Northeastern Elite)</p> <p><b>Opponents</b> (old Jeffersonians, Jackson Democrats, Western Farmers, small banks, land speculators)</p> <p>Constitutional debate regarding the bank...</p> <p>1819, <i>McCulloch v. Maryland</i> (declared the bank constitutional)</p> <p>1832, Jackson proclaims the bank to be unconstitutional and vetoes its renewal, truly a states' rights battle</p> <p><b>Demise of the 2nd Bank of U.S.</b> Jackson destroyed the bank in the 1830s during the "Bank War"</p>	<p>Created a supervised system of national banks</p> <p>Operational standards were created for banks (<i>how much money to be held by banks, how to administer loans</i>)</p> <p>10% tax on state or local currency (<i>eliminates non-federal currency</i>)</p>	<p><b>Main Functions</b></p> <ol style="list-style-type: none"> <li>1. conducts America's monetary policy</li> <li>2. supervises and regulates member banks ("<i>national banks</i>")</li> <li>3. protects consumer's credit rights</li> <li>4. maintains stability of America's financial system</li> <li>5. issues Federal Reserve Notes (<i>supply of paper money</i>)</li> </ol> <p>Consists of 12 Regional Federal Reserve Banks (<i>Boston, NY, Philadelphia, Cleveland, Richmond, Atlanta, Chicago, St. Louis, Minneapolis, Kansas City, Dallas, San Francisco</i>)</p>

## The Progressive Era and Progressive Reform

### A. Progressive Era (1901-1917)

- An era of government reform in which the U.S. established a system of "regulated capitalism." The Progressive era began when Theodore Roosevelt became president after the assassination of William McKinley. The era ended after the U.S. entered World War I.

### B. Social Gospel (3rd Great Awakening??)

- Religious doctrine preached by those who believed that Christian churches should directly address economic and social problems in American society
- a belief that the church had a role in fixing the ills of society and bringing about positive change and reform

### C. Muckrakers

- Progressive Era journalists who wrote articles exposing corruption in government and industry
- Significant muckrakers included Jacob Riis (*slum conditions*), Ida Tarbell (*standard oil*), Lincoln Steffens (*city government corruption*), Frank Norris (*farmers and railroads*), and Upton Sinclair (*meat packing*).

#### D. Settlement House Movement

- The settlement house movement began in Britain in 1884 when middle-class London reformers established Toynbee Hall, the first settlement house, in East London to provide social services and education to the poor workers who lived there
- Inspired by the British movement, American social reformers began founding settlement houses in the late 1880s to respond to growing industrial poverty and the negative effects of rapid urbanization
- Jane Addams ("*Hull House*" in *Chicago*) and Lillian Wald ("*Henry Street Settlement*" in *New York*) were the two biggest leaders of the settlement house movement in the United States

#### E. Temperance Movement

- a movement to curb the consumption of alcohol in the United States
- the movement had a large influence on American politics and society in the nineteenth and early twentieth centuries culminating in the passage of the 18th Amendment (*prohibition of alcohol*)

#### F. Moral Reform Movement

- a movement that sought to "clean up" American society of the perceived moral degradation that had taken place in the late 1800s
  - \*targeted pornography, prostitution, vulgarity, etc.

#### G. Anthracite Coal Strike (1902)

- a strike by the United Mine Workers of America in the anthracite coal fields of eastern Pennsylvania. Striking miners demanded higher wages, shorter workdays, and union recognition. The strike threatened to shut down the winter fuel supply to all major cities.
- President Theodore Roosevelt intervened as a "neutral arbitrator" to end the strike which was perceived to be the first time that the government did not side with big business as they had throughout the Gilded Age

#### H. Northern Securities Case (1904)

- Railroad monopoly dissolved by President Theodore Roosevelt, who used the previously ineffective Sherman Antitrust Act of 1890 to empower the government to break up monopolies.

#### I. Triangle Shirtwaist Factory Fire of 1911

- a landmark event in the history of U.S. industrial disasters as the fire claimed the lives of 146 people, most of them immigrant women and girls, working in sweatshop conditions in a New York Factory
- caused an outcry against unsafe working conditions in factories and sweatshops located in New York and in other industrial centers throughout the United States and became the impetus for numerous workplace safety regulations on both the state and federal level

#### J. Muller v. Oregon (1908)

- one of the most important U.S. Supreme Court cases of the Progressive Era which upheld an Oregon law limiting the workday for female wage earners to ten hours
- set precedent for future state regulation of the workplace

#### K. Underwood Tariff (1913)

- Law that substantially reduced tariff rates and made up for lost revenue by providing for a graduated income tax (*16th amendment*)

### Progressive Era Constitutional Amendments

<i>16<sup>th</sup> Amendment</i>	Congress has the power to pass direct taxes, such as income tax
<i>17<sup>th</sup> Amendment</i>	Senators are to be elected by the voters in their state
<i>18<sup>th</sup> Amendment</i>	production, distribution, and sale of alcoholic beverages is illegal ( <i>prohibited</i> )
<i>19<sup>th</sup> Amendment</i>	Gives women the right to vote ( <i>suffrage</i> )

## Let's "Act" On It!

### A. Pure Food and Drug ACT of 1906

- Legislation that made it illegal to sell impure or improperly labeled food and drugs

### B. Meat Inspection ACT of 1906

- Legislation that required federal inspection of meatpacking
- passed partly as a result of Upton Sinclair's "The Jungle" (*see next page*)

### C. Federal Reserve ACT of 1913

- Law that established a system of 12 federal banks and a Federal Reserve Board that would set interest rates and regulate the money
  - Refer to "History of the Bank" on previous page

### D. Clayton Antitrust ACT of 1914

- Law that made business monopolies illegal. Labor unions and farmers' organizations were exempt from the law.
- declared that labor strikes were legal, and that collective bargaining was a tool that workers could use when negotiating with big business (*viewed as the "Magna Carta" of labor*)

### Expansion of Democracy During the Progressive Era

<b>Initiative</b>	a means by which a petition signed by a certain minimum number of registered voters can bring about a public vote on a proposed law
<b>Referendum</b>	the practice of submitting to popular vote a measure passed on or proposed by a legislative body or through an initiative
<b>Recall</b>	a procedure that allows citizens to remove and replace a public official before the end of a term of office

## Notable Individuals During the Progressive Era

### A. Florence Kelly

- American social worker and reformer who fought successfully for child labor laws and improved working conditions for women
- worked closely with Jane Addams at the "Hull House" in Chicago

### B. Frank Morris (*The Octopus*)

- muckraking journalist that exposed the railroad industry and its treatment of farmers
- the book is credited with helping lead to greater government regulation of the railroads

### C. Jacob Riis (*How the Other Half Lives*)

- muckraking journalist that exposed the slum and tenement conditions in poor neighborhoods of the major cities in the United States
- the book is credited with helping lead to improved living conditions in the cities

### D. Upton Sinclair (*The Jungle*)

- muckraking journalist that exposed the working conditions in the meatpacking industry and the unsanitary fashion in which meat is processed and packed for human consumption - the book is credited with helping lead to the Meat Inspection Act

### E. Lincoln Steffens (*The Shame of the Cities*)

- muckraking journalist that exposed the vast amount of municipal corruption that existed in the major cities of the United States
- the book is credited with helping lead to the cleaning up of corruption in the major cities

### F. Ida Tarbell (*The History of the Standard Oil Company*)

- muckraking journalist that exposed the negative consequences of the Trust (monopoly) that Rockefeller had created with his Standard Oil Company and use of horizontal integration
- the book is credited with the breakup of the Standard Oil monopoly in 1911 when the Supreme Court declared that it violated the Sherman Anti-Trust Act

## Economic Developments of the Progressive Era

### A. Wright Brothers (1903)

- Inventors who built and flew the first successful airplane.

### B. Henry Ford, The Assembly Line, and the Model T (1908)

- The Model T was a popular and inexpensive automobile sold by Henry Ford from 1908 to 1927.
- Ford's mass production of the Model T brought dramatic changes to the American culture and economy
  - \*assembly line (*method of mass production using interchangeable parts pioneered by Henry Ford in the production of automobiles*)

### C. Frederick W. Taylor and Scientific Management

- his innovations in industrial engineering, particularly in time and motion studies, paid off in dramatic improvements in productivity thus increasing profit
- factory owners/operators were extremely pleased with Taylor's contributions, but critics argued that he simply dehumanized the factory worker and eliminated the need for any essential skills

### D. Advertising and Mass Consumption

- the increased use of modern advertising techniques convinced consumers that they needed certain products which resulted in an increase in mass consumption
- businesses poured vast amounts of resources into advertising to increase sales

*Period 7, Part 1 (Discussion Notes)*

## Supporting Evidence for Significant Topics Part II – American Imperialism and The Great War

### Spanish American War

Causes	Effects
<p><b>1. Humanitarian</b> - many Americans saw the Cuban's rebelling against Spain as similar to Colonial Americans rebelling against Great Britain</p> <p><b>2. Economic</b> - huge investment by U.S. business interests existed in Cuba - Cuban rebels were sabotaging and burning fields in Cuba which in turn hurt the profits of U.S. business interests</p> <p><b>3. Yellow Journalism</b> - a sensationalized, exaggerated form of journalism that emerged in the late 1800s, early 1900s as a means to sell more newspapers - events from Cuba reported in this fashion served as propaganda for those who called for war with Spain</p> <p><b>4. De Lome Letter</b> - a note written by Señor Don Enrique Dupuy de Lôme, the Spanish Ambassador to the United States, to Don José Canelejas, the Foreign Minister of Spain, revealed de Lôme's opinion about the Spanish involvement in Cuba and President McKinley's diplomacy - the letter insinuated that McKinley was weak and a coward</p> <p><b>5. U.S.S. Maine</b> - U.S. Navy ship that sank in Havana Harbor in 1898. The American newspapers ("yellow journalism") blamed the sinking of the Maine on the Spanish, leading to war with Spain.</p> <p><b>6. Need to Prove Military Strength</b> - U.S. not militarily strong in the early years of U.S. Imperialism so some historians argue that they picked a fight with a country that they knew they could defeat</p>	<p><b>1. Acquisition of Territory from Spain</b></p> <p><b>A. Cuba</b> - U.S. essentially controlled Cuba until 1959 when Fidel Castro led a Communist Revolution and came to power (see Platt Amendment on next page)</p> <p><b>B. Guam, Puerto Rico</b> - became and still are U.S. protectorates today</p> <p><b>C. Philippines</b> - U.S. Paid \$20 million for the Philippines and occupied/governed it for roughly 45 years</p> <p><b>2. Anti-Imperialistic League</b> - organization formed in opposition to U.S. Imperialistic actions particularly as it related to the acquisition of the Philippines *felt it violated the Monroe Doctrine and the Filipinos right of self-determination - founding members included Mark Twain, Andrew Carnegie, and Samuel Gompers</p>

### The United States as a World Power Prior to The Great War

#### A. Filipino Rebellion (1899-1902)

- an unsuccessful rebellion for the independence of the Philippines from U.S. control
- the rebellion was led by Emilio Aguinaldo who initially helped the United States drive the Spanish from the Philippines.

#### B. Cuba and the Platt Amendment

- established the terms under which the United States would end its military occupation of Cuba (*which had begun in 1898 during the Spanish-American War*) and "leave the government and control of the island of Cuba to its people."
- prohibited the Cuban Government from entering into any international treaty that would compromise Cuban independence or allow foreign powers to use the island for military purposes
- the United States also had the right to intervene in Cuba if their sovereignty was being threatened

### C. Insular Cases (1901)

- started with a debate about whether the "**Constitution followed the flag**"
- the Supreme Court ruled that people in island territories under U.S. control did not automatically receive the constitutional rights of U.S. citizens

### D. Hay-Bunau-Varilla Treaty (1903)

- a Treaty with Panama that made Panama a U.S. protectorate and granted U.S. sovereignty over a 10-mile wide Canal Zone
- this treaty ultimately took Panama out of Colombian control and led to the construction of the Panama Canal

### E. Panama Canal

- a roughly 50-mile-long ship canal in Panama that connects the Atlantic Ocean to the Pacific Ocean (*cuts across the Isthmus of Panama*)
- built as a result of a desire to ship goods quickly and cheaply between the Atlantic and Pacific coasts and the military necessity of moving Naval fleets from one ocean to another
- one of Teddy Roosevelt's crowning achievements as President

### F. China

- Open Door Notes
  - goal was to secure international agreement on the U.S. policy of promoting equal opportunity for international trade and commerce in a weakened China
  - countries were also encouraged to respect China's territorial integrity
  - Open Door Notes were the cornerstone of U.S. foreign policy in the Far East in the early 1900s

### G. Japan

- Root-Takahira Agreement
  - an agreement between the United States and Japan that averted a drift toward possible war by mutually acknowledging certain international policies and "spheres of influence" in the Pacific
- Gentlemen's Agreement
  - an informal agreement between President Theodore Roosevelt and the Empire of Japan
  - Japan agreed to limit the immigration of its citizens to the United States and in turn, Roosevelt agreed to end discrimination against Japanese immigrants already living in the United States

### H. Mexico and Pancho Villa's Raid (1916)

- Mexican bandits and revolutionaries led by Pancho Villa raided Columbus, NM, prompting the U.S. government to send troops into Mexico in an attempt to capture Villa. (*in 1914 the U.S. occupied the Mexican city of Veracruz for six months*)

## Varying Approaches to U.S. Foreign Policy (1901-1921)

### President Theodore Roosevelt (1901-1909)

#### "Big Stick Diplomacy"

- an aggressive approach to diplomacy and a large presence on the world stage
- "speak softly and carry a big stick" (*caution and non-aggression backed up with force*)
- a belief that the U.S. should shape the world's destiny and that "civilized" nations had the obligation to police "backward" nations

#### Roosevelt Corollary to the Monroe Doctrine

- Roosevelt's assertion that the United States had the right to militarily intervene in Latin America
- the best example of this policy was its application in Panama (*Panama Canal*)

#### The Great White Fleet

- a famous around-the-world cruise from 1907-1909 to demonstrate the United States' growing naval strength
- consisted of sixteen new battleships of the Atlantic Fleet manned by more than 14,000 U.S. sailors

#### Russo-Japanese War

- a war fought between the Russian Empire and the Empire of Japan over rival imperial ambitions in Manchuria and Korea
- Teddy Roosevelt mediated a peace between the two sides and as a result earned the Nobel Peace Prize

**President William Howard Taft (1909-1913)**

**"Dollar Diplomacy"**

- an aggressive approach to diplomacy but a limited presence on the world stage
- use the U.S. dollar as investment for financial leverage in less developed nations
- use the military as a last resort
- primarily applied in Latin America

**President Woodrow Wilson (1913-1921)**

**"Moral Diplomacy"**

- indirect influence on the world stage
- the U.S. should set a "moral" example for the world to follow (*sounds like the Puritan's "City Upon a Hill"*)
- the U.S. Should respect the neutrality, self-determination, and sovereignty of other nations

**The Great War (*Global Perspective and U.S. Involvement*)**

**A. Global Involvement in World War I (1914-1918)**

- Europe from 1815-1914 (*end of the Napoleonic Wars to the outbreak of World War I*)

- Causes of World War I ("The Great War" or the "War to End All Wars") – M.A.I.N.E.

1. Militarism

**2. Alliances**

<b>Pre-War Alliances</b>	<b>Wartime Alliances</b>
Triple Alliance	Allies
Triple Entente	Central Powers

3. Industrialization

4. Nationalism

5. Era of Imperialism



- The “Spark”
  
- Characteristics of World War I

#### **B. U.S. Involvement in World War I (1917-1918)**

- Initial U.S. Reaction to the Outbreak of the war
  
  
  
  
  
  
  
  
  
  
- Straining of U.S. Neutrality from 1914-1917 (*causes for U.S. Involvement*)
  1. Historic Cultural Ties with France and Great Britain
  
  
  
  
  
  
  
  
  
  
  2. British Propaganda
  
  
  
  
  
  
  
  
  
  
  3. Sinking of the Lusitania (1915)
  
  
  
  
  
  
  
  
  
  
  4. Broken German Pledges (*both Arabic and Sussex Pledges*)
  
  
  
  
  
  
  
  
  
  
  5. Zimmerman Note or Telegram
  
  
  
  
  
  
  
  
  
  
  6. Unrestricted German Submarine Warfare and “Freedom of the Seas”

## U.S. Homefront (*Mobilizing for War*)

### A. Government Agencies and Committees created for the War Effort

- Committee on Public Information
  - a propaganda agency tasked with swaying public opinion in favor of the war
  - used pamphlets, billboards, songs, “4-minute speeches”, etc.
- Food Administration
  - an agency tasked with the conservation of food so that surpluses could be sent to Europe to feed the Allied soldiers and civilians
  - used catchy slogans such as wheat-less Wednesdays, meat-less Mondays, and the planting of “victory gardens” to encourage citizens to voluntarily comply with conservation
  - also tied beer consumption to being pro-German (*temperance movement helped foster this belief*)
- Fuel Administration
  - an agency tasked with the conservation of resources during the war
  - used catchy slogans such as heatless Mondays, lightless nights, and gasless Sundays to encourage citizens to voluntarily comply with conservation
- War Industries Board
  - agency tasked with guiding the economy during the war
  - ultimate goal was to guide factories on what and how much to produce for the war effort
  - faced backlash due to the historical Laissez-faire tradition of the United States and the fear that some had about greater government involvement in the economy
- National War Labor Board
  - agency tasked with mediating between workers and employers during the war to prevent strikes in industries that were critical to the war effort

### B. Paying for the War

- total cost to the United States was 32 billion dollars
- roughly 2/3 or 22 billion dollars was raised from the sale of “liberty bonds” - the remainder of the cost was raised through a variety of taxes

### C. Silencing Critics

- Espionage Act (1917)
  - illegal to engage in any activity that interfered with the war effort
- Sedition Act (1918)
  - illegal to speak out against the government, the country, or the war itself
    - \*Eugene Debs imprisoned, in part, for linking U.S. involvement in World War I to protecting global markets and resources for big business. Runs for President in 1920 from prison and receives roughly 1 million votes
- Schenck v. United States (1919)
  - landmark Supreme Court case that upheld the right of the Government to pass and enforce the Espionage and Sedition Acts during World War I

## The End of the War – The Treaty of Versailles

### A. Wilson's "Fourteen Points"

- President Wilson's proposed plan for the post World War I world
- 8 of the 14 points dealt with postwar boundaries and new nations carved out of dissolved empires such as the Ottoman Empire and Austro-Hungarian Empire
- 5 of the 14 points dealt with international codes of conduct (freedom of the seas, reduction of arms, no secret treaties, free trade, and colonial claims)
- final point dealt with the creation of a League of Nations

## B. League of Nations

- international organization with the primary purpose of maintaining peace and preventing further war (*World War I was supposed to be the "War to End all Wars"*)
- proved to be a weak organization lacking the ability to truly prevent member countries from violating the League of Nations charter
- the United States never joined the League of Nations

## C. Republican Reservationists

- Republican Senators who supported the Treaty of Versailles but with reservations
- ultimately, they wanted some modifications to the treaty and Wilson's 14 points
- the leading Senator was Henry Cabot Lodge (*Massachusetts*)

## D. Republican Irreconcilables

- isolationist Republican Senators who opposed U.S. involvement in World War I
- they completely opposed the Treaty of Versailles, the League of Nations, and any U.S. involvement in European affairs

## E. Democratic Internationalists

- Democratic Senators who supported the Treaty of Versailles and Wilson's 14 points - they believed that the U.S. should "guide the world" in the post-World War I years

## F. The U.S. Senate does not Ratify the Treaty of Versailles (*4 Main Reasons*)

### 1. President Wilson's Delegation to Paris

- when President Wilson went to Versailles to negotiate the Treaty he did not take any Congressional Republicans which in turn hardened Republican opposition to any agreement
- Congressional Republicans saw this as a slight and a sign of disrespect

### 2. President Wilson's Stubbornness

- Wilson ultimately refused to negotiate with Republicans and compromise on any changes to the Treaty of Versailles

### 3. Progressive Impulse Dying

- the American desire for progress and change/reform was blunted with U.S. involvement in World War I

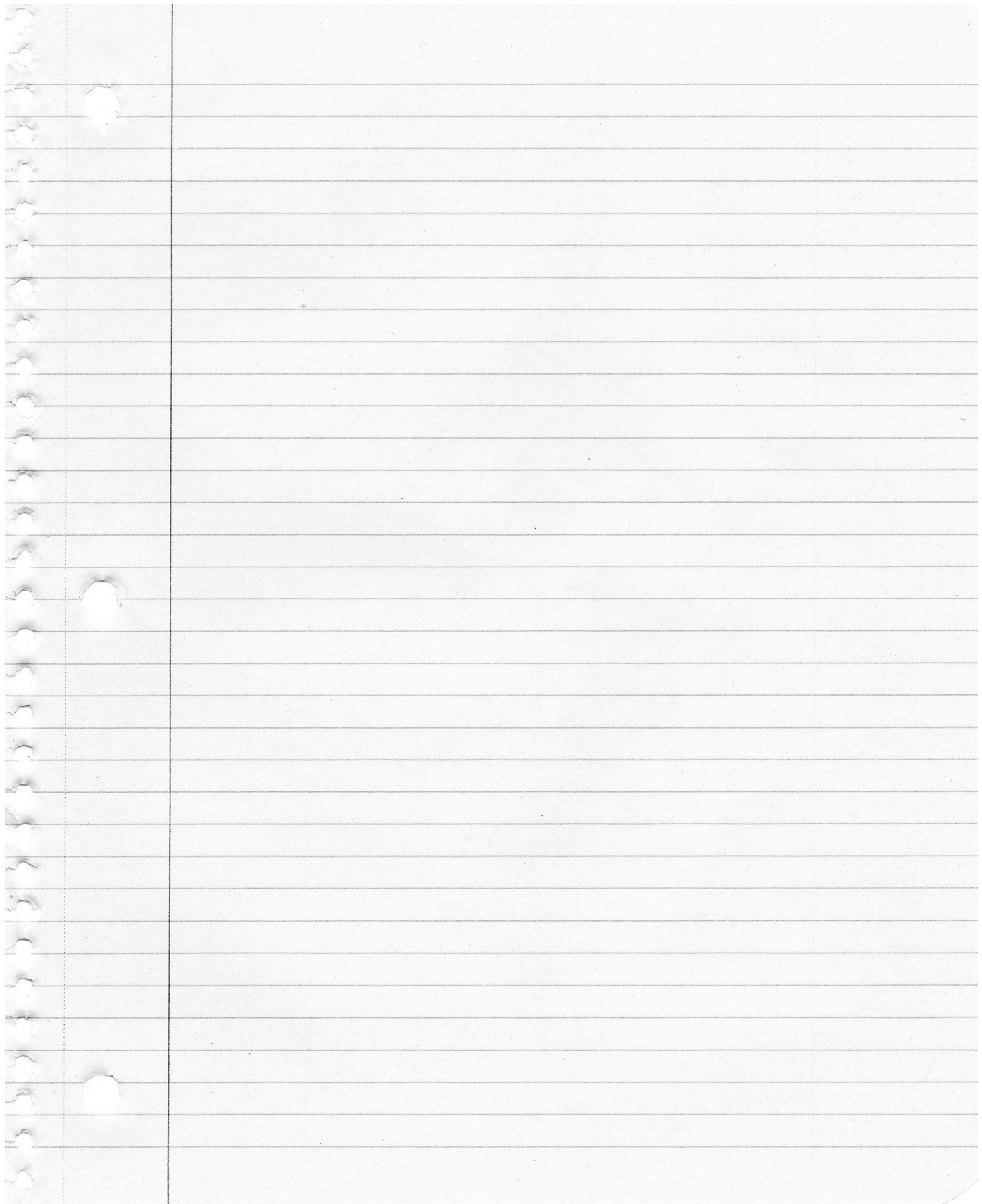
### 4. Mood of Country ("*Return to Normalcy*")

- Americans were scarred by their involvement in World War I and sought a return to the "good old days"
- many Americans were fearful that U.S. involvement in the League of Nations would forever entangle the country in European affairs (*Washington's Farewell Address??*)

## G. Henry Cabot Lodge

- a conservative Republican politician from Massachusetts who was a long-term adversary of Democratic President Woodrow Wilson and, ultimately, proved to be his nemesis

*Period 7, Part 2 (Discussion Notes)*



# Supporting Evidence for Significant Topics

## Part III – The Roaring ‘20s, The Great Depression, and The New Deal

### The Roaring ‘20s and the Depressed ‘30s (*an Overview*)

#### A. General Characteristics of the 1920s

#### B. Society of the 1920s

- The cultural clash in American society intensified between **Modern America** (urban, industrial, and secular) and **Traditional America** (rural, agrarian, and WASP)

Effects of the 18 <sup>th</sup> Amendment	Traditional Societal Norms Challenged	The Impact of the Radio & Automobile

#### C. Politics of the 1920s

- a resurgence of conservatism (*progressivism is temporarily dead*)
- conservative Republican dominated decade (*aka the "neo old guard"*)
- pro-business, laissez-faire, and status quo approach to governing

Why?

Potential Problems?

#### D. Foreign Policy of the 1920s

- "Return to Normalcy" was the approach at the beginning of the 1920s \*an attempt to return to the days of isolationism and the Monroe Doctrine

Why?

How?

Problems?

#### E. Economics of the 1920s

- 1919-1920 (*Transition from War to Peace*)
- 1921-1926 (*Huge Boom*)
- 1927-1929 (*Warning Signs*)
- Late 1929 (*The Crash of the Stock Market*)

Black Thursday (October 24 <sup>th</sup> )	Black Monday (October 28 <sup>th</sup> )	Black Tuesday (October 29 <sup>th</sup> )

**F. 1930s (*The Great Depression and The New Deal*)**

- information provided in later section of Investigation Guide.....we will cover the Great Depression and President Franklin Roosevelt's "New Deal" plan separately
- The Great Depression – A Simple Definition
  
- The New Deal – A Simple Definition

**Postwar Economic Difficulties and the 1<sup>st</sup> “Red Scare” (1919-1920)**

**A. Labor and Industry (*problems led to red scare and short economic recession in 1920*)**

- Control of industries slowly went from Government control back to the private sector (*production converted from war supplies back to everyday goods*)
  - government no longer needed to pay for the production of goods now that the war was over
- Severe labor unrest broke out after the War
  - soldiers wanted old jobs back
  - women were expected to go home and assume their traditional role as homemakers
  - blacks were expected to go home and accept 2nd class citizenship
  - conversion of factories from war to peace time goods caused a period of layoff and unemployment for many workers
- Protests and violence by workers were blamed on Bolsheviks (*Communists*) who supposedly infiltrated American Society and labor unions (“*1st Red Scare*”)
- Big business conservatives used the red scare to hurt the effectiveness of labor unions by associating them with Communism
- Once peacetime economy was restored (*early 1921*), labor unrest went away and consequently the “Red Scare” disappeared (*we will see another red scare again in the 1950s with Joseph McCarthy and the early years of the Cold War*)

**B. American Society after the Great War**

- Attempted to turn the clock back in American history to a state of isolationism
- America was truly the only country to emerge from World War I economically, politically, and militarily strong
- Revival of Nativism (*especially against Southern and Eastern Europeans*)
  - 50% of industrial workers were from Southern and Eastern Europe
  - much of Southern and Eastern Europe experienced anarchy after the war and used Socialism to solve their problems (*conflicts with traditional American Democracy*)
  - Sacco and Vanzetti case was a prime example of nativist hysteria (*see below*)
- New Immigration Laws were passed to restrict Southern and Eastern Europeans from immigrating to the United States
  - **Emergency Quota Act (1921)**—based on 3% of each nationality living in the U.S. in 1910 (*actually benefited Southern and Eastern Europeans*)
  - **Immigration Quota Act (1924)**----2% of nationality living in the U.S. in 1890, no Japanese immigration at all, and Canadians and Latin Americans exempt from the act
- Strengthening of the KKK
  - evolved into a Pro-American ideology (WASP)
  - anti-everything that was perceived to be a threat to traditional
  - American morals and values
  - spread to Northern urban areas (*Great Migration of Blacks*)

- D.W. Griffiths silent movie titled “Birth of a Nation” glorified the KKK
- Prohibition (*Volstead Act passed which led to the 18th Amendment*)
  - population generally supported prohibition and felt it was permanent but still wanted to drink
  - organized crime skyrocketed in 1920s (*e.g. Al Capone in Chicago*)
  - moon shining and bathtub gin emerged (*very dangerous*)
  - government really did not make an effort to enforce prohibition (*small budget*)
- Palmer Raids (*1919-1920*)
  - raids led by Attorney General A. Mitchell Palmer
  - the goal of the U.S. government was to search for political radicals and deport foreign born political activists
  - the raids were truly a reaction to some of the postwar difficulties (*see above*) that were blamed on anarchists and socialists
- Sacco and Vanzetti (*1921*)
  - two Italian anarchists convicted in 1921 of a murder and theft in Braintree, Massachusetts
  - the general public protested their conviction on grounds that there wasn't sufficient evidence to prove their guilt
  - Sacco and Vanzetti were executed in 1927 in spite of the public outcry
  - seen by many historians as the prime example of the continuing nativist backlash against southern and eastern European immigrants in the 1920s

## Immigration, Internal Migration, and the Nativist Response (*1<sup>st</sup> Half of the 20<sup>th</sup> Century*)

### A. Great Migration of African Americans

- a mass movement of African Americans out of the rural South to urban areas of the North, Midwest, and West
- the migration lasted from 1910 to 1970 with the bulk of the migration occurring during World War I and World War II
  - **When:** 1914 to 1919 (*hundreds of thousands of blacks moved from poor, rural areas of the south to northern cities*)
  - **Why:** European demand for American products and ultimately U.S. participation in World War I
  - **Push Factors:** poverty, indebtedness, racism, and violence in the rural South
  - **Pull Factors:** factory jobs in the urban North, opportunity to live in communities with more freedom and autonomy
  - **Where:** largest concentration to Detroit, Cleveland, Chicago, Philadelphia, and New York
  - **Effects (*good and bad*):**
    - Good: Cultural Diffusion (music, religion, art, literature, regional customs, etc.)
    - Bad: many times met with hostility and discrimination in the North

### B. National Origins Act (*1924*)

- law that established quotas based on nationality for immigration to the U.S.
- the law limited immigration from southern and eastern Europe, permitting larger numbers of immigrants from northern and western Europe
- another example of the nativist backlash against southern and eastern European immigrants in the early 1900s

### C. Mexican Repatriation (*1929-1939*)

- partly as a result of the Great Depression, the U.S. government sponsored a Mexican Repatriation program encouraging Mexicans to voluntarily move back to Mexico
- thousands of Mexicans were deported against their will

### D. Bracero Program (*1942*)

- agreement between the U.S. and Mexico that allowed the importation of temporary contract workers from Mexico to the United States
- partly done to fill a void in the workforce as a result of U.S. participation in World War II

### E. Luisa Moreno

- a social activist who unionized workers, led strikes, and created the first national Latino civil rights assembly in 1939
- in 1950 she was deported to Guatemala, the nation of her birth

## American Culture in the Roaring 20s

### A. The “Lost Generation”

- the generation of men and women who came of age during or immediately following World War I
- as a result of their war experiences and the social upheaval of the time, they were viewed as cynical, disillusioned, and without cultural or emotional stability
- very critical of the consumerism and materialism of the “Roaring ‘20s”
- American writers included Ernest Hemingway and F. Scott Fitzgerald

### B. The Harlem Renaissance

- literary and artistic movement in the 1920s in which black writers and artists described African American life through music, murals, literature, etc.
- centered around Harlem and partly a result of the Great Migration
  - **Where:** Harlem (once an affluent white suburb in northern Manhattan) ---became the nation’s largest and most influential African-American community
  - **When:** primarily post World War I into the 1920s
  - **What:** a flourishing of black artists and intellectuals due to greater autonomy in the North (*an opportunity to demonstrate the richness of their racial heritage*)
  - **Noted Figures:**
    - Musicians: Duke Ellington, Jelly Roll Morton
    - Writers: Langston Hughes, Alan Locke, Claude McKay Painters: Aaron Douglas
    - Significance: brought together white and black communities and became a vehicle for raising the self-respect and status of African-Americans nationwide

### C. Jazz Music

- uniquely American style of music developed in the early 1900s
- a product of primarily African American communities, jazz was characterized by improvisation and syncopation

### D. Jelly Roll Morton

- Jazz piano player who began his career in New Orleans - some musicians refer to him as the “Father of Jazz”

### E. Louis Armstrong

- Jazz trumpet player and singer from New Orleans who played a pivotal role in popularizing Jazz music throughout the United States

### F. Ashcan School

- New York artists of the early 1900s whose work focused on portrayals of urban life
- included such artists as Robert Henry and John Sloan

### G. Edward Hopper

- painter whose depiction of urban scenes illustrated life in modern America

### H. Yiddish Theater

- political and artistic plays performed in Yiddish in New York during the 1920s
- symbolized an outpouring of the Jewish community

### I. KDKA in Pittsburgh (1920)

- the world’s first commercial radio station
- in November 1920, KDKA broadcast the returns of the U.S. presidential election, beginning a decade in which radio became pervasive in U.S. culture
- by 1933, two-thirds of American homes had a radio, twice as many as those with telephones

### J. The Jazz Singer (1927)

- the first motion picture with sound (*nicknamed “talkies”*)



## Political and Cultural Conflict in the Roaring 20s

### A. Ku Klux Klan March on Washington (1925)

- the KKK, claiming 5 million members, led a march of over 50,000 people in Washington, D.C., demanding laws against immigration
- the Klan also opposed Catholics, blacks, and Jews

### B. Fundamentalism vs Modernism

- truly a struggle between traditional, rural America and modern, urban America
- Fundamentalists emphasized the literal truth and interpretation of the Bible
- Modernists attempted to reconcile the Bible with scientific knowledge
- the division reached its peak in 1925 when a high school biology teacher, John Scopes, was put on trial for teaching evolution

### C. Scopes Trial aka the "monkey trial"

- one of the best-known trials in American history because it symbolized the conflict between science and theology, faith and reason, individual liberty and majority rule
- High school teacher John Thomas Scopes was charged with violating Tennessee's law against teaching evolution instead of the divine creation of man
- Representing Scopes was the famed trial lawyer Clarence Darrow. Slick and sophisticated, Darrow epitomized the urban society in which he lived.
- The prosecution was led by William Jennings Bryan, three-time presidential candidate and former secretary of state. The "Great Commoner" was the perfect representative of the rural values he dedicated his life to defend.
- The trial was the first to be broadcast on live radio.

### D. Prohibition (18th Amendment)

- nationwide ban on the sale, production, and importation of alcohol that remained in place from 1920 to 1933
- Prohibition caused deep division in the United States between those who supported the ban (drys) and those who opposed the ban (wets)
- the ban led to organized crime, mobster activity, and violence in major cities to control the lucrative black market trade in alcohol
- repealed by the 21st Amendment in 1933

## Causes of the Great Depression (*Boom and Bust Cycles*)

### Four Major Characteristics of any Economic Crisis

1. Business Failures (*reduction in jobs*)
2. Unemployment (*no consumers*)
3. Bank Failures (*no money being loaned*)
4. Deflation (*prices drop*)

### A. Buying on Credit (*Installment Plans*) and Advertising

### B. Buying on Margin and Stock Watering (*over inflating the value of a company's stock*)

### C. Agriculture

## D. Industry

## E. Real Estate Boom and Bust (*especially in Florida and California*)

## F. Pro-Business, Laissez-Faire approach to the Economy in the 1920s and High Tariffs

## G. Stock Market Crash

## H. Unemployment

## I. Bank Failures

### Effects of the Great Depression

Economic Effects	Social Effects	Political Effects
<ol style="list-style-type: none"><li>1. unemployment (<i>25% at its peak in 1933</i>)</li><li>2. companies ruined (<i>worsens unemployment</i>)</li><li>3. crisis in banking (<i>lack of confidence in banks</i>)</li><li>4. agriculture in shambles</li><li>5. halt in international trade (<i>deepened depression</i>)</li><li>6. prohibition repealed (<i>1933</i>)</li><li>7. suspicion of investing in stock market</li><li>8. loss of farms and homes</li></ol>	<ol style="list-style-type: none"><li>1. people's pride is damaged (<i>loss of job and inability to provide for family</i>)</li><li>2. increase in crime</li><li>3. families fall apart due to stress</li><li>4. suicide rate spikes</li><li>5. children not taken care of (<i>disease, malnutrition</i>)</li><li>6. shantytowns develop aka "Hoovervilles" (<i>served as a constant reminder of the depression</i>)</li></ol>	<ol style="list-style-type: none"><li>1. each political party blamed the other</li><li>2. politicians afraid to take a position (<i>no real idea how to fix the economy</i>)</li><li>3. ended Republican dominance of the 1920s</li><li>4. temporary socialist government emerged in an attempt to solve the depression (<i>the "New Deal"</i>)</li><li>5. Democratic dominance (<i>1933-1969</i>) *one Republican President, Eisenhower (<i>1953-1961</i>)</li><li>6. acceptance of some level of government involvement in the economy</li></ol>

## Franklin Roosevelt and the New Deal

### A. Condition of the Country in 1932-1933

### B. John Maynard Keynes and Keynesian Economics (*as it relates to the New Deal*)

## C. What exactly was the New Deal?

### D. Fireside Chats

- from March 1933 to June 1944, Franklin Roosevelt addressed the American people in some 30 speeches broadcast via radio, speaking on a variety of topics from banking to unemployment to fighting fascism in Europe
- millions of people found comfort and renewed confidence in these speeches, which became known as the “fireside chats”

## The Great Depression and the New Deal (1929-1945)

### A. Great Depression (1929-1941)

- period of high unemployment and widespread bank and business failure
- primarily caused by an economic system that was out of balance with too much supply and not enough demand

### B. Stock Market Crash (1929)

- a plummeting of stock prices on Wall Street that signaled the beginning of a ten-year depression affecting all industrial societies in the western world

### C. Smoot-Hawley Tariff (1930)

- the highest tariff rate in U.S. History second to the Tariff of 1828 (*Nullification Crisis*)
- the high rates led to a tariff war with other nations that worsened the international depression and cut American exports and imports by more than half

### D. Reconstruction Finance Corporation (1932)

- President Herbert Hoover's primary plan for economic recovery
- U.S. government agency established by Congress on January 22, 1932, to provide
- financial aid to railroads, financial institutions, and business corporations

### E. Bonus March (1932)

- unemployed veterans from World War I marched to Washington, DC, demanding the payment of bonuses promised to them at a later date (1945)
- Congress didn't pass the Bonus Bill, and President Hoover ordered the U.S. army to break up their encampment
- tanks and tear gas were used to destroy the veteran's camps
- this incident all but sealed Hoover's failed reelection bid in 1932

### F. New Deal Programs to Stimulate Economic Activity

- “alphabet” agencies and programs created by the government to provide relief, recovery, and reform

### G. The New Deal and the “Three Rs”

- Relief
  - immediate aid to provide the bare necessities to those struggling to survive during the Great Depression
  - an attempt to halt further deterioration of the economy
- Recovery
  - short term acts passed, and programs created to bring back consumer demand and “prime the pump” of the economy
- Reform
  - permanent acts passed and programs created to prevent an economic depression from happening again in the future

Relief	Reform	Recovery
CCC –	Emergency Banking Act –	AAA –
FERA –	FDIC –	TVA –
PWA –	SEC –	NIRA –
CWA –	NLRB –	FHA –
SSA –		

**H. Glass-Steagall Act (1933)**

- law that forbade commercial banks from engaging in excessive speculation
- established the Federal Deposit Insurance Corporation (FDIC) (*still exists today*)

**I. Federal Deposit Insurance Corporation (FDIC) (1933)**

- government agency created by President Roosevelt that regulates banks and insures bank deposits for consumers (*still exists today*)

**J. Securities and Exchange Commission (SEC) (1934)**

- agency of the federal government that regulates financial markets and investment companies (*still exists today*)

**K. Wagner Act (1935)**

- aka the National Labor Relations Act
- protected worker's rights to organize labor unions and engage in collective bargaining
- created the National Labor Relations Board (NLRB), providing for government investigation of unfair labor practices.

**L. Social Security Act (1935)**

- provided federal financial assistance to the problems of old age and unemployment
- Social Security also provided benefits to widows and the disabled (*still exists today*)

**M. Court-Packing Plan or Scheme (1937)**

- after the Supreme Court declared a series of New Deal programs unconstitutional in such cases as *Schechter v United States (1935)* and *Butler v United States (1936)*, President Roosevelt unsuccessfully attempted to add new members to the Supreme Court
- the plan would have added 6 new liberal justices to the Supreme Court that would have been more sympathetic to FDR's New Deal programs

**N. Roosevelt Recession (1938)**

- a period in which the American economy stalled after several years of recovery
- most likely caused by cuts in government spending introduced by Roosevelt in 1937 in an attempt to balance the federal budget

**O. Congress of Industrial Organizations (1938)**

- labor organization led by John L. Lewis that was created from a group of powerful unions that left the American Federation of Labor in an attempt to unionize unskilled industrial workers
- eventually merged with the American Federation of Labor in 1955 to form the AFL-CIO

**P. New Deal Democratic Coalition**

- the alignment of interest groups and voting blocs that supported the New Deal and voted for Democratic presidential candidates from 1932 until approximately 1968, making the Democratic Party the majority party during that period

**Q. Huey Long**

- Louisiana governor and U.S. senator who was a critic of the New Deal
- Long supported a redistribution of wealth from the rich to the poor
- Long, whom FDR feared politically, was assassinated in 1935.

**R. Charles Coughlin**

- Roman Catholic priest who was a critic of the New Deal
- Coughlin used his national radio program to attack FDR and his policies
- eventually discredited for his antisemitism (*prejudice against Jews*) and support of fascism at a time when Hitler (*Germany*) was gaining power in Europe

*Period 7, Part 3 (Discussion Notes)*

## Supporting Evidence for Significant Topics

### Part IV – Interwar Years and World War II

#### Interwar Years (*general characterization*) - approximately 1919-1939

- ✓ United States
  
- ✓ Western Hemisphere
  
- ✓ Europe
  
- ✓ Pacific

#### U.S. Foreign Policy during the Interwar Years (1920s and 1930s)

##### A. Washington Naval Conference (1921-1922)

- International conference held in Washington, D.C., in which nations agreed to limit the size of their navies and reduce naval armaments (*legacy of World War I and Freedom of the Seas*)

##### B. Stimson Doctrine (1932)

- issued by the U.S. as a result of Japan seizing control of Manchuria from the Chinese
- policy that stated the U.S. government would not recognize territorial gains that Japan acquired through the use of force

##### C. U.S. formal recognition of the Soviet Union (1933)

- formally recognized the existence of the Soviet Union after years of refusing to accept the outcome of the Bolshevik Revolution in Russia
- some historians view this as an attempt to ease tensions with the Soviet Union to not only create potential economic trade but to serve as a counterweight to future German aggression in Europe

##### D. Tydings-McDuffie Act (1934)

- the U.S. formally declared that the Philippines would become a free, independent, sovereign nation within ten years

##### E. Good Neighbor Policy (1930s)

- policy of the Franklin Roosevelt Administration which stated that the U.S. would not intervene in the domestic affairs of Latin American nations
- intended to end Theodore Roosevelt's Big Stick Diplomacy and William H. Taft's Dollar Diplomacy that were implemented in the early 1900s
- some historians view this as an attempt to form a Pan-American Alliance against outside aggression toward the Western Hemisphere

##### F. Neutrality Acts (1935-1937)

- a series of acts which attempted to keep America neutral due to the aggressive actions of Italy, Japan, and Germany and the potential war that could break out as a result
- made it illegal for Americans to get involved in any way with nations at war
- eventually made it illegal to sell goods to warring and/or belligerent nations
- repealed after Germany invaded Poland in 1939 which started World War II

### G. Cash and Carry Policy (1939)

- a policy that allowed the sale of goods and/or arms to warring nations as long as the nations paid cash (*no loans*) and carried the goods and/or arms away on their own ships
- the policy was a reflection of the lessons learned from World War I

### H. Lend-Lease Act (1941)

- law passed by Congress in 1941 that allowed any country whose security was vital to U.S. interests to receive arms and equipment from the United States on a Lend-Lease basis
- specifically provided aid to Great Britain and effectively ended U.S. neutrality in World War II
- Lend-Lease was extended to the Soviet Union when Germany invaded Russia

### I. Atlantic Charter (1941)

- statement issued by President Roosevelt and British Prime Minister Churchill that laid out American and British postwar aims (*e.g. creation of the United Nations*)
- the focus of the postwar goals centered on international economic and political cooperation

### J. Pearl Harbor (1941)

- U.S. naval base in Hawaii that was attacked by the Japanese
- officially brought the United States into World War II

## World War II (*Global Perspective and U.S. Involvement*)

### A. Causes of World War II

1. The End of World War I and the failure of the Treaty of Versailles
2. Isolationism
3. The Great Depression (*A Global Event*)
4. Disillusioned Nations after World War I
  - ✓ Germany
  - ✓ Italy
  - ✓ Japan
5. Rise of Fascism, Totalitarianism, and Militarism in Germany, Italy, and Japan

### B. Characteristics of World War II

## U.S. Involvement in World War II (1941-1945)

### A. Initial U.S. Reaction to the Outbreak of World War II in 1939

- the United States was still recovering from the Great Depression and had taken several measures to stay isolated in the interwar years so it should be no surprise that the country hoped to stay out of another European conflict

### B. Why did U.S. Neutrality Strain from 1937-1941?

- some of the same reasons discussed in the years prior to U.S. involvement in World War I (*e.g. ethnic, cultural, political, and trade ties with the Allies*)
  - Prior to Pearl Harbor (*December 7, 1941*)
    - neutrality was slowly straining and public opinion was shifting toward the Allies partly as a result of the aggressive actions taken by Germany, Italy, and Japan during the 1930s
  - After Pearl Harbor
    - the bombing of Pearl Harbor was a direct, concrete action taken by the Axis powers against the United States
    - President Roosevelt easily gained Congressional support for a declaration of war
    - the public almost unanimously supported U.S. involvement in the war and the war effort at home

### C. Manhattan Project (1942-1945)

- highly classified top secret program of the U.S. government with the ultimate goal of developing an atomic bomb

### D. Operation Overlord (*Invasion of Normandy, France*) a.k.a. D-Day (*June 6, 1944*)

- Allied invasion of Europe led by U.S. General Dwight D. Eisenhower
- over one million troops (*the largest invasion force in history*) stormed the beaches at Normandy and began the arduous task of re-taking France from German control
- a significant turning point of World War II

### E. Yalta Conference (early 1945)

- meeting between Franklin Roosevelt, Winston Churchill, and Joseph Stalin to discuss the final defeat of the Axis powers and the problems of postwar occupation of liberated countries
- Stalin agreed to remove all Soviet troops from Eastern Europe after the war and to allow free and fair elections in Eastern Europe
- Stalin also pledged his support to aid the United States in their defeat of the Japanese

### F. Hiroshima and Nagasaki (1945)

- the two Japanese cities hit with the atomic bombs dropped by the United States - the bombing of these two cities brought an abrupt end to World War II
- the use of atomic bombs are still hotly debated to this day

## U.S. Involvement in World War II (1941-1945)

### A. Propaganda during World War II (*posters and Disney shorts*)

### B. Government Agencies and Committees created for the War Effort

- War Production Board
  - agency that supervised industrial and agrarian war production during World War II
  - limited the production of goods to only those that were essential to the war effort
- Office of Price Administration
  - agency that was tasked with controlling inflation by putting a ceiling on wages and prices
  - the large influx of government money into the economy had the potential of causing very high inflation rates



- National War Labor Board
  - agency that mediated disputes between workers and employers to prevent strikes that had the potential of disrupting wartime production
- Mandatory Rationing and Ration Books
  - unlike World War I, the rationing during World War II was made mandatory by the federal government
  - ration books with stamps that allowed one to purchase certain items were issued to each member of a household

### C. Paying for the War

- war bonds purchased by the American public once again made up a large bulk of the money raised to pay for the war
- a substantial increase in the income tax rates

### D. Women and Minorities during World War II

- Rosie the Riveter
  - An iconic image of a woman dressed in overalls who became the symbol for the publicity campaign that was launched by the government to draw women into traditional male jobs during the war
- Bracero Program
  - agreement between the U.S. and Mexico that allowed the importation of temporary contract workers from Mexico to the United States
  - partly done to fill a void in the workforce as a result of U.S. participation in World War II
- Native American “Code Talkers”
  - During World War I, the Germans often learned of Allied tactical plans by tapping into their telephone lines and successfully breaking their codes so when World War II broke out the government used Navajo Indians to transmit messages
  - the Navajo Code Talkers made a significant contribution to the war in the Pacific as the Japanese never broke their codes
- Great Migration
  - the large internal migration of African Americans from the rural south to the industrial cities of the north continued during World War II as more and more jobs became readily available
- Philip Randolph
  - African American leader who organized a march on Washington in 1941 to pressure FDR to issue an executive order banning discrimination in defense industries
  - as a result, FDR set up the Fair Employment Practices Commission to halt discrimination in war production and the federal government
- Congress of Racial Equality (1942)
  - Civil Rights Organization created in World War II that committed itself to using nonviolent techniques to end racial segregation
- Japanese-American Internment (1942)
  - Under Executive Order #9066, FDR authorized the removal of “enemy aliens” from military areas
  - over 110,00 Japanese Americans living in the western U.S. were moved to internment camps
  - ironically, those living in Hawaii were not put into camps
- Korematsu v. United States
  - the Supreme Court case broadly dealt with a challenge to the Japanese internment camps during World War II
  - the Supreme Court upheld the Government’s right to engage in this action for similar reasons used in the ruling for the Schenck case during World War I
- Zoot Suit Riots (1943)
  - several thousand off-duty soldiers and sailors, joined by
  - hundreds of local white civilians, rampaged through downtown Los Angeles streets, assaulting primarily Hispanics but also blacks and Filipinos
  - symbolic of racial tensions that existed in many major cities of the United States during the war
  - “Zoot Suit Riots” take their name from the high-waisted wool trousers and baggy, long-tailed suit coats then worn by many Los Angeles youths. At the time, the jazz-inspired outfits were particularly popular among the city’s Mexican American population

*Additional Notes*

