

MAAP-EOC Exam

U.S. History Student Review Guide

1877 to Present

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*2018 Mississippi College- and
Career-Readiness Standards for Social Studies*

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U.S. History Student Review Guide: 1877 to Present

based on the 2018 Mississippi College- and Career-Readiness Standards for Social Studies

by

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Publisher

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Practice Test 2 (separate booklet)

Practice Test 2 Evaluation Chart	PT2-24
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The Progressive Era

Section 6.5 Theodore Roosevelt



Key Terms 6.5

- **Conservation** – the careful use of natural resources
- **Hepburn Act** – a law that empowered the Interstate Commerce Commission to have control over many aspects of railroads and associated businesses, 1906
- **Meat Inspection Act** – a law that regulated the meat industries to ensure sanitary conditions and safe products for the public, 1906
- **Muckrakers** – writers who exposed corruption in big business, government, and society
- **Preservation** – the maintenance of wilderness areas in a natural state
- **Pure Food and Drug Act** – the first law passed to regulate the quality of food and pharmaceutical products, 1906; led to the creation of the Food and Drug Administration
- **Roosevelt, Theodore “Teddy”** – a hero from the Spanish-American War who became president of the United States; known for trust busting and conservation efforts in his domestic policies (the issues within the United States as opposed to foreign policies that address issue with other countries)
- **Square Deal** – slogan for Theodore Roosevelt’s presidential administration and re-election campaign that showed he would not favor any group
- **Trust busting** – the act of breaking up bad trusts by suing them in court

You’ve seen that during the New Industrial Age, the federal government did little to curb the power of big business. Starting in the early 1900s, however, government policies began to change to limit the power of big business and to protect consumers.

Roosevelt's Road to the Presidency

In 1898, the United States went to war with Spain for various reasons. This war, called the *Spanish-American War*, will be discussed in detail in the next section on imperialism. For now, know that the United States won the war in three months and became a world power. A man by the name of **Theodore “Teddy” Roosevelt** (often referred to as “TR”) emerged as a hero from that war.

Roosevelt was no stranger to politics. In years prior to the Spanish-American War, he had been elected to the New York state government where he became known for exposing corruption, supporting civil service reform, and opposing patronage. Later, he served as a New York City Police Commissioner and was devoted to rooting out corruption within the police department. Immediately after the war in 1898, Roosevelt returned to his home state of New York. The Republican Party persuaded him to run for governor and he won.

Two years later in the presidential election of 1900, the Republican Party decided to nominate Roosevelt as vice president on the ticket with William McKinley in McKinley’s re-election campaign. They were eager to use “Teddy’s” name as a nationally known war hero without giving him too much political power.

McKinley was easily re-elected president in 1900 with Roosevelt as his vice president. But four and a half months after being sworn in as president, McKinley was assassinated. Theodore Roosevelt was now president. His young age of not quite 43 made TR the youngest president to ever take office. Later John F. Kennedy would be the youngest to be *elected* president, but after McKinley’s assassination, TR was the youngest to *take* office.

Section 6.5, continued

Theodore Roosevelt

Roosevelt served the remainder of the presidential term and then easily won re-election. He served the nation for two terms as president from 1901 through 1909. Let's take a closer look at his progressive domestic policies. (Domestic policies are the ones that address issues within the United States. You'll see Roosevelt's foreign policies later in the section on imperialism.)

Roosevelt's Square Deal

As McKinley's vice president, Roosevelt did not agree with McKinley's pro-business, laissez-faire approach to business. As president, Roosevelt was determined not to favor any group. He promised that all would get a "square deal" with him. **Square Deal** became the slogan of Theodore Roosevelt's first administration and then became his campaign slogan for re-election in 1904.

Roosevelt's Square Deal affected the nation in a variety of areas. Keep in mind the corruption that had been growing and the frustration of progressive reformers in combating it. Roosevelt understood the importance of big business, but he also understood the importance of the consumer and the working class. He respected the power of the business owners, but he also respected the power of organized labor. Through his domestic policies, he sought to find a balance between the needs and interests of both components of the American economy.

Trust Busting

Remember that during the New Industrial Age, trusts were formed when a group controlled multiple companies and created monopolies. Trusts and monopolies limited competition and drove up prices. Roosevelt viewed his unanticipated leap into leadership as an opportunity to literally put the brakes on the runaway train of corruption along with any monopolies that were abusing power.

Roosevelt decided early in his presidency to do something about the unfair business practices of certain trusts. He did not believe that every business trust was bad, so he focused on attacking the bad ones. Rather than asking Congress to change the laws, Roosevelt used the courts to break up bad trusts. His actions were called **trust busting** because the courts ordered bad trusts to break apart into smaller companies. Over the span of his presidency, Roosevelt was relentless in his pursuit of monopolistic businesses that abused their power by eliminating competition and raising prices to harm consumers.

His first target in 1902 was a railroad trust controlled by the Northern Securities Company. TR sued the company in federal court, and in 1904 the Supreme Court (*Northern Securities Company v. U.S.*) agreed that the trust should be broken up. In all, Roosevelt was responsible for 44 court cases against such trusts as the Standard Oil Company, the tobacco trust, and the beef trust controlled by Swift and Company and allies. (Do you recognize some of these names from Section 5?) These attacks on big business won Roosevelt the name of *trust buster* and the respect of progressive reformers.



Political Cartoon of Theodore Roosevelt as a Trust Buster

Image in Public Domain

Question: In the political cartoon above, what do the bears represent?

The bears represent types of businesses: bad trusts, good trusts, and businesses that were not trusts. According to this cartoon, Roosevelt hunted and killed bad trusts, restrained good trusts, and left alone business that were not trusts.

Section 6.5, continued

Theodore Roosevelt

Coal Strike, 1902

Early in Roosevelt's presidency, no one was sure of how this president was going to govern. Roosevelt was put to the test quickly. In 1902, there was a coal strike in the Pennsylvania coal fields. Neither the management (the owners) nor the union (the workers) could agree on a solution. With winter coming, the public good was at stake. People needed coal to cook and to stay warm.

As president, TR decided to do something about the strike. True to his core beliefs, he sought for balance and a compromise to move forward. He invited owners and union representatives to the White House for a meeting. When the owners still would not budge, Roosevelt hinted that he would send federal troops to take over the mines and operate them for the public good. The owners gave in, and the strike was settled. Roosevelt demonstrated to the country that he would put the good of the country ahead of the interests of big business.

Practice 1

Match each description to the correct term. Each term may be used more than once or not at all.

- _____ 1. pro-business, hands-off policy
- _____ 2. using the court system to break up business monopolies
- _____ 3. President Roosevelt's policy to not favor any specific group
- _____ 4. the event where the threat of a government takeover forced a settlement
- _____ 5. the Supreme Court case in which a railroad trust was broken up
- _____ 6. a business or trust that controls the majority of an industry
- _____ 7. President McKinley's policy towards businesses
- _____ 8. President Roosevelt's first Supreme Court case to break up a trust

- A. Square Deal
- B. trust busting
- C. Coal Strike of 1902
- D. *Swift & Co. v. U.S.*
- F. monopoly
- G. laissez faire
- H. *Northern Securities Company v. U.S.*

The Role of Journalists

During the Progressive Era, journalists began to expose the corruption in society. They investigated the corruption in government and in businesses, exposed the filthy conditions in the meat packing industry, and attacked the evils of child labor. As a group, these investigative reporters were called **muckrakers** because they were portrayed as only looking down at the "muck" instead of considering the bigger picture. President Roosevelt was responsible for the label "muckraker," but in spite of his negative characterization, many of them assisted Roosevelt in his campaign for reform.

There is filth on the floor, and it must be scraped up with the muck rake . . . But the man who never does anything else, who never thinks or speaks or writes, save of his feats with the muck rake, speedily becomes, not a help but one of the most potent forces for evil . . . The effort to make financial or political profit out of the destruction of character can only result in calamity.

Theodore Roosevelt
"The Man with the Muck Rake" Speech, 1906

Section 6.5, continued

Theodore Roosevelt

You have already seen some of these noted journalists who emerged during this time. Each of the following were labeled as “muckrakers” during the Progressive Era:

- *Jacob Riis* used photography to document the terrible living conditions in New York slums during the Progressive Era.
- *Florence Kelley* published pamphlets, reports, and books to highlight the dangerous working conditions for women and children in sweatshops and to advocate for federal reforms.
- *Ida B. Wells* wrote articles to document lynchings and other racial injustices occurring in Southern states.

Now add to this list a few other important journalists who exposed areas of “muck” during Roosevelt’s presidency.

OTHER IMPORTANT MUCKRAKERS OF THE PROGRESSIVE ERA

Author	Year	Work	Description
Lincoln Steffens	1904	<i>The Shame of the Cities</i>	Showed the corruption in state and local governments
Ida M. Tarbell	1904	<i>The History of the Standard Oil Company</i>	Exposed the corrupt practices of the Standard Oil Company by writing a history of the corporation
Upton Sinclair	1906	<i>The Jungle</i>	Exposed the filthy conditions in the meat packing industry
John Spargo	1906	<i>The Bitter Cry of the Children</i>	Exposed the evils of child labor

Progressive Legislation

Muckrakers brought public awareness to the problems and corruption, which further fueled the demand for reform. With the support of the public, President Roosevelt began to address the issues relating to consumers (the people who buy things). He worked with Congress to pass a series of bills aimed at protecting consumers. These new laws forced the railroads to charge fair prices, addressed the filthy conditions in the meat packing industry, and corrected the dangers of altered foods and falsely labeled drugs. The chart below summarizes these important progressive laws.

ROOSEVELT’S PROGRESSIVE LEGISLATION

Act	Result
Elkins Act, 1903	This law stopped the railroads from giving rebates to their best customers. Shipping rates had to be publicly posted for all to see.
Hepburn Act, 1906	This law gave the Interstate Commerce Commission (ICC) power to set maximum railroad rates, to control other industries that shipped products on the railroads, and to stop the railroads from giving free passes to government employees.
Meat Inspection Act, 1906	Under this law, the government was to inspect animals before they were slaughtered and after the meat was processed. It also set sanitary standards for meat packing facilities and ordered government inspections to ensure the plants were clean.
Pure Food and Drug Act, 1906	This law outlawed the sale of altered or mislabeled food and drug products. It led to the creation of the Food and Drug Administration.

Section 6.5, continued

Theodore Roosevelt

Practice 2

Write in the blank the answer to each question about muckrakers and progressive legislation of the early 20th century.

- _____ 1. Which journalist's work resulted in the passage of regulations over the meat packing industry?
- _____ 2. Which journalist exposed the corruption of Standard Oil Company?
- _____ 3. Which journalist exposed the political corruption in city governments?
- _____ 4. Who was the author of *The Jungle*?
- _____ 5. Which book exposed the evils of child labor?
- _____ 6. In what year were most of Roosevelt's progressive laws passed?
- _____ 7. Which law allowed the ICC to control industries that shipped products on the railroads?
- _____ 8. Which law set sanitation standards for the meat packing industry?
- _____ 9. Which law made it illegal to mislabel food products?
- _____ 10. Which law stopped the railroads from giving discounts to certain customers?

Conservation and Preservation

Responsibly managing natural resources is called **conservation**, and the people who encourage it are *conservationists*. **Preservation** is defined as maintaining wilderness areas in their natural state. President Roosevelt believed in both of these ideas. TR loved the outdoors. He agreed with those who said that America's natural resources were not unlimited and that something should be done to protect them. During his presidency, he sought ways to both conserve and preserve the natural resources of the country. Under his leadership, conservation and preservation became a national movement.



Two friends of Roosevelt strongly influenced his policies regarding natural resources. *Gifford Pinchot* had been trained in forestry management in Europe. He was an advocate for conversation and responsible management, especially with regard to the forests of America and the interests of the logging industry. *John Muir* had studied botany and geology in college and loved nature. He was particularly impressed with the majestic Rocky Mountains and fought to protect them and to preserve them for generations in the future. Both Muir and Pinchot were concerned about the environment, but they did not always agree on government policies. For example, Muir opposed a dam being built in Yosemite Valley, a state park. Pinchot believed the need to provide San Francisco with electrical power and water outweighed Muir's strict preservation views. In the end, the dam was built. Their friendship did not survive the project, but both remained friends of Roosevelt.

Under Roosevelt, the federal government expanded the authority of a president to create national monuments and to preserve sites of historic or scientific significance. During his presidency, Roosevelt set aside millions of acres of land as national forests, designated 18 national monuments including the Grand Canyon in Arizona, created six national parks, and established numerous bird reserves that would eventually become wildlife refuges.

Section 6.5, continued

Theodore Roosevelt

ROOSEVELT'S CONSERVATION RECORD

- He used money from public land sales to fund the construction of dams and other irrigation projects in the West.
- He set aside millions of acres as national forests, nature preserves, and animal sanctuaries.
- He created five national parks and 18 national monuments.
- He established the U.S. Forest Service and appointed Gifford Pinchot, a professional conservationist, as its head.

Additional Supreme Court Cases

Under President Roosevelt, you've already seen that the Supreme Court finally began upholding the Sherman Antitrust Act and the government's right to protect competition and interstate trade. The Supreme Court also made rulings that affected the rights of employers and employees. Let's review two of those notable cases below.

- A New York law limited the number of hours bakery employees could work. *Lochner*, a bakery owner, challenged the law in court. In the case *Lochner v. New York* in 1905, the Supreme Court ruled that the law was unconstitutional under the due process clause given in the 14th Amendment. This controversial decision resulted in additional state employer regulations being declared unconstitutional. The ruling was a setback to Progressive Era laws that sought to regulate working conditions. It was 1937 before this trend was reversed.
- An Oregon law prohibited women from working more than 10 hours a day in factories and laundries. Muller, the owner of a laundry business, was convicted for breaking the law. He challenged his conviction until it reached the Supreme Court. In the case *Muller v. Oregon* in 1908, the defense team put together over 100 pages of historical information, facts, and data from sociology, psychology, and economics to support the claim that women were physically different from men and, therefore, needed protection by the law. (This compilation of evidence became known as the *Brandeis Brief*.) The Supreme Court upheld the law as constitutional. Although this case had the opposite outcome as *Lochner v. New York*, it didn't overturn that earlier ruling. Instead, it justified the law based on the physical differences between men and women. The ruling set a *precedent* (a rule to go by in future cases) by considering other data beyond purely legal arguments.

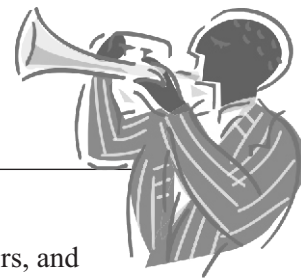
Practice 3

Answer the following questions about President Theodore Roosevelt. Darken the circle that corresponds to your answer choice.

1. Which of the following actions shows President Roosevelt as a conservationist?
(A) trust busting
(B) negotiating the Coal Strike of 1902
(C) passing the Pure Food and Drug Act
(D) establishing national forests
2. Which Supreme Court case set a precedent for considering scientific data in addition to legal arguments?
(A) *Lochner v. New York*
(B) *Muller v. Oregon*
(C) *Northern Securities Company v. U.S.*
(D) *Plessy v. Ferguson*
3. Why were state laws that regulated working conditions not effective during the Progressive Era?
(A) The Supreme Court ruled them unconstitutional.
(B) Federal laws overturned the state laws.
(C) The laws discriminated against women.
(D) The laws discriminated based on race.

The Roaring Twenties

Section 9.5 Arts and Humanities



Key Terms 9.5

- **Harlem Renaissance** – a revival of African American culture by black artists, writers, and musicians
- **Jazz** – emotional music based on the rhythm of African work songs and folk music
- **Mass culture** – set of ideas and values that develop when people are exposed to the same media sources
- **Mass entertainment** – entertainment, such as radio, movies, and sports, available for larger audiences

The decade of the 1920s witnessed the emergence of **mass culture**, which refers to a set of ideas and values that develop when people are exposed to the same media sources. As you will see, Americans for the first time in history were listening to and seeing the same messages coming to them through new forms of media. This uniform information shifted how people thought about their lives, their lifestyles, and their choices. Let's look at the various types of these media messages.

Mass Entertainment

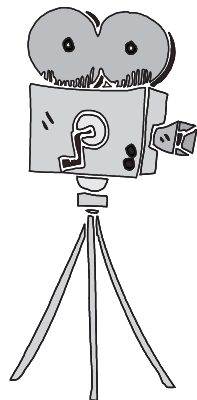
Until the turn of the century, entertainment, which was primarily music and theater, was mostly for the rich. But new technologies made new forms of entertainment available to much larger audiences. Entertainment enjoyed by large audiences is called **mass entertainment**. Two of these new technologies were radio and movies. Sporting events, such as baseball, also drew large crowds to see the athletes compete.

Radio

In its early days, radio was used for communication over long distances. The 1920s, however, ushered in the *Golden Age of Radio* that lasted until the 1950s. During this time, the radio became an influential form of mass entertainment. As reviewed earlier, KDKA in Pittsburgh, Pennsylvania, was the first radio station to broadcast news, variety shows, and music to eager audiences beginning in 1920. Other radio stations soon followed with broadcasts across the nation. Radio programs were sponsored by advertisers through commercials or ads promoting new lifestyles and purchasing choices. By 1929, more than 10 million households owned radios. With such a wide appeal, radio helped to create a mass culture with common speech, behavior, and universal heroes.

Movies

Shortly after the invention of the motion picture camera, “movies” became a part of the entertainment boom. Hollywood, California, became famous for the movies produced there. *Hollywood* was soon another name for the movie industry. By the 1920s, more than 700 films per year were being released.



Early movies were called silent films because the actors did not talk, but late in the 1920s, *The Jazz Singer*, starring Al Jolson, became the first movie with sound. This 1927 production ushered in the *Golden Age of Hollywood* that would last until the 1960s. Movies, like radio, contributed to the new mass culture by popularizing fashions and lifestyles. Everyone wanted to talk, dress, and act like their heroes, the Hollywood movie stars. Hollywood was even responsible for driving up the demand for the new convertible automobile!

Section 9.5, continued

Arts and Humanities

Question 1: How did Hollywood, California, become associated with the movie industry?

The movie director D. W. Griffith discovered the sleepy little town of Hollywood when he went to Los Angeles, California, to film a movie. The mild climate, abundant sunlight, and varied scenery made it the ideal location to film. Other studios began to use Hollywood, and the name came to symbolize the movie industry.

Sports

Remember that one of the big changes in this era was the increase in leisure time. Sports provided another way to spend that free time. One of the favorite sports was baseball. People flocked to see their favorite team play. Even though baseball was a team sport, the fans focused on exceptional players and made them heroes just like movie stars. One of the most well-known baseball players of all time was George Herman Ruth, Jr., who was simply known as “Babe” Ruth. Ruth was at the height of his baseball career in the 1920s, and his team the New York Yankees was considered one of the best in baseball.

Boxing was another favorite sport, and its champions also became national idols. Legendary boxers such as Jack Dempsey and Gene Tunney dominated the sport during the 1920s.

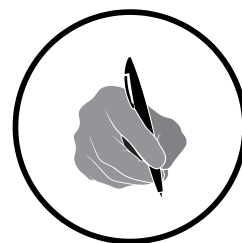
Harlem Renaissance

Do you remember the Great Migration that began during World War I? Many African Americans left the South to find better opportunities in the cities. This trend continued through the 1920s. Harlem was a section of New York City that became an ethnic cluster for the many blacks who had migrated North.

The **Harlem Renaissance** was an outpouring of African American creativity by black artists, writers, and musicians and was centered in the Harlem neighborhood of New York City. This period represented a celebration of the talents and gifts of the African American community as a whole.

Langston Hughes

Just one of the many artists in the Harlem Renaissance, Langston Hughes was an African American writer famous for his realistic portrayal of black culture and heritage. His first book of poems *The Weary Blues* was published in 1926 and his first novel in 1930. He wrote countless works of poetry, prose, and plays and was a regular contributor for a newspaper, the *Chicago Defender*. Hughes continued to write until his death in 1967.



Zora Neale Hurston

Another powerful legacy from the Harlem Renaissance was author Zora Neale Hurston, a famous researcher, filmmaker, and writer. Educated at Barnard College and Columbia University, Hurston was passionately interested in the anthropology (the study of cultures and customs) of the African American community. Through her novels and short stories, Hurston attempted to document the African American folklore she discovered through observation of the American South and the Caribbean. Hurston was criticized by some for the use of the dialect of common peoples; however, her use of dialect to present authentic characters and situations brought high praise from others. Despite the controversy surrounding her, Hurston had a profound effect on the young writers of the Harlem Renaissance. It was only later that her literary genius was fully recognized and appreciated.

Music

Having audiences from radio and movies, music now expanded as an expression of personal cultural choices. New styles of music emerged or gained popularity during the 1920s.

Section 9.5, continued

Arts and Humanities

Jazz

One of the most prominent types of music in this era was jazz. Rooted in the rhythm of African work songs and folk music, **jazz** is a lively, passionate kind of music that was first played in New Orleans, Louisiana. It was then carried north to Chicago in the early 1900s. Many black jazz musicians, singers, and composers became famous during the 1920s. These included Duke Ellington and Louis Armstrong. Because jazz was so much a part of the spirit of the Roaring Twenties, the decade is sometimes called the *Jazz Age*.



Question 2: What did the Mississippi River have to do with jazz?

The Mississippi River was a pathway for Southern jazz musicians to find their way North to St. Louis, Chicago, and eastern New York.

Blues Music

The *blues* is a form of African American music that originated in the Deep South. Sad and rich with feeling, the blues can trace its roots to African American work songs and spirituals. The words convey a simple message of the trials and tribulations found in life.

W. C. Handy, known as the “Father of the Blues,” published “The Memphis Blues” in the form of sheet music in 1912. Handy became an accomplished musician and toured with various groups throughout the United States. He spent time in Mississippi where he developed his style of blues music. During the 1920s, blues music became popular with both black and white audiences. In 1920, Mamie Smith was the first African American to record a blues song. Other professional female blues singers, such as Gertrude “Ma” Rainey (known as “Mother of the Blues”) and Bessie Smith (known as “Empress of the Blues”) were also popular performers and recording artists.

Country Music

Another form of music that was developing during the 1920s was country music, sometimes called country-western music. Still in its early stages, country music began from the early recordings of the instrumentals and close harmonies of the southern Appalachian Mountains. Popularized by Western movies and radio broadcasts in the late 1920s, cowboy songs were also added to the genre. Although not as popular as jazz, country music was well on its way by the end of the decade.

Question 3: Who was James Charles Rodgers, and what did he have to do with country music?

James Charles Rodgers, better known as “Jimmie” Rodgers, was born in Meridian, Mississippi, and is considered the “Father of Country Music.” In 1927, Rodgers signed a recording contract with Victor Talking Machines. His songs brought him fame and gave country music popularity.

Print Media

Newspapers

Since colonial times, newspapers played an important role in communicating news, mainly concerning the politics of the country. Stories were often written to convince the readers of a particular viewpoint. Remember that in the late 1800s, Joseph Pulitzer and William Randolph Hearst competed for newspaper sales by using yellow journalism, sensational stories with questionable facts. By the early 1900s, newspapers began to write on topics other than politics to attract new readers, especially women. By the mid-1920s, Hearst owned 28 newspapers to cover most of the major cities across the United States.

Section 9.5, continued

Arts and Humanities

Magazines

Historically, newspapers were the main source of communication, but magazines also gained popularity during this time. People were getting headlines from the radio but learned the details through print media. Magazines gave people those details, but they also gave readers information about their favorite stars and heroes. Three new magazines that emerged during the 1920s were *Time*, *Reader's Digest*, and *Better Homes and Gardens*. Magazines also provided another powerful way to advertise and influence mass culture.

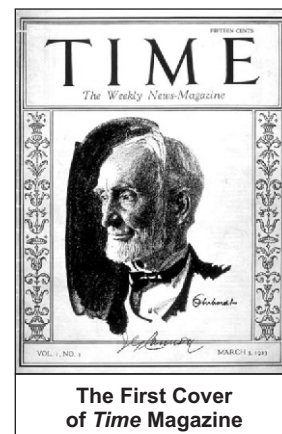


Image in Public Domain

H. L. Mencken

H. L. Mencken was a gifted writer who began a journalism career in 1899 as a newspaper reporter. He was known for strong beliefs, atheism and evolution among them, which were frequent subjects of his articles and books. His newspaper and magazine editorials often challenged traditional views, and his controversial viewpoints made him popular with many readers throughout the 1920s. Some of his works are *In Defense of Women*, *Notes on Democracy*, and *Treatise on the Gods*. His works spanned several decades into the 1940s.

"Lost Generation" Writers

In the 1920s, a group of writers represented the *Lost Generation*, the individuals who reached adulthood during or shortly after World War I. This generation felt disconnected from the traditional values of their parents and grandparents. These authors described the hopelessness of the era brought on by the First World War. Although the list of all of these writers is long, we will cover only a few of them.



Long before computers were invented, writers used a machine called the typewriter. Typewriters were commonly used by the Lost Generation writers.

F. Scott Fitzgerald

Dissatisfied with the American way of life, F. Scott Fitzgerald spent a great deal of time in Europe. His novels are filled with despair and unhappiness. *The Great Gatsby* is one of Fitzgerald's most famous novels. The theme of the book focuses on the empty lives of the wealthy in the 1920s. The novel was so popular that it was made into a movie in 1926. Themes of emptiness and misery are threads that run throughout his novels and found expression in his own unhappy life.

Ernest Hemingway

Ernest Hemingway had been a part of World War I as an ambulance driver. Wounded by a mortar shell in June 1918, he came home with shrapnel in both legs. Some of his novels, *A Farewell to Arms*, *The Sun Also Rises*, and *For Whom the Bell Tolls*, deal with the tragedy of war. He was perhaps the most talented writer of his generation, but Hemingway's life was filled with despair and ended tragically when he committed suicide.

William Faulkner

William Faulkner was born in Mississippi and lived much of his life in Oxford, Mississippi, where he wrote about what he knew best — the South. Faulkner began his novel *The Sound and the Fury* shortly before the stock market crash in 1929. In 1930, he followed with *As I Lay Dying*. Both of these novels contained characters and plots that were truly Southern. He was not well-known in literary circles until he won the Nobel Prize for Literature in 1949. The fictional setting for some of his novels was Yoknapatawpha County, Mississippi, which some say bears a nearly exact resemblance to Lafayette County, where Oxford is located.

Section 9.5, continued

Arts and Humanities

Practice 1

Match each description to the correct term. Each term may be used more than once or not at all.

- _____ 1. African American writer instrumental in the Harlem Renaissance
- _____ 2. famous baseball player for the New York Yankees
- _____ 3. movement of African American arts in New York City
- _____ 4. journalist known for challenging traditional views
- _____ 5. author who wrote about the tragedies of war
- _____ 6. individuals coming to adulthood during or after World War I
- _____ 7. Father of the Blues
- _____ 8. country music performer from Mississippi
- _____ 9. wrote *The Great Gatsby*

- A. Lost Generation
- B. Zora Neale Hurston
- C. Babe Ruth
- D. Harlem Renaissance
- F. W. C. Handy
- G. F. Scott Fitzgerald
- H. Ernest Hemingway
- J. Jimmie Rodgers
- K. H. L. Mencken

Practice 2

Answer the following questions about arts and humanities during the 1920s. Darken the circle or circles that correspond to your answer choice(s).

- 1. Which of the following was a Mississippi author who wrote about Southern themes?
☐ (A) William Faulkner ☐ (B) Ernest Hemingway ☐ (C) Langston Hughes ☐ (D) F. Scott Fitzgerald
- 2. Which of the following **best** describes how mass media affected the culture of the 1920s?
☐ (A) It helped to bridge the gap between old and young.
☐ (B) It represented expensive forms of entertainment.
☐ (C) It helped to unify political views.
☐ (D) It created a mass culture with common speech and behavior.
- 3. What was Langston Hughes's impact on black culture and heritage?
☐ (A) He celebrated the African American community through his works.
☐ (B) He helped to preserve early African American history.
☐ (C) He adopted the style of Walt Whitman and Carl Sandburg.
☐ (D) He wrote screenplays for the movie industry.
- 4. Which novel is **best** associated with the emptiness and despair of the wealthy in the Roaring Twenties?
☐ (A) *The Sound and the Fury* ☐ (C) *The Great Gatsby*
☐ (B) *The Weary Blues* ☐ (D) *The Sun Also Rises*
- 5. Which **two** magazines were first published in the 1920s?
☐ (A) *Sports Illustrated* ☐ (B) *National Geographic* ☐ (C) *Reader's Digest* ☐ (D) *Forbes* ☐ (E) *Time*

World War II

Part 2

Section 12.1

Introduction



In Section 11, you reviewed many of the basic events of World War II, including the factors leading up to the war and the major battles in the two theaters. Now consider the events that occurred on the home front in the United States during the war, the decisions and events that ended the war, and the aftermath of the war. Here are some highlights:

- On the U.S. home front, automobile factories were converted to make tanks, and other industries were likewise converted to make war supplies.
- Unemployment drastically decreased as men entered military service and war industries hired almost anyone willing to work including women.
- The federal government took control of the U.S. economy. It limited what factories could make during the war and also limited what people could buy. Many types of goods were scarce, especially ones that required oil or rubber.
- Americans grew victory gardens to conserve food for the war effort.
- The United States used patriotic messages to encourage women to work outside the home. Some women filled heavy manufacturing jobs to make military equipment while others volunteered in organizations that supported the war effort.
- Racial discrimination reared its ugly head and affected Japanese Americans, African Americans, and Mexican Americans during the war.
- The Supreme Court ruled that national security outweighed civil liberties during times of war.
- Despite discrimination, minority groups, as well as women, played important roles in the war effort.
- Even before the war ended, leaders of the Allied nations agreed that Germany needed to be punished. They made plans for dividing Germany and Berlin into occupation zones.
- Once fighting ended in Europe, the Japanese refused to surrender. The Allies considered the cost of human lives that would be required to invade Japan.
- Before the war ended, FDR died shortly after being elected to an unprecedented fourth term.
- Partially on the advice of Albert Einstein, the United States developed a new technology to force the Japanese to surrender. As a result, the world entered into an age of nuclear weapons.
- When the war ended, the world was faced with how to punish the atrocities that occurred during the war and how to prevent such atrocities in the future.
- Once again, nations attempted to keep world peace by creating an international organization.

Now let's get to the details of what was happening in the United States during World War II. Then we'll see how the war finally ended and how the world responded in its aftermath.

World War II

Part 2

Section 12.3

Women and Minorities



Key Terms 12.3

- **Congress of Racial Equality (CORE)** – an organization formed in 1942 that used direct methods, including marches, pickets, and sit-ins, to press for African American civil rights
- **Double V campaign** – a civil rights movement that stood for victory overseas against fascism and victory at home against racial discrimination
- **Japanese internment** – the forced removal of Japanese from the West Coast to camps away from the coast
- ***Korematsu v. United States*** – a Supreme Court ruling that the federal government could restrict civil rights for the sake of national security
- **Navajo Code Talkers** – Native Americans who used their native Navajo language to transmit military communications during the war
- **Tuskegee Airmen** – African American fighter pilots in World War II

Women and minorities played important roles during World War II, both in the war and at home, but minorities also fought discrimination during this time. Let's consider each group separately.

The Changing Roles of Women

Women played important roles in World War II in industry, in the military, and in volunteer organizations both at home and abroad.

Women in the Workplace

Before World War II, many people thought differently about women in the workplace than they do today. Up until this point, men dominated certain kinds of work and women dominated others. For example, men held most of the manufacturing and mining jobs. Women, on the other hand, were teachers, secretaries, nurses, and housekeepers. If women worked in factories, it was often in the textile industry, for example as seamstresses. Of course, there were exceptions, but these were the norms. Women who worked during the Great Depression were often single who had to support themselves. Some industries preferred hiring women since they could pay them a lower wage than men. Married women, especially in the middle and upper class, most often chose not to work outside the home, and few industries hired married women. The overall mindset during this time was that women who didn't need to work outside the home shouldn't, and both men and women shared these thoughts.

Once World War II began, the government recognized that the mindset towards women in the workplace needed to change. Remember that the War Production Board (WPB) converted normal manufacturing facilities into war industries to make military equipment: arms and ammunition, tanks, warplanes, warships, etc. These war industries needed lots of workers. These types of jobs, which often included heavy equipment manufacturing, would normally have been filled by men. However, with so many men drafted into military service, women were needed to fill these jobs. The government actively encouraged women to get jobs in the war industries as well as in other essential service industries. The Office of War Information (OWI) relied heavily on patriotism to get women, especially married women who would normally have stayed home, to change their minds "for the good of the country." The message became "the more women who work, the sooner the U.S. will win the war."

Section 12.3, continued

Women and Minorities

Question 1: Who was “Rosie the Riveter?”

The government often encouraged war production with symbols and slogans. “Rosie the Riveter” was a female symbol (or icon) who represented women working in the manufacturing industries for the war effort. Rosie was a creation of the OWI to encourage women to work in these defense industries. During the war, women found jobs in the traditionally male-dominated manufacturing plants and factories. Even though women were working jobs normally performed by men, their pay was much less, averaging roughly half.



Courtesy U.S. National Archives

Once the war was finally over, the role of women in the workplace had changed. Although women were expected to give up their jobs once men returned from war, many women remained in the workplace either in their current jobs or in others. It was becoming more culturally acceptable for women, even married women, to work outside the home, and the lines between men’s work and women’s work were becoming more blurred.

Women as Volunteers

The government also encouraged women to volunteer both in their communities and in the military. In previous wars, women in the military had served only as clerks and nurses. In World War II, women served in nearly every duty except direct combat. No women were drafted, so their service in the military was voluntary. Consider some of the major volunteer organizations where women served important roles during the war:

Military organizations:

- The Navy WAVES (Women Accepted for Volunteer Emergency Service) was created in 1942 as a women’s branch of the U.S. Naval Reserve.
- The WAC (Women’s Army Corps) was created in 1942 as a women’s unit in the U.S. Army.

Non-military organizations:

- The United Service Organizations (USO) was created in 1941 to provide recreational services to G.I.s.
- The American Red Cross provided nurses and medical supplies to Allied troops.
- The WASP (Women Airforce Service Pilots) was a U.S. Airforce program that used civilian women pilots. Unlike the Navy WAVES and WACs, the WASPs were never considered members of the military.

Question 2: What did the female pilots, the WASPs, do?

The WASPs freed male pilots for combat duty. They became the test pilots of new aircraft. They flew finished aircraft from factories to bases. They even towed targets (canvas painted as a target) behind their planes for Air Force pilots in training to use for practice. Towing targets was by far the most dangerous assignment since most of these Air Force pilots had never shot guns from planes before!

African Americans

About one million African American men and women served in the armed forces during World War II, which represented around 11% of the military forces. The American military, however, remained segregated. Most black units still had noncombat duties, but some African Americans did see combat and served with excellence.

Section 12.3, continued

Women and Minorities

Tuskegee Airmen

Over the objections of many military men, a group of African American men were sent to the Tuskegee Institute in Alabama to train as fighter pilots. Their hardships were great, but almost 1,000 beat the odds and became known as the **Tuskegee Airmen**. Their job was to escort American bombers into enemy territory. The unit served with exceptional distinction in North Africa and Europe. This highly skilled group of airmen flew more than 15,000 individual missions over Europe and North Africa. They also earned collectively over 850 combat medals including three Distinguished Unit Citations. Their service led the way to the eventual integration of the U.S. armed forces.

Question 3: How did Eleanor Roosevelt help the Tuskegee Airmen contribute to the war effort?

Eleanor Roosevelt was the wife of FDR, and she actively supported women's rights and civil rights causes. She was particularly interested in the flight training program at the Tuskegee Institute. In 1941, she visited the training site and asked to take a flight with one of the Tuskegee pilots. Her visit added legitimacy to the program and silenced many of the critics.

Navajo Code Talkers

Another group who were important to the war effort were Native American Navajo. Because wartime communications with telephones and radios were easily intercepted, a code needed to be used in order to keep the enemy from knowing what was being said. One particularly effective code was derived from the Native American Navajo language. **Navajo Code Talkers** were Navajo Native Americans who used their native language to transmit military communications during the war. They were assigned to marine units in the Pacific to transmit military communications in a code based on the Navajo tongue. Even though the Japanese could intercept the messages, the language of the code talkers proved impossible to understand. Countless lives were no doubt spared by Native Americans speaking their own language on the battlefields of the Pacific.



Navajo Indian Code Talkers
Preston Toledo and Frank Toledo

Courtesy U.S. National Archives

The idea to use Navajo as code came from a missionary's son Philip Johnston who had grown up on the reservation and had learned the language from the other children. Navajo Code Talkers proved invaluable in delivering and decoding secure messages for the Marines during World War II. It was not until September 17, 1992, that these Native Americans were honored for their contribution to the Allied victory in the Pacific.

Wartime Civil Rights

The fight in Europe was primarily against fascism and more specifically, Nazism, a form of racism. African Americans supported the war effort, but fighting racism in European battle zones was difficult given the racial discrimination they faced at home. Several attempts for improving civil rights occurred in the United States during World War II or as a result of the war.

The Double V Campaign

In February 1942, a 26-year-old African American defense worker from Kansas wrote a letter to the *Pittsburgh Courier*. In his letter, he highlighted how African Americans were encouraged to fight for democracy overseas but faced racial discrimination at home. African Americans supported the war effort to defeat racism (fascism and Nazism) abroad, but they also wanted to fight the racism and segregation they experienced within the United States.

Section 12.3, continued

Women and Minorities

Sparked by this letter, the idea of fighting racism both abroad and at home became known as the **Double V campaign**. The “Double V” stood for “double victory” — victory abroad and victory at home.

Congress of Racial Equality (CORE)

Since its founding in 1909, the NAACP continued to press for equal rights in the courts. However, during World War II, a new civil rights organization was formed to take more direct action in pursuit of racial equality. The **Congress of Racial Equality (CORE)** was formed in 1942 with the goal of attacking segregation through marches, pickets, and sit-ins of businesses who practiced segregation. CORE’s founders were both male and female, black and white. They were inspired by Mahatma Gandhi’s beliefs in nonviolence and civil disobedience as the way to accomplish their goals.

The Fight Against Employment Discrimination

In 1941, even though defense jobs were plentiful, 20% of African Americans remained unemployed. A. Philip Randolph, leader of the railroad porters union, and others threatened to march on Washington, DC. In response to Randolph’s demands, FDR issued *Executive Order 8802*, which prohibited racial discrimination in the employment practices of federal agencies and of all unions and companies engaged in war-related work. The order also established the *Fair Employment Practices Commission* to enforce the new policy. This agency reduced the overall power of the unions in promoting discrimination. The agency was authorized to hear complaints about discrimination in hiring for defense and government jobs. Although all discrimination did not end, it was a step in the right direction that helped to set the stage for the Civil Rights Era of the 1950s and 1960s.

Race Riots

The Great Migration, the movement of African Americans from the South to the North and Midwest, started during World War I, slowed during the Great Depression, but then resumed during World War II. These African American migrants from the South faced more than job discrimination as they continued to flock to urban centers for work. Discrimination and segregation in housing and public accommodations sparked riots in major cities, including Detroit and Harlem in 1943. Segregation and poor living conditions were factors in both disturbances. After order was restored, African Americans had suffered the most. However, the riots did begin to focus attention on the social injustices of blacks and further set the stage for the Civil Rights Movement to come.

African American Medals of Honor

When World War II ended, not one of the 464 Medal of Honor recipients was black. In the early 1990s, a commission reviewed World War II service records and determined that discrimination had played a role in the awarding of the Medal of Honor. Seven African American World War II veterans were recommended to receive the country’s highest military honor. Of the seven black recipients, only Vernon Baker was still alive to receive his medal in person. Baker received his medal from Bill Clinton in a White House ceremony in 1997.



Image in Public Domain

Japanese Internment

After the attack on Pearl Harbor, Americans expected the Japanese to invade the West Coast. The federal government was not sure where the loyalties of Japanese Americans would lie. On February 19, 1942, FDR issued Executive Order 9066. The purpose of this executive order was to keep Japanese Americans from aiding Japan in an attack against the West Coast. The order authorized the secretary of war to detain around 110,000 Japanese Americans on the West Coast and to relocate them farther inland. “Relocation centers” was the polite term used, but “concentration camps” might be more fitting. **Japanese internment** was another polite term used, but it was more like “imprisonment.” This relocation, however, was considered a matter of national security.

Section 12.3, continued

Women and Minorities

... I hereby authorize and direct the Secretary of War . . . to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion.

Franklin D. Roosevelt
Executive Order 9066, February 19, 1942

Coming from California, Washington, and Oregon, many interned Japanese Americans lost homes or businesses, and all lost some measure of dignity. The camps had little privacy and few privileges. Young Japanese men, eager to prove their loyalty, joined the U.S. military. They served in units made up of all Japanese Americans (except the officers), such as the 442 combat regiment. Many served with distinction in Europe.

Japanese Americans were not the only nationality subject to internment. Many Germans and Italians, including naturalized citizens, were also removed farther inland from the coasts, but the number of Europeans actually interned was small by comparison.

Korematsu v. United States

Fred Korematsu was a Japanese American who decided not to report to the relocation center for internment. He was arrested for violating the Army's removal order. In 1944, his case ***Korematsu v. United States*** came before the Supreme Court. In a 6 to 3 decision, the court ruled that the national security concerns of the United States outweighed Mr. Korematsu's civil liberties. This ruling effectively upheld the right of the government to violate civil rights when national security is at stake.

Mexican Americans

During World War II, Mexicans were encouraged to cross the border to work in factories. Mexican Americans, however, were subject to discrimination in hiring. They faced the same kind of racism and segregation that African Americans were experiencing because they were not white.

In the early 1940s, a popular form of dress for young Mexican Americans was the *zoot suit*. During World War II, the large amount of fabric needed to make the suits was considered unpatriotic by many who were conserving for the war effort. In 1943, a series of riots broke out in Los Angeles when young Hispanics wearing zoot suits were attacked by sailors on shore leave. The violence increased as both sides retaliated against the other. The disturbances became known as the *Zoot Suit Riots*. It took authorities about a week to restore order, but the racial tension between whites and Mexican Americans remained high. Since zoot suits were a fad with the younger population, many Americans of mixed ethnic backgrounds were also attacked. The zoot suit was essentially a billboard that declared selfishness versus patriotic sacrifice. As a response to the riots, military leaders made Los Angeles off-limits to military personnel, and the city banned the wearing of zoot suits by anyone.



Washington, DC, soldier
inspecting a couple of "zoot suits"

Photo by John Ferrel, June 1942
Courtesy Library of Congress

Section 12.3, continued

Women and Minorities

Practice 1

Match each description to the correct term. Each term may be used more than once or not at all.

- _____ 1. a female icon used by the OWI to promote women working in war industries
- _____ 2. the forced removal of Japanese from the West Coast to camps farther inland
- _____ 3. Native Americans who transmitted military communications during the war in their native language
- _____ 4. a popular fashion trend among Mexican Americans during the war
- _____ 5. a civil rights movement during the war that stood for victory against fascism overseas and victory in the United States against racial discrimination
- _____ 6. African American fighter pilots in World War II
- _____ 7. an organization formed in 1942 that used nonviolent protests such as marches, picketing, and sit-ins to promote an end to segregation
- _____ 8. a female military branch created during World War II

- A. CORE
- B. Japanese internment
- C. Double V campaign
- D. Navajo Code Talkers
- F. Tuskegee Airmen
- G. Rosie the Riveter
- H. zoot suits
- J. Eleanor Roosevelt
- K. Navy WAVES

Practice 2

Answer the following questions about the roles of women and minorities during World War II. Darken the circle or circles that correspond to your answer choice(s).

- 1. How did the OWI message from the poster to the right change the role of women in the workplace during World War II? Choose **two** of the following.
 - (A) It became less common for single, unmarried women to get jobs to support themselves.
 - (B) Women were hired for heavy manufacturing jobs historically held by men.
 - (C) More women decided to quit their factory jobs to work from home and to take care of their children.
 - (D) It became more culturally acceptable for women, even married women, to work outside the home.
 - (E) It was considered unpatriotic for women to work in war industries.
- 2. How did Native Americans, specifically the Navajo, play an important role in World War II?
 - (A) They were able to transmit coded military communications in the Pacific.
 - (B) They were willing to work in dangerous war industries to build bombs.
 - (C) They were accustomed to the blistering heat of the Pacific islands.
 - (D) They did not believe in surrender and would fight to the death.



Courtesy U.S. National Archives



Protest Movements

Section 16.3

The Civil Rights Movement in the 1960s



Key Terms 16.3

- **Birmingham Campaign** – protests to end segregation in Birmingham, Alabama
- **Civil Rights Act of 1964** – law that removed voting restrictions from state and local elections for minorities
- **Evers, Medgar** – the field secretary of the NAACP in Jackson, Mississippi, who helped get James Meredith admitted to the all-white University of Mississippi
- **Freedom Rides** – a series of bus rides from Washington, DC, to New Orleans, Louisiana, to protest unlawful segregation in interstate travel
- **Freedom Summer** – a campaign to register African American voters in Mississippi
- **March on Washington** – a gathering in Washington, DC, in 1963 to support civil rights legislation and jobs for blacks
- **Marshall, Thurgood** – first African American Supreme Court justice
- **Meredith, James** – African American man who integrated the University of Mississippi in 1962
- **Mississippi Freedom Democratic Party (MFDP)** – African American alternative to the all-white Mississippi Democratic Party
- **Selma to Montgomery March** – a march from Selma, Alabama, to Montgomery, Alabama, to promote African American voting rights; met with violence at the Edmund Pettus Bridge
- **Sit-in** – a form of protest where demonstrators refuse to leave an establishment when refused service
- **Student Nonviolent Coordinating Committee (SNCC)** – an organization of young African American and white activists of the Civil Rights Movement
- **Voting Rights Act of 1965** – a law that prohibited racial discrimination in voting; banned literacy tests as a voting requirement

Once started in the 1950s, the Civil Rights Movement gained momentum in the 1960s. As a result, the lives of many Americans began to change regardless of race.

Young Activists

Woolworth's Sit-in

In February 1960, four African American college students sat at the lunch counter of the Greensboro, North Carolina, Woolworth Department Store. As expected, the waitress refused to serve them. Rather than leaving as demanded, the students remained at the counter. This type of protest, called a **sit-in**, inspired similar protests against segregation across the nation. This sit-in type of protest led to its own movement that included *wade-ins* at public beaches and *read-ins* at public libraries. Rather than accept “whites only” signs at public establishments, African Americans began to protest their exclusion from white society. By the end of March 1960, the sit-in movement had spread to 55 cities in 13 states. As a result of these nonviolent protests, dining establishments across the South began integrating by the summer of 1960.

Section 16.3, continued

The Civil Rights Movement in the 1960s

In April 1960, the **Student Nonviolent Coordinating Committee (SNCC)** was founded in Raleigh, North Carolina, by young people who had become leaders in the sit-in movement. The idea for SNCC belonged to Ella Baker, a veteran of the Civil Rights Movement and a member of the Southern Christian Leadership Conference (SCLC). Dr. Martin Luther King had hoped that SNCC would become a youth wing of the SCLC, but the young African Americans of SNCC had other ideas and remained independent with their own projects.

Freedom Rides

The 1946 Supreme Court case *Morgan v. Virginia* ruled that segregation on interstate buses was unconstitutional. In 1960, the Supreme Court ruled on another case, *Boynton v. Virginia*, that extended the ruling to apply to bus terminals and their facilities.

In 1961, the Congress of Racial Equality (CORE) planned to test the recent court decision. Boarding two buses in Washington, DC, both black and white activists headed for New Orleans through the Deep South to take part in what became known as **Freedom Rides**, a series of bus rides to protest unlawful segregation in interstate travel. The riders encountered little resistance in the upper South, but their peaceful ride ended once they arrived in Alabama.

In the Anniston terminal, the riders were attacked, and the tires of the bus were slashed. Even though the driver managed to get the bus a few miles away from the terminal, it was soon stopped by an angry mob who firebombed the bus and then beat the riders as they escaped the flames.

The cruelty of the white mobs against the Freedom Riders continued in Birmingham as the group pushed forward. The bus burning and beatings prompted the U.S. Attorney General Robert Kennedy to request the involvement of law enforcement. Many police officers stood idly by and allowed the riders to be severely beaten. Despite the violence, the riders were committed to continue. The bus company, however, refused to provide a bus and driver. Robert Kennedy pressured the bus company to provide the transportation and the governor of Alabama to provide a police escort for the trip on to Montgomery, Alabama.

Outside the Montgomery city limits, the police escort abandoned the buses, and the riders were once again attacked by white mobs. Some were sent to hospitals who refused to treat them. At the sight of such violence, JFK's administration became involved and struck a deal with the governors of Alabama and Mississippi. If the governors would provide protection for the riders, the Justice Department would not interfere with the Freedom Riders being arrested for violating local Jim Crow laws.

When the riders arrived in Jackson, Mississippi, they were arrested and jailed. Throughout the summer, hundreds of Freedom Riders continued to make their way through the hostile environment of the segregated South to Jackson, the chosen focal point on the map. At one point, Jackson's federal penitentiary had as many as 300 Freedom Riders locked away.

The civil rights activists continued riding buses and filling up jails until the Interstate Transportation Commission issued a ruling (and enforced it) that all interstate buses and terminals were to be integrated and the "whites only" signs were to be taken down. The Freedom Riders, both black and white, succeeded in focusing a spotlight of public attention on the segregation of the South. The suffering they endured helped to gain momentum for the Movement.

ROUTE OF THE 1961 FREEDOM RIDES



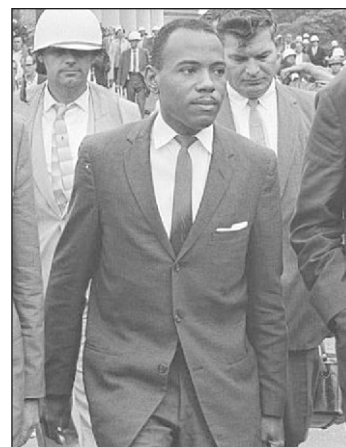
Section 16.3, continued

The Civil Rights Movement in the 1960s

James Meredith

Air Force veteran **James Meredith** wanted to attend the University of Mississippi (Ole Miss) in Oxford but was denied entry. Meredith had already graduated from an all-black college in Mississippi, but he was inspired by John F. Kennedy's Inaugural Address and wanted to be the first African American to attend the all-white Ole Miss. Ross Barnett, governor of Mississippi, vowed in a televised speech that no school in Mississippi would be integrated if he had anything to do with it.

In 1962, the NAACP and the field secretary of the NAACP in Jackson, Mississippi, **Medgar Evers** helped Meredith to win a ruling from the Supreme Court that required Ole Miss to admit him. A mob of angry whites supported by state troopers sent by Barnett rioted in an attempt to prevent Meredith from being admitted to the university. Accompanied by U.S. Marshals sent by the Justice Department and the Mississippi National Guard (federalized by JFK), Meredith enrolled, went to classes, and successfully graduated in 1963.



James Meredith
walking to class at the University
of Mississippi, accompanied by
U.S. Marshals in 1962

Courtesy Library of Congress

Question 1: The following is a quote from Ross Barnett, governor of Mississippi, given during a televised address in 1962.

Having long since failed in their efforts to conquer the indomitable spirit of the people of Mississippi and their unshakable will to preserve the sovereignty and majesty of our commonwealth, they now seek to break us physically with the power of force.

To what was Barnett objecting?

The context of the quote as well as the speaker are important in answering this question. Remember that Ross Barnett was governor of Mississippi when James Meredith, an African American, applied to Ole Miss, an all-white university. Meredith won a lawsuit in order to be admitted to the school. The federal government became involved to uphold desegregation laws in education. When President Kennedy federalized the Mississippi National Guard, he overrode the power of the governor. (Remember President Eisenhower did the same thing in Little Rock, Arkansas, to integrate Central High School.) Barnett was objecting to the federalization of his state militia and the use of U.S. Marshals to enforce federal desegregation laws.

Civil Rights Marches

Birmingham Campaign

In early 1963, Dr. Martin Luther King, Jr., (MLK) and the SCLC targeted Birmingham, Alabama, for economic and direct action protests. The actions, called the **Birmingham Campaign**, involved sit-ins, marches, and boycotts that targeted segregated businesses and public accommodations in the city that some called “the most segregated city in America.” When it became clear that the boycotts were not having an impact, King with other civil rights leaders organized a Good Friday demonstration on April 12. Local officials succeeded in obtaining a court order banning the demonstrations. In an act of civil disobedience, MLK led a march in defiance of the court order and was arrested along with 50 other protesters.

Section 16.3, continued

The Civil Rights Movement in the 1960s

Ahead of time, King had established that he did not want to be immediately bailed out so that more national attention could be brought to the situation. While locked up, he began drafting his now famous “*Letter from Birmingham Jail*.” Over several days, he passed pieces of it to his attorney who arranged to have the pieces assembled. Eventually, it became 21 typed, double-spaced pages. King was released four days after he completed his letter, which would be published throughout the country. In this letter, he explained his goals and defended his tactics in his fight for equality.

After Dr. King was released, the marches increased and were joined by school children. Commissioner of Public Safety Eugene “Bull” Connor decided to crack down on the protests. Connor used fire hoses and police dogs on the men, women, and children who were demonstrating peacefully on the streets of Birmingham. Images of the police brutality caused Americans to demand that President Kennedy act. The Birmingham Campaign helped to strengthen the Movement, encouraged Congress to pass meaningful civil rights legislation, cost “Bull” Connor his job, and broke the back of segregation in Birmingham. Through a compromise with city leaders, the demonstrations ended, and the “whites only” signs came down.



Civil Rights March on
Washington, DC
August 28, 1963

Photo by Warren K. Leffler
Courtesy Library of Congress

March on Washington

While the Birmingham Campaign was still underway, civil rights leaders began planning a march on Washington, DC, for August 28, 1963. The **March on Washington** was promoted as a March for Jobs and Freedom. Numerous civil rights groups were represented. A. Philip Randolph was organizing people from a labor perspective while King and the SCLC were focusing on freedom and civil rights. The two groups joined their efforts.

In all, more than 250,000 marchers gathered in front of the Lincoln Memorial to hear rousing speeches by various leaders, all of whom were eclipsed by the “*I Have A Dream*” speech of Martin Luther King, Jr. In his speech, Dr. King dreamed of a world where skin color did not matter and people would be judged instead on character. Dr. King’s remarks are ranked among the most famous speeches in American history.

On October 14, 1964, King was awarded the Nobel Peace Prize for his nonviolent resistance to racial prejudice in America. At 35 years of age, he was the youngest person to ever receive this prestigious award.

Civil Rights in Mississippi

Mississippi’s Freedom Summer

Beginning in 1961, the SNCC initiated a project focused on registering blacks to vote. However, they encountered tremendous resistance and needed a new plan in order to have an impact. The group recruited white college students from the North to come to Mississippi for the summer in 1964 to both register and educate the black population. Volunteers, both black and white, descended on Mississippi to register African Americans to vote. This voting campaign was called **Freedom Summer**.

Early in the campaign, three civil rights workers disappeared near Philadelphia, Mississippi. James Chaney was a black Mississippian. Michael Schwerner and Andrew Goodman were white Northerners. LBJ ordered a massive search that eventually found the three buried in an earthen dam. The murders did not discourage other volunteers from coming to Mississippi to conduct voter registration drives and to start Freedom Schools. Freedom Schools taught academic subjects as well as political action and were free to black children.

Section 16.3, continued

The Civil Rights Movement in the 1960s

Not only did voter registration drives encounter resistance and even violence from whites, but the drives were also further hampered by the literacy tests required to vote in most Southern states. In Mississippi, voters had to go before the election board and accurately interpret a portion of the Mississippi state constitution.

Thanks to the Justice Department [JD] case, the registration test had been simplified somewhat. . . . Although it still included interpretation of a section of the Mississippi constitution . . . However, it is still up to the [white] registrar to decide whether the interpretation is correct or not, and the JD's brief has page after page showing tests carelessly written by almost illiterate whites who 'passed' contrasted with meticulously accurate interpretations by educated Negroes who, of course, 'failed.' But even against these formidable odds, many Negroes have gone to the courthouse time and time again, determined to take the test until they pass. Some have tried as many as a dozen times. . . .

Terri Shaw, Freedom Summer Volunteer
"Freedom Summer Recollections," 1964

Mississippi Freedom Democratic Party

The coalition of volunteers in Mississippi for Freedom Summer also helped to organize the **Mississippi Freedom Democratic Party (MFDP)** as an alternative to the all-white Democratic Party of the state. In August 1964, a MFDP delegation was sent to the Democratic convention where they attempted to be seated as delegates from Mississippi. The Democrats refused but offered to make two of the MFDP delegates "members at large." The MFDP rejected the offer, and the white Mississippi delegation walked out in protest that a compromise was even suggested.

Civil Rights Act of 1964

With each new case of violence and brutality, the nation was moved by the cause of civil rights in America. Over the strong objections of Southern Democrats, Congress passed the **Civil Rights Act of 1964**. The act ended legal segregation in public places and banned discrimination in employment based on race, religion, sex, or national origin. It also created the Commission on Equal Employment Opportunity, which gave people a place to actually pursue discrimination cases. The Attorney General was now empowered to take legal action against discrimination. Even with the groundbreaking legislation, things did not change overnight, and the struggle for equal rights continued. Although African Americans were now considered equal under the law in the social arena, political and economic equality were goals that remained to be achieved.

Selma to Montgomery March

In 1965, Dr. King and the SCLC organized a march from Selma, Alabama, to the state capital in Montgomery. The purpose of the **Selma to Montgomery March** was to encourage the federal government to pass voting rights legislation. At the Edmund Pettus Bridge in Selma, the peaceful protesters were met with violence at the hands of Alabama State Troopers. The confrontation marked March 7, 1965, as "Bloody Sunday." The violence was caught live on national television, and again, America was outraged by what they saw.

Hundreds of ministers, priests, and rabbis headed to Selma to join the protest. Against objections from the governor of Alabama, President Johnson federalized the Alabama National Guard and ordered that they protect the protesters. With national guard protection, 200 people left Selma and headed to Montgomery. Once there, 50,000 supporters joined them. King proclaimed from the steps of the Capitol, "No tide of racism can stop us."

Section 16.3, continued

The Civil Rights Movement in the 1960s

On March 15th, President Johnson addressed the nation and called for a comprehensive voting rights law. Two days later, he addressed Congress, which responded with the **Voting Rights Act of 1965** in August. The law banned literacy tests, provided federal oversight of voter registration, and authorized the Attorney General to investigate voting irregularities. Although the law was not a complete cure to disenfranchisement of African Americans, at least it gave blacks the legal standing to challenge voting restrictions. In addition, over the years, black political representation increased significantly.

Question 2: How did the 24th Amendment, ratified in 1964, and the Voting Rights Act of 1965 improve the ability of African Americans to vote?

Remember that the 24th Amendment made poll taxes unconstitutional. Poll taxes were one of the intentional obstacles used in Southern states to keep blacks from voting, so eliminating poll taxes eliminated one of the challenges.

An even greater obstacle used in Southern states was literacy tests. More often than not, these tests were unfair and biased. The Voting Rights Act of 1965 banned these literacy tests, eliminating this obstacle to voting as well.

The FBI's Response to Civil Rights

While the nation's attention was focused on the events covered in the media, many of the leaders of the Civil Rights Movement were under covert surveillance. One of the key players in this secret operation was J. Edgar Hoover's FBI. Many powerful individuals within the government believed that civil rights leaders, including Martin Luther King, Jr., had ties to communism. Documents from an FBI operation called COINTELPRO released in a civil trial in 1999 revealed that King, along with the SCLC and other leaders of protest movements, had been targeted. The FBI was often directly or indirectly responsible for violence against these activists. While the agency used communism as the rationale for their activities, it also desired to prevent violent protests and the rise of any leader who could unify and strengthen a violent uprising.

Specifically regarding MLK, the FBI began its surveillance in the 1950s when he organized the Montgomery Bus Boycott and continued covert operations against him throughout the 1960s. The U.S. Attorney General authorized the FBI to wiretap King's telephone conversations to gather information. Under Hoover, the FBI developed a campaign to discredit King and to sabotage his growing success in advocating for African Americans.

Practice 1

Match each description to the correct term. Each term may be used more than once or not at all.

- _____ 1. the person who gave the "I Have a Dream" speech
- _____ 2. legislation that eliminated segregation
- _____ 3. first black admitted to "Ole Miss"
- _____ 4. field secretary of the NAACP in Mississippi
- _____ 5. civil rights organization that began around the time of WWII
- _____ 6. winner of a Nobel Peace Prize
- _____ 7. a nonviolent civil rights group supported by MLK
- _____ 8. a march that resulted in the arrest of MLK and his subsequent letter from jail

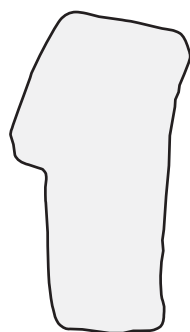
- A. SCLC
- B. CORE
- C. James Meredith
- D. Medgar Evers
- F. Martin Luther King, Jr.
- G. Civil Rights Act of 1964
- H. Voter Rights Act of 1965
- J. Birmingham Campaign

MAAP-EOC Exam

U.S. History Student Review Guide

1877 to Present

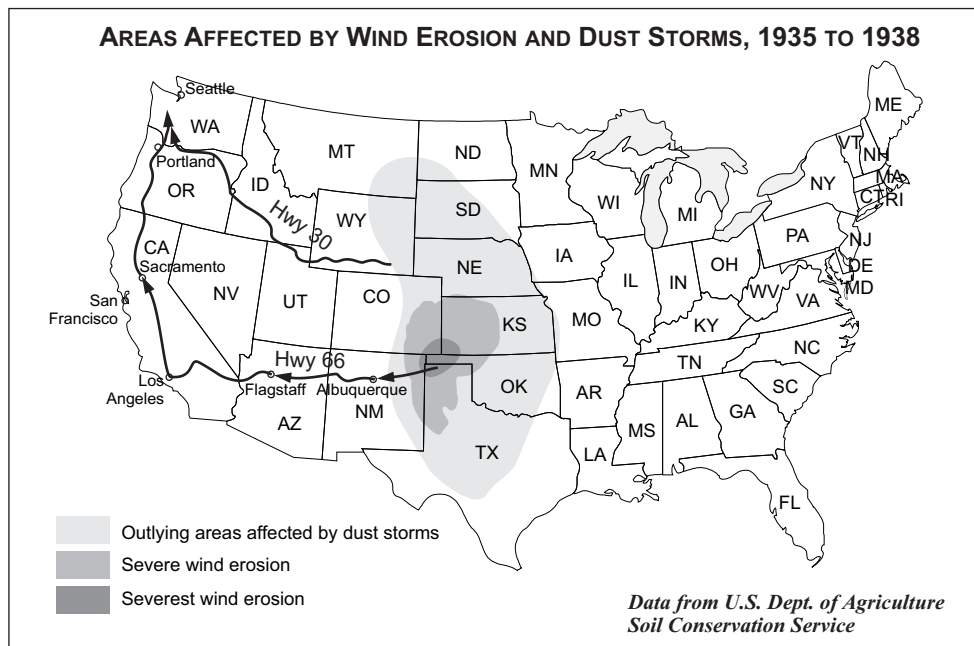
Practice Test



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21. The map below gives information about an ecological event that occurred in the 1930s.



Which of the following accurately describes the information given on this map?

- (A) Black farmers moved from the rural South to find jobs in the industrial Northeast.
- (B) Greater than average rainfall caused massive flooding across the Great Plains.
- (C) Factory workers in the inner cities moved to the West Coast in search of new job opportunities.
- (D) Migrant farmers escaped the Dust Bowl to look for work in the West.

22. In a 1928 speech, Herbert Hoover explained the following:

“When the war closed, the most vital of issues both in our own country and around the world was whether government should continue their wartime ownership and operation of many [instruments] of production and distribution. We were challenged with a . . . choice between the American system of rugged individualism and a European philosophy of diametrically opposed doctrines — doctrines of paternalism and state socialism. The acceptance of these ideas would have meant the destruction of self-government through centralization . . . [and] the undermining of the individual initiative and enterprise through which our people have grown to unparalleled greatness.”

According to Hoover’s reasoning, why did he oppose giving government aid directly to individuals?

- (A) He did not believe most Americans deserved help.
- (B) He feared such action would lead to socialism and the loss of individual freedom.
- (C) He believed government aid would weaken the federal government.
- (D) He blamed Europe for the problems that Americans were facing.

continue

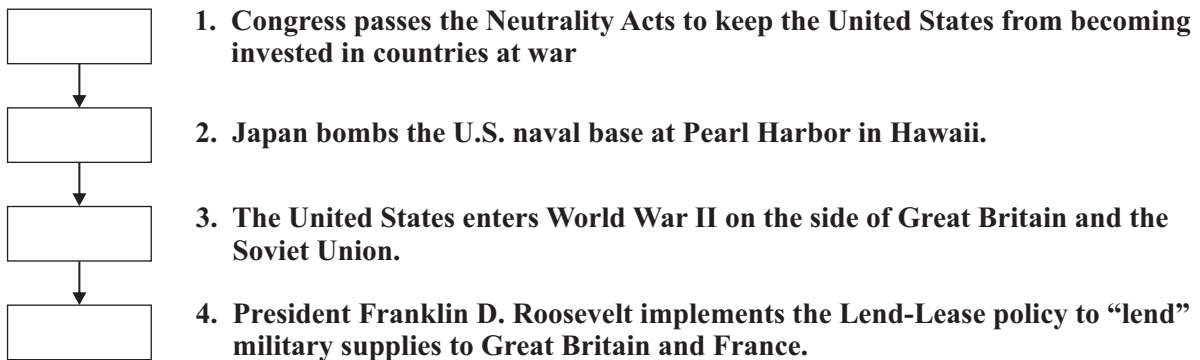
-
23. The following is an excerpt from legislation passed by Congress in 1934 under President Franklin D. Roosevelt.

AN ACT to provide for the general welfare by establishing a system of Federal old-age benefits, and by enabling the several States to make more adequate provision for aged persons, blind persons, dependent and crippled children, maternal and child welfare, public health, and the administration of their unemployment compensation laws; to establish a Social Security Board; to raise revenue; and for other purposes.

In which **two** ways did this new law expand the power of the federal government?

- (A) It granted the government the power to collect taxes from employers and employees to fund a new social program.
- (B) It authorized the government to remove its currency from the gold standard.
- (C) It allowed the government to open private retirement accounts for employed individuals.
- (D) It permitted the government to seize funds in overseas bank accounts.
- (E) It gave the government the responsibility of taking care of the poor, elderly, and disabled.

-
24. Responding to the tensions in Europe and Asia, the United States adjusted its foreign policy several times in the 1930s and 1940s. Complete the time line by arranging the following events in their correct order. Write the number that corresponds to each event in the correct blank.



-
25. Underline the phrase that completes each statement.

The Supreme Allied Commander in Europe during World War II was (Harry S. Truman / George S. Patton / Franklin D. Roosevelt / Dwight D. Eisenhower). After World War II, he (was awarded the Purple Heart / became president of the United States / fought in the Korean War / was convicted for war crimes).



Standards and Objectives Correlation Chart (Teacher's Edition)

The chart below correlates each standard and objective for the U.S. History course as given in the 2018 Mississippi College- and Career-readiness Standards for Social Students. The Text Section column gives the section numbers in the text where each standard and objective is reviewed. The Practice Test columns give the question number(s) in each Practice Test that correlates to each standard and objective.

MS CCRS US History: 1877 to Present Standards and Objectives		Text Section(s)	Practice Test 1	Practice Test 2
US.1	Westward Expansion: Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.			
US.1.1	Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including: mining, the cattle industry, and the transcontinental railroad.	Subsections 1.4, 1.7, Section 2		3
US.1.2	Compare the changing role of the American farmer, including: establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues.	Subsections 3.1, 3.2, 3.3	3	
US.1.3	Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians.	Subsection 2.5	1	9
US.1.4	Explain the impact of the Populist movement on the role of the federal government in American society.	Subsection 3.4		1
US.2	Industrialization: Analyze industrialization and its impact on the United States in the late 19th and early 20th century.			
US.2.1	Interpret the impact of change from workshop to factory on workers' lives, including: The New Industrial Age from 1870 to 1900, the American Federation of Labor of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison.	Subsections 4.1, 4.2, Section 5, Subsections 6.4, 12.3, 13.5, 14.4, 16.3	9	4
US.2.2	Compare population percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including: Chinese Exclusion Act regarding immigration quotas.	Subsection 4.4	7	5
US.2.3	Interpret the impact of the New Industrial Age on life in urban areas, including: working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, and the Industrial Workers of the World, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams and the Social Gospel.	Section 4, Subsection 5.4	5	
US.2.4	Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including: John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, Sherman Anti-trust Act.	Subsections 1.7, 5.2, 5.3, 5.4, 5.5, 6.5, 6.6, 9.3	6	2
US.2.5	Trace the evolution from the power of the political machines to Civil Service reform, including: Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act.	Subsections 1.6, 5.5, 6.2	8	
US.3	Progressive Movement: Evaluate causes goals and outcomes of the Progressive Movement.			
US.3.1	Assess the impact of media on public opinion during the Progressive Movement, including: Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell, women's suffrage and Temperance Movement.	Subsections 4.5, 6.3, 6.5	2	

Standards and Objectives Correlation Chart, continued

MS CCRS US History: 1877 to Present Standards and Objectives		Text Section(s)	Practice Test 1	Practice Test 2
US.3.2	Trace the development of political, social, and cultural movements and subsequent reforms, including: Jim Crow laws, Plessy vs. Ferguson, women's suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey.	Subsections 6.3, 6.4, 9.4, 12.3, 13.5, 16.2, 16.3		7
US.3.3	Compare and contrast presidential domestic policies, including: Theodore Roosevelt, William Taft, and Woodrow Wilson; Trustbusting, Pure Food and Drug act, Meat Inspection Act, Federal Reserve, Conservation, the Hepburn Act, and the Federal Trade Commission.	Subsections 6.5, 6.6	4	8
US.3.4	Trace national legislation resulting from and affecting the Progressive Movement, including: the Sherman Antitrust Act and the Clayton Antitrust Act.	Subsections 5.3, 5.4, 5.5, 6.5, 6.6		6
US.4	Imperialism/WWI: Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.			
US.4.1	Investigate causes of the Spanish-American War, including: yellow journalism, the sinking of the Battleship <i>USS Maine</i> , and economic interest in Cuba.	Subsections 7.4, 7.5	12	10
US.4.2	Evaluate the role of the Rough Riders on the iconic status of President Theodore Roosevelt.	Subsection 7.4		11
US.4.3	Analyze consequences of the Spanish-American War, including: The Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and the Caribbean.	Subsection 7.3, 7.4, 7.5, 7.7	11	12
US.4.4	Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.	Subsection 7.3		13
US.4.5	Evaluate the role of the Open-Door policy and the Roosevelt Corollary on America's expanded economic and geographic interests.	Subsections 7.6, 7.7	10	14
US.4.6	Compare the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy.	Subsection 7.7	14	
US.4.7	Evaluate the factors that led to US involvement in World War I.	Subsection 8.4	15	
US.4.8	Investigate controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen points, and the League of Nations.	Subsection 8.6	13	15
US.5	1920s: Debate the impact of social changes and the conflict between traditionalism and modernism in the 1920s.			
US.5.1	Debate radio, cinema, and print media for their impact on the creation of mass culture.	Subsection 9.5		16
US.5.2	Analyze works of major American artists and writers, including: F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mecken, to characterize the era of the 1920s.	Subsection 9.5		20
US.5.3	Determine the relationship between technological innovations and the creation of increased leisure time.	Subsection 9.4	19	
US.5.4	Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.	Subsections 9.7, 10.2	18	
US.5.5	Compare and contrast the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.	Subsection 10.2		19

Standards and Objectives Correlation Chart, continued

MS CCRS US History: 1877 to Present Standards and Objectives		Text Section(s)	Practice Test 1	Practice Test 2
US.5.6	Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance.	Subsections 9.4, 9.5, 9.7	16	18
US.5.7	Debate the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including: the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial.	Subsections 9.2, 9.3, 9.6	20	17
US.5.8	Examine notable authors of the 1920s, including: John Steinbeck, William Faulkner, and Zora Neale Hurston.	Subsections 9.5, 10.3	17	
US.5.9	Analyze the Great Depression for its impact on the American family, including: Bonus Army, Hooverville's, Dust Bowl, Dorothea Lange.	Subsections 10.3, 10.4		22
US.5.10	Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.	Subsection 10.3	21	
US.6	Great Depression/New Deal: Analyze the causes and effects of the Great Depression and New Deal.			
US.6.1	Compare the causes of the Great Depression, including: the uneven distribution of wealth; rampant stock market speculation; the collapse of the farm economy; policies of the federal government and the Federal Reserve System; overproduction of industry; and the impact of the Smoot-Hawley Tariff Act.	Subsections 9.7, 10.2, 10.3, 10.6		23
US.6.2	Investigate how President Hoover's initial conservative response to the Great Depression failed.	Subsection 10.4	22	
US.6.3	Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including: the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, and promoting organized labor.	Subsections 10.5, 10.6, 10.7		21
US.6.4	Evaluate the impact of Franklin D. Roosevelt on the presidency and the New Deal's impact on the expansion of federal power.	Subsections 10.5, 10.6, 10.7	23	
US.7	WWII at home: Examine the nation's role in World War II and the impacts on domestic affairs.			
US.7.1	Explain the isolationist debate as it evolved from the 1920s to the bombing Pearl Harbor and the subsequent change in United States' foreign policy.	Subsections 11.3, 11.5	24	
US.7.2	Examine roles of significant World War II leaders, including: Franklin D. Roosevelt, Harry S Truman, Dwight D Eisenhower, and George S Patton.	Subsections 11.3, 11.5, 11.6, 12.4	25	
US.7.3	Describe military strategies of World War II, including: blitzkrieg, island-hopping, and amphibious landings.	Subsections 11.4, 11.6, 11.7		27
US.7.4	Analyze how war crimes committed during World War II, including: The Holocaust, the Bataan Death March, the Nuremberg Trials, including: the post-war Universal Declaration of Human Rights, and the Genocide Convention.	Subsections 11.4, 11.7, 12.5, 12.6	27	
US.7.5	Analyze the reasons for and results of dropping atomic bombs on Japan.	Subsection 12.4	29	
US.7.6	Describe the mobilization of various industries to meet war needs.	Subsection 12.2		26
US.7.7	Explain how the US expanded the US military through the use of selective service.	Subsection 11.5		24

Standards and Objectives Correlation Chart, continued

MS CCRS US History: 1877 to Present Standards and Objectives		Text Section(s)	Practice Test 1	Practice Test 2
US.7.8	Trace the way in which the US government took control of the economy through rationing, price controls, limitations on labor unions, the sale of bonds and wage controls.	Subsection 12.2		28
US.7.9	Identify ways in which the roles of women and minorities changed during the war.	Subsection 12.3	28	25
US.7.10	Summarize the discrimination the Japanese Americans faced during WWII. Include the <i>Korematsu v. US</i> supreme court case.	Subsection 12.3	26	29
US.8	Post WWII to 1960s: Assess changes in the United States including the domestic impact on national security, individual freedoms, and changing culture.			
US.8.1	Distinguish between cold war and a conventional war.	Subsections 13.1, 13.2		30
US.8.2	Locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China.	Subsections 13.3, 13.4, 14.2, 14.3, 15.2, 15.4	30	31
US.8.3	Analyze the breakdown of relations between the US and USSR after WWII.	Subsections 13.1, 13.2, 13.3, 13.4, 14.2, 15.2, 15.4	32	
US.8.4	Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administration.	Subsections 13.1, 13.3, 13.4, 14.2, 14.3		34
US.8.5	Describe how the Truman doctrine and the Marshall plan deepened the tensions between the US and USSR.	Subsection 13.3	33	
US.8.6	Identify the importance of the following on cold war tensions, including: Berlin Blockade, berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.	Subsections 13.2, 13.3, 15.2	31	32, 35
US.8.7	Evaluate the role, function, and purpose of the United Nations (UN).	Subsections 12.6, 13.4	35	
US.8.8	Examine United States reaction to Communist takeover in China.	Subsection 13.4		33
US.8.9	Summarize the Korean War and its impact on the Cold War.	Subsections 13.4, 14.1, 14.2	34	
US.8.10	Describe US government efforts to control the spread of communism within the United States and its impact on individual freedoms.	Subsection 14.5		37
US.8.11	Discuss the role of the space race in the cold war taking into account Sputnik, the U-2 incident, and NASA	Subsections 14.2, 14.6, 15.5	36	
US.9	Kennedy, Johnson, Nixon: Demonstrate an understanding of domestic and international issues each administration.			
US.9.1	Analyze the domestic policies and events during the presidencies of Presidents Kennedy, Johnson, and Nixon, including: The New Frontier, Great Society, “the silent majority”, the anti-war and counter-cultural movements, the Watergate scandal, including the Supreme Court case, U.S. v. Nixon.	Subsections 15.2, 15.3, 15.4, 16.5, 17.2, 17.3, 17.4	37, 38	39
US.9.2	Debate the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.	Subsection 15.5		36
US.9.3	Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, American Disabilities Act.	Section 16, Subsection 18.8	40	42
US.9.4	Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure, including Equal Pay Act.	Subsections 14.5, 15.2, 16.5, 17.7		40

Standards and Objectives Correlation Chart, continued

MS CCRS US History: 1877 to Present Standards and Objectives		Text Section(s)	Practice Test 1	Practice Test 2
US.9.5	Analyze the impact of the environmental movement and the development of environmental protection laws.	Subsection 17.2, 17.8	39	
US.9.6	Explain how the federal, state, and local governments have responded to demographic and social changes, including: population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.	Subsections 14.5, 15.3, 15.4, 16.4, 17.2, 18.6, 18.8	41	38
US.10	Explain the reaction to the Carter's Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1874 to 1992.			
US.10.1	Appraise the influence of the conservative movement on social, economic and environmental issues from 1974 to 1992, including: Moral Majority, Roe vs. Wade, Bakke Case, Love Canal, Three Mile Island, Reaganomics, PACTO, etc.	Subsections 17.6, 17.7, 17.8, 18.2, 18.3, 18.6, 18.8	44, 45	45, 52
US.10.2	Analyze Regan's and Bush's pro-active international policies, including: Invasion of Granada, Iran-Contra, SDI, End of the Cold War, Invasion of Panama, and Persian Gulf War.	Subsection 18.4, 18.5, 18.6, 18.7	43, 46	44, 46
US.11	Civil Rights Movement: Evaluate the impact of the Civil Rights Movement on social and political change in the United States.			
US.11.1	Explain the importance of President Truman's order to integrate the U.S. military and the federal government.	Subsections 13.5, 16.2	42	43
US.11.2	Trace the federal government's involvement in the modern Civil Rights Movement, including: the abolition of the poll tax, the nationalization of state militias, <i>Brown versus Board of Education</i> in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.	Subsections 15.5, 16.3	47, 50	41
US.11.3	Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers.	Subsections 12.3, 16.2, 16.3, 16.4	51	48
US.11.4	Describe the development of a Black Power movement, including: the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement.	Subsection 16.4	48	51
US.11.5	Describe the significance of Martin Luther King, Jr.'s <i>Letter from a Birmingham Jail</i> and his <i>I Have a Dream Speech</i> .	Subsection 16.3	49	
US.11.6	Describe the accomplishments of the modern civil rights movement, including: the growth of the African American middle class, increased political power, and declining rates of African American poverty.	Subsection 16.4		47
US.12	1992 to Present: Explain key domestic issues as well as America's role in the changing world from 1992 to present.			
US.12.1	Examine the Contract with America, Impeachment Trial of William "Bill" Clinton, Eminent Domain issues, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010.	Subsections 19.2, 19.3, 19.7, 20.3	53	49, 54

Standards and Objectives Correlation Chart, continued

MS CCRS US History: 1877 to Present Standards and Objectives		Text Section(s)	Practice Test 1	Practice Test 2
US.12.2	Describe Global trade agreements, terrorist attack of September 11, 2001, Operation Iraqi Freedom and the War in Afghanistan, and the Patriot Act, global terrorism, global climate concerns, immigration, national debt and technological trends.	Subsection 18.3, 18.8, 19.3, 19.4, 19.6, 19.7, 20.3, 20.4	52, 54	50, 53
US.12.3	Discuss the Election and 2008 and Barack Obama as the first African-American President and the unconventional Election of 2016 and the advent of Donald Trump.	Section 20		55
US.12.4	Describe Global trade agreements, Contract with America, impeachment trial of William “Bill” Clinton, terrorist attack of September 11, 2001, Operation Iraqi Freedom, war in Afghanistan, Patriot Act, election of the first African-American President Barack Obama, Affordable Care Act of 2010, domestic and global terrorism, global climate concerns, immigration, election of Donald Trump, national debt and technological trends.	Subsections 18.7, 18.8, Sections 19, 20	55	