

# **Mississippi SATP2 U.S. History Student Review Guide**

Author:  
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*2011 Mississippi Social Studies Framework*

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# Mississippi SATP2 U.S. History Student Review Guide based on the Mississippi 2011 Social Studies Framework

by  
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Publisher

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### Practice Test 1

(with evaluation chart)

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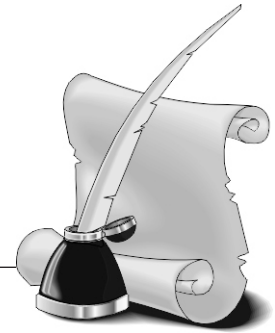
### Practice Test 2

(with evaluation chart)

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# Tools for Learning History

## Section 1.7 Living Document



### Pre-View 1.7

- **Living document** – a description of the Constitution that describes how it can be altered to meet the current needs of our changing society
- **Formal amendment** – a change or an addition to the actual language of the Constitution
- **Informal amendment** – a law, an executive action, or a court ruling that changes how the Constitution is interpreted or applied but does not change the actual language of the Constitution
- **Bill of Rights** – the first ten amendments to the Constitution that outline basic rights under the Constitution
- **Constitutional convention** – a gathering of elected delegates to amend the Constitution
- **18th Amendment** – Constitutional amendment that established Prohibition
- **21st Amendment** – Constitutional amendment that repealed Prohibition
- **Judicial review** – the right of the Supreme Court to determine if laws and executive actions are constitutional

## The Constitution

### A Living Document

The Constitution as a “living document” can be a complicated and controversial issue — one that we do not choose to fully explore here. One thing is certain — the Constitution can be changed by legislation and it can be interpreted by the Supreme Court. A simple definition of **living document** is the ability to change or interpret a document such as the Constitution to meet current needs.

### Amendments to the Constitution

Because the authors of the Constitution could not put into writing every situation that might occur in a dynamic (changing) society, they penned the basic framework and included a way to change it later should need arise. There are two kinds of changes. A **formal amendment** is a change in the actual language of the Constitution while an **informal amendment** changes the way the Constitution is interpreted or applied.

### Formal Amendments

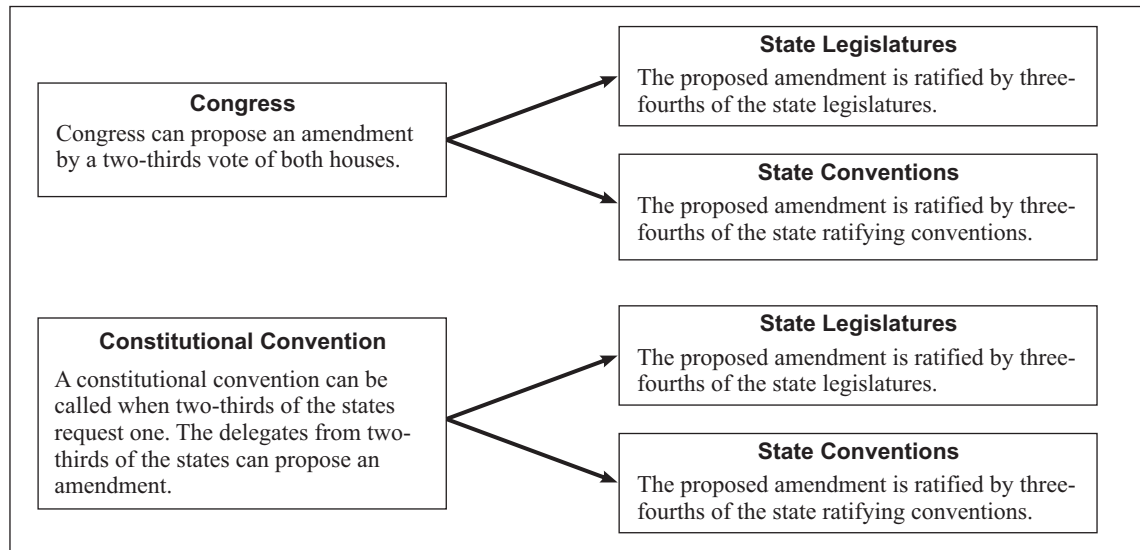
The **Bill of Rights** is the first ten amendments to the Constitution, and they add detail to the basic structure. These are formal amendments that spell out some of our basic rights under the Constitution. There have been 17 additional amendments to the Constitution. These deal with varied issues such as rights for African Americans, the order of presidential succession, prohibition (outlawing alcohol) and its repeal, and the right for women and eighteen-year-olds to vote.

In general, Congress proposes formal amendments, but states must ratify (approve) them before they become part of the Constitution. Amendments can be proposed in two different ways and ratified by two different methods. Congress can propose an amendment by a two-thirds vote of both houses, or Congress can call a constitutional convention when two-thirds of the states ask for one. A **constitutional convention** is a gathering of delegates (ordinary citizens) selected by popular vote from each state for the purpose of amending the Constitution.

Ratification of an amendment can take place by the acceptance of three-fourths of the state legislatures or by the acceptance of three-fourths of state ratifying conventions. Similar to a constitutional convention, a state ratifying convention is normally made up of delegates separate from the state legislator.

## Section 1.7, continued Living Document

### Formal Amendments



### 18th and 21st Amendments

The **18th Amendment** established Prohibition, a law that made it illegal to manufacture, transport, or sell alcoholic beverages. After 14 years of very little success at enforcing the law, the 18th Amendment was repealed by the **21st Amendment**. This is the only time in U.S. history that one amendment repealed another. The 21st Amendment is also the only time that an amendment has been ratified by state conventions. Perhaps the supporters wanted to remove as much political pressure from the process as they could.

### Failed Amendment

Not all the amendments that are proposed become part of the Constitution. One notable example was the Equal Rights Amendment (ERA) of the 1970s and 1980s. Congress passed the proposal to outlaw discrimination against women by the required two-thirds majority and sent it to the states. Some states ratified it quickly, but at the end of the time limit, it did not have the necessary three-fourths majority. Even after the time period for ratification had been extended, the proposal fell three states short of ratification.

### Informal Amendments

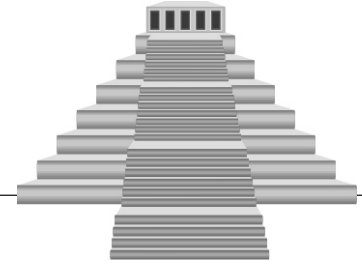
Informal amendments don't actually change the language of the Constitution but are more like changes in the way that the Constitution is interpreted or applied. These changes can come in a number of ways including congressional legislation, presidential action, Supreme Court decisions, and precedent. Check the table below for examples.

### Informal Changes

GOVERNMENT ACTION	EXAMPLES
<b>Congress</b>	Congress has passed legislation to create governmental agencies such as the Central Intelligence Agency (CIA) and the Federal Emergency Management Agency (FEMA)
<b>The President</b>	Presidents can take executive actions. By executive order, Truman desegregated the military. Other Presidents have committed troops to war, such as in the invasion of Iraq.
<b>Precedent</b>	A President's serving only two terms was a precedent (an example) set by George Washington. The two-term limit was made a formal change by the 22nd Amendment.

# The Age of Imperialism

## Section 6.7 Latin America



### Pre-View 6.7

- **Latin America** – generally, the countries south of the United States (Mexico, Central and South America, and the Caribbean) where Spanish, Portuguese, or French is spoken
- **Monroe Doctrine of 1823** – U.S. policy that warned Europe not to try to extend their influence in the Western Hemisphere
- **Big Stick policy** – Roosevelt’s foreign policy that used force if necessary to get nations to do what the United States wanted
- **Roosevelt Corollary** – 1901 expansion of the Monroe Doctrine that extended U.S. influence to be a policeman to Latin American countries to protect them from European aggression or internal unrest
- **Dollar Diplomacy** – Taft’s foreign policy that encouraged U.S. business investment in countries to stabilize them instead of using force
- **Moral or Missionary Diplomacy** – the attempt by Wilson to reward countries who did what we wanted and punish those who didn’t
- **Isthmus** – narrow strip of land between two continents
- **Panama Canal** – canal built across Panama and controlled by the United States
- **ABC Powers** – a term designated the powerful nations of Argentina, Brazil, and Chile in South America

Throughout the 1890s and into the 20th century, U.S. Presidents took a more aggressive posture with regard to foreign policy, especially with those countries to our south. **Latin America** is the group of nations that include Mexico, most of Central and South America, and some of the Caribbean who speak primarily Spanish, Portuguese, or French. As the United States began to lean toward imperialism, American Presidents became committed to enforcing the **Monroe Doctrine of 1823**, a doctrine intended as a warning to Europe not to colonize or increase their influence in the Western Hemisphere.

In an age when Europeans were building empires, the United States reemphasized the doctrine and even extended it. Now the United States had a strong military and could do more than merely suggest that Europe comply. Through a series of incidences in the 1890s, the United States demonstrated a clear willingness not only to threaten military action but also to actually use force when necessary.

**Foreign Policy in the Late 1800s**

PRESIDENT	POLICY	DATE	INCIDENT	SUMMARY
<b>Benjamin Harrison</b>	Aggressive foreign policy	1891	Dispute with Chile	Two sailors on shore leave were killed in a brawl with locals, and dozens of others were injured or jailed. The United States demanded an apology and threatened war. The Chilean government issued a formal apology and paid an indemnity (money for an injury or a loss). The tensions eased.
<b>Grover Cleveland</b>	Monroe Doctrine	1895	Venezuela border dispute with Britain	A boundary dispute arose between Venezuela and the British colony of Guiana. When the United States offered to mediate the dispute, the English refused. Under threat of war, the British agreed to arbitration. The confrontation led to closer ties between England and the United States.
<b>William McKinley</b>	Aggressive foreign policy	1898	Spanish atrocities (brutal acts) in Cuba and the U.S.S. <i>Maine</i> explosion	The United States went to war with Spain and forced the Spanish to give up Cuba, Guam, the Philippines, and Puerto Rico.



## Section 6.7, continued

### Latin America

The Spanish-American War represented a turning point in U.S. foreign policy. The United States had become a colonial empire although they had few possessions in comparison to other imperial nations. Most of what would take place in the early 20th century would be aimed at preserving order in Latin America and protecting those republics from imperialist powers abroad. Each of the first three 20th century Presidents had his own particular style of foreign policy with varying degrees of success.

#### Foreign Policy in the Early 1900s

PRESIDENT	POLICY	DATE	SUMMARY
<b>Theodore Roosevelt</b>	1901 – 1909	Big Stick	The <b>Big Stick policy</b> was based on an African proverb, “Speak softly and carry a big stick; you will go far.” Roosevelt’s “big stick” was the U.S. military, which he used to back his aggressive foreign policy.
	1904	Roosevelt Corollary	The <b>Roosevelt Corollary</b> was an extension of the Monroe Doctrine to say that the United States could intervene in any dispute that threatened republics of the Western Hemisphere. The United States acted as a policeman to Latin America.
<b>Howard Taft</b>	1909 – 1913	Dollar Diplomacy	<b>Dollar Diplomacy</b> substituted dollars as the motivating force behind foreign policy rather than “bullets.” Taft encouraged investment by big business in foreign countries in hopes that the growing economies would bring about stable governments in Latin America.
<b>Woodrow Wilson</b>	1913 – 1921	Moral or Missionary Diplomacy	<b>Moral or Missionary Diplomacy</b> was designed to neutralize both the Big Stick and Dollar Diplomacy of the two Presidents before Wilson. His hope was to encourage democracy by rewarding countries that pursued similar goals to the United States and to punish countries who did not. Ironically, Wilson intervened in Latin America more than either Roosevelt or Taft.

In 1901, Teddy Roosevelt became the third Vice President to inherit the presidency as the result of an assassin’s bullet. Being a forceful man, he was a very aggressive President, particularly when it came to a canal across Central America.

### The Panama Canal

The war with Spain pointed out the obvious need for a canal across Central America to make it easier for American ships to get from the Pacific Ocean to the Caribbean Sea (and the Atlantic). Without a canal, American ships in the Pacific had to sail around the tip of South America to get to Cuba. Because it took so long to get warships to Cuba, the United States proposed digging a canal across the narrow strip of land between North and South America. A narrow strip of land between two land masses is called an **isthmus**.

Early in his presidency, Teddy Roosevelt began to negotiate for the right to build a canal across the isthmus of Panama, which was a part of Colombia, South America, at the time. When the Colombians wanted too much money, the United States helped the people of Panama to rebel and to become a free country. The United States quickly acknowledged Panama as a new republic and just as quickly negotiated to build the canal there. After overcoming many hardships, the **Panama Canal** was completed in 1914.



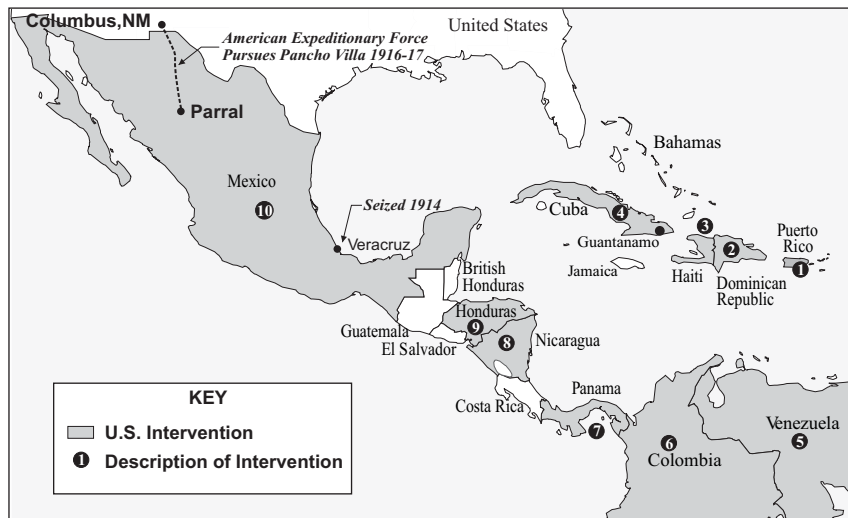
*I took the Isthmus, started the canal and then left Congress not to debate the canal, but to debate me.*

**Theodore Roosevelt**  
Speech at UC Berkeley, 1911



## Section 6.7, continued

### Latin America



#### U.S. Intervention in Latin America 1900 to WWI

- ① Puerto Rico – U.S. territory 1900 to present
- ② Dominican Republic – U.S. manages finances; pays debts 1905 – 1924
- ③ Haiti – military occupation 1915 – 1934 to maintain order and manage debts
- ④ Cuba – U.S. protectorate; U.S. leased military base at Guantanamo; troops sent in 1906 – 09, 1912, 1917
- ⑤ Venezuela – U.S. blocked Europeans from taking military action to collect debts, 1904
- ⑥ Colombia – U.S. supported Panamanian revolt against Colombia, 1904
- ⑦ Panama – Canal zone occupation, troops sent to restore order 1908, 1912, 1918 – 20
- ⑧ Nicaragua – U.S. troops 1907, 1910, 1912 – 1933
- ⑨ Honduras – U.S. troops 1903, 1907, 1911, 1912

- ⑩ Mexico – Torn by revolutions in 1910 and 1913, Mexico was taken over by General Huerta who established himself as a dictator. Woodrow Wilson refused to recognize Huerta's government and seized the port of Veracruz in 1914 to block shipment of arms to Huerta in support of Venustiano Carranza. One of Carranza's generals Pancho Villa raided the American town of Columbus, New Mexico, to provoke the U.S. against Carranza. Wilson sent U.S. troops led by General John J. Pershing to capture Villa in 1916. The Americans pursued Villa some 300 miles into Mexican territory but failed to catch him. Further attempts to locate Villa seemed likely to provoke war with Mexico. The American troops were withdrawn in 1917, and a settlement between the U.S. and Mexico was mediated by the **ABC Powers** (Argentina, Brazil, and Chile).

These were just some of the interventions from 1900 until the First World War. Well into the 20th century, Latin American foreign policy followed the intervention model. As you can imagine, this kind of policy generated anger throughout much of Latin America as the interventions continued for many years. More about that later.

### Practice

Choose the correct answer for the following questions on imperialism in Latin America.

- (A) (B) (C) (D) 1. Which President intervened in Latin America more than any other during the early 1900s?  
A. Theodore Roosevelt C. William McKinney  
B. Woodrow Wilson D. Howard Taft
- (F) (G) (H) (J) 2. From the map above, which country was invaded because of a rogue general?  
F. Puerto Rico H. Mexico  
G. Nicaragua J. Cuba
- (A) (B) (C) (D) 3. Which of the following is an example of “Big Stick” diplomacy?  
A. the Hawaiian annexation C. the pursuit of Pancho Villa into Mexico  
B. war with Spain D. the Panama Canal
- (F) (G) (H) (J) 4. How is it that the United States can maintain a military base at Guantanamo Bay, Cuba?  
F. The base is leased from the Cubans. H. The base protects Cubans from civil war.  
G. The base is in lieu of an embassy in Cuba. J. The base was a gift from the Cuban people.
- (A) (B) (C) (D) 5. How was the dispute between the United States and Mexico settled just before World War I?  
A. It was negotiated directly by American and Mexican diplomats  
B. It was mediated by Chile, Brazil, and Argentina.  
C. It was negotiated by Carranza and Wilson in a face to face meeting.  
D. It was settled by the Treaty of Paris in 1919.

# The Progressive Era

## Section 7.3 Teddy Roosevelt



### Pre-View 7.3

- **Trust busting** – the act of breaking up bad trusts by suing them in court
- **Muckrakers** – writers that exposed corruption in big business, government, and society
- **Conservation** – careful use of natural resources
- **Gifford Pinchot** – conservationist friend of Roosevelt; appointed the first leader of the Forestry Service
- **John Muir** – preservationist friend of Roosevelt; campaigned for national parks and wilderness areas to be preserved in their natural state
- **Preservation** – the maintaining of wilderness areas in a natural state
- **Sierra Club** – organization founded by John Muir to encourage recreational use and preservation of the Sierras; became a national organization that was the forerunner of the environmental movement

### Roosevelt as President

After the Spanish-American War, Theodore Roosevelt became a national hero. So in the presidential election of 1900, the Republican Party was eager to use “Teddy’s” name without giving him too much political power. The Republicans decided to nominate Roosevelt as Vice President on the ticket with William McKinley.

McKinley was easily re-elected President in 1900. But four and a half months after being sworn in as President, McKinley was assassinated. Teddy Roosevelt (often referred to as “TR”) was now President. His young age of not quite 43 made Teddy the youngest President to ever take office.

**Question:** Hold on — wasn’t John F. Kennedy the youngest man ever elected President?

Kennedy was the youngest man ever *elected* President, but Roosevelt was the youngest to *take office*. Before you get confused, keep in mind that Teddy Roosevelt was not elected to the office of President. He was elected as Vice President, and he took office when McKinley was assassinated.

TR was the first of three Progressive Presidents. Let’s take a look at his actions as President that supported progressive reforms.

### Trust Busting

Remember that during the Gilded Age, trusts were formed when a group controlled multiple companies and created monopolies. Trusts and monopolies limited competition and drove up prices. Aware that the corruption in trusts was a really important issue, Roosevelt decided early in his presidency to do something about unfair business practices. 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.

His first target 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. These attacks on big business won Teddy the name of *trust buster* and the respect of progressive reformers.

## Section 7.3, continued

### Teddy Roosevelt

#### Coal Strike, 1902

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. 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.

#### Muckrakers

During the Progressive Era, writers 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. These writers were called **muckrakers**, and here's a summary of a few of them and their work.

##### Muckrakers

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 (owned by Rockefeller)
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

*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

#### Practice 1

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

- \_\_\_\_\_ 1. Which book was about the filth in the meat packing industry?
- \_\_\_\_\_ 2. Who wrote *The History of the Standard Oil Company*?
- \_\_\_\_\_ 3. Who exposed the political corruption in city governments?
- \_\_\_\_\_ 4. Who was the President of the United States when *The Jungle* was published?
- \_\_\_\_\_ 5. Who was the author of *The Jungle*?
- \_\_\_\_\_ 6. Which book exposed the evils of child labor?

## Section 7.3, continued

### Teddy Roosevelt

#### Progressive Legislation

Because of the public awareness caused by the muckrakers and the reform spirit of the age, 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 condition in the meat packing industry, and corrected the dangers of altered foods and the false labeling of drugs. Study the chart below to learn more about these laws.

**Roosevelt's Progressive Legislation**

ACT	RESULT
<b>Elkins Act, 1903</b>	This law stopped the railroads from giving rebates to their best customers. Shipping rates had to be publicly posted for all to see.
<b>Hepburn Act, 1906</b>	This law gave the Interstate Commerce Commission (ICC) power to set maximum railroad rates. It gave the ICC control over other industries that shipped products on the railroads. It stopped the railroads from giving free passes to government employees.
<b>Meat Inspection Act, 1906</b>	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 meatpacking facilities and ordered government inspections to ensure the plants were clean.
<b>Pure Food and Drug Act, 1906</b>	This law outlawed the sale of altered or mislabeled food and drug products.

#### Practice 2

Write in the blank the answer to each question about Roosevelt's progressive legislation.

- \_\_\_\_\_ 1. In what year were most of Roosevelt's progressive laws passed?
- \_\_\_\_\_ 2. Which industry did the Elkins Act regulate?
- \_\_\_\_\_ 3. Which law allowed the ICC to control industries that shipped products on the railroads?
- \_\_\_\_\_ 4. Which law set sanitation standards for the meat packing industry?
- \_\_\_\_\_ 5. Which law made it illegal to mislabel food products?
- \_\_\_\_\_ 6. Which law stopped the railroads from giving discounts to certain customers?

#### Conservation

Roosevelt 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. Responsibly managing natural resources is called **conservation**, and the people who encourage it are *conservationists*. A look at TR's record on conservation definitely proves he was a conservationist. Under his leadership, conservation went from a desire to protect natural resources in the West to a national movement that sought to protect other parts of the United States as well.

## Section 7.3, continued

### Teddy Roosevelt

#### *U.S. v. Gettysburg Electric Railway Company*

Even before TR took office, efforts were being made to preserve historical sites. Near the turn of the century, Congress passed a law to expand the Gettysburg Battlefield and to place markers to commemorate the troop placements. The Gettysburg Train Company ran an electric trolley at Gettysburg and objected to part of their property being taken through eminent domain. (*Eminent domain* is the power given to the government to take private property for public use by paying the owner for it.) In *U.S. v. Gettysburg Electric Railway Company*, the court ruled that preserving national historical sites was a proper use for eminent domain. The ruling set a precedent that eminent domain could be used to protect our national historical heritage.

#### 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.

**Gifford Pinchot** had been trained in forestry management in Europe. In the United States, he was eager to try out what he had learned. He worked at several forestry jobs before being picked to head the U.S. Forest Service by TR. He believed in managing the forests in a way that would allow for some logging while making sure the trees were replanted and the forests renewed. His friend John Muir had quite a different view.



### Preservation

**John Muir** was a Scottish immigrant who settled with his family in Wisconsin. He had studied botany and geology in college but abandoned an industrial career after an accident. Muir then set out on a walk to Florida and sketched nature along the way. He then sailed to San Francisco, California, and walked to the Sierra Nevada Mountains on the eastern edge of California. In the Sierra Nevadas, Muir fell in love with nature in general and the Yosemite Valley in particular. He became a strong advocate for **preservation** of nature; he wanted to maintain wilderness areas in their natural state.

In 1892 Muir and others founded the **Sierra Club** as an organization to promote recreation, education, and conservation in the Sierra Nevada region. Through Muir's efforts and with support of the Sierra Club, Yosemite became a national park in 1906. Building on that early success, the Sierra Club has grown into a national organization committed to protecting and preserving the environment. The environmental movement of today can trace its roots to the early efforts of John Muir and the Sierra Club.

Muir and Pinchot were both concerned about the environment, but they had different views. Pinchot favored conservation, responsible management, and Muir favored preservation, maintaining a natural state. Once friends, Muir and Pinchot split over the proposal to build a dam in part of the Yosemite Valley (then a state park) to supply San Francisco with electrical power and water. Muir opposed the dam. Pinchot thought the needs of the people of San Francisco outweighed the desire to preserve nature, so he supported the dam project. In the end, the dam was built, but their friendship did not survive the project. Both, however, remained friends of Teddy Roosevelt.

# The Great Depression and the New Deal

## Section 10.5 The Second New Deal



### Pre-View 10.5

- **The Second New Deal** – additional New Deal legislation beginning in 1935 and aimed more toward reform
- **Deficit spending** – the government practice of spending more money than is collected from taxes and other sources
- **Court Packing Bill** – legislation proposed by FDR to add more justices (who would be more favorable to his New Deal legislation) to the Supreme Court
- **Keynesian economics** – the idea that the government should spend money during a recession to stimulate the economy even if the government has to borrow the money and repay it when the economy improves
- **Roosevelt Recession** – another slowdown in the economy caused when the President stopped spending so much on relief programs in 1938
- **Rural Electrification Administration (REA)** – the agency created to bring electricity to the rural areas of the country
- **Sit-down strike** – a strike where workers sit down and occupy the factory rather than walking out to man picket lines

By 1935 the economy was improving, but some of the New Deal programs were running into trouble in the courts. The Supreme Court declared several programs unconstitutional, including the AAA and the NRA. In response, FDR initiated a new round of programs sometimes called the **Second New Deal**. Some of these programs were aimed at the “abuses of big businesses,” as FDR called it. Others were more permanent reforms to protect citizens and help ensure that a collapse in the economy this bad never happened again.

### Second New Deal Legislation and Programs

LEGISLATION OR PROGRAM	DATE	INITIALS	DESCRIPTION
<b>Works Progress Administration or Work Projects Administration</b>	1935	WPA	The WPA was an agency that employed millions for public works projects. The WPA also included creative projects to employ artists, writers, and actors in decorating public buildings, preserving local histories, and providing public performances.
<b>Social Security Act</b>	1935	SSA	This Act provided pensions for the elderly, unemployment insurance, and aid to dependents and the disabled. Social Security benefits were to be financed by a tax on both employees and employers. The SSA signaled a change in how the government viewed its responsibility to the needy citizens of our nation.
<b>National Labor Relations Act or The Wagner Act</b>	1935	NLRA	This Act guaranteed the right to unionize and to bargain collectively. It also created the <i>National Labor Relations Board</i> to supervise union elections and hear complaints of unfair labor practices.
<b>Fair Labor Standards Act</b>	1938	FLSA	This Act forbade child labor, limited dangerous jobs to workers 18 years of age or older, established a minimum wage, and set the work week at forty hours.

### The Banking Act of 1935

Another important piece of legislation was the Banking Act of 1935. As authorized in the 1933 Banking Act, the FDIC was a temporary measure to assure depositors that their money was safe in federally insured banks. The Banking Act of 1935 made that insurance program permanent and raised the insured limit to \$5,000. The Banking Act of 1935 also



## Section 10.5, continued

### The Second New Deal

made changes to the organizational structure and authority of the Federal Reserve System by creating a way for the “Fed” (a nickname for the Federal Reserve System) to control interest rates nationally and to control the money supply. The FDIC still insures deposits today, and the limit has continued to be increased over time.

### Critics of the New Deal

Even though the economy was improving, the New Deal’s massive relief programs were taking a toll on the U.S. Treasury. The cost of the programs was more than the government was taking in. When the government spends more than it takes in, it’s called **deficit spending**. Even though FDR wasn’t happy with budget deficits, he knew that in order to bring relief to the American people, deficits would be needed in the short term.

*Our policy is succeeding. The figures prove it. Secure in the knowledge that steadily decreasing deficits will turn in time into steadily increasing surpluses, and that it is the deficit of today which is making possible the surplus of tomorrow, let us pursue the course we have mapped.*

**Franklin D. Roosevelt**  
**Budget Speech, 1936**

Criticism of the New Deal came from all sides. Some, like the Republicans and Big Business, believed that the President was taking his relief and reform measures too far. Others believed he and the government weren’t doing enough. Members of the upper class, of whom FDR was a member, criticized him for betraying his class by raising taxes on the wealthy to help pay for relief programs. Industrialists were angry with FDR’s support of organized labor and the government having so much control of the economy. Here’s a summary of some of the more outspoken critics.

#### New Deal Critics

- A Roman Catholic priest *Charles Coughlin*, who had supported the New Deal, now criticized FDR’s administration for not doing enough to bring about social justice. He advocated the nationalization of the banking system. Coughlin voiced his ideas on his extremely popular radio show that was more political than spiritual.
- The radical governor of Louisiana *Huey Long* didn’t think FDR was doing enough to redistribute the wealth. This socialist politician had his own “Share Our Wealth” plan to take money from the rich and give to the poor. Long might have challenged FDR in the 1936 election had he not been killed in an assassination attempt in 1935.
- Frances Townsend; a doctor from Washington state, also didn’t think the government was doing enough. He wanted to give the elderly a \$200 per month pension. The elderly would then be required to spend the money within 30 days each month to stimulate the economy.

### The Supreme Court

In 1935 the New Deal picked up an even more powerful critic, the Supreme Court. Conservative judges of the court ruled five New Deal laws unconstitutional, including parts of the National Recovery Administration (NRA) and the Agricultural Adjustment Act (AAA). In *Schechter v. U.S.*, the court ruled that the NIRA (the act that created the NRA) was unconstitutional because of “separation of powers.” According to the ruling, the President had assumed powers belonging to the Congress. And in *United States v. Butler*, the court ruled that the AAA was unconstitutional because it taxed one group to the benefit of another. By 1936 four more rulings went against the President’s plan.

After FDR won re-election in 1936 by a greater margin than in 1932, he became even more determined to continue his New Deal programs because the people supported them. In 1937 FDR devised a plan to deal with the Supreme Court. He proposed a bill that would add more justices to the court. His critics called it the **Court Packing Bill**. His plan was to add a judge to the Court for every existing judge who was over 70 years old. Since six of the nine judges were over 70 at the time, he could have added six new judges who were favorable to his legislation.



## Section 10.5, continued

### The Second New Deal

The bill was defeated in the Congress. Many from his own party failed to support the measure. After the failed plan, two things happened. First, the Supreme Court began to uphold New Deal programs as legal. Second, FDR began to lose support in Congress for the New Deal, even from Democrats.

#### **Question 1: What was FDR thinking? Wasn't the number of Supreme Court Justices set by the Constitution?**

Actually, the Constitution doesn't say how many justices there should be. It only mentions a Chief Justice but doesn't say how many associate justices the court should have. The current size of the Court (1 Chief Justice and 8 associate justices) was established by the Judiciary Act of 1869.

If FDR had gotten Congress to pass this bill, he could have added more associate justices to the Court. Although it may have been an intellectually smart idea, it was a real political blunder that cost FDR much of the support he needed to get further New Deal legislation through the Congress.

#### **Question 2: What did FDR do about his New Deal programs that had been declared unconstitutional?**

He simply removed the unconstitutional parts and sent them back to Congress, or he proposed new legislation to do what he wanted in a different way.

#### **Question 3: How did an Alabama native help FDR's Supreme Court situation?**

Although the Court had begun to look more favorably at New Deal programs, one of the conservative justices decided to retire in May 1937. FDR promptly appointed a more liberal justice, Hugo Black from Alabama, to replace him. The balance in the court had now shifted from conservative to more liberal.

### **Keynesian Economics**

John Maynard Keynes was a British economist who began to question the traditional ideas of economics after World War I. He contended that a *laissez-faire* (an unregulated) economy would not always provide enough jobs for people who want to work. Keynes believed that when people start saving more money than they spend, the economy gets out of balance and businesses start laying off workers because demand (spending) is less. Keynes recommended that the government step in when there is a slowdown in the economy and replace the private spending with public spending of some kind. If necessary, the government should borrow money to finance government spending and pay it back when the economy improves.

Roosevelt was influenced by the ideas of Keynes known as **Keynesian economics**. Much of FDR's early policy was based on the idea of government spending money to get the economy going. Much of his relief effort was based on the concept of "priming the pump," or government spending, even if it meant spending more than the government was taking in (deficit spending) and borrowing the rest.

Even Keynes believed that his solution was a short-term one. As the economy improved, the government needed to stop spending as much or else prices would begin to rise too quickly (causing inflation). But once governments start putting money into the economy, it is hard for them to stop without damaging economic growth. The Keynesian Economic model was a radical departure from the classical economic principles of Adam Smith in which the government exerted very little influence on the economy (a *laissez-faire* philosophy). The Keynesian model moved the United States toward a "managed capitalism" in which the government takes a key role in setting economic policy.

## Section 10.5, continued

### The Second New Deal

#### Rural Electrification

By the 1930s, upwards of 90% of city dwellers had access to electricity while only 10% of rural populations could get electrical service. Without electricity, farm life was difficult, and the simplest of chores were very time-consuming. On the heels of creating the TVA, Congress passed the Rural Electrification Act of 1936 to bring electricity to rural customers. The problem was that private utilities did not want to bear the expense of stringing transmission lines into sparsely populated rural areas. Farmers were expected to pay almost all the expense to get electrical lines to their farms, and they could not afford to do so.

#### The First TVA City

While the national average for rural electrification stood at 10%, the state of Mississippi was closer to 3%, the lowest in the nation. Because of its close proximity to the Muscle Shoals generating facility, Tupelo, Mississippi, became the first project in electrification for the Tennessee Valley Authority. Tupelo was known as the “First TVA City.” Tupelo, however, was a city. The question remained as to how best to provide electrical power to more rural areas.

#### The Corinth Experiment

Perhaps borrowing a page from the Populist Movement’s play book, officials decided that cooperatives, owned by its members, would be a good way to bring electricity to rural America. Before the electric cooperative plan became a national effort, officials chose Alcorn County as a test site for the new cooperative system. Early in 1934, the Alcorn County Electric Power Association (ACEPA) was formed as the first electric cooperative in the nation. This first attempt at rural electrification in Northern Mississippi was known as the *Corinth Experiment*. This early success in Alcorn County paved the way for the **Rural Electrification Administration (REA)**, a federal bureau created by executive order and given the weight of law by the Rural Electrification Act of 1936 to loan money to electric cooperatives and others to electrify rural America.

*The [REA] Administrator is authorized and empowered . . . to make loans to persons, corporations, States, Territories, and subdivisions and agencies thereof, municipalities, peoples utility districts and cooperative nonprofit, or limited-dividend associations . . . for the general purpose of financing the construction and operation of generating plants, electric transmission and distribution lines or systems for the furnishing of electric energy to persons in rural areas who are not receiving central station service . . .*

**Rural Electrification Act of 1936  
Section 4**

#### **Example 1:** How did the TVA and the Rural Electrification Administration impact rural areas across the South?

- A. They forced private electrical companies to “electrify” rural areas.
- B. They did little to improve economic and social conditions in the South.
- C. They provided low cost loans and cheap electricity to cooperatives that brought electricity to rural areas.
- D. They nationalized electrical power companies to distribute electrical power to rural America.

The REA did not force private companies to provide electrical power to rural areas, so the answer is not A. Rural electrification had a tremendous influence to improve economic and social conditions, so B is not true. Nationalizing private companies means that the government takes over and runs the business for the good of the public; the answer is not D. The REA provided the low cost loans and the TVA provided low cost power to bring electricity to rural areas; the answer is C.

## Section 10.5, continued

### The Second New Deal

#### Social Security Administration

Perhaps the most far-reaching legislation of the Second New Deal was the Social Security Act of 1935, which created the Social Security Administration (SSA). The idea was to provide an old-age pension that began at age 65, to provide survivors benefits to families when a spouse had died, and to provide for the blind and the disabled who could not work. The SSA was also authorized to provide for victims of workplace accidents and to provide some unemployment benefits. To fund the SSA, a payroll tax was placed on both employers and employees. The employees paid a tax on wages while the employers paid a tax on their payrolls. The law also established a system of aid to states for assistance to the poor and unemployed.

As a way for the Social Security Administration to control this massive program, a system of identifying numbers was put into place, the *Social Security number*. The Social Security Act is constantly being amended to provide more benefits, to cover more people, and to raise the tax rates paid into the system. This piece of social welfare legislation affected more people than any other New Deal legislation passed, and it signaled a new direction in the government's involvement in social welfare. For the first time in history, the federal government assumed the responsibility for the care of the aged, the disabled, and the unemployed.

#### Practice 2

Answer the following questions about FDR's Second New Deal programs.

- (A) (B) (C) (D) 1. What effect did the Corinth Experiment have on rural America?
  - A. Its failure caused the TVA to focus on Appalachia rather than on northern Mississippi.
  - B. Its success furthered the cause of conservation in American farming.
  - C. Its failure delayed rural electrification.
  - D. Its success helped to bring electricity to rural areas.
- (F) (G) (H) (J) 2. Which federal program had a significant impact on rural areas?

F. REA	G. SSA	H. NLRB	J. WPA
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- (A) (B) (C) (D) 3. Whom did the NLRA, also called the Wagner Act, help the most?

A. factory owners	C. the railroad industry
B. labor unions	D. the elderly
- (F) (G) (H) (J) 4. Why was the sit-down strike so effective as a union bargaining tool?
  - F. It prevented the company from using strike-breakers to continue production during a strike.
  - G. It slowed production just enough to annoy management into settling the strike.
  - H. It gained media attention, which helped strikers gain popular support for their cause.
  - J. It inspired other workers to join the union.
- (A) (B) (C) (D) 5. How did the Social Security Act signal a change in the federal government policy toward social welfare?
  - A. When the Supreme Court declared the act unconstitutional, the government backed away from social welfare programs.
  - B. The government declined to act on behalf of social welfare programs.
  - C. The government shifted the responsibility for social welfare to the states.
  - D. The government assumed the responsibility for the poor and needy.

# The Conservative Era

## Section 16.2 The New Conservative Coalition



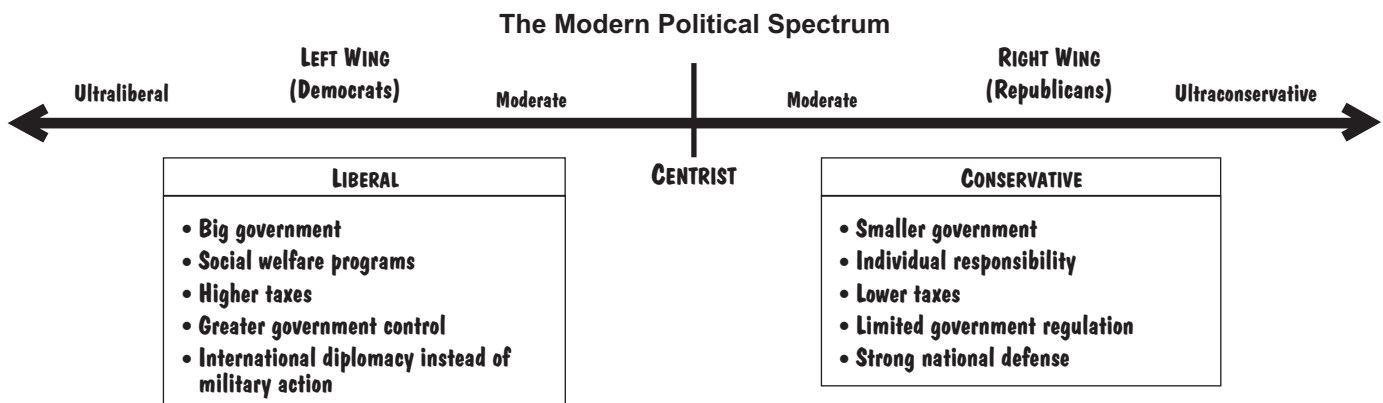
### Pre-View 16.2

- **Liberalism** – the belief that the government should intervene in all social and economic issues
- **Conservatism** – the belief in limited government control and greater individual responsibility
- **Totalitarianism** – a form of government that controls every aspect of citizens' lives
- **Anarchy** – the absence of government control over anything
- **Barry Goldwater** – conservative who ran for President in 1964; credited with reinvigorating the conservative movement
- **New Right (or Christian Right)** – conservatives who promoted Christian values to go along with more traditional conservative beliefs
- **Jerry Falwell** – a televangelist who mixed the Gospel with political action; founded the Moral Majority as a political action group
- **Moral Majority** – a group founded to oppose liberals and liberal ideology; pursued political action influenced by Christian values

### Liberals vs. Conservatives

Two opposing political beliefs have influenced politics from the beginning. **Liberalism** is the belief that government should play a key role in ensuring social equality. For example, a liberal will likely support government-run social programs. **Conservatism** is the belief that government should have limited control and that people should take individual responsibility. A conservative, for example, will likely believe in fewer government-run social programs.

Political party stances have evolved over time. Since the 1964 presidential election, Republicans have become more conservative and Democrats more liberal with regard to the role of the federal government in the economy and in the personal lives of individual citizens. However, even among conservatives and liberals, not everyone agrees on every issue, and some believe more strongly than others. The illustration below attempts to show how common ideological terms relate. The line is a continuum that shows the farther away from the center in either direction, the more strongly certain ideas are held. The illustration also shows the basic beliefs of both sides of the political argument.



If left-wing politics or ideology are taken to the extreme, the result is **totalitarianism**, or total government control of everything. If right-wing politics or ideology are taken to the extreme, the result is **anarchy**, or no government control at all. American politics does not go to extremes in either direction but falls somewhere to the right or left of center.

## Section 16.2, continued

### The New Conservative Coalition

#### A Coalition of Conservatives

##### Conservatives Unite

In the 1964 presidential election, the conservative Republican **Barry Goldwater** suffered a humiliating defeat to the liberal Democrat Lyndon Johnson who set out to greatly expand social welfare programs and civil rights for minorities. Rather than accept defeat, conservatives regrouped and began to rebuild the Republican Party as a grassroots political organization that could better present their goals and ideas to the people and win future elections. In the 1980 election, conservatives asserted themselves and made a significant impact in putting Ronald Reagan in the White House. These conservatives were opposed to huge social programs, higher taxes, and government control of free enterprise. See the summary of their positions on the issues.

##### Summary of Conservative Ideologies

- Opposed the wasteful spending of huge social programs
- Favored a strong anticommunist foreign policy
- Promoted capitalism and lower taxes

##### The New Right

During the 1970s, evangelical or fundamentalist Christianity enjoyed a revival with the growth of evangelical ministries on television (televangelists). Millions listened to televangelists as they denounced feminism, abortion, and homosexuality and promoted Christian and family values. (Feminism advocates equality between men and women.) A new movement called the **New Right**, or the **Christian Right**, emerged. The New Right agreed with conservative ideas on social programs, capitalism, and foreign policy but added their own emphasis on moral and religious values. They made several social issues, especially abortion, hot topics, and a politician's stance on such issues became an important factor in choosing which political candidates to support.

Several noteworthy names are associated with the Christian Right. Televangelist **Jerry Falwell** founded a political organization in 1979 called the **Moral Majority** to oppose social welfare and other liberal ideas. Falwell's Moral Majority was part of the Christian Right and represented the Christian Right, especially in the South, throughout the 1980s. Another televangelist Pat Robertson founded the Christian Broadcasting Network (CBN). Robertson has been an outspoken opponent of feminism, abortion, and homosexuality, and he has been an influential voice in conservative politics. Catholics such as Phyllis Schlafly also joined the call for a return to family values. Schlafly was a major opponent of feminism and the Equal Rights Amendment, and as an author and commentator, she continues to be a leader in the conservative movement.

##### Ideologies of the New Right

- Opposed the feminist movement, abortion, and the Equal Rights Amendment
- Opposed the breakdown of the traditional family through divorce
- Opposed homosexuality
- Fought to keep pornography off the public airwaves and out of public view
- Promoted Christian values or traditional family values
- Advocated for prayer and Bible reading in public schools

The new coalition of conservatives and the New Right continue to influence politics into the twenty-first century. They remain a group that is highly courted by Republicans to help them win elections on social issues.



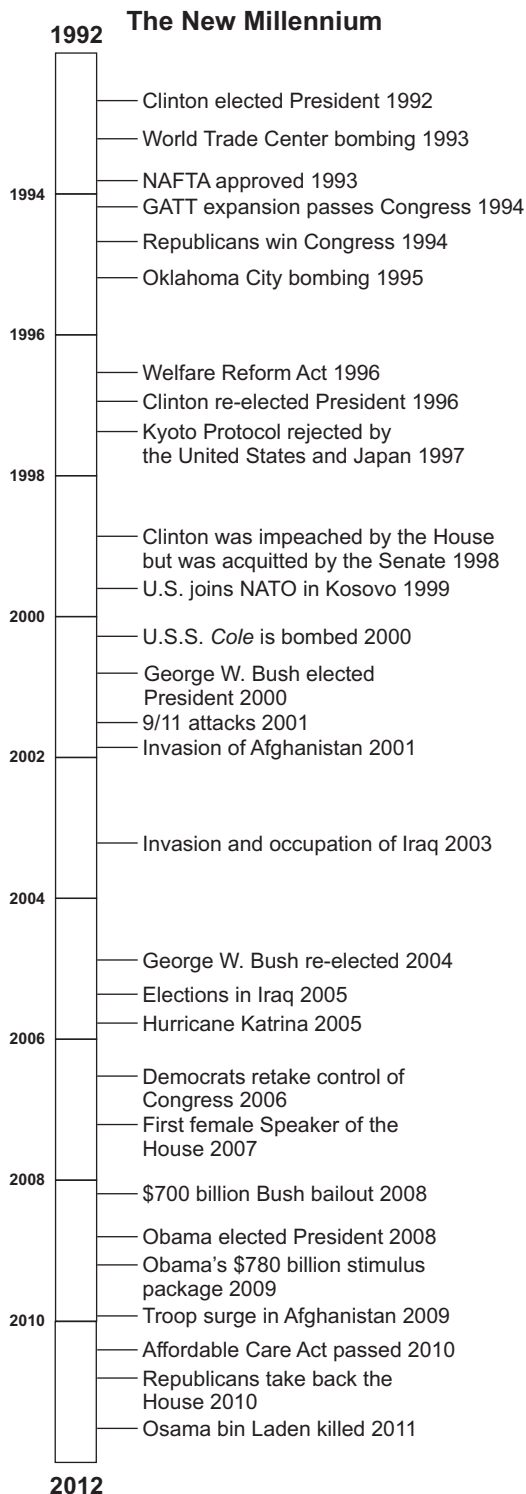
# The New Millennium

## Section 17.1 Introduction



### Pre-View 17.1

- **Sorties** – military missions by aircraft flown against an enemy



The decade of the 1990s saw the end of the 20th century and the beginning of the New Millennium. In that time, the economy had gone global, offensive wars against terrorism had been waged at home and abroad, and new challenges both foreign and domestic continued to arise.

- Voters read George H.W. Bush's lips and said, "No" to another term and "yes" to William "Bill" Clinton, an Arkansas governor who would break his own tax pledge to middle-class Americans.
- The Clintons endured much unpleasantness, including accusations of shady real estate deals and sex scandals.
- Two wars in the Balkans to prevent ethnic cleansing and genocide, first Bosnia and then Kosovo, were fought mostly from above 15,000 feet by U.S. fighter planes and bombers.
- A disputed election in 2000 came down to counting ballots by hand until a Florida recount was halted by the Supreme Court. The narrow victory went to a former President's son with almost the same name. George W. Bush became the 43rd President. His father was Bush 41.
- Muslim terrorists hijacked American airliners and crashed them into the Twin Towers of New York City and the Pentagon. A fourth plane crashed into a Pennsylvania field because the passengers said, "No you don't!" Americans were outraged and unified.
- Wars in Afghanistan and Iraq focused on terrorists and the countries that sponsor terrorism. Neither Saddam Hussein nor Osama bin Laden enjoyed the outcome very much.
- In 2008 the first African American was elected to the office of President. He defeated a former prisoner of war in Vietnam.
- The healthcare reform that Democrats had sought for over 60 years finally passed but did not take effect until after the 2012 presidential election. The Affordable Care Act is not nearly as affordable as it was hoped and remains highly controversial.

From a tabloid presidency with sordid tales of sex to **sorties** (air attacks) flown in foreign wars, the period has been interesting to this point, and the story continues. The first African American President was swept into office on a wave of "hope and change." The change is obvious; the hope depends on whom you ask. Let's take a look.

# Appendix

## Comparing Trends on Graphs

Throughout the book, you have been introduced to various kinds of graphs and the kinds of information they display. But all the bar and line graphs you have seen have been simple with only one type of data on them and only one trend to interpret. When graphs have more than one set of data, whether they are shown with bars or lines, those graphs compare the trends represented by the different data sets.

This brief appendix provides some insights into how to compare multiple trends on the same graph. It will also introduce **population graphs** (sometimes **population pyramids**), a kind of graph that uses multiple bars and multiple categories to show trends in population or trends related to age groups. They may look scary, but when broken down into the various components, they aren't that bad.

### Line Graphs

As you are aware, a line graph shows a trend over time. Data points are plotted on a graph with the quantity on the vertical axis and the time on the horizontal axis.

When comparing trend lines on the same graph, you need some way of being able to tell which line belongs to which category of data. There are several ways to differentiate one line from another. The simplest way is to label them, but words on the graph sometimes makes it difficult to read. To make each line different, objects or symbols may be used, different line thicknesses may be used, or different colors or shades of gray may be used.

Most graphs with multiple lines use a **key** to show what each line represents, although it may not say "key" on it. If a key is not used, the lines are labeled directly on the graph. The graph in **Figure 1** shows some of the different ways to distinguish lines. The black line is thicker and the thinner line is a shade of gray. A third line is made of objects. The key tells which data is on the identified line. Each line shows a different trend over time that can be compared to the other trends on the graph. As you can see, in 1970 the greatest number of people in poverty (the one with the highest percentage) was the elderly (65 and older), followed by those under 18 (considered children), and then adults (18 to 64). However, by the year 2000, the trend had changed. The largest group in poverty was children, followed by adults, and then the elderly. A number of other observations can also be made from the graph, but you will need to know the history from the time period to interpret the trends and make inferences from the graph.

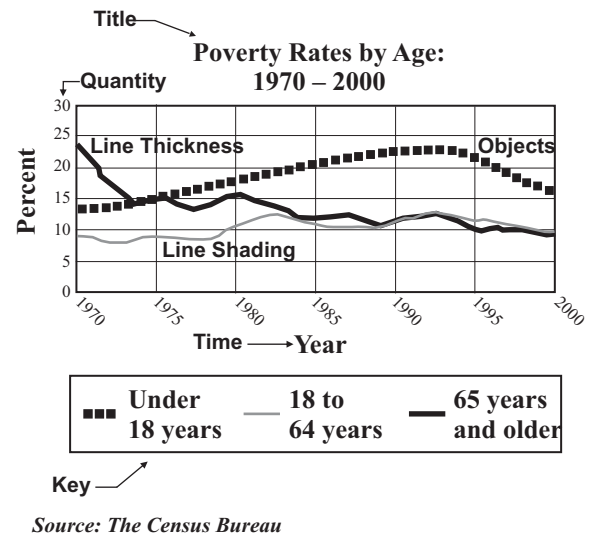


Figure 1

**Example 1:** From the graph above in Figure 1, which of the following could account for the poverty rate decreasing in all three categories after 1995?

- A. inflation
- B. George H.W. Bush's policies toward the elderly
- C. the recession from the Reagan years
- D. the boom during Clinton's presidency

Inflation has a tendency to make everything more expensive, so inflation would make the poverty rates go up. The answer cannot be A. George H. W. Bush was President from 1989 to 1993, so you can eliminate B because it is the wrong time period. Reagan is also the wrong time period, so C isn't the answer. There was a significant increase in the economy during Clinton's term, which would have been 1993 to 2001. A boom in the economy tends to lower the poverty rate. The answer is D.



## Appendix, continued

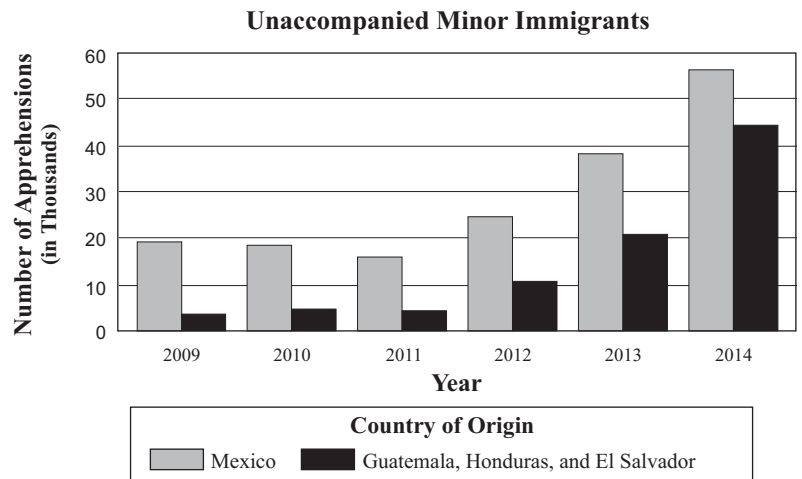
### Comparing Trends on Graphs

#### Bar Graphs

You have already seen that bar graphs are a way to compare quantities at certain time intervals. Graphs with multiple bars display more than one set of data that can be compared to each other. Like all bar graphs, they show a trend over a series of time intervals.

In **Figure 3**, you can see that there are two different sets of data on the graph. The key shows what each bar color represents.

The quantity shown on the left is the number of apprehensions, but notice that this number has a multiplier. “In thousands” means each bar value must be multiplied by one thousand. For example, the gray bar in 2009 is nearly 20 on the graph, so that bar actually represents nearly 20,000 apprehensions. To multiply by 1,000, simply add three zeros to the number from the graph.



Source: U.S. Customs and Border Protection

Figure 3

#### Example 3: What is the overall trend of the data in Figure 3?

Trends are usually defined as increasing, decreasing, or stable (unchanging). The data for Mexico decreases slightly from 2009 to 2011 but then increases every subsequent year. The data from Guatemala, Honduras, and El Salvador increase every year except for 2011 when the number appears about the same as 2010. Overall, you would say that the trend of the data in this graph is increasing year after year, especially since the year 2011.

#### Example 4: How does the data for Mexico relate to the data from Guatemala, Honduras, and El Salvador?

You can easily see from the bars that the number of unaccompanied minor immigrants from Mexico is consistently higher than those from the other three countries.

#### Example 5: Which consecutive years show the greatest increase in the number of apprehensions from Guatemala, Honduras, and El Salvador?

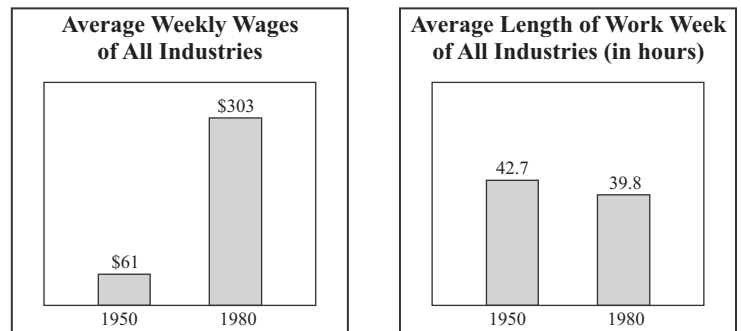
The increase from one year to another is determined by subtracting one year's apprehensions from the other year's. Since this question asks about Guatemala, Honduras, and El Salvador, look only at the black bars. Each line represents 10,000 apprehensions, so you can answer this question without actually doing the math. From 2013 to 2014, you should be able to see the apprehensions from these three countries increased over 20,000 from one year to the next. This jump represents the greatest increase from one year to the next.

## Appendix, continued

### Comparing Trends on Graphs

Another way to compare multiple trends is to compare the trends on two or more graphs as in **Figure 4**. Notice that the two graphs show entirely different data: one shows average weekly wages and the other shows the length of the average work week.

In the first graph, weekly wages in 1950 are compared to weekly wages in 1980. In the second graph, the average work weeks of 1950 and 1980 are shown. Consider the trends in both graphs.



Source: Historical Statistics of the United States

Figure 4

**Example 6:** From the graphs in Figure 4, what are the overall trends of the graphs? How do the trends compare to one another?

The overall trend of weekly wages increases over time. The trend in the length of the work week decreases over time. When comparing both trends, weekly salaries are rising while the average work week is getting shorter.

## Population Pyramids

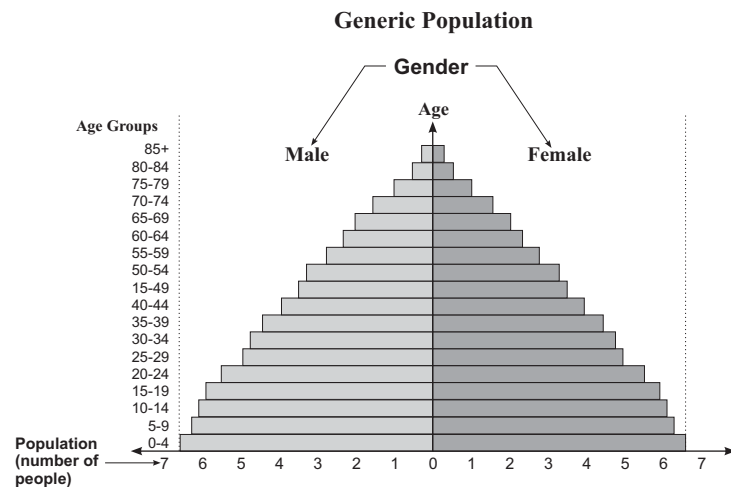


Figure 5

A **population pyramid** is a special type of bar graph that shows the distribution of males and females in various age groups. Look at **Figure 5**. The bars to the left of center represent males, and the bars to the right of center represent females. The age groups are given on the vertical axis. The horizontal axis gives the population in millions. Each bar, then, represents the number of males or females in each age group.

Sometimes, the gender labels are replaced with a key to identify male and female, and often the age groups are shown down the center of the graph.

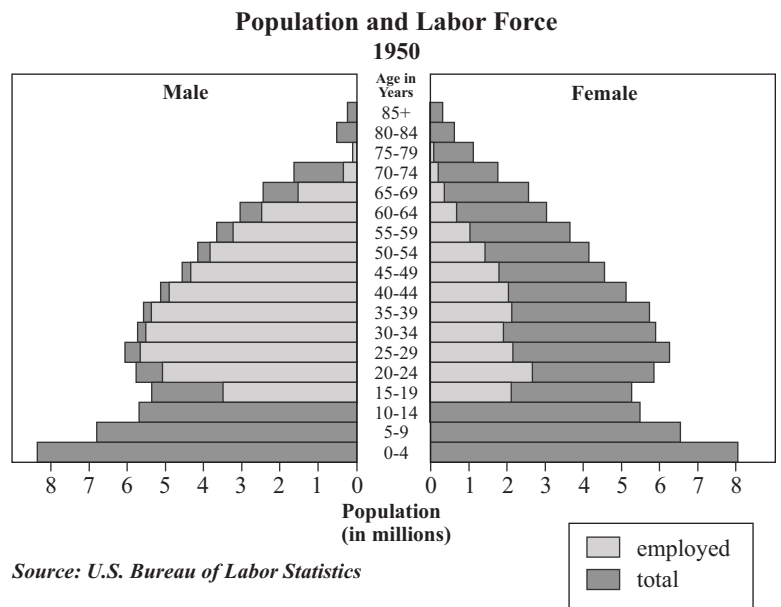
The population pyramid in **Figure 5** is generic. Depending on how the quantities among age groups are distributed, actual data might not look much like a pyramid. Population pyramids show a trend among age groups. In the generic population pyramid in **Figure 5**, the numbers of males and females decrease as age increases.

## Appendix, continued

### Comparing Trends on Graphs

The population pyramid shown in **Figure 6** is slightly different from the one in **Figure 5** on the previous page. The age ranges are given in the middle instead of on the left side. More importantly, this graph includes an additional set of data. The dark gray bars represent the total population for each age range, but the light gray bars represent the number of employed people in each age range.

Notice also that the quantity across the bottom of the graph has a multiplier. If you look at the bars representing infants (0-4) there are over 8 million male babies and around 8 million female ones. Obviously, none of them work. In fact, all babies do is eat, sleep, potty, keep their parents awake, and look cute.



Source: U.S. Bureau of Labor Statistics

**Figure 6**

**Example 7:** In 1950 regardless of employment status, what was the general trend in population across the age groups?

**Figure 6** roughly looks like a pyramid. In general, the bars get smaller as the age ranges increase. The general trend of the population in 1950 is increasing because there are more young people than older ones.

**Example 8:** In 1950, which age group of women had the most workers? Which age group of men had the most workers?

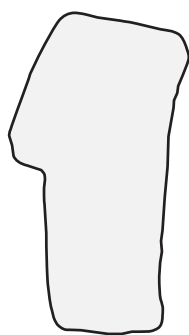
The longest gray bar for females is shown in the age group of 20 to 24. About 2.7 million women age 20 to 24 were working in 1950. The longest gray bar for males is shown in the age group of 25 to 29. About 5.7 million men age 25 to 29 were working in 1950.

**Example 9:** In 1950, how does the number of employed females compare to the number of employed males?

You should be able to easily see that the number of employed men in each age group outnumbers employed women. In 1950, a greater percentage of men worked than women.

# Mississippi SATP2 U.S. History Student Review Guide

## Practice Test



*2011 Mississippi Social Studies Framework*

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**1 The excerpt below is from legislation passed in 1971 by Congress and sent to the states for ratification.**

**The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age.**

**Which of the following can be said of this legislation that became the 26th Amendment?**

- A** The legislation grants limited voting rights to 18-year-olds.
- B** The legislation illustrates that the Constitution of the United States can be changed to expand voting rights.
- C** The legislation confirms citizenship on all immigrants eighteen years old and older.
- D** The legislation confirms that 18-year-olds have enough life experience to vote in local elections only.

(A) (B) (C) (D)

---

**2 What impact did the brave exploits of African American soldiers during World War II have on society?**

- F** They were allowed to buy houses in all-white neighborhoods.
- G** Their bravery brought them economic opportunities at home.
- H** Their exploits aided the growing Civil Rights Movement of the next decade.
- J** White Americans saw them as equals for the first time.

(F) (G) (H) (J)

---

**3 The list below shows some of the factors that contributed to the rapid industrial growth during the Gilded Age.**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• <b>An abundance of raw materials</b></li><li>• <b>A source for cheap labor</b></li><li>• <b>Capital (money) to invest</b></li></ul> | <ul style="list-style-type: none"><li>• <b>New technologies and sources of power</b></li><li>• <b>Expanding markets</b></li><li>• <b>A national transportation system (railroads)</b></li></ul> |
|---|---|

**Which of the following was perhaps the most important technological change in manufacturing during this time period?**

- A** the abundant natural resources found throughout the country
- B** the switch from horse power to man power
- C** the conversion from steam to electrical power
- D** the development of a central banking system to provide capital

(A) (B) (C) (D)

**GO ON**

---

4 In the late 1800s, Andrew Carnegie was able to build a sizeable steel-making empire. Which of the following was NOT a factor in his being able to dominate the steel industry?

- F a steady stream of immigrant workers
- G the Bessemer process
- H vertical integration
- J government regulations

(F) (G) (H) (J)

---

5 The poster below was produced by the Office of War Information during World War II and shows Rosie the Riveter, a popular image during the era.



*Courtesy: NARA*

What is the message that the OWI wished to convey?

- A Women could carry on by themselves with the men away at war.
- B Women were needed to replace men who had gone to fight in the war.
- C Women were equal to men in every respect.
- D Women should take charge of their future and become more independent.

(A) (B) (C) (D)

**GO ON**

# Mississippi SATP2 U.S. History Student Review Guide

## Practice Test



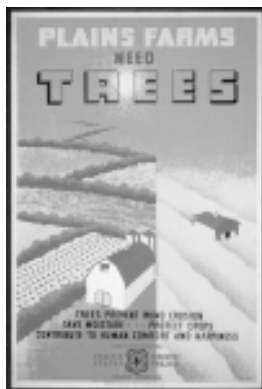
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- 
- 1 The poster below represents a project initiated by the Works Progress Administration during the Great Depression.



*Courtesy: U.S. Department of Agriculture*

**What ecological impact did planting millions of trees from North Dakota to Texas have on the severe natural disaster of the time?**

- A** encouraged a fledgling timber industry on the plains
- B** improved the value of homesteads on the Great Plains
- C** provided habitats for wild animals
- D** acted as a windbreak to prevent soil erosion

(A) (B) (C) (D)

- 
- 2 What impact did the industrial innovations developed by Henry Ford around the turn of the 20th century have on the physical landscape of America for many years to come?

- F** Infrastructure improvements were required to accommodate the growing number of automobiles.
- G** Transcontinental railroads were constructed to haul freight to and from expanding markets.
- H** Factories were built near the population centers of big cities.
- J** City bus systems were developed to transport the large number of workers needed at the factories.

(F) (G) (H) (J)

- 
- 3 How did the Voting Rights Act of 1965 significantly impact the disenfranchisement of African Americans and other minorities?

- A** It put an end to the system of excluding African Americans from running for state and local political offices.
- B** It authorized the Department of Justice to pursue complaints of voting irregularities against blacks.
- C** It ended *de jure* segregation in the South.
- D** It legalized poll taxes and literacy tests for all voters without a 6th-grade education.

(A) (B) (C) (D)

**GO ON**

---

**4** In the 1990s, American businesses began a series of mergers that resulted in huge companies. The mergers were so large and complex that they had to be approved by the Federal Trade Commission. What was the government trying to prevent?

- F** a loss of power by labor unions that may have resulted from mergers
- G** the formation of monopolies that restrained free trade through mergers
- H** the interference of international trade through mergers
- J** job losses through corporate mergers

(F) (G) (H) (J)

---

**5** This famous World War II era photograph depicts one of the last explosions of the war.



*Courtesy: NARA*

**What was the long-term result of the historical event pictured here?**

- A** The Japanese people deposed the Emperor, and the civilian government sued for peace.
- B** The United States experienced a wave of morality and re-adopted a policy of isolationism.
- C** The fighting in Europe immediately stopped, and the Allies celebrated Victory in Europe Day.
- D** A nuclear arms race began between the world's two superpowers.

(A) (B) (C) (D)

**GO ON**

# Competency Correlation Chart (Teacher's Edition)

The chart below correlates each competency as given in the 2011 Mississippi U.S. History Framework to the student guide. The Text Section column gives the section numbers in the text where each competency is reviewed. The Practice Test columns give the question number(s) in that test that correlates to each competency.

Competency	Text Section(s)	Practice Test 1	Practice Test 2
<b>DOMESTIC AFFAIRS</b> <b>1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.</b>			
a. Cite and analyze evidence that the United States Constitution is a “living” document as reflected in Supreme Court cases, Amendments, and presidential actions (DOK 3)	1.7, 2.3, 2.5, 3.6, 5.4, 5.5, 6.5, 7.2-7.4, 8.5, 9.4, 10.4, 10.5, 11.6, 12.5, 12.6, 13.2, 13.6, 14.2, 14.5, 14.6, 15.4, 16.6, 16.8, 17.5, 17.7	1, 12	12, 31
b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. (DOK 3)	2.3-2.5, 3.5-3.7, 4.3, 5.5, 6.3, 7.2-7.5, 8.4, 8.5, 9.2, 9.4, 10.4, 10.5, 11.6, 12.6, 13.2, 13.5, 13.7, 14.2-14.4, 14.6, 14.7, 15.3, 15.4, 15.7, 15.8, 16.4, 16.6, 16.8, 17.3, 17.6-17.8	22, 27	25
c. Explain and analyze the expansion of federal powers. (DOK 3)	2.3, 3.6, 5.4, 6.3-6.5, 7.2-7.4, 8.5, 10.4, 10.5, 11.6, 12.4, 12.5, 13.2, 13.5, 14.4, 14.6, 14.8, 15.3, 15.4, 15.8, 16.6, 17.3, 17.6-17.8	34	34, 46
d. Analyze and evaluate the ongoing tension between individual liberty and national security. (DOK 3)	2.5, 3.6, 5.4, 7.2, 7.3, 8.4, 8.5, 9.2, 10.3, 11.6, 13.5, 14.6, 14.8, 15.5, 17.7	11, 55	43, 58
<b>DOMESTIC AFFAIRS</b> <b>2. Understand major social problems and domestic policy issues in post-reconstruction American society</b>			
a. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. (DOK 2)	2.3, 3.3, 4.2, 5.4, 6.6, 7.2, 7.4, 8.4, 8.5, 8.7, 9.2, 9.6, 9.7, 11.6, 12.6, 13.4, 14.6, 15.3, 15.4, 16.4, 17.3, 17.6	16, 19	11, 14, 19
b. Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and eminent domain.) (DOK 2)	2.3, 3.6, 4.3, 6.4, 7.2-7.4, 10.3, 15.4, 15.7, 15.8, 16.4, 16.8, 17.6	26, 35, 40	1, 35
c. Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty. (DOK 2)	2.3, 4.3, 7.2, 9.7, 10.3-10.5, 12.6, 14.2, 14.4, 16.6, 17.3, 17.8	43, 60	47, 55
<b>GLOBAL AFFAIRS</b> <b>3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.</b>			
a. Analyze the effects of imperialism on the foreign policy of the United States from Reconstruction to World War I. (DOK 3)	6.2-6.7, 8.2	10, 13	10, 23
b. Compare and contrast the arguments between the imperialists and anti-imperialists in the late 19th century and justify why the imperialists prevailed. (DOK 3)	6.2-6.5, 6.7, 8.3	20	15, 18
c. Draw conclusions about the causes and effects of American involvement in the world wars. (DOK 3)	8.2-8.7, 9.2, 9.3, 9.6, 9.7, 10.2, 11.2-11.7, 12.2-12.6	24, 33, 52	26, 33

Competency	Text Section(s)	Practice Test 1	Practice Test 2
<div><b>GLOBAL AFFAIRS</b></div> <div><b>3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.</b></div> <div>d. Analyze the origins and development of the Cold War between the United States and the Soviet Union and their respective allies, including ideology, technology, economics, and geography. (DOK 3)</div>	8.3, 8.7, 9.2, 9.7, 11.2, 12.2-12.5, 13.3, 13.5, 13.7, 14.2, 14.3, 14.8, 15.5, 15.8, 16.3, 16.5, 16.9	39, 44, 47	39, 44
e. Explain and analyze America’s role in international organizations, humanitarian relief, and post-war reconstruction efforts throughout the 20th century. (DOK 3)	6.4, 6.5, 6.7, 8.6, 11.2-11.4, 12.2-12.5, 13.3, 14.2, 15.5, 15.7, 16.9, 17.4	32, 57	52, 60
f. Analyze and evaluate the causes and effects of the United States’ growing involvement in the Middle East and the Persian Gulf. (DOK 3)	12.5, 13.3, 14.8, 15.3, 15.5, 15.8, 16.5, 16.6, 16.9, 17.3, 17.4, 17.7, 17.8	37	22, 24
<div><b>CIVIL RIGHTS/HUMAN RIGHTS</b></div> <div><b>4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).</b></div> <div>a. Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)</div>	2.2-2.5, 7.5, 9.2, 9.6, 9.7, 11.6, 12.6, 13.6, 14.4, 14.6, 16.8, 17.6	2, 9, 25	9, 32
b. Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups. (DOK 2)	2.3, 2.4, 7.5, 8.4, 9.5, 9.7, 11.6, 12.6, 13.6, 14.3, 14.6, 17.8	23, 46	17, 21, 54
c. Analyze the response of federal and state governments to the goals (including but not limited to ending de jure and de facto segregation and economic inequality) of the Civil Rights Movement. (DOK 3)	2.3, 10.4, 11.6, 12.6, 13.2, 13.6, 14.3, 14.6, 15.3, 17.6	31	27, 45
d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)	10.4, 13.6, 14.5, 14.6	14, 41, 58	3, 59
e. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African Americans. (DOK 2)	4.3, 6.6, 7.2, 11.7, 13.4, 13.6, 14.7, 14.8, 15.4, 15.5, 16.2, 16.4, 16.8	15, 48	16, 38
f. Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)	3.6, 7.2, 9.4, 14.5, 14.7, 15.4, 15.7	54	56
<div><b>ECONOMICS</b></div> <div><b>5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.</b></div> <div>a. Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th centuries. (DOK 3)</div>	2.2, 2.3, 3.2-3.7, 4.2, 4.3, 5.2-5.6, 6.2, 7.2-7.4, 8.3, 8.5, 9.3	3, 8	2, 8
b. Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor’s effectiveness in achieving its goals. (DOK 3)	2.2, 3.2, 3.7, 4.2, 5.4, 7.2-7.4, 8.7, 10.5, 12.6, 13.2, 14.7, 16.6	18, 28, 38	28, 30, 48

Competency	Text Section(s)	Practice Test 1	Practice Test 2
<b>ECONOMICS</b> <b>5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.</b>			
c. Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. (DOK 2)	3.2-3.6, 4.2, 4.3, 5.4, 6.3, 6.6, 7.2, 8.5, 9.2, 9.3, 9.7, 10.2, 10.3, 11.3, 11.6, 13.4, 14.5, 16.6, 17.6	49, 53	37, 53
<b>ECONOMICS</b> <b>6. Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.</b>			
a. Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. (DOK 2)	3.7, 5.2, 5.5, 6.2, 6.3, 7.2-7.4, 8.5, 9.2, 10.3-10.5, 12.6, 13.2, 14.2, 14.4, 15.3, 16.4, 16.8, 17.6, 17.8	4, 7, 17	4, 7
b. Analyze and evaluate historical arguments regarding monetary policy. (DOK 3)	3.7, 5.5, 8.5, 9.2, 10.3-10.5, 11.2, 15.3, 16.2, 16.4	29	29
c. Critique the government's use of tariffs and trade agreements. (DOK3)	5.5, 6.2-6.4, 7.4, 8.5, 9.2, 10.2, 11.2, 11.5, 12.4, 14.2, 15.3, 17.4	42, 59	42, 49, 51
d. Evaluate deficit spending as a means of financing government programs. (DOK 3)	10.4, 10.5, 14.2, 15.8, 16.4, 17.8	6	6
<b>CULTURE</b> <b>7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.</b>			
a. Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments. (DOK 2)	1.6, 3.2, 3.5, 3.6, 4.3, 5.3, 6.2, 7.3, 8.5, 9.5, 13.4, 15.4	5, 21	5
b. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. (DOK 3)	2.3, 4.3, 6.2, 6.3, 9.4, 9.6, 13.6, 14.5, 16.2, 16.3, 16.5, 17.3	30	20, 40
c. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)	5.6, 6.4, 8.4, 8.5, 9.5, 10.4, 13.4, 14.2, 14.3, 14.6, 14.8, 15.6, 16.3, 16.5, 17.3, 17.8	36, 50	36, 50
d. Contrast modernism and traditionalism relating to social change. (DOK 2)	2.3, 9.4, 11.6, 13.4, 15.4, 16.2, 16.6	45, 51	13, 41
e. Cite and explain evidence of the diversity of the United States. (DOK 2)	2.3, 3.3, 3.6, 4.3, 6.3, 6.6, 7.4, 7.5, 8.4, 8.5, 9.2, 9.5, 9.7, 10.2, 11.6, 11.7, 12.6, 13.6, 14.5-14.7, 15.3, 15.7, 16.3, 16.4, 16.8, 17.3, 17.6, 17.8	56	57