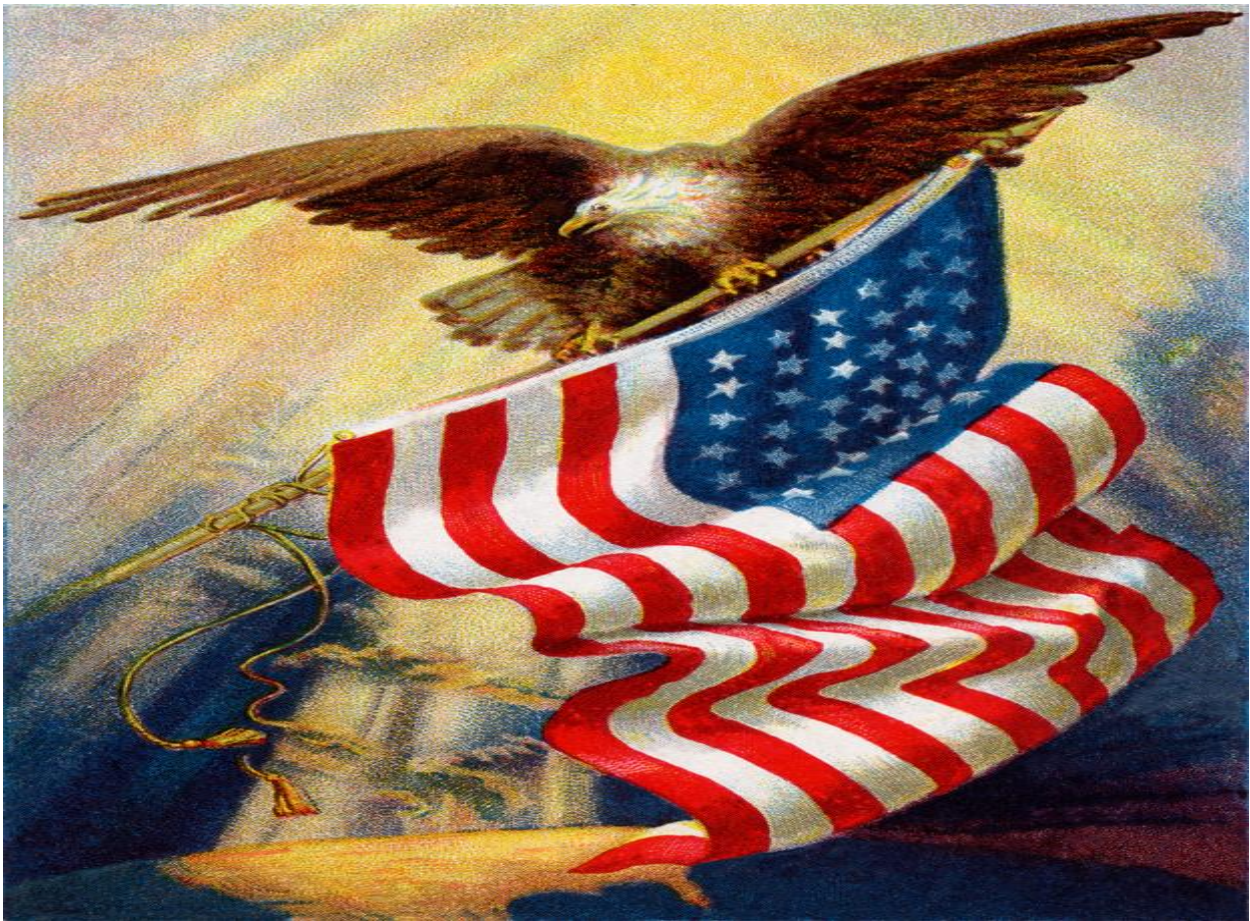


U.S. HISTORY SUMMER INSTRUCTIONAL PACKET



-Department of Social Sciences-
-Miami Dade County Public Schools-

Directions for Students:

Purpose of the U.S. History Summer Instructional Packet:

The following lessons/information contain essential background knowledge for you to acquire, comprehend, and master in order for you to be successful on the Florida End of Course (EOC) Assessment for 11th grade U.S. History. Each lesson is presented by the main benchmarks that are tested on the EOC for 11th grade U.S. History. Also, included with each benchmark is a link to an in depth article regarding each important topic.

What to do with this information?

You are encouraged to keep a U.S. History journal in order to define terms, answer questions, and summarize information found in this packet. Your future U.S. History teacher MAY ask you to submit this journal at the beginning of the school year.

For each of the main benchmarks/lessons, include the **Concept Number (there are 18 in total)** and the following in your U.S. History Journal:

- Important Terms;
- On-going Timeline of Important Events;
- Reading Activity Question and Answer;
- Sample EOC Question Answer; and
- Extension Activity Summary and Answers

Concept #1: SS.912.A.2.1 Civil War and Reconstruction

What you need to know...

- You will need to know the causes and consequences of the Civil War.
- You will need to know the economic, political, and social causes of the Civil War.
- You will need to know the varying points of view regarding the main causes of the Civil War.
- You will need to know the constitutional issues relevant to the Civil War and Reconstruction.
- You will need to know the economic, political, and social consequences of Reconstruction.
- You will need to know the influence of significant people or groups on Reconstruction.
- You will need to know the issues that divided Republicans during the early Reconstruction era.

Terms to know include, but are not limited to: African-American migration, Anaconda Plan, Black Codes, carpetbaggers, Compromise of 1850, Dawes Act, debt peonage, Dred Scott decision, Emancipation Proclamation, 15th Amendment, 14th Amendment, Freeport Doctrine, Gettysburg, Gettysburg Address, Abraham Lincoln, Jim Crow Laws, Kansas-Nebraska Act, Ku Klux Klan, Ostend Manifesto, Radical Republicans, reservation system, sharecropping, states' rights, 13th Amendment, Vicksburg, westward expansion. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept #1: Civil War and Reconstruction Terms.**

Timeline 1850 -1865: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

Compromise of 1850 -North gets California as free states, ban of sale of slaves in D.C.

-South gets stricter enforcement of Fugitive Slave Act, \$10 mil to Texas

1852- Harriet Beecher Stowe publishes **Uncle Tom's Cabin**

Kansas-Nebraska Act – repeals Missouri Compromise, popular sovereignty to determine slave/free states

1856 – "Bleeding Kansas" – John Brown leads antislavery massacre at Pottawatomie Creek, fight over slavery in Kansas

1857 – Dred Scott vs. Sanford – ruling effectively nullifies Missouri Compromise, declares that slaves are property – cannot sue.

1858 – Lincoln-Douglas Debates – Stephen Douglas wins Illinois Senate seat. Lincoln a household name

1859 – John Brown leads attack on arsenal at Harper's Ferry; later captured and hanged

1860 – Abraham Lincoln elected 16th President; **South Carolina** secedes the Union = Civil War

1861 – Confederate States formed, Jefferson Davis – 1st and only President

1861 – Fort Sumter (S.C.) – confederates attack Union – war starts

1862 – Homestead Act – 160 acres to each farmer willing to cultivate land in West

1862 – Battle of Antietam – bloodiest battle of the Civil War

1862 – Battle of Gettysburg – turning point of Civil War; South never recovers

1863 – Emancipation Proclamation – frees slaves in only Confederate states; foreign diplomacy!

1864 – William Sherman – ‘March to Sea’ – Atlanta to Savannah – destroys everything!

1865 - 13th Amendment – abolishes slavery

1865 – Gen. Robert E. Lee (confederacy) surrenders at Appomattox Court House to Union Gen. Ulysses Grant

1865 – **Abraham Lincoln assassinated by John Wilkes Booth**; Andrew Johnson now President

Reading Activity: Evaluating the Causes of the Civil War

It is clear that the Civil War was caused by many interlocking and complex factors. No one factor can be considered the sole, determining cause. The expansion of slavery, constitutional disputes over states' rights, economic and social differences between North and South, political disagreements, and the failure of compromise were all general causes of the Civil War. The publication of *Uncle Tom's Cabin*, "Bleeding Kansas," the *Dred Scott* case, the Freeport Doctrine, and even the election of Lincoln and the Republicans in 1860 can all be considered specific causes of the Civil War. Taken together, all of these factors played a prominent role in causing the war, with the most immediate cause being the Confederate attack on Ft. Sumter.

U.S. History Journal Question: Explain the immediate and secondary causes of the Civil War?

Sample EOC Question



Which of the following statements is true concerning the map pictured below?

- A. The Union thought that by blockading the southern ports they could easily win the war.
- B. The Union wanted to shut the south off from all possible help in an attempt to squeeze the Confederacy into submission.
- C. The snake's head begins in the Union's capital and tail ends in the Confederate capital to mark the journey the soldiers would face during the war.
- D. The Union knew that the Confederacy had the industrial advantage so they were attempting to cut off any exportation of goods.

Extension Activity: Access the following link, read the article, "The Top 5 Causes of the Civil War," and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #1?

Link to Extension Activity Article:

http://americanhistory.about.com/od/civilwarmenu/a/cause_civil_war.htm

Concept #2: SS.912.A.3.1 Challenges to American Farmers

What you need to know...

- You will need to know the causes of the economic challenges faced by American farmers.
- You will need to know the strategies used by farmers to address the economic challenges of the late 1800s.

Terms to know include, but are not limited to: agricultural surplus, business monopolies, Cross of Gold, Farmers Alliance, government regulation of food and drugs, Grange, Granger laws, Homestead Act (1862), industrialization, Interstate Commerce Act (1887), populism, urbanization. . **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept #2: Challenges to American Farmers.**

Timeline (1865-1877)

After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.”

1865 – South establishes Black Codes – limits rights of freed blacks

1866 – Civil Rights Act of 1866 – grants citizenship to all people born in U.S. (**14th Amendment**)

1867 – Tenure of Office Act – used to impeach Andrew Johnson (said he had violated it)

1867 – U.S. purchase Alaska from Russia (becomes 49th state in 1959)

1869 – Transcontinental Railroad – connects the coasts of the United States; greatest transportation achievement

1870 – 15th Amendment – grants protection of voting rights to black males

1870 – Hiram Revels – first black senator – Mississippi

1871 – William “Boss” Tweed – greatest example of a political machine (NYC)

1873 – Slaughter House Cases – authority of state governments over individuals

1875 – Whiskey Ring Scandal – corruption in Grants administration & Republican party

1876 – Sitting Bull and Crazy Horse lead Sioux to crushing victory of General George Custer at the Battle of Little Bighorn

1876 – Alexander Graham Bell invents the telephone

Reading Activity: Evaluating the Validity of the Farm Problem and Farmers' Complaints

American farmers complained bitterly, among other things, about declining prices for their products, rising railroad rates for shipping them, and burdensome mortgages. Some of these grievances were valid. Farm profits were certainly low; agriculture in general tends to

produce low profits because of the ease of entry into the industry. It is also true that the prices of farm commodities fell between 1865 and 1890 – corn sold at sixty-three cents a bushel in 1881 and twenty-eight cents in 1890 – but they did not fall as low as did other commodity prices. Despite the fact that farmers received less for their crops, their purchasing power actually increased. Neither was the farmers' second major grievance – rising railroad rates – entirely justified. Railroads actually fell during these years, benefiting shippers of all products. Farm mortgages, the farmers' third major grievance, were common because many farmers mortgaged their property to expand their holdings or buy new farm machinery. While certainly burdensome, most mortgages did not bring hardship. They were often short, with a term of four years or less, after which farmers could renegotiate at new rates. Furthermore, the new machinery the farmers bought with their mortgages enabled them to triple their output and increase their income. Additionally, the terms of the farm problem varied from area to area and from year to year. New England farmers suffered from overworked land; farmers in western Kansas and Nebraska went broke in a severe drought that followed a period of unusual rainfall. Many Southern farmers were trapped in the sharecropping or crop-lien system that kept them in debt. They called it the "anaconda" system because of the way it coiled slowly and tightly around them.

U.S. History Journal Question: Explain after reading this passage if farmers' problems and complaints were valid during the late 1800s.

Sample EOC Question

Which technologies helped settlers establish farms on the Great Plains?

- A. repeating rifle, wooden sluices, electric light bulb**
- B. sod houses, sheep shearers, wool carders**
- C. telegraph, railroad, creation of Yellowstone National Park**
- D. steel plow, windmill, barbed wire, reaper**

Sample EOC Question

The political cartoon pictured below is titled "Modern Colossus of (Rail) Roads," and was drawn in 1879. It depicts Cornelius "the Commodore" Vanderbilt and the sign reads "all freight leaving the seaboard MUST pass here and pay any tolls we demand". Use the cartoon and your knowledge of U.S. history to answer the question below.



The reins held by Vanderbilt attach not only to the trains but also to the tracks and the railroad station. What does this convey about his control of the Railroads?

- A. Vanderbilt has total control of the entire railroad operation. Thus, he can do with it whatever he wants.
- B. Vanderbilt, along with two assistants, has the majority of control in railroad shipping operations.
- C. Vanderbilt controls the prices of railroad shipping, but has little involvement in the action operations.
- D. Vanderbilt owns the majority of the railroads, but has little involvement of any kind.

Extension Activity: Access the following link, read the article, “The Economics of American Farm Unrest,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #2?

Link to Extension Activity Article: <http://eh.net/encyclopedia/article/stewart.farmers>

Concept #3: SS.912.A.3.2 Industrial Revolution

What you need to know...

- You will need to know the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution.
- You will need to know the significance of events, movements, and people in American society prior to and/or during the Second Industrial Revolution.
- You will need to know the human experience during the Second Industrial Revolution.
- You will need to know the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society.
- You will need to know the significant inventors of the Second Industrial Revolution.
- You will need to know the experiences of Northern European, Southern European, and Asian immigrants during the Second Industrial Revolution.
- You will need to know the impact of social change and reform movements in the late nineteenth and early twentieth centuries.
- You will need to know the origin, course, and/or consequences of the labor movement in the late nineteenth and early twentieth centuries.
- Items assessing the Second Industrial Revolution may include inventions, industrial developments, entrepreneurs, monopolies, government policies, and labor movements.
- Items assessing the human experience during the Second Industrial Revolution may include the impact of massive immigration, the increase of urbanization, the rise of the political machine, and the influence of social reform movements on American society.
- You will need to know the impact of key events and peoples in Florida history related to the Second Industrial Revolution.

Terms to know include, but are not limited to: African-American inventors, American Federation of Labor, Bessemer process, child labor, Chinese Exclusion Act, Everglades, Gentlemen's Agreement, government regulation, Great Migration, Haymarket Riot (1886), Henry Flagler, Homestead Strike (1892), Ida Tarbell, immigration, innovation, Knights of Labor, labor unions, market economy, muckrakers, National Woman Suffrage Association, planned economy, political machines, Pullman Strike (1894), railroads, settlement houses, Sherman Antitrust Act (1890), Sherman Silver Purchase Act (1894), Social Darwinism, Social Gospel movement, suffrage movement, transportation, urbanization, urban centers. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept #3: Industrial Revolution Terms.**

Timeline 1878 -1900: After viewing the extension activity video, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

1879 - Susan B. Anthony – gets women's suffrage vote to Congress – leads to 19th Amendment

1879 – **Thomas Edison** creates the electric light

1881 – **President James Garfield** assassinated

1881 – **Booker T. Washington** – gradual approach to equal rights – prove yourself

W.E.B Dubois – changes in civil rights now; founds the **NAACP**

1882 – **Chinese Exclusion Act** – bans Chinese immigration for 10 years

1882 – John D. Rockefeller – Standard Oil Trust; **Andrew Carnegie** – Steel

1887 – Dawes Severalty Act – denies tribal rights, advances forced assimilation, opens lands to whites

1890 – Wounded Knee – Federal forces massacre 200 Sioux Indians

1890 – Sherman Antitrust Act – outlaws monopolies, price-fixing, other trade restraints

1891 – Populist Party – formed specifically to give farmers a voice in government

1895 – Yellow Journalism - journalism that features unethical or unprofessional practices by news media organizations or individual journalists.

1896 - **Plessy vs. Ferguson – ‘Separate but Equal’ is constitutional (overturned by Brown vs. Board of Education)

1898 – Grandfather Clause – voting rights of blacks challenged with literacy tests and poll taxes

1898 - Spanish-American War – Teddy Roosevelt leads Rough Riders, U.S. crushes Spain’s Navy

1898 – Treaty of Paris – ends the Spanish-American War

1899 – Open Door Policy – U.S. attempt to gain foothold in Chinese markets

Synthesizing the Second Industrial Revolution: It is said that the Second Industrial Revolution is also known as the technological revolution that occurred during the last quarter of the 19th Century until World War I. It is considered to have begun with steel production in the 1860s and culminated in mass production and the assembly line.

U.S. History Journal Question: Analyzing the timeline and information given, what factors (social, economical, technological, etc.) may have contributed to the Second Industrial Revolution occurring during this time?

Sample EOC Question

During the early 1800s, which factor contributed the most to the start of the Industrial Revolution in the United States?

- A. a restriction on European immigration**
- B. the end of the slave labor system**
- C. an abundance of natural resources**
- D. the availability of electricity**

Sample EOC Question



Based on your knowledge of the Second Industrial Revolution in the United States, what statement is this cartoon making?

- A. The federal government is ruining the oil industry by placing too many restrictions and regulations on business owners.
- B. The oil industry is thriving due to a healthy working relationship with the federal government.
- C. The owner of Standard Oil has too much power and influence over the federal government.
- D. Emissions from oil refineries are polluting the air and harming the environment.

Extension Activity: Access the following link, watch the video titled, “Andrew Carnegie and the Homestead Strike,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #3?

Link to Extension Activity Video: <http://www.history.com/topics/labor-day/videos#andrew-carnegie-and-the-homestead-strike>

Concept #4: SS.912.A.4.1 U.S. Imperialism

What you need to know...

- You will need to know the literary works, government policies, social philosophies, geographic factors, and/or economic incentives that motivated American imperialism in the late nineteenth and early twentieth centuries.
- You will need to know the imperialist and anti-imperialist viewpoints from the late nineteenth and early twentieth centuries.
- You will need to know the role of the media in promoting the Spanish-American War.
- You will need to know the origin, course, and/or consequences of the Spanish-American War.
- You will need to know the issues, challenges, and/or problems that were raised in the governing of a United States overseas empire.
- You will need to know the motivations and/or obstacles faced by the United States in the construction of the Panama Canal.
- Items assessing the economic, military, and security motivations of the United States may reference the growth of the United States Navy or refer to The Influence of Sea Power upon History by Alfred T. Mahan.
- You will need to know the impact of key events and peoples in Florida history.

Terms to know include, but are not limited to: big stick, expansionism, imperialism, Open Door policy, Panama Canal, Philippines, Platt Amendment, Roosevelt Corollary, Spanish- American War, Teller Amendment, Treaty of Portsmouth (1905), yellow fever, yellow press. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept #4: U.S. Imperialism Terms.**

Timeline 1901 -1915: After viewing the extension activity video, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.”

1901 – President McKinley assassinated, Teddy Roosevelt now 26th President

1904 – Roosevelt Corollary to Monroe Doctrine – increases U.S. presence in Latin America

1906 – Muckraker – writers who expose big business corruption

1906 – Pure Food and Drug Act, Meat Inspection – set food quality standards

1906 – Panama Canal – connects the Atlantic and Pacific Oceans (opens in 1914)

1908 – Henry Ford introduces the Model T car, assembly lines introduced

1913 – 16th Amendment – establishment of income tax, 17th Amend.– direct election of senators

1914 – World War I begins in Europe

Reading Activity:

Alfred Thayer Mahan was a U.S. Navy officer and military historian who believed that national security and commercial prosperity depended on a strong naval force; and that the United States needed overseas possessions, or at least control of critical bases, to be able to project its naval power into distant areas. Mahan's writings about the importance of seapower influenced the thinking of many world leaders, including Theodore Roosevelt and the German Kaiser, William II.

To turn now from the particular lessons drawn from the history of the past to the general question of the influence of government upon the sea career of its people, it is seen that that influence can work in two distinct but closely related ways.

First, in peace: The government by its policy can favor the natural growth of a people's industries and its tendencies to seek adventure and gain by way of the sea; or it can try to develop such industries and such sea-going bent, when they do not naturally exist; or, on the other hand, the government may, by mistaken action check and fetter the progress which the people left to themselves would make. In any one of these ways the influence of the government will be felt, making or marring the sea power of the country in the matter of peaceful commerce; upon which alone, it cannot be too often insisted, a thoroughly strong navy can be based.

Secondly, for war: The influence of the government will be felt in its most legitimate manner in maintaining an armed navy, of a size commensurate with the growth of its shipping and the importance of the interests connected with it. More important even than the size of the navy is the question of its institutions, favoring a healthful spirit and activity, and providing for rapid development in time of war by an adequate reserve of men and of ships and by measures for drawing out that general reserve power which has before been pointed to, when considering the character and pursuits of the people.

Undoubtedly under this second head of warlike preparation must come the maintenance of suitable naval stations, in those distant parts of the world to which the armed shipping must follow the peaceful vessels of commerce. The protection of such stations must depend either upon direct military force, as do Gibraltar and Malta, or upon a surrounding friendly population, such as the American colonists once were to England, and, it may be presumed, the Australian colonists now are. Such friendly surroundings and backing, joined to a reasonable military provision, are the best of defences, and when combined with decided preponderance at sea, make a scattered and extensive empire, like that of England, secure; for while it is true that an unexpected attack may cause disaster in some one quarter, the actual superiority of naval power prevents such disaster from being general or irremediable. History has sufficiently proved this. England's naval bases have been in all parts of the world; and her fleets have at once protected them, kept open the communications between them, and relied upon them for shelter.

Colonies attached to the mother-country afford, therefore, the surest means of supporting abroad the sea power of a country. . . . Such colonies the United States has not and is not likely to have. . . Having therefore no foreign establishments, either colonial or military, the ships of war of the United States, in war, will be like land birds, unable to fly far from their own shores. To provide resting-places for them, where they can coal and repair, would be one of the first duties of a government proposing to itself the development of the power of the nation at sea....

The question is eminently one in which the influence of the government should make itself felt, to build up for the nation a navy which, if not capable of reaching distant countries, shall at least be able to keep clear the chief approaches to its own. The eyes of the country have for a quarter

of a century been turned from the sea; the results of such a policy and of its opposite will be shown in the instance of France and of England. Without asserting a narrow parallelism between the case of the United States and either of these, it may safely be said that it is essential to the welfare of the whole country that the conditions of trade and commerce should remain, as far as possible, unaffected by an external war. In order to do this, the enemy must be kept not only out of our ports, but far away from our coasts.

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U.S. History Journal Question: After reading the selection above, describe some reasons that the author references to imperialism.

Sample EOC Question

In 1898 the relatively moderate sized town of Tampa Bay, Florida, acquired the title of “on the map”. Which of the following events lead to this once sleepy-little town becoming an area of vast importance?

- A. Sight of U.S.S. Maine explosion and cause for declaration of war between the U.S. and Spain**
- B. Military port for soldiers and supply point for food, ammunition, and medical supplies that were destined for Cuba**
- C. Base used Cuban revolutionaries to secure shipments of uniforms and ammunition in their fight for independence**
- D. Port of cultivation for numerous battleships used throughout Spanish-American War**

Extension Activity: Access the following link, watch the video titled, “Theodore Roosevelt’s Foreign Policy,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #4?

Link to Extension Activity Video: <http://www.history.com/shows/the-presidents/videos/roosevelts-big-stick-foreign-policy#roosevelts-big-stick-foreign-policy>

Concept #5:SS.912.A.4.5 World War I

What you need to know...

- You will need to know the general causes of World War I, including how political alliances, imperialist policies, nationalism, and militarism each generated conflict in World War I.
- You will need to know the reasons for United States involvement in World War I and how involvement in the war was justified to the American public.
- You will need to know the cause-and-effect relationships that resulted in American intervention in World War I.
- You will need to know the major events and issues that affected the home front.
- You will need to know the role of technology and/or the concept of total war in World War I.
- You will need to know the significant individuals and their role in military and/or political leadership during World War I.
- You will need to know the dichotomy between the Fourteen Points and the Treaty of Versailles, which resulted in the failure of United States support for the League of Nations.
- You will need to know the short and/or long-term social, political, and/or economic consequences of World War I for the United States
- and America's role in international relations in the post-war period.

Terms to know include, but are not limited to:

African Americans in World War I, armistice, Big Four, entangling alliances, Espionage Act, Fourteen Points, Hispanics in World War I, home front, imperialism, League of Nations, Lusitania, militarism, new technology in World War I, propaganda, reparations, Selective Service Act, Sussex Pledge, trench warfare, unrestricted submarine warfare, Treaty of Versailles, war bonds, women in World War I, Zimmermann Telegram. . **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept #5: World War I Terms.**

Timeline 1915-1919: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

Woodrow Wilson wins reelection on campaign of keeping U.S. **neutral** during war

WWI – bloodiest war in world history to date, aka “The Great War”, “The War to End All Wars”

1915 – German U-Boat sinks British passenger liner **Lusitania**, Americans killed on board

1917 – Germany continues **unrestricted submarine warfare** – gets warning from U.S.

1917 – **Zimmerman Telegram** – intercepted by British, asks for Germany/Mexico alliance against U.S.; **US. Enters WWI**

1917 – **Selective Service Act** – establishes the draft

1918 – Fourteen Points – by Woodrow Wilson, **14th pt** most important – calls for **League of Nations**

1919 – Treaty of Versailles – **ends WWI**; calls for heavy reparations on Germany, disarmament, and creation of League of Nations; U.S. Senate rejects it

Reading Activity:

In January of 1917 cryptographers deciphered a telegram from Arthur Zimmermann, German Foreign Secretary, to Heinrich von Eckardt, the German Ambassador in Mexico. In this telegram Zimmermann offered U.S. territory to Mexico for their alliance with the German government. This telegram helped to draw the U.S. into the war. The following document is the Zimmermann telegram.

<http://www.firstworldwar.com/source/zimmermann.htm>

Source: Zimmermann Telegram

*To the German Minister to Mexico
Berlin, January 19, 1917*

On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America.

If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left to you for settlement...

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain that there will be an outbreak of war with the United States and suggest that the President of Mexico, on his own initiative, should communicate with Japan suggesting adherence at once to this plan; at the same time, offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann

U.S. History Journal Questions:

1. What did Germany intend on doing beginning in February with regards to naval warfare?
2. What was the proposal if the U.S. does not stay neutral in the war?
3. What was Zimmermann's suggestion to Mexico if war should break out between Mexico and the U.S.?

SAMPLE EOC QUESTION

We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you....

— Telegram of January 19, 1917

This telegram was part of an effort to

- A. form an alliance between Germany and the United States
- B. convince several western states to secede from the United States
- C. bring Mexico into World War I on the side of Great Britain and France
- D. enlist Mexican support for Germany if the United States declared war

Publication of this telegram in United States newspapers helped to

- A. reelect Woodrow Wilson as president
- B. convince the American public to support entrance into World War I
- C. encourage Congress to pass neutrality legislation
- D. grant statehood to Arizona and New Mexico

SAMPLE EOC QUESTION

The newspaper headline below describes a significant event in U.S. foreign affairs.

DAILY NEWS

– MAY 7, 1915 –

LUSITANIA SUNK: OVER ONE HUNDRED AMERICANS LOST AT SEA

How did this event contribute to the United States' entry into World War I?

- A. It furthered anti-government protests in the United States.
- B. It encouraged anti-immigration campaigns in the United States.
- C. It became necessary for President Wilson to propose a plan for peace.
- D. It became difficult for President Wilson to defend a policy of neutrality.

Extension Activity: Access the following link, read the article, “The Zimmermann Telegram,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #5?

Link to Extension Activity Article: <http://www.archives.gov/education/lessons/zimmermann/>

Concept #6: SS.912.A.5.3 Roaring Twenties

What you need to know...

- You will need to be able to recognize that while the United States shaped isolationist political policies, it greatly expanded its economic ties to Europe and developed an industrial economy that conducted business in global markets.
- You will need to know the extent to which United States economic foreign policy led to prosperity at home and abroad.

Terms to know include, but are not limited to:

anarchists, Communists, Dawes Plan, demobilization, disarmament, flappers, Fordney-McCumber Act, impact of climate and natural disasters, Jazz Age, Prohibition, Red Scare, Roaring Twenties, Sacco and Vanzetti, tariffs, Teapot Dome. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 6: The Roaring Twenties.**

Timeline 1920-1929: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

1919 - 18th Amendment – outlaws purchase, sale, and transport of alcohol

1920 – 19th Amendment – women’s suffrage (right to vote)

1924 – Teapot Dome Scandal – exposes massive corruption in Harding Administration

1924 – Dawes Plan – ease war reparations on Germany

1925 – Scopes Monkey Trial – popularizes debate over teaching evolution in schools – outlawed

1927 – Charles Lindbergh – completes world’s first solo flight across Atlantic – seen as a hero

1927 – Sacco and Vanzetti – executed for murder; controversial because they were anarchists, politically motivated and unjustified

1929 – Stock Market Crash – ‘Black Tuesday’ – launches Great Depression

Reading Activity:

It was common for historians to refer to the 1920s as a period of "isolationism," thanks to the refusal of the U.S. Senate to ratify the Versailles Treaty, and the resulting failure of the United States to join the League of Nations. However, recent scholarship has focused on the ways in which, at both the public and private level, Americans remained committed to international efforts to prevent the outbreak of another war. U.S. bankers and businessmen, for example, with the active encouragement of the Harding and Coolidge administrations, concluded trade agreements with foreign firms, and extended loans on favorable terms to Germany in the belief that economic recovery was vital to the return of stability and the maintenance of peace.

But while the efforts of American businessmen to promote economic stability in Europe were no doubt important, the activities of various antiwar organizations were far more

visible. In the wake of the horror produced by World War I, pacifism was the country's (indeed, the world's) fastest-growing political movement. Thousands of Americans—particularly women—flocked to organizations such as the National Council for the Prevention of War, and the Women's International League for Peace and Freedom. In the 1930s, these groups would press for legislation that would keep the United States out of foreign wars; in the 1920s, however, the focus was still on international efforts to keep the peace—although without the sort of military commitments implied by the League of Nations.

U.S. History Journal Question: After reading this selection, describe some of the aspects that were occurring both domestically and internationally during the 1920s.

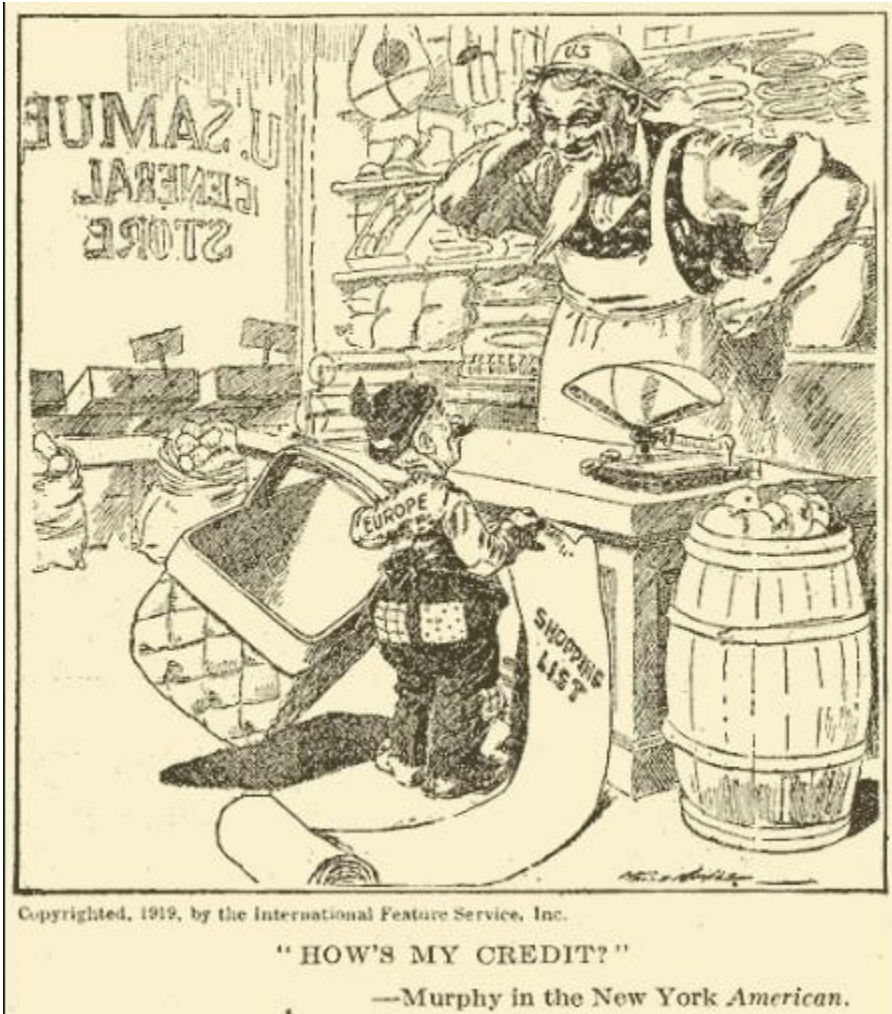
SAMPLE EOC QUESTION

Which action best demonstrated the United States effort to isolate itself from European conflicts after World War I?

- a. lowering tariff rates**
- b. attempting to improve relations with Asia**
- c. failing to sign international disarmament agreements**
- d. refusing to join the League of Nations**

SAMPLE EOC QUESTION

Use your knowledge of U.S. history and the political cartoon below to select which statement best summarizes the economic relationship between the U.S. and Europe during the 1920s.



- A. Regardless of the fact that our market was in short supply of numerous goods post-WWI, we suggested open door policies with European countries.
- B. As European countries struggled to recover post-WWI, they approached a dominate U.S. market that was in possession of numerous supplies
- C. Although Europe countries established a stable economic market post-WWI, they approached the U.S. with a need for agricultural items.
- D. European countries refused to trade agricultural goods with U.S. post-WWI due to the fact that Russia was omitted from the Treaty of Versailles

Extension Activity: Access the following link to the article titled: “Why Prohibition” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #6?

Link to Extension Activity Article: <http://prohibition.osu.edu/why-prohibition>

Concept #7: SS.912.A.5.5 International Peace and Relief after WWI

What you need to know...

- You will need to know the various domestic and international peace and relief efforts in which the United States was involved following World War I.
- You will need to know the social, political, and economic incentives for the development of peace and relief efforts after World War I.

Terms to know include, but are not limited to:

Dawes Plan, Four Power Treaty, Kellogg-Briand Pact, League of Nations, Neutrality Acts, Washington Naval Conference, Women's International League for Peace and Freedom. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 7: International Peace and Relief after WWI.**

Timeline 1920-1929: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

1920 - The League of Nations – holds its first meeting, accomplishes ratification of the Treaty of Versailles, ending the hostilities of WWI. Days later, the United States Senate votes against joining the League.

1920 – William G. Harding – Elected U.S. President

1924 – Calvin Coolidge – Elected U.S. President

1928 – Herbert Hoover – Elected U.S. President

Reading Activity

FOR Joining the League of Nations

"The United States will indeed, undertake...to 'respect and preserve as against external aggression the territorial integrity and existing political independence of all members of the League,' and that engagement constitutes a very grave and solemn moral obligation. But it is a moral, not a legal, obligation, and leaves our Congress absolutely free to put its own interpretation upon it."

President Woodrow Wilson, testifying before the Foreign Relations Committee, August 19, 1919

AGAINST Joining the League of Nations

"Shall we go there, Mr. President, to sit in judgment, and in case that judgment works for peace join with our allies, but in case it works for war withdraw our cooperation? How long would we stand as we now stand, a great Republic commanding the respect and holding the leadership of the world, if we should adopt any such course?"

Senator William Borah (Idaho), testifying in the Senate, November 19, 1919

History Journal Question: Describe some of the arguments for or against joining League of Nations. How did these thoughts affect or influence of what transpired in the United States after World War I.

EOC SAMPLE QUESTION

In the 1920s, which United States action furthered the goal of international peace?

- A. signing a pact to outlaw armed conflict
- B. advocating a policy to promote isolationism
- C. holding a conference to renounce imperialism
- D. joining a league to secure military cooperation

EOC SAMPLE QUESTION

Use your knowledge of U.S. history and the political cartoon above to answer the following question.



After World War I, the opposition of some Members of Congress to the Versailles Treaty was based largely on the idea that the Treaty

- A. did not punish the Central Powers harshly enough
- B. did not give the United States an important role in world affairs
- C. would require the United States to join the League of Nations and might result in a loss of United States sovereignty
- D. would require the United States to assume the cost of rebuilding the war-torn European economies

Extension Activity: Access the following link, read the article, “Wilson Embarks on a Tour to Promote the League of Nations,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #7?

Link to Extension Activity Article: <http://www.history.com/this-day-in-history/wilson-embarks-on-tour-to-promote-league-of-nations>

Concept #8: SS.912.A.5.10 Civil Rights of the 1920's and 1930's

What you need to know...

- You will need to know the varying points of view related to the desire to expand and restrict civil rights for women and political, social, economic, religious, and ethnic minorities.
- You will need to know the reasons for the rise of nativism in the 1920s and 1930s.
- You will need to know how civil rights issues both united and divided society in the United States in the period 1919–39.
- You will need to know the decisions made by national and state governments related to immigration and other civil rights issues.

Terms to know include, but are not limited to:

Booker T. Washington, Eighteenth Amendment, flappers, Fundamentalist Movement, Great Migration, Harlem Renaissance, Ku Klux Klan, Marcus Garvey, nativism, National Association for the Advancement of Colored People (NAACP), Nineteenth Amendment, normalcy, Prohibition, quota system, Rosewood Incident, Sacco and Vanzetti, Seminole Indians, Universal Negro Improvement Association, Volstead Act, W.E.B. DuBois. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 8: Civil Rights Movement of the 1920's and 1930's.**

Timeline 1920-1930: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

1920's - The Harlem Renaissance flourishes in the 1920s and 1930s. This literary, artistic, and intellectual movement fosters a new black cultural identity.

1920 - The Nineteenth Amendment gives women the right to vote and is ratified by the required 36 states.

1922 - In *Ozawa v. United States*, the Supreme Court denies Japanese residents the right to naturalization because they are "ineligible for citizenship," as are foreign-born Chinese. In Congress, the Cable Act declares that "any woman citizen who marries an alien ineligible to citizenship, shall cease to be a citizen."

1924 - After 10,000 Native American soldiers in World War I, Congress passes the Indian Citizenship Act of 1924, granting American citizenship to Native Americans. Several Indian nations, including the Hopi and the Iroquois, decline citizenship in favor of retaining sovereign nationhood.

- The Immigration Act bars any "aliens ineligible to citizenship" from entering the United States.

1928 - The League of United Latin American Citizens (LULAC) is founded to fight discrimination, help educate Chicanos and protest segregation, killings and other abuses.

1930 - Continuing discrimination against Japanese in the United States leads to formation of the Japanese American Citizenship League.

- Mass deportation occurs of Mexican workers during the 1930's large numbers of whom are U.S. citizens. Over 400,000 are deported to Mexico; the deportees are accused of usurping "Americans" from jobs during the Depression.

Reading Activity:

19th Amendment (1920)

The dedicated efforts of women on the home front in World War I finally persuaded a majority in Congress and President Wilson to adopt a women's suffrage amendment. Its ratification as the Nineteenth Amendment in 1920 guaranteed women's right to vote in all elections at the local, state, and national levels. Following the victory of her cause, Carrie Chapman Catt organized the League of Women Voters, a civic organization dedicated to keeping voters informed about candidates and issues.

Section 1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Advanced for Colored People

Prior to the 1920's and the Harlem Renaissance, Marcus Garvey founded the Universal Negro Improvement Association, an influential black nationalist organization "to promote the spirit of race pride" and create a sense of worldwide unity among blacks.

Also, The National Association for the Advancement of Colored People is founded in New York by prominent black and white intellectuals and led by W.E.B. Du Bois. For the next half century, it would serve as the country's most influential African-American civil rights organization, dedicated to political equality and social justice.

U.S. History Journal Question: How did the lives of women and blacks change during this period in history?

SAMPLE EOC QUESTION



The efforts of the women pictured above and other supporters of their cause eventually resulted in the ratification of which amendment?

- a. 17th Amendment
- b. 18th Amendment
- c. 19th Amendment
- d. 20th Amendment

SAMPLE EOC QUESTION

“And black men’s feet learned roads. Some said goodbye cheerfully... others fearfully, with terrors of unknown dangers in their mouths... others in their eagerness for distance said nothing. The daybreak found them gone. The wind said North. Trains said North. The tides and tongues said North, and men moved like the great herds before the glaciers .”

—Zora Neale Hurston as quoted in *Sorrow’s Kitchen: the Life and Folklore of Zora Neale Hurston*

What major event in American History is Florida born author Zora Neale Hurston describing in this quote?

- A. The abolishment of slavery
- B. The Great Migration
- C. The Harlem Renaissance
- D. The Red Scare

SAMPLE EOC QUESTION

The formation of the National Association for the Advancement of Colored People (NAACP) and the Anti-Defamation League (ADL) was primarily a response to

- A. racism and prejudice
- B. nationalism and patriotism
- C. abolition and temperance
- D. militarism and colonialism

Extension Activity: Access the following video link, “The Harlem Renaissance,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #8?

Link to Extension Activity Article: <http://www.history.com/videos/the-harlem-renaissance-an-artistic-explosion#the-harlem-renaissance-an-artistic-explosion>

Concept #9:SS.912.A.5.11 Great Depression and New Deal

What you need to know...

- You need to know the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s.
- You need to know the impact of business practices, consumer patterns, and government policies of the 1920s and 1930s as they relate to the Great Depression and subsequent New Deal.
- You need to know the human experience during both the Great Depression and the New Deal.
- You need to know the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida.
- You need to know the effects of the changing role of tourism in Florida's development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40).

Terms to know include, but are not limited to:

Agricultural Adjustment Act (AAA), bank holiday, Black Tuesday, Bonus Expeditionary Force, bull market, buying on margin, Civilian Conservation Corps (CCC), Dust Bowl, economic boom, Federal Deposit Insurance Corporation (FDIC), Great Depression, Gross National Product (GNP), impact of climate and natural disasters, National Labor Relations Act (Wagner Act), National Recovery Act (NRA), National Recovery Administration (NRA), New Deal, Recovery, Reform, Relief, Roaring Twenties, Sit-Down Strike, Smoot-Hawley Tariff, Social Security, speculation boom, Tennessee Valley Authority (TVA), Works Progress Administration (WPA). **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 9: The Great Depression and the New Deal.**

Timeline 1930-1939: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

Timeline (1930-1939)

1932 – Bonus Army (WWI vets) march on Washington demanding compensation – forced out

1932- Franklin Delano Roosevelt elected President

1933- U.S. unemployment rate reaches 25%, FDR claims Bank Holiday to fix banks

1933- Fireside Chats – FDR address public on radio – continues to 1944 – gives public hope

1933 – 1st 100 Days – creation of countless jobs, most productive of any president's 1st 100 days

1933- Unemployment Relief Act and Civilian Conservation Corps (CCC) to employ public works

AAA – controls crop production, compensates farmers for cooperation

TVA – established to construct dams in Tennessee River to generate electricity

NIRA – sets nationwide business practices

NRA – manage industry recovery

PWA – employ jobless

20th Amendment – shifts presidential inaugurations from March to January

21st Amendment – repeals 18th amendment (prohibition)

1934 – Huey Long – criticizes FDR, “Share Our Wealth” proposes large tax burden on wealthy

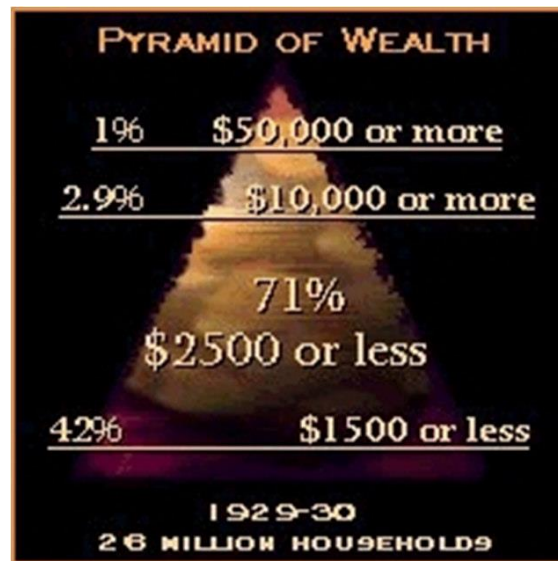
1935 – Wagner Act – supports union rights, protects collective bargaining

1935- Social Security Act – establishes funds for unemployed and elderly

Interpreting the Timeline Activity:

U.S. History Journal Question: Explain some actions that were implemented in the United States in the 1930s to revive the country from the Great Depression.

Interpreting Graph Activity:



U.S. History Journal Question: By analyzing and interpreting the graph above, what does the graph reveal specifically about the wealth of Americans and how did it effect the period of the 1930s?

SAMPLE EOC QUESTION

Base your answer to the question underneath on the cartoon below and on your knowledge of social studies.



Which statement about President Franklin D. Roosevelt's plans for a second term most accurately expresses the main idea of the cartoon?

- a. Congress will give President Roosevelt a free hand to lead the nation.
- b. The American people will trust Congress to control President Roosevelt.
- c. President Roosevelt will seek direction from the people.
- d. The Great Depression will no longer be a serious concern.

SAMPLE EOC QUESTION

Which of the following compounded the devastation caused by the Great Depression?

- A. the beginning of WWII
- B. the Red Scare and infiltration of communistic ideas
- C. influenza epidemic and poor healthcare
- D. Midwestern drought and Dust Bowl

SAMPLE EOC QUESTION

Use the quotation in the box below and your knowledge of U.S. history to answer the following question.

“Little by little the American federation is transforming itself into a union, marked by the growth in importance of the role of the federal capital. In the beginning the U.S. had only a small federal bureaucracy. Today, the central administration is powerful and rich.

--Andre Maurois in “This Was America”

Author Andre Maurois traveled through the U.S. in the 1930s and observed a growing unity in the American people. How did the New Deal help bring Americans closer together?

- A. The New Deal involved the federal government trying to fix a national problem.
- B. New Deal jobs and public works programs gave people something to agree upon.
- C. President Roosevelt, who designed the New Deal, was elected four times.
- D. The New Deal encouraged the spread of popular culture through radio and movies.

Extension Activity: Access the following link, watch the video titled, “The New Deal and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #9?

Link to Extension Activity Article: <http://www.history.com/videos/the-new-deal#the-new-deal>

Concept #10: SS.912.A.6.1 World War II

What you need to know...

- You need to know the social, political, and economic causes of World War II.
- You need to know the causes and consequences of World War II both domestically and internationally.
- You need to know the significance of specific wartime events and actions both on the home front and on the progress of the war.
- You need to know the role played by individuals in the war effort, including the involvement of women and minority groups in home front and overseas activities.
- You need to know the role of technology in World War II and the political, economic, and social implications of the use of technology.
- You need to know the long-term influences of the war on both domestic and international affairs.

Related terms to know include, but are not limited to:

Atlantic Charter, Coral Sea, Final Solution, Hiroshima, Nagasaki, Holocaust, home front, Japanese-American internment, Lend-Lease Act, loyalty review boards, loyalty review program, Mary McLeod Bethune, Midway, national security, Normandy, Nuremberg Trials, Pearl Harbor, Potsdam, Salerno, Tehran Conference, United Nations, V-E Day, V-J Day, Yalta Conference. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 10: World War II.**

Timeline 1939-1945: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

Timeline – 1939-1945

Axis Powers – Germany, Italy, Japan; **Allied Powers** – Britain, France, China, U.S., USSR

1939- Germany (led by Adolf Hitler) invades Poland; WWII begins

1939- U.S. attempts isolationism from war in Europe

1940 – FDR elected for unprecedented 3rd Term

1940 – Lend-Lease Act – provides U.S. loan aid to Britain, USSR & allied powers

1940 – Atlantic Charter – agreement b/n U.S President FDR and Britain Prime Minister Churchill

December 7, 1941 – Japan bombs Pearl Harbor – U.S. enters the War

1941- Propaganda – motivate U.S. citizens to support war efforts

1942- Battle of Midway – U.S. defeats Japan, seen as turning point in the war in the Pacific

1942 - Battle of Stalingrad – seen as wars turning point for allied victory

1942- Internment of Japanese Americans – imprisonment of Japanese in California

1942 – Manhattan Project – creation of the Atomic Bomb

1944 – Allies invade Normandy, France on D-DAY, June 6, 1944 (largest land/sea invasion)

1944- Battle of the Bulge – begins to break down Axis position on western front

1945 – Allies liberate Nazi concentration camps in Eastern Europe

1945- FDR dies, Harry Truman becomes President; Adolf Hitler commits suicide

1945 – Germany surrenders on V-E-DAY (victory in Europe day)

1945 – U.S. drops atomic bombs on Hiroshima (Aug. 6) and Nagasaki (Aug 9) – Japan surrenders

1945 – United Nations created with 51 founding nations

1945 – Nuremberg Trials – prosecute Nazi war criminals

Analyzing Timeline and Political Cartoon Activity:

Most Americans sympathized with the Allies but were determined to avoid international entanglements. Nevertheless, President Franklin D. Roosevelt, while promising to keep American forces at home, took steps to prepare for war. He requested that Congress enlarge the navy and enacted the first peacetime draft in United States history. As the war in Europe continued, the struggle to keep the United States out of the conflict became more and more difficult to maintain.



SOURCE: *Washington Star*, Washington D.C.

U.S. History Journal Question: By analyzing the timeline and political cartoon above, explain why was it difficult to keep the United States out of World War II?

SAMPLE EOC QUESTION

Base your answer to the following question on the cartoon below and on your knowledge of social studies.



Which statement most accurately expresses the point of view of the cartoonist?

- A. Isolationism is the safest policy for these countries to follow.
- B. The United States is ignoring the threat caused by foreign aggression.
- C. Trade restrictions are more of a threat than leaders recognize.
- D. England can defend itself against Axis aggression.

SAMPLE EOC QUESTION

- A. Japan attacks Pearl Harbor.
- B. Germany invades Poland.
- C. MacArthur dictates a democratic constitution to Japan.
- D. Allies invade Europe on D-Day.

Which sequence of these events related to World War II is in the correct chronological order?

- A. D → B → A → C
- B. B → A → D → C
- C. C → A → B → D
- D. A → B → C → D

SAMPLE EOC QUESTION

The excerpt below is from an order issued in Florida during World War II.

You are hereby requested to take the following steps to comply with the recent blackout order . . .

- (1) . . . have extinguished all street lights on water front streets and highways at once . . .**
- (2) Screen water front side lights on all streets running down to the water front . . .**
- (3) Screen all advertising lights and lighted windows near beach front . . .**
- (4) Screen all bright lights on seawards side, directly visible from the sea, and within two miles from the water front . . .**
- (5) In case of brightly lighted installation near beach have the light so directed and screened so that no direct light can be seen from off shore.**

**By order of the: Palm Beach Civilian Defense Council
O.B. Carr, Executive Director**

Why did the state of Florida issue this order?

- A. to limit community social activities during the war
- B. to conserve scarce energy resources during the war
- C. to conceal coastal military operations from German spies
- D. to protect coastal settlements from German submarine attacks

Extension Activity: Access the following link, read the article, “Effects of the Treaty of Versailles,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #10?

Link to Extension Activity Article:

<http://militaryhistory.about.com/od/worldwarii/a/wwiieurcauses.htm>

Concept #11: SS.912.A.6.10 Early Cold War 1945 - 1950

What you need to know...

- You will need to know the social, political, and economic causes of the early years of the Cold War (1945-50).
- You will need to know the significance of events or actions of the early years of the Cold War (1945-50) that influenced government policy and social interactions.
- You will need to know the long-term social, political, and economic implications of events and actions that occurred during the early years of the Cold War (1945-50).
- You will need to know the varying points of view related to the early years of the Cold War (1945-50) and examine how those points of view shaped public policies and social interactions.
- You will need to know the impact of the early years of the Cold War (1945-50) on the lives of individuals in the United States.
- You will need to know how events of the early years of the Cold War (1945-50) influenced United States involvement in international conflicts.

Terms to know include, but are not limited to:

Berlin blockade, Cold War, Dumbarton Oaks Conference, iron curtain, Marshall Plan, North Atlantic Treaty Organization (NATO), Nuremberg Trials, Potsdam, Truman Doctrine. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 11: Early Cold War.**

Timeline 1945-1950: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

Soviet Union emerges as only major U.S. rival, creating intense, prolonged standoff between superpowers, known as the Cold War

1946 – "Iron Curtain" – describes division of Communist Eastern Europe from Western Europe

1947 – Truman Doctrine – U.S. intent to fight Communism by helping free nations resist it.

1947 – Marshal Plan – postwar economic recovery to help Western Europe; **largest relief aid** given by the U.S. in U.S. history

1948 – Berlin Blockade – USSR blocks all aid into West Berlin; **Berlin Airlift** – U.S. drops food and supplies by air to West Berlin

1948 – Harry Truman orders desegregation of military

1949 – NATO (North Atlantic Treaty Organization) created – alliance system of 26 countries in North America and Europe

1950 – Korean war begins; U.S. aids South Korea against North Korea; Peace Treaty in 1953

1950 – Joseph McCarthy – begins rabid **anti-communist campaign**; hurt when he accuses military of having communists

1950 – Communist Fear in U.S. – Julius and Ethel Rosenberg executed for espionage; **Alger Hiss** convicted of perjury – 1991 Soviet documents confirm their guilt!

Reading/Interpreting Activity:

I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines. But what we have to consider here today while time remains, is the permanent prevention of war and the establishment of conditions of freedom and democracy as rapidly as possible in all countries. . . .

From what I have seen of our Russian friends and allies during the war, I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for weakness, especially military weakness

If the Western democracies stand together in strict adherence to the principles of the United Nations Charter, their influence for furthering those principles will be immense and no one is likely to molest them. If, however, they become divided or falter in their duty, then indeed catastrophe may overwhelm us all.

— Winston Churchill, Fulton Missouri, March 5, 1946

U.S. History Journal Question: According to Churchill, what approach should the Western democracies take to deter Soviet expansion?

SAMPLE EOC QUESTION

Use the following cartoon and your knowledge of U.S. History to answer the question:



Which event of 1948–1949 is illustrated by this cartoon?

- a. Berlin airlift
- b. collapse of the Berlin Wall
- c. reunification of Germany
- d. allied invasion on Normandy

Extension Activity: Access the following link, listen to the audio, “The Truman Doctrine,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept 11?

Link to Extension Activity Article: <http://www.history.com/speeches/the-truman-doctrine#the-truman-doctrine>

Concept #12: SS.912.A.6.13 Foreign Policy of the Truman through Nixon Administrations

What you need to know...

- You need to know the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations shaped social interactions and government policies in the United States and how those policies affected the international perspective of the United States and its role in foreign affairs.
- You need to know the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- You need to know the role of nuclear technology in shaping foreign policies during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- You need to know the influence of the media on public opinion concerning the presidential foreign policy actions of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

Terms to know include, but are not limited to:

arms race, Berlin, Cold War, domino theory, Indochina, Korean War, McCarthyism, Panmunjom, Southeast Asia Treaty Organization (SEATO), Vietnam War. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 12: Foreign Policy of the Truman through the Nixon Years.**

Timeline 1950-1974: After reading the extension activity article and/or viewing the videos, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.”

1954 – “Containment”- (Truman) must stop spread of all communism; **“Domino Theory”** (Eisenhower) – fears that Indochina must not go communist or it will spread all over the world

1954- Geneva Peace Accords – temporarily divides Vietnam at 17th parallel

1957 – USSR launches first satellite in space – Sputnik

1960 – 1st televised Presidential debate – JFK vs. Nixon (JFK wins); JFK president 1960

1960 – JFK launches New Frontier platform to help America

1961 – Bay of Pigs – failed invasion of Cuba by U.S. (CIA) trained military

1961 – Berlin Wall – divides East and West Berlin (East was communist)

1962- Cuban Missile Crisis – standoff b/n U.S. and USSR after Soviets placed missiles in Cuba pointed at the United States; no fighting incurs

1964 – Gulf of Tonkin Resolution – broadens LBJ’s military powers in Vietnam – no declare war

1968 – Tet Offensive launched by North Vietnamese Army – turning point of U.S. in Vietnam

1969 – Apollo 11 lands on the moon, **Neil Armstrong** first to walk on moon

1969 – My Lai Massacre – U.S. soldiers kill 200 innocent men, women, and children

1971 – Pentagon Papers – 7,000 page document outlining U.S. government plan in Vietnam; shows gov't was not telling truth to public.

1972 – Watergate Scandal – Nixon authorizes break-in and wiretapping of Democratic National Committee headquarters in Watergate complex in Washington, D.C.

1973 – U.S. Energy Crisis – fuel shortage in U.S. due to OPEC raising prices

1973 – U.S. withdraws from Vietnam; North Vietnam overtakes South after departure

1974 - Richard Nixon resigns to avoid impeachment; **Gerald Ford** President – **pardons** Nixon; Ford is only President never voted into office.

Reading Activity:

Foreign Affairs

President Harry S. Truman confronted unprecedented challenges in international affairs during his nearly eight years in office. Truman guided the United States through the end of World War II, the beginning of the Cold War between the United States and the Soviet Union, and the dawning of the atomic age. Truman intervened with American troops in the conflict between North Korea and South Korea and he supported the creation of the state of Israel in the Middle East. In sum, Truman's foreign policy established some of the basic principles and commitments that marked American foreign policy for the remainder of the twentieth century.

U.S. History Journal Question: Why did Truman's actions spark an era of foreign policy in the United States that lasted for the remainder of the century?

SAMPLE EOC QUESTION

"... Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

Which conclusion is best supported by this quotation from the Inaugural Address of President John F. Kennedy in 1961?

- A. The Cold War was over, and the Soviet Union was beginning to unravel.**
- B. President Kennedy was encouraging a very strong presence in foreign policy in the post-World War II period.**
- C. Compromise and appeasement were the best avenues to world peace.**
- D. President Kennedy understood the limitations of power, even for a strong nation like the United States**

SAMPLE EOC QUESTION

Base your answer to this question on the cartoon below and on your knowledge of social studies.



What is the principal message of this cartoon?

- A. The United States is afraid of a united Vietnam.
- B. Other nations in Southeast Asia might fall to communism.
- C. President Lyndon B. Johnson is finding it difficult to exit Vietnam.
- D. President Lyndon B. Johnson is worried about a communist attack on the United States.

Extension Activity: Access the following link, read the article and watch several of the video clips about the Vietnam Conflict. Write in your U.S. History Journal a brief summary of the important information found in the articles and video clips. Answer this question after your summary: Why is this information important for you to understand/master concept #12?

Link to Extension Activity Article: <http://www.history.com/topics/vietnam-war>

Concept #13: SS.912.A.7.1 Post WWII Domestic Prosperity

What you need to know...

- You will need to know how demobilization and government policies contributed to post-World War II prosperity.
- You will need to know the social, political, and economic factors that contributed to post-World War II prosperity.
- You will need to know the limitations of post-World War II prosperity by examining the social, political, ethnic, racial, and cultural groups that were unaffected during that period of prosperity.
- You will need to know the long-term influence of post-World War II prosperity on society in the United States by considering both the positive and negative social, cultural, political, geographic, and economic effects on society.

Terms to know include, but are not limited to: baby boomers, birth rate, Equal Rights Amendment, GI Bill of Rights, Interstate Highway System, suburbs, women in the workforce.

Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 13: Post World War II Domestic Prosperity.

Timeline 1950-1973: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.”

1954 - Brown vs. Board of Education – overturns Plessy vs. Ferguson; says separate but equal is unconstitutional

1955 – Rosa Parks arrested for not giving up seat on bus to whites; sparks **Montgomery Bus Boycott**

1955 – Jonas Salk – creates polio vaccine

1960 – JFK launches **New Frontier** platform to help America

1960 – Lunch Counter “Sit-Ins” spark waves of civil rights protest; **SCLC** created by **MLK, Jr.**

1963 – “I have a dream” speech given by MLK – speech for civil rights

1963 – Lyndon Johnson President – launches “**Great Society**” program to end poverty and racism

1964 – Civil Rights Act of 1964 – bans discrimination in education, employment, & public places

1965 – Voting Rights Act of 1965 – bans literacy tests for voting

1966 – Miranda vs. Arizona- police must read suspects their rights

1967 – Thurgood Marshall – first black justice of the Supreme Court

1969 – Apollo 11 lands on the moon, **Neil Armstrong** first to walk on moon

1973 – Roe vs. Wade – legalizes abortion (up to 3 months)

Reading Activity:

Interstate Highway System

The most prominent legacy of the Eisenhower years was the passage in 1956 of the **Highway Act**, which authorized the construction of 42,000 miles of interstate highways, linking all the nation's major cities. When completed the U.S. highway system became a model for the rest of the world. The justification for new taxes on fuel, tires, and vehicles was to improve national defense. At the same time, this immense public works project created jobs, promoted the trucking industry, accelerated the growth of the suburbs, and contributed to a more homogeneous national culture. The emphasis on cars, trucks, and highways, however, hurt the railroads and ultimately the environment. Little attention was paid to public transportation, on which the old and the poor depended.

Rock 'n' Roll

In the early and mid-1950s, Richard Penniman, Chuck Berry, Bill Haley and His Comets and especially Elvis Presley brought back rock 'n' roll to a frantic pitch of popularity among the newly affluent teens who bought their records. The music's heavy rhythm, simple melodies, and lyrics – featuring love, cars, and the problems of being young – captivated teenagers across the country.

U.S. History Journal Question: Compare how highways and rock 'n' roll changed the United States during the 1950's and beyond.

SAMPLE EOC QUESTION

The information below describes some key provisions of the 1944 GI Bill of Rights.

- **Provided funds for education and training for veterans**
- **Provided home, farm, and business loans for veterans**
- **Provided unemployment compensation for veterans**

Which sentence describes how post–World War II society was affected by the GI Bill of Rights?

- A. Political participation became possible for a broader portion of society.**
- B. Economic success became available for a broader portion of society.**
- C. Farmers neglected to utilize agricultural technologies.**
- D. Businesses failed to develop innovative products.**

SAMPLE EOC QUESTION

Which development resulted from the construction of the interstate highway system?

- a. increased suburbanization**
- b. reduced air pollution**
- c. decreased fuel consumption**
- d. growth of long-distance passenger train service**

Extension Activity: Access the following link, read the article, "The Equal Rights Amendment," and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #13?

Link to Extension Activity Article: <http://www.ushistory.org/us/57c.asp>

Concept #14: SS.912.A.7.4 1960's Foreign and Domestic Policy

What you need to know...

- You will need to know the foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.
- You will need to know the domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.
- You will need to know the incentives for 1960s-era foreign and domestic policies.
- You will need to know the controversies associated with the 1960s-era foreign and domestic policies.
- You will need to know the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s.

Terms to know include, but are not limited to: antiwar protests, arms race, conscientious objector, Cuban Missile Crisis, demilitarized zone (DMZ), domino theory, doves, draft, Equal Rights Amendment (ERA), Great Society, Gulf of Tonkin Incident, hawks, immigration, migration, nuclear proliferation, Paris Peace Accords, superpower, Tet Offensive, Vietnamization, women in the workforce. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 14: 1960's Foreign and Domestic Policies.**

Timeline 1960-1970: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

1960 – 1st televised Presidential debate – JFK vs. Nixon (JFK wins); JFK president 1960

1960 – JFK launches **New Frontier platform to help America**

1960 – Lunch Counter “Sit-Ins**” spark waves of civil rights protest; **SCLC** created by MLK, Jr.**

1961 – **Bay of Pigs – failed invasion of Cuba by U.S. (CIA) trained military**

1961 – **Berlin Wall – divides East and West Berlin (East was communist)**

1962- **Cuban Missile Crisis – standoff b/n U.S. and USSR after Soviets placed missiles in Cuba pointed at the United States; no fighting incurs**

1963 – “I have a dream**” speech given by **MLK** – speech for civil rights**

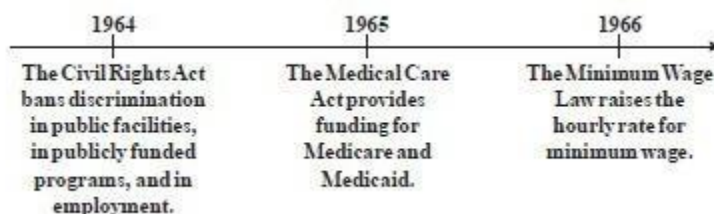
1963 – **Lee Harvey Oswald assassinates **JFK** in Dallas, TX**

1963 – **Lyndon Johnson President – launches “**Great Society**” program to end poverty and racism**

- 1964 – Civil Rights Act of 1964** – bans discrimination in education, employment, & public places
- 1964 – Gulf of Tonkin Resolution** – broadens LBJ’s military powers in Vietnam – no declare war
- 1965 – Voting Rights Act of 1965** – bans literacy tests for voting
- 1965 – Malcom X (Nation of Islam)** – blamed whites for African American problems; assassinated
- 1966 – Miranda vs. Arizona**- police must read suspects their rights
- 1967 – Thurgood Marshall** – first black justice of the Supreme Court
- 1968 – Tet Offensive** launched by North Vietnamese Army – turning point of U.S. in Vietnam
- 1968 – James Earl Ray assassinated MLK, Jr.** – hurts Civil Rights movement
- 1968 – Sirhan Sirhan** assassinated **Robert Kennedy**, JFK’s brother; **Richard Nixon** voted President
- 1969 – Apollo 11** lands on the moon, **Neil Armstrong** first to walk on moon
- 1969 – My Lai Massacre** – U.S. soldiers kill 200 innocent men, women, and children

Reading Activity:

The timeline below displays the sequence of some of the Great Society programs.



U.S. History Journal Question: How did President Lyndon Johnson believe these programs would change society?

SAMPLE EOC QUESTION

" . . . Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

Which conclusion is best supported by this quotation from the Inaugural Address of President John F. Kennedy in 1961?

- a. The Cold War was over, and the Soviet Union was beginning to unravel.**
- b. President Kennedy understood the limitations of power, even for a strong nation like the United States**
- c. Compromise and appeasement were the best avenues to world peace.**
- d. President Kennedy was encouraging a very strong presence in foreign policy in the post-World War II period.**

SAMPLE EOC QUESTION

Review the chart below and answer the following question?

Date	Total Personnel
31 December 1960	900
31 December 1961	3,200
31 December 1962	11,500
31 December 1963	16,300
31 December 1964	23,300
31 December 1965	184,300
31 December 1966	425,300
31 December 1967	485,600
31 December 1968	536,100
31 December 1969	474,400
31 December 1970	335,800
9 June 1971	250,900

Between which two years did American military personnel in Vietnam escalate the greatest?

- a. 1967-1968
- b. 1961-1962
- c. 1969-1970
- d. 1965-1966

SAMPLE EOC QUESTION

... For the war against poverty will not be won here in Washington. It must be won in the field, in every private home, in every public office, from the courthouse to the White House....

— President Lyndon B. Johnson, State of the Union Address, January 8, 1964

This statement expresses President Lyndon B. Johnson's view that the

- a. federal government is solely responsible for the war on poverty
- b. court system must be held accountable for poverty
- c. problem of poverty is easily solved
- d. entire country must help fight poverty

Extension Activity: Access the following link, and watch the video about the first televised presidential debate, and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #14? Link to Extension Activity

Video: <http://www.history.com/videos/the-first-jfk-nixon-debate#the-first-jfk-nixon-debate>

Concept #15: SS.912.A.7.6 Civil Rights Movement

What you need to know...

- You will need to know the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement.
- You will need to know the key organizations that shaped the Civil Rights Movement and Black Power Movement and the goals and motivations of those organizations.
- You will need to know the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement.
- You will need to know the actions of individuals involved in the Civil Rights Movement and Black Power Movement.
- You will need to know how other reform movements were influenced by the leadership, practices, and achievements of the Civil Rights Movement and Black Power Movement.

Terms to know include, but are not limited to: Black Panthers, Civil Rights Act (1964), Congress of Racial Equality (CORE), Freedom Riders, March on Washington, Nation of Islam, National Urban League, sit-ins, social activism, Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC). **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 15: The Civil Rights Movement**

Timeline 1954-1968: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.”

Timeline – 1954-1968

1954 - Brown vs. Board of Education – overturns Plessy vs. Ferguson; says separate but equal is unconstitutional

1955 – Rosa Parks arrested for not giving up seat on bus to whites; sparks **Montgomery Bus Boycott**.

1960 – Lunch Counter “**Sit-Ins**” spark waves of civil rights protest; **SCLC** created by MLK, Jr.

1963 – “**I have a dream**” speech given by **MLK** – speech for civil rights

1963 – **Lyndon Johnson President** – launches “**Great Society**” program to end poverty and racism

1964 – **Civil Rights Act of 1964** – bans discrimination in education, employment, & public places

1965 – **Voting Rights Act of 1965** – bans literacy tests for voting

1965 – **Malcolm X (Nation of Islam)** – blamed whites for African American problems; assassinated

1966 – **Miranda vs. Arizona**- police must read suspects their rights

1967 – Thurgood Marshall – first black justice of the Supreme Court

1968 – James Earl Ray assassinated MLK, Jr. – hurts Civil Rights movement

1968 – Sirhan Sirhan assassinated **Robert Kennedy**, JFK’s brother; **Richard Nixon** voted President

Reading Activity:

The 1964 Civil Rights Act made racial discrimination in public places, such as theaters, restaurants and hotels, illegal. It also required employers to provide equal employment opportunities. Projects involving federal funds could now be cut off if there was evidence of discriminated based on color, race or national origin.

The Civil Rights Act also attempted to deal with the problem of African Americans being denied the vote in the Deep South. The legislation stated that uniform standards must prevail for establishing the right to vote. Schooling to sixth grade constituted legal proof of literacy and the attorney general was given power to initiate legal action in any area where he found a pattern of resistance to the law.

<http://www.spartacus.schoolnet.co.uk/USAcivil64.htm>

U.S. History Journal Question: What were some of the main goals attributed to the 1964 Civil Rights Act?

SAMPLE EOC QUESTION

Jackie Robinson Breaks Color Barrier in Major League Baseball”
“President Truman Issues Executive Order Desegregating Armed Forces”
“NAACP Challenges School Segregation”

These headlines are most closely associated with

- a. a decline in African American participation in political activities
- b. the beginning of the modern civil rights movement
- c. Southern resistance to the Civil Rights Act of 1964
- d. the effects of affirmative action programs

SAMPLE EOC QUESTION

The data in this chart support the conclusion that between 1960 and 1990

Year	Women	Men	Women's Earnings as a Percent of Men's	Earnings Gap in Constant 1990 Dollars
1960	\$ 3,257	\$ 5,368	60.7	\$ 8,589
1970	5,323	8,966	59.4	11,529
1980	11,197	18,612	60.2	11,776
1990	19,822	27,678	71.6	7,856

Source: Bureau of the Census

- a. government failed to pass laws that granted women equal access to jobs
- b. the earnings gap between men and women was only slightly improved
- c. women’s earnings consistently increased faster than those of men
- d. most higher paying jobs were still not legally open to women

SAMPLE EOC QUESTION

...You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may want to ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."...

— Dr. Martin Luther King Jr.,
"Letter from Birmingham Jail," April 16, 1963

Which statement most accurately summarizes the main idea of the passage?

- a. People must obey Supreme Court decisions.
- b. You can never break some laws while obeying others.
- c. Violence brings faster results than peaceful protest.
- d. Following moral principles is sometimes more important than following the law.

Which type of action against unjust laws is Dr. Martin Luther King Jr. supporting in this passage?

- a. militant resistance
- b. civil disobedience
- c. judicial activism
- d. affirmative action

SAMPLE EOC QUESTION

Lunch counter sit-ins and the actions of freedom riders are examples of

- a. steps taken in support of the Americans with Disabilities Act
- b. programs dealing with affirmative action
- c. violent acts by the Black Panthers
- d. nonviolent attempts to oppose segregation

Extension Activity: Access the following link, read the article and watch the videos about the Civil Rights Movement. Then write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #15?

Link to Extension Activity Article: <http://www.history.com/topics/selma-montgomery-march>

Concept #16: SS.912.A.7.8 Significant Supreme Court Decisions

What you need to know...

- You need to know the significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- You need to know the short- and long-term impact of significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights on society in the United States.
- You need to know how significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights both united and divided groups of people in the United States.

Terms to know include, but are not limited to: affirmative action, American Indian Movement (AIM), *Brown v. Board of Education* (1954), Equal Rights Amendment (ERA), *Gideon v. Wainwright* (1963), *Gray Panthers*, *Regents of the University of California v. Bakke* (1978), *Roe v. Wade* (1973), *United Farm Workers (UFW)*, *Wounded Knee* (1973). **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 16: Significant Supreme Court Decisions..**

Timeline 1954-1989: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as “important.”

Timeline – 1954-1989

1954 - *Brown v. Board of Education of Topeka*
1961 - *Mapp v. Ohio*
1963 - *Gideon v. Wainwright*
1964 - *Escobedo v. Illinois*
1965 - *Griswold v. Connecticut*
1966 - *Miranda v. Arizona*
1978 - *Regents of the University of California v. Bakke*
1971 - *Swann v. Charlotte-Mecklenburg Board of Education*
1973 - *Roe v. Wade*
1989 - *Webster v. Reproductive Health Services*

Reading Activity: *We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”*

—*Brown v. Board of Education* (1954)

U.S. History Journal Question: Explain and interpret in your own words the significance of this landmark United States Supreme Court case, especially regarding schools in the United States.

SAMPLE EOC QUESTION

What is the main idea of this cartoon from the Watergate era?



Source: Herblock, *America, the Glorious Republic*, Houghton Mifflin Co.

- a. The Supreme Court presides over a presidential impeachment trial.
- b. Congress has to obey the Constitution.
- c. The president has the final word involving constitutional issues.
- d. No person or group is above the law.

SAMPLE EOC QUESTION

In the 1960s, which issue was the focus of the Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona*?

- a. freedom of the press
- b. racial segregation
- c. rights of the accused
- d. interstate commerce

Extension Activity: Access the following link, select THREE significant Supreme Court Cases and summarize them in your history journal. Answer the following questions: What is the long lasting societal impact of each case? Why is this information important for you to understand/master concept #16?

Link to Extension Activity Article: <http://www.streetlaw.org/en/landmark/home>

Concept #17: SS.912.A.7.11 U.S. Foreign Policy, 1972-Present

What you need to know...

- Students will identify and/or evaluate the significance of events and actions relating to United States foreign policy in Africa, Asia, the Caribbean, Latin America, and the Middle East.
- You will need to know the social, political, and economic impact of United States foreign policy pertaining to Africa, Asia, the Caribbean, Latin America, and the Middle East on society and culture in the United States.
- You will need to know the humanitarian, political, and economic factors that motivated United States foreign policy relating to Africa, Asia, the Caribbean, Latin American, and the Middle East.
- You will need to know the influence of the media on public opinion concerning foreign policy initiatives taken by the United States relating to Africa, Asia, the Caribbean, Latin America, and the Middle East.

Terms to know include, but are not limited to: apartheid, glasnost, globalization, inflation, terrorism. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 17: U.S. Foreign Policy 1972-Present.**

Timeline 1972-Present: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

1973 – U.S. Energy Crisis – fuel shortage in U.S. due to OPEC raising prices

1973 – U.S. withdraws from Vietnam; North Vietnam overtakes South after departure

1974 - Richard Nixon resigns to avoid impeachment; **Gerald Ford** President – **pardons** Nixon; Ford is only President never voted into office.

1976 – Jimmy Carter elected President

1978 – Camp David Accords – Carter negotiates peace between Egypt and Israel

1979 – Three Mile Island – nuclear power accident causes concern of nuclear safety

1980 – Ronald Reagan elected 40th President

1981 – Iran releases U.S. embassy hostages released after 444 days in captivity.

1983 – Strategic Defense Initiative (a.k.a. STAR WARS) – space based missile defense proposed

1986 – Space Shuttle Challenger explodes on takeoff, crew killed; space program never the same

1986 – U.S. bombs Libya for supporting Palestinians

1988 – Osama Bin Laden founds Islamist group **Al Qaeda**

1989 – Chinese government crushes pro-democracy revolt in **Tiananmen Square**

1989 – Berlin Wall falls (Reagan feels its U.S.'s greatest accomplishment of the era)

1990 – Saddam Hussein orders invasion of **Kuwait; starts Operation Desert Storm**

1991 – Soviet Union collapses

1992 – Bill Clinton President; appoints Janet Reno first female attorney general

1992 - The Bosnian conflict begins

1993 – Israeli – Palestinian peace accord signed

1994 – United States, Mexico, and Canada sign NAFTA

1995 – The World Trade Organization is established

2001 – George W. Bush President

2001 – Terrorist attack the World Trade Center and the Pentagon

2003 – The United States invades Iraq

2008 – Barack Obama President

2010 – The United States withdraws many troops from Iraq

Synthesizing Information Activity: Read and interpret below key foreign policy decisions, actions and initiatives taken by U.S. Presidents.

CARTER

- **Emphasis on human rights**
- **Panama Canal Treaty**
- **Camp David Accords**
- **Response to Soviet Invasion of Afghanistan**
- **SALT II**
- **Response to the Iran Hostage Crisis**

REAGAN

- **Measures to Oppose Communist Expansion in Central America**
 - El Salvador
 - Nicaragua (support of the Contras)
- **Reagan Doctrine: Support Freedom Fighters Opposing Hard-Line Leftists and Communist Regimes**
- **Intervention in:**
 - Grenada – invasion in 1983
 - Lebanon – U.S. marines joined multinational forces
- **Bombing of Libya: Response to Terrorism**
- **New Disarmament Treaties – START I**

George H.W. Bush

- **Implementation of START I**
- **Support for Pro-Democracy Movement in China, Tiananmen Square (1989)**
- **Persian Gulf War – Operation Desert Storm**
- **NAFTA**
- **End to *apartheid* in South Africa**

Clinton

- **Clinton Peace Initiative in the Middle East: Palestine and Israel**
- **The Failed Invasion of Somalia (1993)**
- **Civil Wars in Bosnia and Yugoslavia**
- **1995 World Trade Center bombing**
- **Peacekeeping mission in Haiti**
- **Focused on increasing trade with China**

George W. Bush

- **Bush Doctrine: Pre-emption**
- **The Invasion of Afghanistan**
- **The Invasion of Iraq**
- **Humanitarian Initiatives in Africa**
- **War on Terrorism**

Obama

- **Executive Order for Closure of Guantanamo Bay Detention Facilities**
- **Ending war in Iraq**
- **Strategy for Afghanistan, Pakistan**
- **START Treaty**
- **Arab Spring**
- **Libya**

U.S. History Journal Question: Explain how has foreign policy decisions shifted to particular areas around the world depending on the Presidency and era.

Interpreting Information Activity:

“To overcome extremism, we must also be vigilant in upholding the values our troops defend – because there is no force in the world more powerful than the example of America. That is why I have ordered the closing of the detention center at Guantanamo Bay, and will seek swift and certain justice for captured terrorists – because living our values doesn’t make us weaker, it makes us safer and it makes us stronger.”

BARACK OBAMA, Address to Joint Session of Congress

U.S. History Journal Question: Based on the following quotation and President Obama’s foreign policy agenda, what conclusion can be drawn?

EOC SAMPLE PRACTICE

In the United States in the 1990’s, cuts in defense spending have been proposed because

- a. Japan has assumed the peacekeeping responsibilities of the United Nations**
- b. military technology has become less expensive**
- c. the United States has returned to an isolationist foreign policy**
- d. communist governments in Eastern Europe and the former Soviet Union have collapsed**

EOC SAMPLE PRACTICE

President Jimmy Carter’s decision to criticize South Africa’s apartheid policy and President Bill Clinton’s decision to send troops to Bosnia were both responses to

- a. human rights abuses**
- b. civil wars**
- c. immigration policies**
- d. trade agreement violations**

EOC SAMPLE PRACTICE

Which event led directly to the end of the cold war?

- a. reunification of Germany**
- b. formation of the European Union**
- c. breakup of the Soviet Union**
- d. creation of the North Atlantic Treaty Organization (NATO)**

Extension Activity: Access the following link, listen to the audio clip, “Perestroika and Glasnost,” and write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #17?

Link to Extension Activity Article: <http://www.history.com/topics/perestroika-and-glasnost/speeches#mikhail-gorbachev-resigns>

Concept #18: SS.912.A.7.12 Globalization, Terrorism, and Social Movements from 1970 - 2010

What you need to know...

- You will need to know how noted global and/or domestic events shaped the political, economic, and social issues and concerns of people living in the United States.
- You will need to know the domestic issues that have both united and divided social, cultural, ethnic, religious, economic, and political groups in the United States.
- You will need to know the political, economic, and social implications of the United States' role as a global leader.
- You will need to know both domestic and international consequences of global leadership.
- You will need to know the various social and political perspectives relating to domestic and international issues.
- Items should primarily focus on the latter part of the twentieth century to the present.

Terms to know include, but are not limited to: 9-11, al-Qaeda, Camp David Accords, election of 2000, immigration, Iran hostage crisis, jihad, migration, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC), Palestinian Liberation Organization (PLO), social movements, terrorism. **Look up these terms on the Internet and include their definitions in your U.S. History Journal. Label them: Concept 18: Globalization, Terrorism, and Social Movements 1970-2010.**

Timeline 1970-2010: After reading the extension activity article, select the most important events from the timeline below and record them in your U.S. History Journal. For each event select, write a short statement of why you selected that event as "important."

1971 – Pentagon Papers – 7,000 page document outlining U.S. government plan in Vietnam; shows gov't was not telling truth to public.

1972 – Watergate Scandal – Nixon authorizes break-in and wiretapping of Democratic National Committee headquarters in Watergate complex in Washington, D.C.

1973 – Roe vs. Wade – legalizes abortion (up to 3 months)

1973 - U.S. Energy Crisis – fuel shortage in U.S. due to OPEC raising prices

1973 – U.S. withdraws from Vietnam; North Vietnam overtakes South after departure

Richard Nixon resigns to avoid impeachment; **Gerald Ford** President – **pardons** Nixon; Ford is only President never voted into office.

1976 – Jimmy Carter elected President

1978 – Camp David Accords – Carter negotiates peace between Egypt and Israel

1979 – Three Mile Island – nuclear power accident causes concern of nuclear safety

1980 – Ronald Reagan elected 40th President

1981 – Iran releases U.S. embassy hostages released after 444 days in captivity.

1983 – Strategic Defense Initiative (a.k.a. STAR WARS) – space based missile defense proposed

1986 – Space Shuttle Challenger explodes on takeoff, crew killed; space program never the same

1986 – U.S. bombs Libya for supporting Palestinians

1988 – Osama Bin Laden founds Islamist group **Al Qaeda**

1989 – Chinese government crushes pro-democracy revolt in **Tiananmen Square**

1989 – Berlin Wall falls (Reagan feels its U.S.'s greatest accomplishment of the era)

1990 – Saddam Hussein orders invasion of **Kuwait; starts Operation Desert Storm**

1992 – Bill Clinton President; appoints Janet Reno first female attorney general

1992 - The Bosnian conflict begins

1993 – Israeli – Palestinian peace accord signed

1994 – United States, Mexico, and Canada sign NAFTA

1995 – The World Trade Organization is established

2001 – George W. Bush President

2001 – Terrorist attack the World Trade Center and the Pentagon

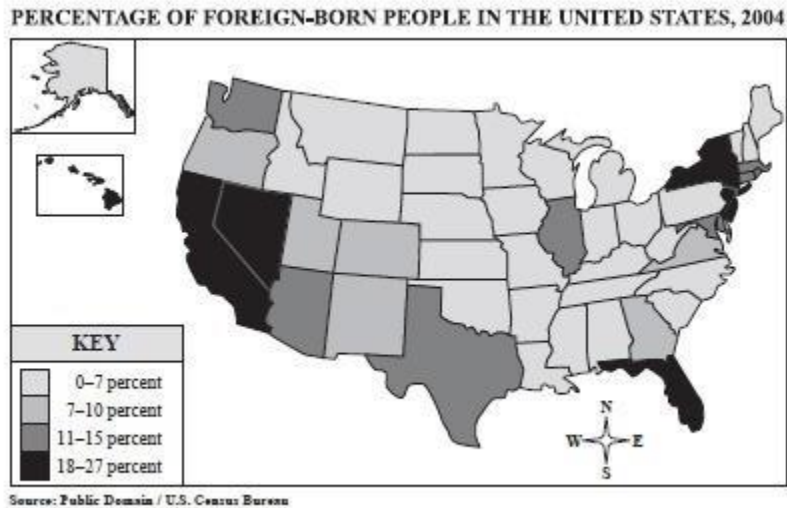
2003 – The United States invades Iraq

2008 – Barack Obama President

2010 – The United States withdraws many troops from Iraq

Interpreting Graph Activity:

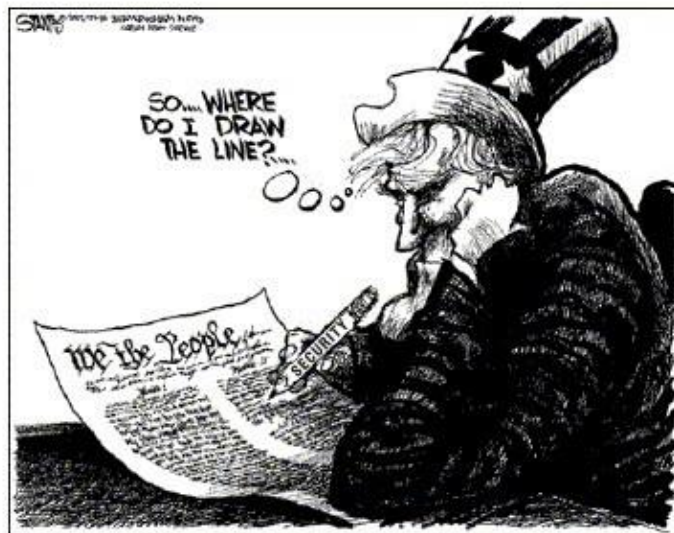
The map below provides information about population in the United States



U.S. History Journal Question: Based on the information presented on the map, what can you conclude about immigration trends?

SAMPLE EOC QUESTION

Which issue is the central focus of this cartoon drawn after September 11, 2001?



Source: Scott Stantis, *The Birmingham News*, June 27, 2002
(adapted)

- Is there a need to give up some civil liberties to protect the nation?
- Should the United States reduce oil imports from the Middle East?
- Does the United States need fewer limits on immigration?
- Should the United States abandon the Constitution?

SAMPLE EOC QUESTION

The North American Free Trade Agreement (NAFTA) and the European Union (EU) both seek to expand trade within their organizations by

- a. prohibiting imports from nonmember nations
- b. creating a common currency and parliament
- c. lowering tariffs and eliminating import quotas between member nations
- d. forming military alliances

SAMPLE EOC QUESTION

Use the following table and your knowledge of U.S. History to answer the following question.

Political Party	Presidential Nominee	Electoral College Vote	Electoral College Vote Percent	Popular Vote Number	Popular Vote Percent
Republican	George W. Bush	271	50.4	50,456,062	47.9
Democratic	Albert Gore, Jr.	266	49.4	50,396,582	48.4

Which generalization about United States presidential elections is most clearly supported by the data in this chart?

- a. A candidate can win the election without a majority of the popular vote
- b. Third-party candidates have no effect on presidential elections
- c. Electoral college votes determine the will of the majority of voters
- d. Voter participation in national elections is declining

SAMPLE EOC QUESTION

Base your answer to the question below on the cartoon below and on your knowledge of social studies



Which statement best describes the main idea of the cartoon?

- A. Iraq is using terrorism to end American military occupation.
- B. Iraq is rejecting help from the United States against terrorists.
- C. The United States and terrorists are competing to influence Iraq.
- D. Iraq is catching up to the United States in the war on terror.

Extension Activity: Access the following link, read the articles and watch the video clips about the Camp David Accords. Then, write in your U.S. History Journal a brief summary of the important information found in the article. Answer this question after your summary: Why is this information important for you to understand/master concept #18?

Link to Extension Activity Article: <http://www.history.com/topics/jimmy-carter>

Please note: ALL US History EOC Sample Questions are from the Escambia County School District – Social Studies website. Many of the reading and interpreting information activity questions are from the Miami Dade County Public Schools – Social Studies US History EOC Lesson Plans.