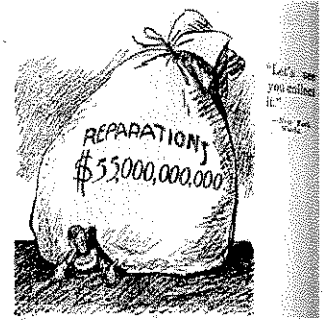
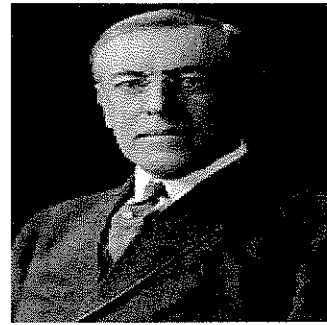


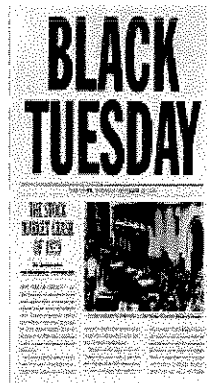
Two thousand miles from tip to tip.—Philadelphia Press



History 102 – Unit 2 – Cultural Conflict, Bubble & Bust

Name _____

Period _____



UNIT 2 - KEY CONCEPTS & ESSENTIAL QUESTIONS

DOMESTIC & GLOBAL CHALLENGES, 1890- 1945

Textbook chapters	Maps & documents
Chapter 21- An Emerging World Power	1. "The War Prayer," by Mark Twain
Chapter 22 – Conflict, Bubble, & Bust	2. Roosevelt Corollary to the Monroe Doctrine, 1904
Chapter 23 – Managing the Great Depression	3. "The New Nationalism," Theodore Roosevelt
Chapter 24 – The World at War	4. FDR's first inaugural address, 1933
	5. The Atlantic Charter, 1941

Period 7 – Key Concept Questions

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

Essential Questions

Essential Questions: Think about these questions **before, during, and after** the reading. They are very general; there is no specifically correct answer. If you understand their complexity and feel confident in using information from the text and the supplementary reading in answering these questions, you should understand the major themes from this period.

1. Why did the US transform from a rural to industrial society? How did this affect the lives of women and other Americans?
2. Why did citizens and government officials call for increased intervention in the economy?
3. How did the New Deal change the relationship between the government and the economy?
4. Big Idea Questions:
5. How did technology transform the standard of living in the United States?
6. What factors led to immigration restrictions during the 1920s?
7. What caused internal migration to increase drastically in the United States during the first half of the 20th century?
8. What were arguments for and against US expansion overseas in the late 19th/early 20th centuries?
9. How did WWI and WWII challenge the US' tradition of neutrality? What ways did the US change its views and remain the same?
10. What impacts did WWII have on the home front, as well as the US position in the world?

Suggestions for required and extra work outside readings:

1. Herbert Hoover and the Crisis of American Individualism" and "Franklin D. Roosevelt: The Patrician as Opportunist," from *The American Political Tradition: And the Men Who Made It*, by Richard Hofstadter.
2. Any 30 to 50 pages from the early part, that on the Great Depression, from *Freedom From Fear: The American People in Depression and War, 1929-1945*, by David M. Kennedy [ISBN0-19-5038834-7].

UNIT 2 – WORD WALL

TERM	DEFINITION OF TERM FOR THIS ERA
American Exceptionalism	
“Remember the Maine”	
Teller Amendment	
Platt Amendment	
Open Door Policy	
Panama Canal	
Roosevelt Corollary	
Zimmerman Telegram	
War Industries Board	
National War Labor Board	
Sedition Act of 1918	
Great Migration	
National Women’s Party	
Fourteen Points	
League of Nations	
Treaty of Versailles	
Red Scare	

Sheppard-Towner Federal Maternity Infancy Act	
Women's International League for Peace and Freedom	
Teapot Dome	
Dollar Diplomacy	
Prohibition	
American Civil Liberties Union	
Scopes Trial	
National Origins Act	
Ku Klux Klan	
Harlem Renaissance	
Universal Negro Improvement Association	
Pan-Africanism	
Lost Generation	
Consumer Credit	
Flapper	
Smoot-Hawley Tariff	
Bonus Army	
Fireside Chats	

Hundred Days	
Glass-Steagall Act	
Agricultural Adjustment Act	
Civilian Conservation Corps	
Federal Housing Administration	
Securities and Exchange Commission	
Townsend Plan	
Welfare State	
Wagner Act	
Social Security Act	
Works Progress Administration	
Roosevelt Recession	
Indian Reservation Act	
Dust Bowl	
Tennessee Valley Authority	
Rural Electrification Administration	
Fascism	

National socialist (nazi) party	
Rome-Berlin Axis	
Neutrality act of 1935	
Munich conference	
Committee to defend America by aiding the allies	
Four freedoms	
Lend-lease act	
Atlantic charter	
Pearl harbor	
War Powers act	
Revenue act	
Code talkers	
Executive order 8802	
Zoot suits	
Executive order 9066	
d-day	
Holocaust	
Manhattan project	

UNIT 2 – KEY INDIVIDUALS

INDIVIDUAL	IMPORTANT CONTRIBUTIONS TO THIS UNIT
Theodore Roosevelt	
Alfred Mahan	
Queen Liliuokalani	
Emilio Aguinaldo	
Porfirio Diaz	
Woodrow Wilson	
Herbert Hoover	
Alice Paul	
A. Mitchell Palmer	
Nicola Sacco and Bartolomeo Vanzetti	
Henry Ford	
Leo Frank	
Zora Neale Hurston	
Louis Armstrong	
Marcus Garvey	

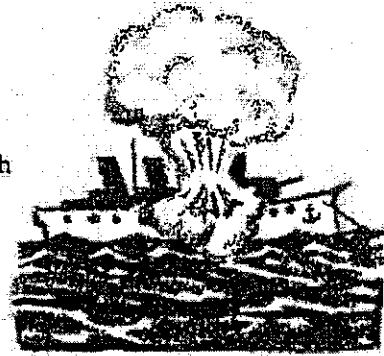
Adolph Zukor	
Herbert Hoover	
Franklin Delano Roosevelt	
Father Charles Coughlin	
Huey Long	
Frances Perkins	
Eleanor Roosevelt	
Mary McLeod Bethune	
Benito Mussolini	
Adolf Hitler	
Hideki Tojo	
Charles A Lindbergh	
Winston Churchill	
Harry S. Truman	
Gordon Hirabayashi	
Dwight D. Eisenhower	

Art Artifact Analysis

Name of Art _____

Evidence From Text "What I See"	Claims: What I Think	Reasoning "How I Know"
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

THE SPANISH-AMERICAN WAR



- (1) During the Age of Exploration, Spain established a vast empire in North and South America. The Spanish ruled these lands for hundreds of years until the 1820's when most of the colonies rebelled and gained their independence. But Cuba and Puerto Rico, two islands in the West Indies, remained under Spanish control. Then, in 1895, a revolution broke out in Cuba as people demanded freedom and self-government. Spanish authorities put thousands of Cubans in prison camps where many died of hunger and disease. American newspapers, especially those owned by William Randolph Hearst and Joseph Pulitzer, carried front page stories about the rebellion. In order to attract readers and sell more newspapers, articles were written which often exaggerated the facts and made the Spanish appear more cruel than they really were. Such news reporting, aimed at increasing circulation, came to be known as the "yellow press." It aroused the emotions of the American people and made them sympathetic to the Cuban cause.

On the map:

- (a) Label CUBA, PUERTO RICO, and the UNITED STATES.
- (b) In box 1 print: 1895: The Cubans rebel against Spanish rule.
- (c) In box 2 print: The "yellow press" stirs American sympathies for the Cuban people.

- (2) The rebels in Cuba continued their fight for independence. Meanwhile, the yellow press of Hearst and Pulitzer kept up a steady stream of sensational stories about the mistreatment of the Cuban people. They falsely reported that one-fourth of the Cuban population had died. The governor-general of Cuba was given the nickname "the butcher." Public opinion in the United States began to favor sending military forces to the island. American businessmen feared for the investments they had made in sugar and tobacco plantations there. President William McKinley ordered the U.S. battleship "Maine" to Cuba to protect American lives and property. Three weeks after arriving in Havana harbor, an explosion ripped the ship apart and killed 260 men on board. Spanish and American investigators were unable to determine what caused the explosion. But the yellow press put the blame squarely on the Spanish. Hearst and Pulitzer insisted that the United States declare war. "Remember the Maine" became a popular slogan. President McKinley sent three notes to Spain demanding independence for Cuba, but the Spanish ignored his requests. On April 25, 1898, Congress declared war on Spain.

On the map:

- (a) In box 3 print: President William McKinley orders the battleship "Maine" to Cuba.
- (b) Next to Havana, Cuba, print: An explosion destroys the "Maine."
- (c) Inside of the United States print: "Remember the Maine."
- (d) In box 4 print: April 25, 1898: Congress declares war on Spain. The Spanish-American War begins.

- (3) The United States was unprepared for combat at the beginning of the Spanish-American War. There were few young and capable officers. Old rifles were handed out to thousands of inexperienced troops. The men were forced to eat canned food that they swore tasted like "dead meat." Woolen uniforms were given to the soldiers even though the war was being fought in a warm tropical climate. Despite these handicaps, the U.S. Army won an easy victory over the poorly led and sadly organized Spanish forces. The U.S. Navy also distinguished itself, mainly because

it had a number of new steel ships. The Spanish fleet was still made up mostly of wooden ships.

The first major battle of the war took place in the Philippine Islands, which at that time belonged to Spain. Commodore George Dewey took six American ships from Hong Kong to Manila Bay. He destroyed the entire Spanish fleet of ten ships without losing any of his own vessels, and without the loss of a single American life. Land troops arrived later and forced the city of Manila, the capital of the Philippines, to surrender.

In Cuba, the U.S. Navy cornered a second Spanish fleet in the harbor at Santiago. Meanwhile, an American army landed to the east of the city and began closing in on the Spanish defenders. It was during this campaign that Theodore Roosevelt and the "Rough Riders" became national heroes. Roosevelt had resigned his position as Assistant Secretary of the Navy in order to go to Cuba. The Rough Riders, a volunteer cavalry regiment, were made up of an assortment of cowboys, miners, and lawmen from the West, and college athletes, socialites, and polo players from the East. The Rough Riders captured San Juan Hill on the outskirts of Santiago. This highly publicized victory gave a big boost to the political career of Theodore Roosevelt.

The commander of the Spanish fleet at Santiago decided to sail out to sea. But as his ships left the harbor, each one was destroyed or forced out of action. Santiago then surrendered. A week later, Major General Nelson A. Miles led an invasion of Puerto Rico. Within a few days, the entire island was under American control.

The Spanish-American War came to an end on August 13, 1898, just four months after it had begun. The U.S. victory was so overwhelming that more American soldiers died of disease than were killed by Spanish bullets. The war cost fewer than 400 battle deaths compared with 4,600 lives lost from dysentery, typhoid, malaria, and yellow fever.

On the map:

- (a) Trace arrow 1 from Hong Kong to the Philippine Islands. Print George Dewey next to it.
- (b) Next to Manila print: Dewey destroys Spain's Pacific fleet.
- (c) Trace arrow 2 to Santiago. Print U.S. Navy next to it.
- (d) Next to Santiago print: Rough Riders capture San Juan Hill. Spanish fleet destroyed.
- (e) Trace arrow 3 to Puerto Rico. Print Nelson A. Miles captures the Spanish island of Puerto Rico.

- (4) In the Treaty of Paris, which ended the Spanish-American War, Spain gave Cuba its freedom. Spain ceded the Philippines, Puerto Rico, and the island of Guam in the Pacific Ocean to the United States. The United States agreed to pay Spain \$20 million for public property in the Philippine Islands.

The conflict with Spain, in the words of U.S. diplomat John Hay, had been a "splendid little war." But although it was short and one-sided, it had far-reaching consequences for the United States. Cuba, though independent, continued to depend upon the United States for economic aid and military protection. The acquisition of Puerto Rico, Guam, and the Philippines made the U.S. responsible for governing millions of people in distant lands. Our country became much more involved in foreign affairs. The impressive victories of the American navy showed other countries that the United States was now a world power. More powerful battleships had to be built and the army needed to be reorganized to correct weaknesses that were revealed in the war. The Spanish-American War also showed the need for a canal that would link the Caribbean Sea and Pacific Ocean, and thus led to the building of the Panama Canal.

On the map:

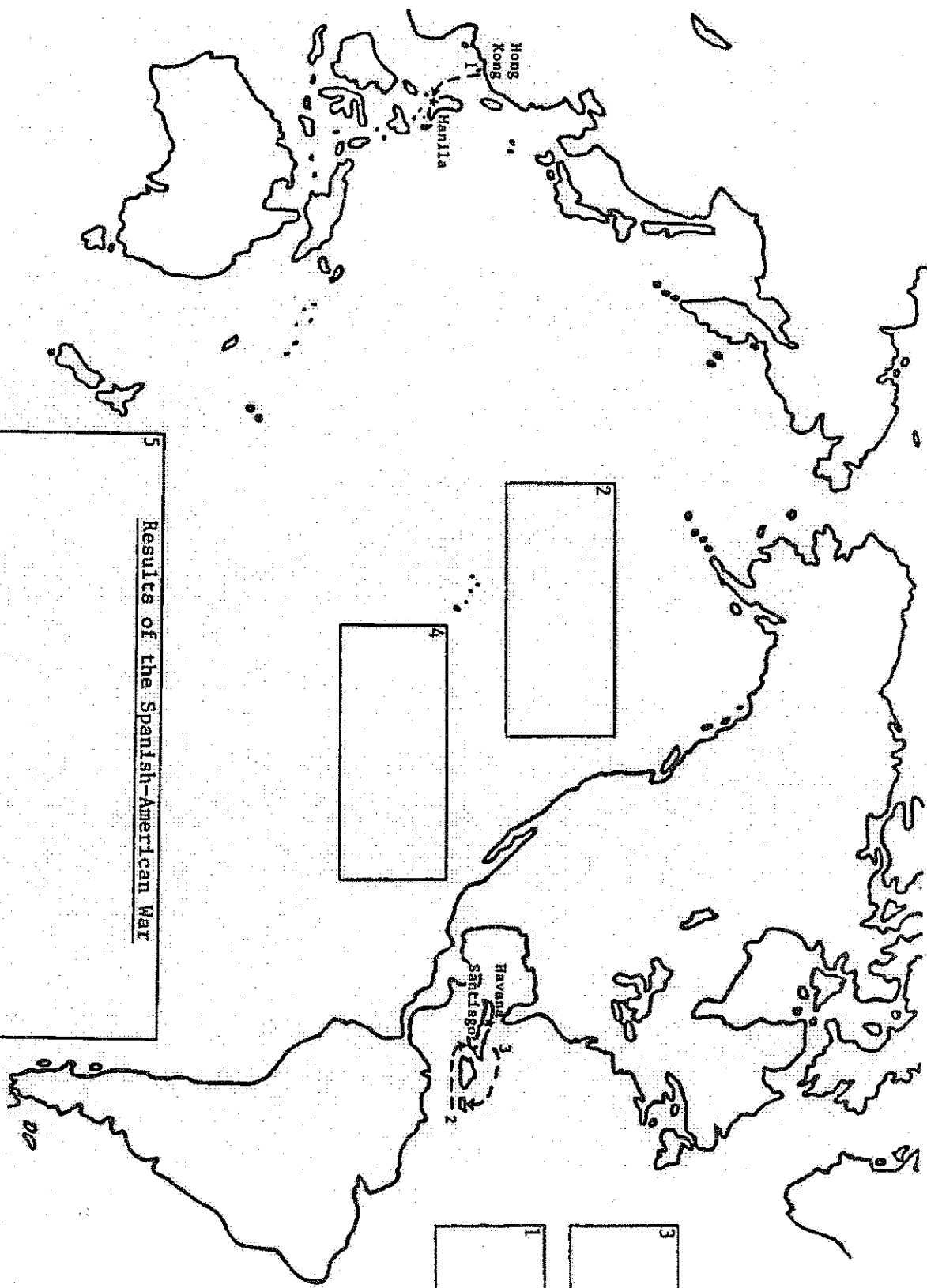
List the results of the Spanish-American War inside of box 5:

1. Spain gave Cuba its independence.
2. Spain ceded Puerto Rico, Guam, and the Philippines to the United States.
3. The United States gave \$20 million to Spain for the Philippines.
4. The United States gave aid and protection to Cuba.
5. The United States became more involved in world affairs.
6. The army and navy were strengthened, and the U.S. became a military power.
7. The Panama Canal was built.

Questions Did the following events occur before, during, or after the Spanish-American War?

- (1) _____ An explosion sank the battleship "Maine" in Havana harbor.
- (2) _____ Major General Nelson A. Miles invaded Puerto Rico.
- (3) _____ Spain ceded Guam, Puerto Rico, and the Philippines to the United States.
- (4) _____ Joseph Pulitzer and William Randolph Hearst used the yellow press to boost sales of their newspapers.
- (5) _____ The Panama Canal was built.
- (6) _____ The United States became more involved in world affairs.
- (7) _____ An event occurred which boosted the political career of Theodore Roosevelt.
- (8) _____ Most of Spain's colonies rebelled and gained their independence, but Cuba and Puerto Rico remained under Spanish rule.
- (9) _____ The United States was responsible for governing people in foreign lands.
- (10) _____ Commodore George Dewey destroyed the Spanish fleet in Manila Bay.
- (11) _____ Disease claimed the lives of 4,600 American soldiers.
- (12) _____ A revolution broke out in Cuba in 1895.
- (13) _____ The army and navy were strengthened, and the United States became a military power.
- (14) _____ American businessmen began to worry about the sugar and tobacco investments they had made in Cuba.
- (15) _____ American land forces took control of Manila, the capital of the Philippines.
- (16) _____ Spain's Atlantic fleet was destroyed as it tried to escape from Santiago.
- (17) _____ Spain gave Cuba its independence.
- (18) _____ The United States paid Spain \$20 million for the Philippines.
- (19) _____ The Spanish ignored President William McKinley's demand that Cuba be given its independence.
- (20) _____ Theodore Roosevelt and the Rough Riders captured San Juan Hill.
- (21) _____ Separate investigations by Spanish and American authorities failed to discover who was responsible for the explosion aboard the "Maine." Most Americans blamed Spain for the incident, but the Spanish denied any involvement. Some historians believe that Cuban rebels may have blown up the ship. Given the fact that the Cubans and Americans were good friends who both disliked the Spanish, why might the rebels have destroyed the "Maine"?

- (22) _____ Some people have said that the Spanish-American War would never have occurred if it had not been for the articles written by the yellow press. What role did the yellow press play in bringing about the conflict between Spain and the U.S.?



5
Results of the Spanish-American War

1898

Beginning in the mid-1890s, American newspapers reported on the conflicts between the Spanish government and Cuban rebels. By 1898, President William McKinley's administration began to take an active interest in removing Cuba from Spanish control and giving the island independence within an American sphere of influence. This March 26, 1898, statement to the governor general of Cuba, Ramón Blanco, explains the official US position on the uprising in Cuba.

... The President's desire is for peace. He cannot look upon the suffering and starvation in Cuba save with horror. The concentration of men, women, and children in the fortified towns, and permitting them to starve, is unbearable to a Christian nation geographically so close as ours to Cuba. All this has shocked and inflamed the American mind, as it has the civilized world, where its extent and character are known.

It was represented to him in November that the Blanco government would at once release the suffering and so modify the Weyler order as to permit those who were able to return to their homes and till the fields from which they had been driven. There has been no relief to the starving except such as the American people have supplied. The reconcentration order has not been practically superseded.

There is no hope of peace through the Spanish arms. The Spanish government seems unable to conquer the insurgents. More than half of the island is under control of the insurgents. For more than three years our people have been patient and forbearing; we have patrolled our coast with zeal and at great expense, and have successfully prevented the landing of any armed force on the island. The war has disturbed the peace and tranquility of our people.

We do not want the island. The President has evidenced in every way his desire to preserve and continue friendly relations with Spain. He has kept every international obligation with fidelity. He wants an honorable peace. He has repeatedly urged the government of Spain to secure a peace. She still has the opportunity to do it, and the President appeals to her from every consideration of justice and humanity to do it. Will she? Peace is the desired end.

For your own guidance, the President suggests that if Spain will revoke the reconcentration order and maintain the people until they can support themselves, and offer the Cubans full self-government with reasonable indemnity, the President will gladly assist in its consummation. If Spain should invite the United States to mediate for peace and the insurgents would make like request, the President might undertake such office of friendship.

French Ensor Chadwick, *The Relations of the United States and Spain: Diplomacy* (New York: Charles Scribner's Sons, 1909), 557–558.

PRACTICING Historical Thinking

Identify: According to the cable, what conditions must Spain meet prior to US involvement in Cuban affairs?

Analyze: Why, according to this official US communication, does McKinley avoid acting unilaterally without Spanish involvement?

Evaluate: Determine the political and economic advantages to the United States of influence over Cuban affairs.

America Becomes a World Power
Video Discussion Questions

Directions: Answer the following questions as directed by your teacher.

1. Discuss how the United States tried to become a world power.
2. Compare and contrast the views of Imperialists and Anti-Imperialists.
3. How could the acquisition of Alaska benefit the United States?
4. Discuss some of the causes of the Spanish-American War.
5. Discuss the obstacles the United States had to face in order to gain control of the Caribbean and Pacific regions.
6. Discuss the United States motivation to become involved in China with the Open Door Policy and its effects on China.
7. Discuss the significance of Roosevelt's Great White Fleet.
8. Discuss the benefits the Panama Canal brought to the United States.
9. How does the Monroe Doctrine, created in 1823, emerge again in 1905?
10. Compare and contrast the foreign policies of the Roosevelt, Taft, and Wilson administration.

Experience Panama: Seven Wonders of the World Episode 5- Panama Canal
Video Questions:

- 1) What would a canal through Panama allow?
- 2) Which country began building the Canal?
- 3) Why would building this canal be difficult?
 - a. Geography:
 - b. Weather:
 - c. Disease:
- 4) Who took over building the canal after the French (ha ha) failure?
- 5) Why did President Roosevelt want the canal?
- 6) What did the Americans do to speed up the work and prevent mudslides?
- 7) Who was the real culprit of the disease, yellow fever?
- 8) What was done to eradicate this pest?
- 9) What did Stephens plan to do to make sure the canal was a success after the rains ruined his chances of digging through the mountains?
- 10) Which boat made the first trip through the canal?

Platform of the American Anti-Imperialist League

1899

Anti-Imperialist League members like Jane Addams and Mark Twain protested the United States' control of "protectorates" like the Philippines, Puerto Rico, and Guam after the Spanish-American War (1898).

We hold that the policy known as imperialism is hostile to liberty and tends towards militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm

that all men, of whatever race or color, are entitled to life, liberty and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is "criminal aggression" and open disloyalty to the distinctive principles of our government.

We earnestly condemn the policy of the present national administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods.

We demand the immediate cessation of the war against liberty, begun by Spain and continued by us. We urge that congress be promptly convened to announce to the Filipinos our purpose to concede to them the independence for which they have so long fought and which of right is theirs.

The United States have always protested against the doctrine of international law which permits the subjugation of the weak by the strong. A self-governing state cannot accept sovereignty over an unwilling people. The United States cannot act upon the ancient heresy that Might makes Right.

"Platform of the American Anti-Imperialist League," *The Commons* 39 (October 31, 1899): 2.

PRACTICING Historical Thinking

Identify: What rationale does the Anti-Imperialist League provide for the United States to leave these smaller islands?

Analyze: To what extent is US control over these protectorates similar to British control over the American colonies? Explain.

Evaluate: Compare this document to 18.2—the communique to the Spanish ambassador. Would the Anti-Imperialist League support this diplomatic cable and the war thereafter?

World War I – On The Homefront

DISCUSSION QUESTIONS

1. Explain the roles women had on the homefront during the war.
2. What was a result of women's efforts during the war?
3. Discuss how African-Americans felt about the war and why.
4. Explain what the Great Migration was and why it occurred.
5. Discuss some of the causes for the race riots.
6. Describe the Espionage Act of 1917, the Sedition Act of 1918, and their effects.
7. Describe the final events of the war that finally led to peace.
8. List and explain the plan presented by President Wilson with the Fourteen Point Plan.
9. Explain the purpose of the Treaty of Versailles and its outcomes.
10. Explain the purpose of the League of Nations and its outcomes.

DOCUMENT 17.7 | Espionage Act

1917

The Espionage Act of 1917 was passed by Congress soon after the United States entered World War I, and it reflected popular anxieties about the loyalties of recent immigrants from countries that were now at war with the nation.

Sec. 2. (a) Whoever, with intent or reason to believe that it is to be used to the injury of the United States or to the advantage of a foreign nation, communicates, delivers, or transmits, or attempts to, or aids or induces another to, communicate, deliver, or transmit, to any foreign government, or to any faction or party or military or naval force within a foreign country, whether recognized or unrecognized by the United States, or to any representative, officer, agent, employe[e], subject, or citizen thereof, either directly or indirectly, any document, writing, code book, signal book, sketch, photograph, photographic negative, blue print, plan, map, model, note, instrument, appliance, or information relating to the national defence, shall be punished by imprisonment for not more than 20 years. . . .

Sec. 3. Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States or to promote the success of its enemies and whoever, when the United States is at war, shall willfully cause or attempt to cause insubordination, disloyalty, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct the recruiting or enlistment service of the United States, to the injury of the service or of the United States, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than 20 years, or both. . . .

Sec. 5. Whoever harbors or conceals any person who he knows, or has reasonable grounds to believe or suspect, has committed, or is about to commit, an offence under this title shall be punished by a fine of not more than \$10,000 or by imprisonment for not more than two years, or both. . . .

Sec. 8. The provisions of this title shall extend to all territories, possessions, and places subject to the jurisdiction of the United States whether or not contiguous thereto, and offences under this title when committed upon the high seas or elsewhere within the admiralty and maritime jurisdiction of the United States and outside the territorial limits thereof shall be punishable hereunder.

United States Naval Institute Proceedings, vol. 43, pt. 2 (Annapolis, MD: US Naval Institute), 1582–1583.

PRACTICING Historical Thinking

Identify: List the main consequences for causing injury to the United States during wartime, according to this act.

Analyze: Do the consequences for these offenses appear fair and consistent? Explain.

Evaluate: Does the Espionage Act appear similar to earlier federal acts pertaining to domestic security? Locate one or two other examples in this textbook that predate the Espionage Act, and determine the kinds of events that are repeated in each era.

DOCUMENT 17.8 | Sedition Act

1918

One year after Congress passed the Espionage Act, it passed the Sedition Act of 1918, which amended the earlier law to include the fining and imprisonment of United States citizens who were found guilty of committing sedition against the government.

SECTION 3. Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports, or false statements, . . . or . . . incite . . . insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct . . . the recruiting or enlistment service of the United States, . . . [or] shall willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States, . . . or shall willfully display the flag of any foreign enemy, or shall willfully . . . urge, incite, or advocate any curtailment of production . . . [or] advocate, teach, defend, or suggest the doing of any of the acts or things in this section enumerated, and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both. . . .

1919 Supplement to United States Compiled Statutes, vol. 2 (St. Paul, MN: West, 1920), 2355–2356.

PRACTICING Historical Thinking

Identify: What significant differences in language do you observe between this document and the Espionage Act (Doc. 17.7)?

Analyze: Given the changes in language in the second document, how does the message change?

Evaluate: To what extent does the Sedition Act of 1918 repeat the elements of the first Sedition Act (Doc. 5.18), which was passed almost a hundred twenty years earlier?

1919

President Wilson imagined the end of the First World War as an opportunity to make the world safe for democracy and free of warfare. An international legislature, known as the League of Nations, was an important part of his vision, but it was rejected by Republicans, who controlled the US Senate. The following speech was delivered on September 25, 1919, and was one of Wilson's final addresses in support of the League of Nations.

. . . Reflect, my fellow citizens, that the membership of this great league is going to include all the great fighting nations of the world, as well as the weak ones. It is not for the present going to include Germany, but for the time being Germany is not a great fighting country. All the nations that have power that can be mobilized are going to be members of this league, including the United States. And what do they unite for? They enter into a solemn promise to one another that they will never use their power against one another for aggression; that they never will impair the territorial integrity of a neighbor; that they never will interfere with the political independence of a neighbor; that they will abide by the principle that great populations are entitled to determine their own destiny and that they will not interfere with that destiny; and that no matter what differences arise amongst them they will never resort to war without first having done one or other of two

things—either submitted the matter of controversy to arbitration, in which case they agree to abide by the result without question, or submitted it to the consideration of the council of the league of nations, laying before that council all the documents, all the facts, agreeing that the council can publish the documents and the facts to the whole world, agreeing that there shall be six months allowed for the mature consideration of those facts by the council, and agreeing that at the expiration of the six months, even if they are not then ready to accept the advice of the council with regard to the settlement of the dispute, they will still not go to war for another three months. In other words, they consent, no matter what happens, to submit every matter of difference between them to the judgment of mankind, and just so certainly as they do that, my fellow citizens, war will be in the far background, war will be pushed out of that foreground of terror in which it has kept the world for generation after generation, and men will know that there will be a calm time of deliberate counsel. The most dangerous thing for a bad cause is to expose it to the opinion of the world. The most certain way that you can prove that a man is mistaken is by letting all his neighbors know what he thinks, by letting all his neighbors discuss what he thinks, and if he is in the wrong you will notice that he will stay at home, he will not walk on the street. He will be afraid of the eyes of his neighbors. He will be afraid of their judgment of his character. He will know that his cause is lost unless he can sustain it by the arguments of right and of justice. The same law that applies to individuals applies to nations.

PRACTICING Historical Thinking

Identify: Reread Wilson's speech, noting all references to words related to violence (such as "war" and "terror"). What effect does this language have on the overall speech?

Analyze: What does Wilson mean when he states, "The most dangerous thing for a bad cause is to expose it to the opinion of the world"? What assumption does he make about the global society?

Evaluate: According to Wilson, what will give the league its authority? How will this authority, in theory, keep aggressive nations from attacking others?

The Zimmermann Note

Primary Source

On January 19, 1917, Arthur Zimmermann, the German foreign minister, sent the following coded telegram to the German ambassador in Mexico. British intelligence agents decoded the telegram and passed it on to the U.S. government. How do you think Americans reacted when this telegram was published on March 1?

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 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 for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we 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.

Discussion Questions

1. According to this telegram, what did the German government decide to begin on February 1, 1917?
2. What did Zimmermann propose if the United States went to war with Germany during World War I?
3. If this telegram had not been intercepted by British agents, what do you think might have happened? Cite evidence from your textbook to support your opinion.

DOCUMENT ANALYSIS SHEET

NAME & DATE

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

Roaring Twenties
Video Discussion Questions

1. Explain the Red Scare and its development.
2. Describe the state of labor workers and their difficulties during the 1920s.
3. Discuss the presidential election of Warren Harding, his policies, and his scandal.
4. Compare and contrast the changes in work in automobiles, farming, and other industries during the Roaring Twenties.
5. List some of the innovations created for the home and transportation and how they affected peoples' lives.
6. Describe the changes in business practices and how they helped to fuel an economic explosion in the United States during the 1920s.
7. Summarize the social tensions found between American citizens and immigrants, as well as racial discrimination.
8. Give examples of the differing values and problems that developed as more people moved from rural to urban communities.
9. Discuss the cultural changes in the American society during the 1920s.
10. Explain why Americans had more leisure time, how they made use of it, and how it affected women's roles.

Biology teacher John Scopes (1900–1970) was prosecuted by the state of Tennessee in the case *State of Tennessee v. John Thomas Scopes* for teaching evolution to his high school classes. In the following excerpt from the July 1925 trial, Clarence Darrow (1857–1938), the famous Chicago attorney who defended Scopes, questions a witness—William Jennings Bryan (1860–1925), who was a three-time Democratic Party candidate for president, US secretary of state under Woodrow Wilson, and the lead prosecutor in the trial, representing the state of Tennessee.

Q [Mr. Darrow]. You have given considerable study to the Bible, haven't you, Mr. Bryan?

A [Mr. Bryan]. Yes, sir, I have tried to.

Q. Then you have made a general study of it.

A. Yes, I have; I have studied the Bible for about fifty years, or sometime more than that, but, of course, I have studied it more as I have become older than when I was but a boy.

Q. You claim that everything in the Bible should be literally interpreted?

A. I believe everything in the Bible should be accepted as it is given there; some of the Bible is given illustratively. For instance: "Ye are the salt of the earth." I would not insist that man was actually salt, or that he had flesh of salt, but it is used in the sense of salt as saving God's people. . . .

Q. But when you read that Jonah swallowed the whale—or that the whale swallowed Jonah—excuse me please—how do you literally interpret that?

A. When I read that a big fish swallowed Jonah—it does not say whale.

Q. Doesn't it? Are you sure?

A. That is my recollection of it. A big fish, and I believe it, and I believe in a God who can make a whale and can make a man and can make both do what He pleases. . . .

Q. Now, you say, the big fish swallowed Jonah, and he there remained how long—three days—and then he spewed him upon the land. You believe that the big fish was made to swallow Jonah?

A. I am not prepared to say that; the Bible merely says it was done.

Q. You don't know whether it was the ordinary run of fish, or made for that purpose?

A. You may guess; you evolutionists guess.

Q. But when we do guess, we have a sense to guess right.

A. But do not do it often.

Q. You are not prepared to say whether that fish was made especially to swallow a man or not?

A. The Bible doesn't say, so I am not prepared to say. . . .

Q. But do you believe He made them—that He made such a fish and that it was big enough to swallow Jonah?

A. Yes sir. Let me add: One miracle is just as easy to believe as another. . . .

Q. Just as hard?

A. It is hard to believe for you, but easy for me. A miracle is a thing performed beyond what man can perform. When you get beyond what man can do, you get

within the realm of miracles; and it is just as easy to believe the miracle of Jonah as any other miracle in the Bible.

Q. Perfectly easy to believe that Jonah swallowed the whale?

A. If the Bible said so; the Bible doesn't make as extreme statements as evolutionists do.

Q. That may be a question, Mr. Bryan, about some of those you have known?

A. The only thing is, you have a definition of fact that includes imagination.

Q. And you have a definition that excludes everything but imagination?

Gen. Stewart [attorney general]. I object to that as argumentative. . . .

Mr. Darrow. The Witness must not argue with me, either.

The World's Most Famous Court Trial: Tennessee Evolution Case: A Complete Stenographic Report of the Famous Court Test of the Tennessee Anti-Evolution Act, at Dayton, July 10 to 21, 1925, Including Speeches and Arguments of Attorneys (Clark, NJ: Lawbook Exchange, 1925), 285.

PRACTICING Historical Thinking

Identify: Summarize the arguments presented by both sides.

Analyze: Explain the meaning of this line: "The only thing is, you have a definition of fact that includes imagination."

Evaluate: To what extent did the Scopes trial symbolize a rival national identity that was driven by technology, reason, and science?

With the publication of *The Great Gatsby*, its twenty-eight-year-old author F. Scott Fitzgerald (1896–1940) became the recognized voice of the Jazz Age of the 1920s. In this excerpt, the novel's narrator, Nick Carraway, reflects on the story's Long Island setting.

Most of the big shore places were closed now and there were hardly any lights except the shadowy, moving glow of a ferryboat across the Sound. And as the moon rose higher the inessential houses began to melt away until gradually I became aware of the old island here that flowered once for Dutch sailors' eyes—a fresh, green breast of the new world. Its vanished trees, the trees that had made way for Gatsby's house, had once pandered in whispers to the last and

greatest of all human dreams; for a transitory enchanted moment man must have held his breath in the presence of this continent, compelled into an æsthetic contemplation he neither understood nor desired, face to face for the last time in history with something commensurate to his capacity for wonder.

And as I sat there brooding on the old, unknown world, I thought of Gatsby's wonder when he first picked out the green light at the end of Daisy's dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night.

Gatsby believed in the green light, the orgastic future that year by year recedes before us. It eluded us then, but that's no matter—to-morrow we will run faster, stretch out our arms farther. . . . And one fine morning—

So we beat on, boats against the current, borne back ceaselessly into the past.

F. Scott Fitzgerald, *The Great Gatsby* (Oxford: Oxford University Press, 1998), 143–144.

PRACTICING Historical Thinking

Identify: What role is played by the Dutch sailors at the beginning of this passage?

Analyze: Does the speaker see his own goals as consistent with the goals of the Dutch sailors? Are Gatsby's goals consistent with those of the Dutch sailors? Explain.

Evaluate: Does the final line indict the modern America of its times? Explain.

**Meeting of the Communist Labor Party,
New York Times**

1919

The "Red Scare" of 1919 was ostensibly in reaction to the Russian Bolshevik Revolution of 1917, which created the communist Union of Soviet Socialist Republics (USSR). However, as seen in this *New York Times* article, the Red Scare also revealed underlying

social and ethnic tensions among Americans that predated the First World War. The Lusk Committee mentioned in this document refers to a New York State commission to investigate individuals and organizations suspected of sedition.

"Jim" Larkin and ex-Assemblyman Benjamin Gitlow, both of whom are at liberty in \$15,000 bail under an indictment for criminal anarchy, addressed a mass meeting last night at which more than 500 men and women rose to their feet and took the Communist oath to fight for and remain true to the party's tenets repeated by Larkin. The meeting, which was held in the Manhattan Lyceum, 66 East Fourth Street, under the auspices of the Communist Labor Party of America, was presided over by Dr. Morris Zucker, a Brownsville dentist, who was sentenced to fifteen years in the Federal prison for violation of the Espionage act and is now out on \$15,000 bail pending appeal. It was called to raise funds to defend Larkin and Gitlow. About \$300 was raised.

Every reference to Soviet Russia, "the coming revolution in America," Trotzky, Lenin, and Eugene Debs was vigorously cheered and applauded by the audience. And with equal vigor did the radicals show their hostility by hissing to Senator Lusk, Archibald Stevenson, Assistant District Attorney Alexander I. Rorke, Samuel Gompers, the King of Belgium, the Prince of Wales, and the King of Italy. . . .

Dr. Zucker, who assumed the duties of a chairman after he made a speech, struck a responsive note when he declared that perhaps the time would come when the workers would have to take up guns and pistols to protect themselves against the masters of capitalism. He said he had been subpoenaed to appear before the Extraordinary Grand Jury, and asserted that when he did go before that body they would not get a word out of him. The Communists wanted to act in a lawful manner in attaining their aims, he maintained, but were prevented by those who tried to disrupt their organization.

"This meeting is a conclusive answer to the Lusk Committee and Mr. Rorke [interrupted by plenty of hisses] that Communism can't be destroyed by putting Communists in jail," he said. "Every time you put one of us in prison a thousand others spring up to take our places. Some day we will overthrow this damnable capitalistic system and establish a Soviet republic in America."

Gitlow related his recent experiences with the Lusk Committee and the authorities. The acts of the Lusk Committee in the past three weeks had clarified the evolutionary movement in the United States, and "no scissor bill like Archibald Stevenson can stop its progress," he declared. . . .

Gitlow served notice on the Lusk Committee that the next ruling class in this country would be the working class and the Government would be patterned after the Soviet form, which, he added, was best suited for the workers.

"And for the benefit of the Lusk Committee let me say that I am a Bolshevik," Gitlow said. . . .

Larkin told of his recent "honor" of being arrested in his home by a detective, "a being of a low mental type," who, he asserted, was masquerading as a newspaperman in order to reach him. The officer told him, he said, that the Lusk Committee wanted to see him.

"We had in Russia the Black Hundred, the Lusk Committee of Russia," Larkin went on to say. "The people of Russia rose in their might and took them and they went out of history."

Larkin discredited the discovery of TNT chemicals used in bomb manufacture in a secret room of the Union of Russian Workers at 133 East Fifteenth Street last Tuesday. He wondered if the police thought the American people were so stupid as to believe the combustibles were really there as claimed.

"We don't use such weapons," Larkin declared. "We use mental bombs to blow a new idea, a new ideal, into life."

Just as he was closing, Larkin, in urging the workers to spread the tidings of communism and of the oath which they were about to take, walked to the edge of the platform and said:

"We've got to organize a Soviet army here"—he paused for a moment while his audience was breathless for his next words. Then he added, ironically: "Of course, I mean that we have got to meet together in a drilled manner, come early, stay throughout the meeting and then be dismissed by the Chairman. Such a proceeding will cause fear in the minds of capitalists."

Before and during the meeting copies of such radical publications as *The Communist World*, *The Communist*, *The Revolutionary Age*, *The Rebel Worker*, and *The Hobo News* were sold among the audience.

"Larkin Pledges Five Hundred to Communism," *New York Times*, November 29, 1919.

PRACTICING Historical Thinking

Identify: Summarize Larkin's defense of communism.

Analyze: In what ways does Larkin skirt the dictates of the Sedition Act in this speech?

Evaluate: What motivations could have shaped the *New York Times's* portrayal of Larkin's speech? How did the context of world affairs in 1919 shape this portrayal?

The Great Depression- *Video Discussion Questions*

Read questions prior to watching the video. After the video answer the following discussion questions

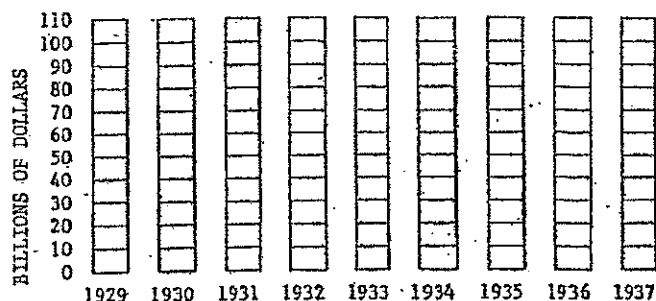
1. What was the cause of the 1929 stock market crash?
2. Discuss the causes and consequences of the Great Depression.
3. Describe the attempts made to deal with the crisis.
4. What were Hoover's efforts to resolve the Depression?
5. Explain the purpose of FDR's New Deal and its accomplishments.
6. List some of the work provided for the unemployed and other methods of direct assistance.
7. Compare and contrast the views of those who opposed and those who supported the New Deal.
8. Describe the cause for the second New Deal and its outcome.
9. Discuss the effect the New Deal had on women and minorities.
10. What were some of the effects the New Deal had on American culture?

THE NEW DEAL

Use the statistics below to construct three bar graphs that show how the Great Depression affected the U.S. economy between 1929 and 1937.

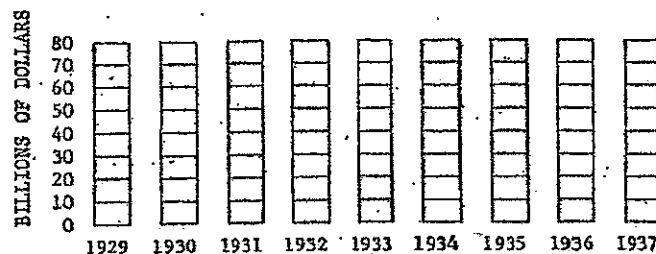
Gross National Product

Year	Billions of Dollars
1929	103
1930	91
1931	75
1932	57
1933	55
1934	65
1935	74
1936	82
1937	91



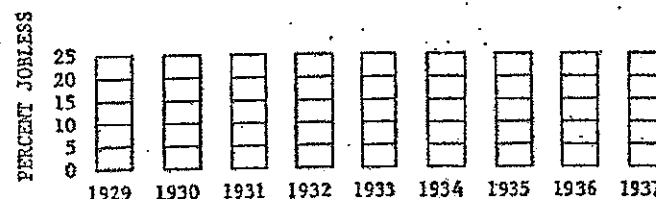
Consumer Spending

Year	Billions of Dollars
1929	77
1930	69
1931	61
1932	48
1933	46
1934	52
1935	56
1936	63
1937	67



Unemployment Rate

Year	Percent Jobless
1929	3
1930	9
1931	16
1932	24
1933	25
1934	21
1935	20
1936	17
1937	14



Completion

- (1) The Great Depression began after the stock market crash of October 24 -- "Black Thursday" -- in the year _____.
- (2) The worst year of the depression was _____.
- (3) The _____ -- the total value of goods and services produced in the United States each year -- dropped sharply between 1929 and 1933.
- (4) The _____ rate increased during the early years of the depression.

True-False

- (5) _____ Consumer spending declined each year between 1929 and 1933, and manufacturers produced fewer and fewer goods.
- (6) _____ As the number of unemployed people increased, the amount of money spent by consumers decreased.
- (7) _____ At one time the jobless rate reached 25 percent, meaning 1 out of every 4 people could not find work.
- (8) _____ By 1937, the U.S. economy had returned to the same levels that existed before the Great Depression began.

The New Deal

Herbert Hoover was the president of the United States from 1929 to 1933, the early years of the Great Depression. He believed that the country would soon recover from its economic troubles as it had during past depressions. Therefore, little was done to help the ailing economy. But instead of getting better, conditions grew steadily worse. By election day, 1932, industrial production had fallen to new lows, the nation's banking system was near collapse, and millions of workers had lost their jobs. Most Americans believed that a change in leadership was needed to solve the country's problems. They voted overwhelmingly for Franklin D. Roosevelt, giving him 472 electoral votes to only 59 for Hoover.

In his First Inaugural Address, Roosevelt told the American people that: "The only thing we have to fear is fear itself." He wanted to end feelings of panic and assure the nation that steps would soon be taken to strengthen the economy. Roosevelt sought advice from his cabinet, and also consulted with a group of scholars and other professional people nicknamed the "brain trust." Roosevelt and his advisers, along with Congress, put forth a series of measures that together were known as the "New Deal." The first three months of his presidency — called the "hundred days" — saw a flurry of government activity. Efforts to pull the country out of the Great Depression continued throughout the 1930's.

The New Deal did not end the depression, but it did turn the economy around. The gross national product, consumer spending, and the number of Americans with jobs showed steady improvement between 1933 and 1939. The Great Depression finally came to an end during World War II (1939-1945) when the government spent huge sums of money on war materials and millions of people went back to work.

New laws were passed and government agencies created to help solve the many serious problems caused by the Great Depression. Paragraph 1 below tells about one of the actions taken by President Franklin D. Roosevelt and Congress during the New Deal era. Decide which law or government agency in the list is being described. Write your answer in the space. Complete numbers 2-12 in the same way.

Tennessee Valley Authority
Federal Emergency Relief Act
National Housing Act
Works Progress Administration
National Industrial Recovery Act
Social Security Act

Glass-Steagall Act (Banking Act)
Emergency Banking Relief Act
Agricultural Adjustment Act
National Labor Relations Act
Civilian Conservation Corps
Fair Labor Standards Act

(1) _____ President Franklin D. Roosevelt ordered all banks in the United States closed during a special "bank holiday." This stopped worried depositors from rushing to the banks and withdrawing their savings. Some banks had made bad loans and did not have enough money to pay back depositors. Congress quickly passed a law which reopened sound banks according to strict new government rules. Under this law, unsafe banks remained closed. The president told Americans in his first "fireside chat" radio address that they could once again put their trust in the nation's banking system.

(2) _____ It was the first New Deal program aimed at putting people back to work. Some 2½ million young men planted about 17 million acres of trees, built dams, and improved the national parks.

(3) _____ This law provided money for food and other necessities for the unemployed.

(4) _____ Congress passed legislation which granted payments to farmers who agreed not to grow wheat, corn, tobacco, and certain other crops. With fewer crops being produced, farm prices went up and farmers were better off.

- (5) _____ It was created by Congress to carry out one of President Roosevelt's most far-reaching New Deal programs. Thousands of people were given jobs building 32 major dams to control flooding, improve navigation, and produce electricity in a seven state area drained by the Tennessee River and its tributaries.
- (6) _____ This law established the Federal Deposit Insurance Corporation (FDIC) which guaranteed that the federal government would repay depositors who lost money when banks failed.
- (7) _____ Another act of Congress set up the Public Works Administration which gave \$6 billion to state and city governments for a variety of projects. About 500,000 workers helped construct highways, bridges, airports, schools, and public housing units.
- (8) _____ The Federal Housing Administration (FHA) was created to stimulate residential construction by guaranteeing home mortgages. If a person who borrowed money from a bank to build a new home could not make his loan payments, FHA would pay back the bank. FHA would take possession of the house and try to sell it to someone else at a reasonable price. Because the federal government insured the repayment of loans by homeowners, banks were more willing to give people money to build houses. The result was an increase in construction and a boost for the housing industry which had been severely hurt by the depression.
- (9) _____ President Roosevelt and Congress started this agency in order to give jobs to the unemployed. An estimated 8½ million Americans were put to work building 651,000 miles of roads, more than 75,000 bridges, 125,000 public buildings, 8,000 parks, 800 landing fields, and thousands of other construction projects.
- (10) _____ It was the most important labor law of the New Deal period. It upheld the right of workers to organize unions and bargain collectively. The National Labor Relations Board was established to deal with workers' complaints of unfair practices by employers. The law was also called the Wagner Act because it was sponsored by Senator Robert F. Wagner of New York.
- (11) _____ To help elderly Americans during the Great Depression, monthly payments were made to retired workers or their survivors. Money was also distributed to workers who lost their jobs, and for the care of dependent and crippled children.
- (12) _____ This was the last major reform under the New Deal. It set a minimum wage of 25 cents and a maximum workweek of 44 hours. Industries involved in interstate commerce were forbidden to hire children under 16. The law was also known as the Wages and Hours Act.

The 12 laws and government agencies described in the preceding list were the most significant of dozens of actions taken by Roosevelt and Congress to combat the Great Depression. Which 3 of these do you think did the most to help the country during the New Deal era? Give a reason for each of your choices.

- 1: _____

- 2: _____

- 3: _____

FRANKLIN D. ROOSEVELT, Message to Congress on Making the Civilian Conservation Corps a Permanent Agency

1937

In this message to Congress, President Franklin Delano Roosevelt expresses his desire to expand the powers of the federal executive branch by making permanent one of the more popular New Deal programs, the Civilian Conservation Corps.

On March 21, 1933, I addressed a message to the Congress in which I stated:

"I propose to create a civilian conservation corps to be used in simple work, not interfering with normal employment, and confining itself to forestry, the prevention of soil erosion, flood control and similar projects. I call your attention to the fact that

this type of work is of definite, practical value, not only through the prevention of great present financial loss, but also as a means of creating future national wealth." . . .

It is not necessary to go into detail regarding the accomplishments of the Corps. You are acquainted with the physical improvements that have taken place in our forests and parks as a result of the activities of the Corps and with the wealth that is being added to our natural resources for the benefit of future generations. More important than the material gain, however, is the improvement we find in the moral and physical well-being of our citizens who have been enrolled in the Corps and of their families who have been assisted by monthly allotments of pay. The functions of the Corps expire under authority of present law on June 30, 1937.

In my Budget Message to Congress on January 5 of this year I indicated that the Corps should be continued and recommended that legislation be enacted during the present session to establish the Corps as a permanent agency of the Government. Such continuance or establishment is desirable notwithstanding the great strides that have been made toward national recovery, as there is still need for providing useful and healthful employment for a large number of our youthful citizens.

I am convinced that there is ample useful work in the protection, restoration and development of our national resources, upon which the services of the Corps may be employed advantageously for an extended future period. It should be noted that this program will not in any respect reduce normal employment opportunities for our adult workers; in fact, the purchase of simple materials, of food and clothing and of other supplies required for the operations of the Corps tends to increase employment in industry.

I recommend, therefore, that provision be made for a permanent Corps of 300,000 youths (and war veterans), together with 10,000 Indians and 5,000 enrollees in our territories and insular possessions. It would appear, after a careful study of available information, that, with improved business conditions, these numbers represent the maximum expected enrollment. To go beyond this number at this time would open new and difficult classifications of enrollment, and the additional cost would seriously affect the financial position of the Treasury.

Franklin D. Roosevelt, Message to Congress on Making the Civilian Conservation Corps a Permanent Agency, April 5, 1937, *The American Presidency Project*, ed. Gerhard Peters and John T. Woolley, www.presidency.ucsb.edu/ws/?pid=15384.

PRACTICING Historical Thinking

Identify: What are Roosevelt's reasons for making the Civilian Conservation Corps a permanent program?

Analyze: When else has the government used natural resources in times of economic hardship?

Evaluate: When he states that the CCC will enhance the "moral and physical well-being" of its employees, to what extent might Roosevelt be responding to the concerns expressed by Lincoln Steffens (Doc. 16.5) and Upton Sinclair (Doc. 16.6)?

Name _____

Period _____

Video – Road to War
DISCUSSION QUESTIONS

1. Discuss the lasting effects of the Treaty of Versailles.
2. Describe examples of the rise of Communism, Fascism, National Socialism, and Militarism.
3. Explain the weaknesses / failures of the League of Nations during the rise of dictators in Europe.
4. What was the United States' role in the years leading up to World War II?
5. Describe the Neutrality Acts established by the United States.
6. Explain the United States reaction to Churchill's request for assistance in fighting Germany.
7. Describe the events leading up to the bombing of Pearl Harbor.
8. What role did the Spanish Civil War play in the World War?
9. What was the role of both the Allied and Axis powers in the years prior to World War II?

DOCUMENT 18.7**RUSSELL LEE, Japanese American Child on the Way to Internment**

1942

Under Executive Order 9066 (1942), more than 110,000 Japanese Americans were relocated and interred throughout the United States for the duration of the Second World War. This photo by Russell Lee (1903–1986) shows a young child being evacuated to the internment camp in Owens Valley, California.

**PRACTICING Historical Thinking**

Identify: Note five details from the image.

Analyze: How does the framing of this photograph create sympathy for the child?

Evaluate: Synthesize this image with the image of "Rosie the Riveter" (Doc. 18.8) and Woodrow Wilson's call for a League of Nations (Doc. 18.5). How do all three of these documents describe America's vision of itself in a global society?

1943

During World War II, "Rosie the Riveter" encouraged women to commit to the industrial workforce to replace male workers who had been recruited or drafted into the armed services.



PRACTICING Historical Thinking

Identify: What features of the advertisement—both the imagery and the text—appeal to audiences?

Analyze: In what ways does this image uphold traditional images of American women? In what ways does it challenge those images?

Evaluate: To what extent does this advertisement portray new opportunities for American women?

1943

During the Second World War, young men who dressed in "zoot suits" (bright-colored suits with long jackets, wide lapels, and loose, pegged-legged pants) rioted and shocked the sensibilities of middle-class Americans, who had assumed a unified front in the face of total war, as reported in this *New York Times* article.

LOS ANGELES, June 12—The zoot suit with the reat pleat [or reet pleat], the drape shape and the stuff cuff has been the object of much amusement and considerable derision from Harlem to the Pacific during the last two or three years. Psychiatrists may have their own ideas about it, but, according to the reasoning of many newcomers to the armed services, especially hundreds of young sailors in this area, the zoot suit has become the symbol these last ten days of a fester on the body politic which should be removed by Navy vigilantes, if police will not or cannot do the job.

Adventurers of the Navy boys in trying to accomplish their purpose have been watched with such interest in all quarters—bringing cheers from some and causing concern to others—that newspapers were snatched up eagerly on downtown street corners the other day when newsboys handling late afternoon and morning "bulldog" editions shouted:

"No more zoot suits!"

"Navy bans Los Angeles!"

"Out of Bounds"

These headlines referred to the action of Rear Admiral David W. Bagley, commandant of the Eleventh Naval District, in placing this city under "temporarily restricted liberty for naval personnel." This means that only in special cases could sailors be at large in the city.

This greatly reduced, if it failed to stop altogether, clashes between small bands of zoot-suit wearers, chiefly of Mexican descent, and groups of Navy seamen out to retaliate for attacks on lone sailors or their girls by the pork-pie-hatted hoodlums.

Lawrence E. Davies, "Zoot Suits Become Issue on Coast," *New York Times*, June 13, 1943, E10. © 1943 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.



PRACTICING Historical Thinking

Identify: Above is an image of two young men in zoot suits. Describe how they are dressed. According to this article, why were the men who wore zoot suits considered a threat?

Analyze: How does this conflict illustrate ethnic tensions in the United States during the Second World War?

Evaluate: Where else in this chapter—or others—does appearance take on a political aspect? How does this costume criticize American values of its era?

When Harry S. Truman (1884–1972) became president after Franklin Delano Roosevelt's death in 1945, it fell to him to bring to fruition the United States' nuclear weapons program. In this speech, which Truman gave after meeting with Joseph Stalin, leader of the Soviet Union, and Clement Attlee, prime minister of Great Britain, at an Allied conference in Potsdam, Germany, the president revealed the existence of the atomic bomb to the American people.

... We now have two great plants and many lesser works devoted to the production of atomic power. Employment during peak construction numbered 125,000 and over 65,000 individuals are even now engaged in operating the plants. Many have worked there for two and a half years. Few know what they have been producing. They see great quantities of material going in and they see nothing coming out of these plants, for the physical size of the explosive charge is exceedingly small. We have spent two billion dollars on the greatest scientific gamble in history—and won.

But the greatest marvel is not the size of the enterprise, its secrecy, nor its cost, but the achievement of scientific brains in putting together infinitely complex pieces of knowledge held by many men in different fields of science into a workable plan. And hardly less marvelous has been the capacity of industry to design and of labor to operate, the machines and methods to do things never done before so that the brainchild of many minds came forth in physical shape and performed as it was supposed to do. Both science and industry worked under the direction of the United States Army, which achieved a unique success in managing so diverse a problem in the advancement of knowledge in an amazingly short time. It is doubtful if such another combination could be got together in the world. What has been done is the greatest achievement of organized science in history. It was done under high pressure and without failure.

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will

follow sea and land forces in such number and power as they have not yet seen and with the fighting skill of which they are already well aware. . . .

The fact that we can release atomic energy ushers in a new era in man's understanding of nature's forces. Atomic energy may in the future supplement the power that now comes from coal, oil, and falling water, but at present it cannot be produced on a basis to compete with them commercially. Before that comes there must be a long period of intensive research. It has never been the habit of the scientists of this country or the policy of this government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public.

But under present circumstances it is not intended to divulge the technical processes of production or all the military applications, pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction.

Harry S. Truman Library and Museum, www.trumanlibrary.org/publicpapers/index.php?pid=100&st=atomic&st1=bomb.

PRACTICING Historical Thinking

Identify: Identify three or four significant reasons that Truman provides for praising atomic weaponry.

Analyze: Do these reasons primarily pursue progress in the name of peace and technology, or something else? Explain.

Evaluate: To what extent does the "unique success" that Truman describes represent a continuation of the ways that American technology paved the way for economic and political power?

5. What factors led the United States to enter world war 1, despite the desire of so many American's, including the President, to stay out of the war?
6. How did U.S. military entry into world war 1 affect the course of the war?
7. What were the different effects of African American's, Mexican American's and women's civilian mobilization during world war 1?
8. In what ways did the Treaty of Versailles embody- or fail to embody- Wilson's fourteen points?

Review Questions: People-circle, Events- Underline, Terms- Box in

- 44

5. How did debates over alcohol use, the teaching of evolution, immigration,,anti-semitism and racism evolve in the 1920's?
6. How did the great migration lead to flourishing African American culture, politics, and intellectual life, and what form did these activities?
7. How did the radio, auto mobile, and Hollywood movies exemplify the opportunities and the risks of 1920s consumer culture?
8. What domestic and global factors helped cause the Great Depression?

Managing the great depression, forging the New Deal 1929-1939

1. What economic principles guided president Hoover and congress in their response to the Great Depression?
2. What did the Depression look like when seen from the vantage of ordinary American's?
3. What specific new roles did the American government take up as a result of the legislation passed during the first hundred days?
4. How did critics in the right and left represent different kinds of challenges to Roosevelt and the New Deal?

5. How did the second New Deal differ from the first?
6. What aspects of the New Deal inspired ordinary American's? what stymied their ambitions?
7. Why did the natural environment receive so much attention under New Deal programs, and with what result?
8. What was the New Deal's long-term legacy?

Chapter 24 - The World at War 1937-1945

Review Questions: People-circle, Events- Underline, Terms- Box in

1. How did Roosevelt use the four Freedoms speech and the Atlantic charter to define the war for American's?
2. How did the War affect the relationship between private corporations and the Federal Government?
3. What effects did Wartime migration have on the United States?
4. Why were Japanese American's treated differently than German and Italian Americans during the war?
5. How did the Allies disagree over military strategy?
6. What factors influenced Truman's decision to use atomic weapons against Japan?

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Date of Document	Author of Document
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What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

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