

Modern America Midterm Study Guide

The mid-term exam will count for 10-20% of your first semester grade.

Reminders:

- The exam is on Thursday, January 17th at 8 AM.
- Location: C365 or C367

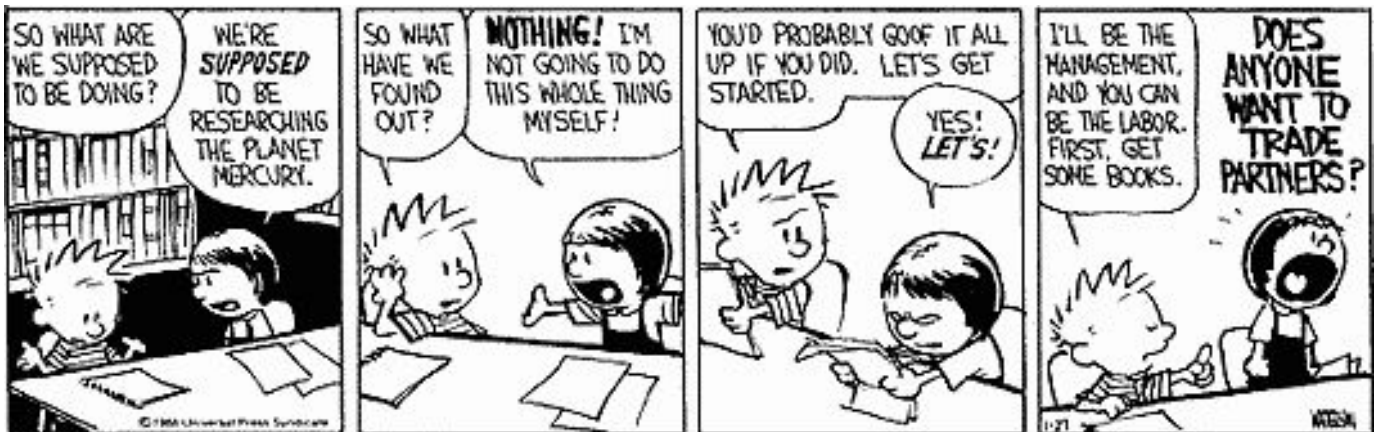
Between now and the end of classes January 17th, make sure that you are not missing any notes, handouts, review sheets, etc. If you are missing anything, check the website or ask a classmate.

We'll spend 2-3 days in class reviewing for the exam. The more you have studied at that point, the more effective the review session/time will be to you. With that said, history is the last exam so it may not be your number one priority going into exams. At a minimum, between now and the end of classes, I would suggest that you at least read over the essay question and begin thinking about how you might outline the essay. If you are so inclined, you may outline it completely.

The mid-term exam will consist of the following:

- Section I: Matching (40 terms - 40 points)
- Section II: Multiple-choice (40 questions - 40 points)
- Section III: Essay (1 essay - 80 points)

The units covered on the exam will be the Fundamentals of Govt. & Reconstruction, the Industrial Era, the 1920s, the Great Depression, World War II, the Cold War & the 1950s.



Section III: Essay

In Section III, you will be asked to write an essay. I will be grading your essay on the following:

1. The essay should be organized, easy to follow and fairly well-written.
2. **The essay should have a short intro (define the Amer. Dream and give thesis) AND 3 body paragraphs which include information on at least 3 different units we covered this semester.**
3. **Within each paragraph you need at least 3 clear, detailed examples to support the main idea of the paragraph (i.e., quotes, statistics, *specific, detailed examples* from the units, etc.). In total, your paper should have AT LEAST 9 SPECIFIC EXAMPLES to support your thesis.**

You may bring in a **ONE-SIDED, ONE-PAGE OUTLINE (NOTE FORM ONLY)** to use on the exam. You will hand in the outline with your exam.

There are certain requirements for the outline: (*Please make sure that you follow these requirements or 10 points will be deducted from your essay.*)

1. You may only write on one side of the paper for the outline.
2. You may only write in outline form – you cannot have a pre-written essay. You may, however, write out your thesis and topic sentences. Everything else should be in note form only.
3. If you TYPE your outline: 12 point font and 1” margins on all sides. If you HANDWRITE your outline: single-space it and maintain margins.
4. **Your outline must be yours and yours alone. You may talk about your ideas with friends but you must then make your own original outline.**

Essay Question:

From newly freed slaves to immigrants (and even as far back as the Founding Fathers), much of this past semester has been spent looking at different groups and their attempts to pursue different ideas of the “American Dream.” The specific goals (“dreams”) of the groups varied as much as their actual experiences, but similarities still existed. **What has the “American Dream” meant to different groups we’ve studied and how successful were each of these groups in achieving their dreams in the time in question?**

Choose *three* groups and trace their progress from the late 1800s-1950s (incorporating evidence from *multiple units*.) Be sure to define the American Dream as a concept AND explain how the Dream applied to each of the three groups. Your body paragraphs should address each group’s goals, situations, challenges, and successes over the time in question.

Key Terms & Concepts

Fundamentals of Govt. & Reconstruction

Inalienable (natural) rights	13 th , 14 th , 15 th Amendments	Black Codes
System of checks & balances	Booker T. Washington	Compromise of 1877
Great Compromise	Tuskegee Institute	<i>Plessy v. Ferguson</i>
Bill of Rights	Sharecropping	Jim Crow
Freedmen's Bureau	Ku Klux Klan	Lynching

Industrial Era

Industrial Revolution	Social Darwinism	Nativist Movement
Transcontinental Railroad	Capitalism	Temperance Movement
Horizontal Integration	Push / pull factors	Hull House (settlement house)
Vertical Integration	Ethnic neighborhoods	Upton Sinclair
Monopoly	Tenement	Meat Inspection Act of 1906
Laissez-faire	Americanization	Pure Food & Drug Act of 1906

1920s

Mass culture	Bootlegging	Langston Hughes
19 th Amendment	De jure / de facto segregation	Sacco & Vanzetti
Speakeasies	New Negro	Scopes-Monkey Trial

Great Depression

Stock speculation	Dust Bowl	Trickle-down economics
Watered stock	Hoovervilles	The "Brain Trust"
Buying on Margin	Hawley-Smoot Tariff	New Deal (relief, recovery, reform)
Black Tuesday	Reconstruction Finance Corporation	Deficit spending
Bank run / Bank failure		

World War II

Appeasement	Office of Price Admin.	Korematsu v. United States
Rosie the Riveter	Rationing	Manhattan Project
Office of War Information	Executive Order 9066	

Cold War/1950s

Iron-Curtain speech	Joseph McCarthy	Alfred Kinsey
Berlin Airlift	Red Scare	Hugh Hefner
NATO	Conformity	Marilyn Monroe
NSC-68	Baby Boom	Elvis Presley
House Un-American Activities Committee	GI Bill	James Dean
	Restrictive covenants	

Key Questions & Concepts

The bolded/underlined terms are also terms you should be familiar with.

Fundamentals of Govt. & Reconstruction (Essay only - no review sheet made)

1. **Declaration of Independence**: What were the main ideas outlined in the Declaration?
2. **Constitution**:
 - a. What were the main ideas upon which the Constitution was based?
 - b. Why was the **Electoral College** created and how does it function?
3. **Reconstruction**:
 - a. How did newly freed slaves react to & embrace their newfound freedom? (voting, religion, schools, etc.)
 - b. What achievements and/or failures did African-Americans make while in office?
 - c. How did white southerners react to the freedom and increasing political involvement of blacks in the post-Civil War era? Consider political, social, and economic measures white southerners took to restrict the lives of blacks in the South during/after Reconstruction.

Industrial Era (Test unit - review sheet made)

1. INDUSTRIALIZATION: What factors came together to make industrialization possible in the late 1800s?
2. IMMIGRATION:
 - o Why did immigrants come to America in the late 19th and early 20th centuries?
 - o What was immigrants' experience coming over to America and at **Ellis Island** like? What were they subjected to?
 - o What did immigrants encounter once they were in America?
 - Consider how native-born whites felt about immigrants. How did they target or control these groups?
 - What were the working conditions like in industrialized factories?
3. UNIONS:
 - o Why did workers choose to unionize? What were the benefits of unionizing?
 - o Why did unions fail to achieve workers' goals in the late 19th century?
4. PROGRESSIVISM:
 - o What was **Progressivism**?
 - o What was **muckraking** and what did it involve? What were the tactics/goals of muckrakers?
 - o What were some of the areas that progressives tried to address and how did they go about making changes?

1920s (Test unit - review sheet made)

1. What changes occurred in the postwar era with respect to the economy?
2. What changes occurred in the lives of Americans in the 1920s? How did their work, home and leisure time change in the 1920s?
3. What were the reasons for the rise of youth culture?
4. **Flappers**: Who were the flappers and how did they defy social conventions for women?
5. **Prohibition**:
 - a. Who supported the passage of the **18th amendment** and why?
 - b. What were the effects (positive and negative) of Prohibition on American society?

6. **Great Migration:**
 - a. Why did many southern blacks choose to migrate North in the early 1900s?
 - b. What did southern migrants encounter when they arrived in the North and West?
7. **Harlem Renaissance:**
 - a. What were the origins of the Harlem Renaissance?
 - b. What themes were present in the artwork and poetry of the Harlem Renaissance?
8. Backlash against a rapidly changing society – desire for a return to normalcy
 - a. KKK: Why did the **KKK** rise again in the 1920s? What was different about the Klan in the 1920s than the Klan in the 1870s?
 - b. Fundamentalism: What is **fundamentalism**? Why did many Americans turn to religion in the 1920s?
 - c. Immigration restriction: Why was there a resurgence of nativism in the 1920s? In what ways did the U.S. limit immigration?

Great Depression (Quiz unit - review sheets made)

1. How did Americans' perception of how the economy was going in the 1920s differ from the reality?
2. How did the Great Depression start? What actions, practices or events contributed to the Crash? (Consider governmental policies or attitudes, stock practices, personal spending habits, etc.)
3. How did the Depression affect the lives of Americans of all geographic regions and socio-economic statuses? What measures did people and businesses take to deal with hardship during the Depression? What changes did they make to deal with their tightening economic circumstances?
4. How did **Hoover** and **FDR**'s approaches to bringing the country out of the Depression differ?
 - a. How did their idea about the role of government differ and how were those attitudes reflected in their policies while in office? How did people respond to the two men's approaches?
5. What ultimately "cured" the Great Depression?

World War II (No review sheet made)

1. U.S. foreign policy in the 1930s – **isolationism**, **neutrality**, **Cash and Carry**, **Lend-Lease**
2. What happened at **Pearl Harbor** in Dec. 1941? How did the attack influence the U.S.' neutrality?
3. How did Americans on the homefront help in the war effort?
 - a. Propaganda, war bonds, rationing, black market
 - b. **All-American Girls Baseball League**, **Rosie the Riveter**
 - c. **Double V** campaign
4. Japanese-American internment: What were the arguments given for their treatment? Was this constitutional and why? What was life like in the internment camps?
5. Why did the U.S. develop the atomic bomb? What were the arguments for and against dropping the atomic bomb on Japan? What was the impact on the cities and people living there?

Cold War/1950s (No review sheet made)

1. What were the roots of the **Cold War**? (Consider the varying factors that led to the Cold War.)
2. What shape did American foreign policy take in the postwar era and what policies came about as a result of this foreign policy? (**Containment**)

3. Suburbs: How did **William Levitt** contribute to the development of the suburbs? Consider the techniques did he use in home building. What were the pros/cons of living in suburbia?
4. How did the American economy change in the 1950s?
5. Gender roles: What were the expectations for men and women in the 1950s? Where and how did men and women learn what was expected of them?
6. 1950s teens were seen as rebellious by their parents, however, this was not entirely true. In what ways did teenagers act like their parents? In what ways did they rebel?
7. How did Americans' fear of the bomb and **communism** impact life at home? Please consider the ways that Americans dealt with their fear, how they interacted with each other and the ways that these fears impacted the culture.