

## Modern America Midterm Study Guide

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

### Reminders:

- The exam is on Friday, January 22<sup>nd</sup> at 8AM.
- Location:
  - FATA Lab – B240 (Block 1)
  - Humanities Lab – (Block 3)
- Please bring a #2 pencil for the scantron portion of the exam.

Between now and the end of classes January 21st, make sure that you are not missing any notes, handouts, study sheets, etc. If you are missing anything, check the website or ask a classmate to copy their notes.

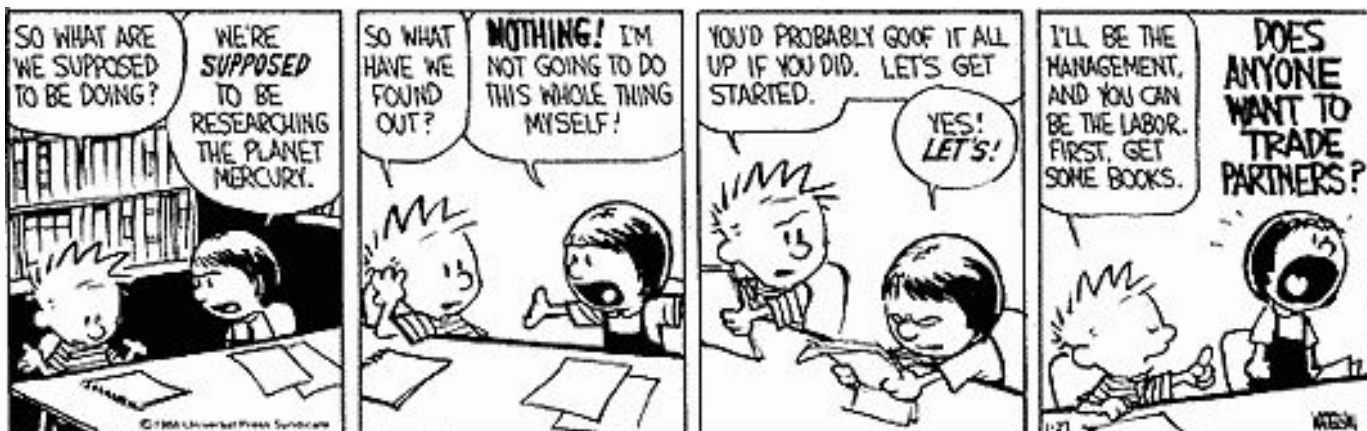
We will spend 2-3 days in class reviewing for the exam. The more you have studied at that point, the more effective the review session/time will be to you. With that said, history is the third exam so it may not be your number one priority going in to exam week. At a minimum, between now and the end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

**Extra Help:** I'm available for extra help as always during blocks 2, 4 and 7 or before/after school by appointment. If you would like to meet to review one-on-one before the exam, I would *strongly* encourage you to make an appointment sooner rather than later as there is only one of me and many of you! I will also be available during exam week to review as well.

### The mid-term exam will consist of the following:

- 45 Matching (45 points)
- 50 Multiple-choice (50 points)
- 1 Essay (100 points)

*There is no new material on the exam. The units covered include the Founding Documents, Reconstruction, Industrialization, Immigration, the Progressive Era, 1920s, the Great Depression and World War II.*



## Section IV: Essay

In Section III, you will be asked to write a full-length exam essay. Below are two essay questions. On the day of the exam, you will be asked to answer one of them. In preparation for the essay, you should **CHOOSE ONE ESSAY QUESTION** and create a **ONE-SIDED, ONE-PAGE SET OF NOTES (OUTLINE FORM ONLY)** that essay question. You may use your outline during the essay portion of the exam. You will hand in the outline with your exam.

There are certain requirements for this piece of paper:

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. Otherwise, everything should be in note form only.
3. If you choose to TYPE your outline, the font cannot be smaller than 12 point font, and the margins must be at least 1 inch on all sides.
4. If you choose to HANDWRITE your outline, you must single-space it and maintain margins so as to be fair to those who choose to type.

*Please make sure that you follow these requirements or ten points will be deducted from your essay.*

I will be grading your essay on the following components:

1. **The essay demonstrates careful preparation – utilizing specific references to specific examples and quotes when appropriate.**
2. The essay is carefully organized, is easy to follow and is fairly well-written.
3. **The essay has an introduction with a clear thesis statement AND 3 body paragraphs which include information on at least 3 different units we covered this semester. Within each paragraph you need at least 3 clear, detailed examples to support the main idea of the paragraph. In total, your paper should have AT LEAST 9 SPECIFIC EXAMPLES to support your thesis.**
4. **The essay includes an ample amount of examples and evidence to support broader ideas (i.e., quotes, statistics, *specific, detailed examples* from the units, etc.)**

### **Essay Question One:**

Throughout this past semester, we have studied how America changed from 1865-1945. In this time, Americans had different reactions to these changes: some have wanted to maintain the status quo (the ways things had been) while other groups/individuals have wanted to push America towards further changes. **Where do you see evidence of Americans fighting to maintain or bring about a change that they believe in?**

Drawing on evidence from *three* different units we've studied, please identify three groups of individuals who fought for something in which they believed. What was their goal, what specific actions did they take to achieve it, and were they successful in achieving or preventing change?

### **Essay Question Two:**

From newly freed slaves to Eastern European 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 from *three different units* we have studied. 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.

## Key Terms and Concepts

### Constitution

Democracy  
Constitution  
Legislative branch  
Electoral college  
Amendments – 1, 2, 4, 5, 6, 8  
~~Double jeopardy~~

Declaration of Independence  
Separation of powers  
Executive branch  
Bill of Rights  
Due Process  
~~Unenumerated powers~~

Inalienable (natural) rights  
System of checks & balances  
Judicial branch  
~~Amendment~~  
~~Search and seizure~~  
In loco parentis

### Reconstruction

Civil War  
13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments  
Booker T. Washington  
Tenant farming  
Compromise of 1877  
Jim Crow  
W.E.B. Du Bois

Abraham Lincoln  
~~Reconstruction Acts~~  
Tuskegee Institute  
Ku Klux Klan  
~~Segregation~~  
Lynching

Freedmen's Bureau  
~~Civil Rights Act of 1875~~  
Sharecropping  
Black Codes  
*Plessy v. Ferguson*  
Ida B. Wells

### Industrial Era

Industrial Revolution  
Horizontal Consolidation  
Capitalism  
Laissez-faire  
Push / pull factors  
Ellis Island  
Assimilation/Americanization  
Collective bargaining  
Black list  
~~Charity Organization Societies~~  
Movement  
Settlement House  
*The Jungle*  
Margaret Sanger

Transcontinental Railroad  
Vertical Consolidation  
Socialism  
Social Darwinism  
American Dream  
Ethnic neighborhoods  
~~Henry Ford~~  
Scab labor  
~~Closed/open shop~~  
~~Purity Crusaders~~

Bessemer Process  
Monopoly  
Communism  
Gospel of Wealth  
Angel Island  
~~Tenement~~  
Nativist Movement  
~~Yellow Dog Contract~~  
~~Jacob Riis~~  
Temperance  
  
Upton Sinclair  
Meat Inspection Act

### 1920s

Roaring '20s  
Flappers  
18<sup>th</sup> Amendment  
Al Capone  
Babe Ruth  
KKK  
Sacco and Vanzetti  
Clarence Darrow

Mass culture  
19<sup>th</sup> Amendment  
Speakeasies  
~~Youth culture~~  
~~Henry Ford~~  
~~DW Griffith~~  
Fundamentalism  
~~John T. Scopes~~

Advertising  
Prohibition  
Bootlegging  
~~Charles Lindbergh~~  
Assembly line  
Red Scare  
Scopes-Monkey Trial

## Great Depression

|                                  |                                    |                                      |
|----------------------------------|------------------------------------|--------------------------------------|
| Depression                       | Recession                          | Stock speculation                    |
| Watered stock                    | Buying on Margin                   | Black Tuesday (Oct. 29, 1929)        |
| <del>Bank run/bank failure</del> | Dust Bowl                          | <del>Herbert Hoover</del>            |
| Hawley-Smoot Tariff              | Reconstruction Finance Corporation | Trickle-down economics               |
| Bonus Army                       | Hoovervilles                       | Huey Long                            |
| Share the Wealth                 | <del>Franklin D. Roosevelt</del>   | The “Brain Trust”                    |
| New Deal                         | Priming the pump/deficit spending  | Direct relief                        |
| Emergency Banking Act            | Federal Emergency Relief Act       | Civilian Conservation Corps.         |
| Recovery                         | Agricultural Adjustment Act        | Fed. Housing Act                     |
| Works Progress Administration    | Tennessee Valley Authority         | National Youth                       |
| Administration                   |                                    |                                      |
| Reform                           | Securities and Exchange Act        | Fed. Deposit Insurance Corp.         |
| Social Security Administration   | National Labor Relations Act       | Fair Labor Standards Act             |
| <del>Eleanor Roosevelt</del>     | <del>Adolf Hitler</del>            | <del>Rearmament/Militarization</del> |

## World War II

|   |  |   |
|---|--|---|
| Isolationism                            | <del>Neutrality Acts</del>                       | Cash and Carry                            |
| Lend-Lease program                      | Appeasement                                      | <del>Adolf Hitler — De Fuhrer</del>       |
| <del>Mein Kampf</del>                   | <del>Third Reich</del>                           | <del>Benito Mussolini</del>               |
| Fascism                                 | Tripartite Pact                                  | Pearl Harbor                              |
| Rosie the Riveter                       | Office of War Information                        | <del>Office of Price Administration</del> |
| Rationing                               | All-American Girls’ Professional Baseball League | War Relocation Authority                  |
| <del>Japanese-American internment</del> | Executive Order 9066                             | “Double V” Campaign                       |
| Korematsu v. United States              | <del>Reparations</del>                           | <del>Braceros</del>                       |
| <del>A. Philip Randolph</del>           | <del>Executive Order 8802</del>                  | Island-hopping                            |
| <del>Zoot Suit Riots</del>              | Potsdam Conference                               | Manhattan Project                         |
| Kamikazes                               | <del>Albert Einstein</del>                       | Hibakusha                                 |
| <del>Interim Committee</del>            | <del>Hiroshima / Nagasaki</del>                  |   |

## Key Questions and Concepts

*Note: The following questions are drawn from the many review sheets you have been given this year – they are not new questions.*

### Constitution

1. Declaration of Independence:
  - a. What was the purpose of the Declaration of Independence?
  - b. What rights does the Declaration say that all individuals have?
  - c. What were the main ideas outlined in the Declaration?
2. ~~What is the purpose of the Constitution?~~
3. The Constitution divides power between the 3 branches. Why was this? What does each branch do and how does it differ from the other branches?
4. The Constitution created an intricate system of checks and balances. Be able to provide 2-3 examples of these checks and balances.
5. What was the reason for the creation of the Bill of Rights? Why was it thought to be necessary?

6. What individual rights does the Bill of Rights grant American citizens?
7. What rights do you as students have with respect to speech, press, expression and search and seizure? How do the courts and schools justify giving students fewer rights than adults?
8. ~~The Founding Fathers created a government that was representative rather than a true democracy. Why did they do this? Provide 1-2 examples of how the government they created is NOT a pure democracy.~~

### Reconstruction

1. ~~How did the Civil War start? Why were the North and South fighting? (i.e. What were the goals of the two sides?)~~
2. ~~What does the term "Reconstruction" mean? What was being reconstructed?~~
3. ~~Who were the various parties involved in the post-war era and what did they want the post-Civil War South to look like? (Yeoman farmers, newly freed slaves, southern whites, northern whites, northern blacks)~~
4. How did newly freed slaves react to & embrace their newfound freedom? (voting, religion, schools, etc.)
5. What achievements and/or failures did African-Americans make while in office?
6. How did white southerners react to the freedom and increasing political involvement of blacks in the post-Civil War era? Consider those political, social, and economic measures white southerners took to restrict the lives of blacks in the South during and after Reconstruction.

### Industrial Era

1. What were some of the factors that came together to make industrialization possible in the late 1800s?
2. ~~What were the widely accepted ideas about the government's role in society & about human nature? How did these theories work?~~
3. What changes occurred as a result of industrialization? (Consider what was beneficial and problematic about the rapid expansion of industry.)
4. Why did immigrants come to America in the late 19th and early 20th centuries?
5. What was the American Dream and was it possible to achieve?
6. What was immigrants' experience coming over to America and at Ellis Island like? What were they subjected to?
7. What did immigrants encounter once they were in America? (Living conditions, adjusting to the culture, discrimination and working conditions)
  - o What were some of the responses of native-born whites to immigration and the problems that came with it?
  - o Consider how native-born whites felt about immigrants. Which groups in particular did they dislike? Why? ~~How did they target or control these groups?~~
  - o What measures did native Americans and the federal government take to restrict immigration and to control the behavior of immigrants once they had been admitted?
  - o What were the working conditions like in industrialized factories?
8. ~~Why did workers choose to unionize? What were the benefits?~~
9. Why did unions fail to achieve workers' goals in the late 19th century?
10. What was Progressivism?
  - o What is the definition of a "progressive"?
  - o What did progressives think about the theory of Social Darwinism?
11. What was muckraking and what did it involve? What were the tactics and goals of muckrakers?

### 1920s

1. What changes occurred in the postwar era with respect to the economy?

- 2: Consider the style of advertising that was common in the 1920s and the messages the advertisements gave. How did advertising contribute to the rise of a consumer culture?
3. What changes occurred in the lives of Americans in the 1920s? How did their work, home and leisure time change in the 1920s?
4. What were the reasons for the rise of youth culture? What kind of activities, behaviors, and beliefs were included in this youth culture?
5. Flappers:
  - a. Who were the flappers and how did they defy social conventions for women?
  - b. Were flappers the symbol of the average woman in the 1920s? Why or why not?
  - c. In your opinion, was she a positive or negative image for women? (Explain)
6. Prohibition:
  - a. Who supported the passage of the 18<sup>th</sup> amendment and why?
  - b. What were the effects (positive and negative) of Prohibition on American society?
  - c. What were some of the creative ways that Americans got around Prohibition laws?
  - d. In your opinion, was Prohibition a success or a failure? (Explain)
7. 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? How had its membership and goals changed?
  - b. Fundamentalism: What is fundamentalism? Why did many Americans turn to religion in the 1920s? What were fundamentalists' concerns with respect to public education?
  - c. Immigration restriction: Why was there a resurgence of nativism in the 1920s? What was the Red Scare? In what ways did it affect people's rights? In what ways did the U.S. limit immigration?
- 8: ~~How did religion, the Klan, and increased immigration restrictions provide comfort to those Americans seeking stability in the years after World War I?~~
- 9: ~~The 1920's have been defined as a decade of "breaking barriers." How so?~~
- 10: ~~The '20s are seen as a decade of clashing values. What were some of those clashes?~~

### Great Depression

1. What is the difference between a recession and a depression?
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? (families, men, children, the wealthy, African-Americans, farmers, Mexicans, etc.)
4. 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?
- 5: ~~What were some of the cures suggested to fix the Depression? (What were some of the strengths and weaknesses of these "cures"?)~~
6. How did Hoover and FDR's approaches to bringing the country out of the Depression differ?
  - a. What were their specific approaches? 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?
7. Alphabet Soup – New Deal programs (relief, recovery, and reform)
  - a. How did the combination of relief, recovery and reform programs/acts bring America out of the Depression?
  - b. What criticism did people have of the New Deal (consider women, African-Americans, political Left, political Right)
8. What is/was the legacy (lasting impact) of the New Deal and FDR's presidency?
9. What "cured" the Great Depression?

## World War II

1. How did the Treaty of Versailles at the end of World War I set the world up for WWII?
2. Adolf Hitler & Benito Mussolini
  - a. What motivated their rise to power in their respective countries?
  - b. Once in power, what did they do to strengthen their power and exert authority abroad? (goals, methods, etc.)
3. What motivated Japan to create an empire in the 1930s?
4. U.S. foreign policy in the 1930s – isolationism, neutrality, Cash and Carry, Lend-Lease
  - a. Was the U.S. truly neutral in the early years of WWII?
5. How did WWII begin? By the middle of 1940, whom had the Germans defeated and who was still fighting them?
6. What happened at Pearl Harbor in Dec. 1941? What controversies surrounded the attack? How did the attack influence the U.S.' neutrality?
7. How did Americans on the home front help in the war effort?
  - a. Propaganda, war bonds, rationing, black market
  - b. All-American Girls Baseball League
  - c. Rosie the Riveter and changes in family life, gender roles and responsibilities
  - d. Double V campaign
8. Japanese-American internment
  - a. What were the arguments given for their treatment? Was this constitutional and why?
  - b. What was life like in the internment camps?
9. How were African-Americans and Mexican-Americans treated during the war? What was done to improve conditions & quality of life for these groups? Were their efforts successful?
10. What were the key battles on the European and Pacific fronts? How did the strategy differ on the European and Pacific fronts?
  - a. Battle of Stalingrad, Normandy/D-Day, Battles of Coral Sea, Midway, Iwo Jima, Guadalcanal, Okinawa
11. 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?
12. What important matters were agreed to at the Potsdam Conference?

