Continuity/Change over Time, Causation, & Comparison... Beliefs & Identity

This is our last review guide... It is a monster... I am combining Culture and Identity because... well... we are running out of time and it just seems like a good idea. 😊 ALSO... we have covered several of the objectives in our other thematic reviews. Double 😊

Thematic Learning Objectives

**FIRST... BELIEFS...** This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

**Overarching questions:**

➤➤ How and why have moral, philosophical, and cultural values changed in what would become the United States?
➤➤ How and why have changes in moral, philosophical, and cultural values affected U.S. history?

CUL-1 Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.
CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.
CUL-3 Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.
CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.
CUL-5 Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.
CUL-6 Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change.
CUL-7 Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.

**SECOND... IDENTITY...** This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

**Overarching questions:**

➤➤ How and why have debates over American national identity changed over time?
➤➤ How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.
ID-2 Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century.
ID-3 Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.
ID-4 Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.
ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.
ID-7 Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.
ID-8 Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements.
Past prompts regarding BELIEFS & IDENTITY:

You will notice that many of the past prompts that include analysis of beliefs and identity also include other themes and objectives. Review the list below, consider your present readiness for each, and then begin your thematic review. (Prompts have been reworded to match the new framework by AP teachers during the summer of 2014, edited by John P. Irish)

**Colonial Era Religion**
- Explain how religious ideas and values held by the British American colonists influenced the political, economic, and social development from 1607 to 1700. (2010)
- Explain how religion impacted the development of European regions of North America prior to 1607. (2010)
- Evaluate the extent to which religious makeup and the concept of religious tolerance within the British North American colonies maintained continuity as well as changed over the period 1607-1700. (1998)
- Explain how religious movements influenced the development of American society from the late seventeenth century to the early nineteenth century. (1994)

**Colonial Era Interaction with Indians**
- Evaluate the impact that European colonists had on the cultural and economic experiences of the native population prior to 1750.
- Compare and contrast the ways that social and political tensions in colonial society between colonizers and other groups reflected conflict in the period from 1607-1754. (2003)

**Colonial Era Regional Development**
- Compare and contrast the economic and social development of the Upper and Lower South from the early seventeenth century to the nineteenth century. (2010)

**Revolutionary Era**
- Explain the ways in which Britain’s policies prior to the beginning of the Seven Years War (1754) influenced the political, economic, and social development of the American colonies. (1995)
- Evaluate the extent to which the American Revolution changed the political, economic, and social aspects of American society from 1775 to 1800. (2006)
- Evaluate the extent to which a sense of identity and unity contributed to maintaining continuity as well as fostered change within the American colonies from the years 1607 to 1776. (1999)

**Women & Minorities**
- Explain the continuities and changes in the roles that women played in the Progressive Era political and social reforms from the 1880s through the 1920s. (2011)
- Explain the ways that popular culture maintained continuity as well as fostered change in the lives of women in the United States during the twentieth century. (2005)
- Evaluate the extent to which the role of women maintained continuity as well as fostered change in economic, political, and social arenas between 1790 and 1860? Evaluate major changes and continuities in the social and economic experiences of women and minorities during World War II. (2009)

**Slavery**
- Evaluate the extent to which Africa Americans developed a distinct culture in slavery. (2008)
- Evaluate the legal, religious, and economic factors which led to the defense of the institution of slavery. (1995)
- Evaluate the economic, geographic, and social factors which impacted the growth of slavery in the southern colonies between 1607 and 1775. (2001)

NOTE: There are other prompts that relate to these themes; this is just a selection that includes typical social concepts such as beliefs and identity. Many of the objectives regarding American Indians (assimilation, for example) and Migration also have aspects of these social themes. Keep in mind that your prompts on the AP exam are likely to have multiple themes.
Past prompts regarding BELIEFS & IDENTITY CONTINUED:

Nativism and/or Immigrant Groups
Evaluate the extent to which politics, economics, and religion impacted tensions between Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s. (2009)
Evaluate the effect of various European immigrant groups on the development of a distinct American identity in the period 1830 to 1860. (2007)
Evaluate the causes and consequences of nativism and anti-immigrant sentiment in American society from 1900-1930. (2001)

Antebellum Era Reform
Evaluate the causes and consequences of religious and intellectual movements on American reform during the mid-nineteenth century. (2008)

Antebellum Era Technological Development
Evaluate ways developments in transportation brought about economic and social change in the United States in the period 1800 to 1848. (2004)

Vietnam War and/or Counterculture (1960s-1970s)
Explain the major causes and consequences of protest among different members of the counterculture from 1945 to 1975. (2013)
Evaluate the extent to which the 1960s counterculture constituted a societal and political turning point. (2000)
Evaluate the extent to which the 1960s counterculture was a turning point for the United States in regards to domestic and international issues. (1998)
Explain the extent to which the Vietnam War impacted social and political developments in the United States.(2009)
Evaluate the extent to which the Vietnam War impacted social and economic tensions in the United States from 1964 to 1975. (2008)

20s and/or 50s
Explain the major causes and consequences for the cultural conflicts of the 1920’s in the United States. (2012)
Evaluate the extent to which the 1920’s were a cultural turning point in American History. (2012)
Compare and contrast technology and attitudes of Americans in the 1920s and 1950s. (2006)
Evaluate the extent to which new technologies impacted American culture in the 1920’s.(2006)
“The 1950s were a decade of political, social, and cultural conformity.” Support, modify, or refute this statement. (1994)
Compare and contrast cultural and economic characteristics in United States society in the 1920s with the 1950s. (2004)

Foreign Policy (America in the World, Wars)
Compare and contrast the foreign policy beliefs of isolationists and interventionists over the period 1917-1932. (1998)
Evaluate the economic, social and cultural consequences of the Civil War during the period of 1865-1880. (1997)
Explain how United States political and cultural policies during the Cold War led to an increase in anti-Communist sentiment in the United States following WWII.

Political Parties & American Democracy
Explain the social, political, and economic forces that led to the emergence of sectional political parties before the Civil War. (2008)
Explain the extent to which social and political issues contributed to the reemergence of a two party system in the period 1820 to 1840. (1999)
Evaluate the impact that political, economic, and social factors had on the development of American democracy between 1820 and 1840. (1996)

Great Society
Evaluate the extent to which the policies of President Lyndon B. Johnson were caused by the social, economic, and political problems of the United States. (2007)

Progressive Era Reform
Compare and contrast the responses of industrial leaders and progressive era reformers to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries. (2007)

Modern Civil Rights Era
To what extent, was the period of 1960 to 1975 a time of great progress for political and social equality. (2004)
Evaluate the ways in which social movements from 1950 to 1980 shaped American politics. (2002)

Civil War and Reconstruction
Explain the extent to which constitutional and social developments contributed to maintaining continuity as well as fostering change during the Civil War to the end of Reconstruction. (1996)
Evaluate the extent to which the political, economic and social reform goals of Reconstruction contributed to continuity as well as fostered change in American society between 1864 and 1900. (1992)
Reviewing the Content Outline... **Beliefs and Identity**

**Directions:** Read, highlight main ideas and annotate...consider the objectives below as well as defining major terms as you annotate!

**CUL-1** Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.

**ID-4** Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.

### Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.
- Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans. **Illustrative Examples:** smallpox, Mestizo, Zambo
- Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. **Illustrative Examples:** horses, cows
- In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery. **Illustrative Examples:** com, potatoes
- European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. **Illustrative Examples:** sextant, joint-stock companies
- European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. **Illustrative Examples:** corn, potatoes
- New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. **Illustrative Examples:** Spanish mission system, Pueblo, Juan de Oñate
- Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas. **Illustrative Examples:** Spanish mission system, Pueblo, Juan de Oñate

### Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.
- European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.
- With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards. **Illustrative Examples:** Juan de Sepúlveda, Bartolomé de Las Casas
- Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales. **Illustrative Examples:** Bartolomé de Las Casas
- Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs.
- European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict. **Illustrative Examples:** Spanish mission system, Pueblo, Juan de Oñate
- In spite of slavery, Africans’ cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy. **Illustrative Examples:** maroon communities in Brazil and the Caribbean, mixing of Christianity and traditional African religions.
Reviewing the Content Outline... Beliefs and Identity

Period 2, 1607-1754

Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

- The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World.
- Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain's case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy.
- The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.
- Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.
- Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.
- Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.
- The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.
- The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.
- The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.

Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

- Clashes between European and American Indian social and economic values caused changes in both cultures.
- Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes. Illustrative Examples: Catawba nation, population collapse and dispersal of Huron Confederacy, religious conversion among Wampanoag in New England leading to the outbreak of King Philip's War
- Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldviews on land and gender roles. Illustrative Examples: praying towns, clothing
- By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.

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Reviewing the Content Outline... Beliefs and Identity

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

-“Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems.
- The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.
- Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas. Illustrative Examples: Maryland Toleration Act of 1649, founding of Pennsylvania, John Locke
- The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations. Illustrative Examples: Casta system, mulatto, Métis
- Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.
- As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.
- Late 17th-century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government’s relative indifference to colonial governance. Illustrative Examples: dominion of New England, Navigation Acts
- Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system. Illustrative Examples: Great Awakening, republicanism

Reviewing Worldviews...

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<th>European Worldviews</th>
<th>American Indian Worldviews</th>
<th>African Slaves’ World Views</th>
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<td>Indians were uncivilized. Some were welcomed as “noble savages” and others were feared as vicious barbarians. African slaves were uncivilized. Slavery was a reality in the Americas and very few challenged it. Europeans saw African and Indian religions as inferior and incorrect, and sought to Christianize them. Some slaves were able to earn their freedom after becoming Christian (before tighter slave codes ended that). Land use and land ownership beliefs differed greatly with the Indian views. The fact that Africans and Indians had lower literacy rates, lack of written language in many cases, primitive weapons and architecture, etc. was “proof” to the Europeans that their views and their society was superior. Because their views and society’s superiority coincided was from people of a different color... fueled development of the view of white superiority. The Indian susceptibility to European diseases also “proved” to Europeans that they were superior and/or that God was on their side. European culture was impacted by Indian and African culture, although Anglicization paved the way for European cultural dominance. Gender roles were strict with few rights and freedoms for women.</td>
<td>Indians generally thought the Europeans were less intelligent as they struggled to adapt to the new environment and had strange beliefs and practices. Indians were able to identify useful resources while avoiding poison or harmful resources, and the Europeans did not have this knowledge. Many Indians saw the Europeans as lazy and ignorant. Slavery was not a foreign idea to many Indians, so the view on African slaves was not dramatic, however some did welcome runaway slaves into their tribes. Some Indian groups assimilated to varying degrees, including becoming owners of African slaves. Indians enjoyed European goods such as guns, cloth, and metal and traded for them. However many saw manufactured goods as a poor use of time and intelligence as it was disconnected with nature. Indians were highly spiritual with connections to the environment and other elements. Their beliefs on the importance of respecting and connecting to nature contrasted with European beliefs in praying and miracles. Some Indian groups were matrilineal, but most were patrilineal with similar gender roles as the Europeans.</td>
<td>Slavery had existed in Africa for centuries, and it was an accepted reality. However, the slave systems in Africa included more ability to earn freedom than the African slave system that developed in the Americas which became a chattel system with permanent status in many areas. Most slaves converted to Christianity, but they also blended it with their culture. Music, farming techniques, language, and beliefs all mixed with European beliefs, creating a unique slave culture. Christian beliefs became a core value for slaves and after emancipation the Black Church movement led the way to Civil Rights. In some areas, European, African, and Indian beliefs all mixed together to form a new culture. Africans who were able to separate from Europeans established cultural autonomy such as the maroon communities in Brazil and the Caribbean. Gender roles were similar to the group they most assimilated into, however slave codes often prevented marriage and family ties from being permanent as a spouse or child could be sold to another family. Despite being treated as property, slaves maintained familial roles.</td>
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The significance of RELIGION in colonial beliefs, culture, and patterns of development...  

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<th>Middle Colonies</th>
<th>Chesapeake &amp; Southern Colonies</th>
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<td><strong>Puritans – Congregational Church</strong>&lt;br&gt;Motivated to migrate and settle by escaping religious persecution; did not practice religious tolerance; however; dissenters and other religious practices punished (banished, publicly humiliated, or execution)</td>
<td><strong>Quakers – Society of Friends</strong> – largest group for this region; Pennsylvania, scattered elsewhere in New York, New Jersey, Delaware, and even in New England&lt;br&gt;<strong>Presbyterian Church</strong> – frontier Pennsylvania, New Jersey&lt;br&gt;<strong>Jews</strong> - New York (small number)&lt;br&gt;<strong>Mennonites</strong> - Pennsylvania&lt;br&gt;<strong>William Penn founded Pennsylvania as haven for Quakers</strong> escaping persecution – largely from Puritans; set up society based on tolerance and equality, unlike Puritans; it was his “Holy Experiment”</td>
<td><strong>Catholics – Maryland – and scattered in Pennsylvania</strong>&lt;br&gt;<strong>Anglican – Church of England</strong> – Virginia, Maryland, Southern colonies&lt;br&gt;Lord Baltimore founded Maryland as a haven for Catholics who faced persecution from Protestants; other than Maryland… Catholics were not allowed to vote&lt;br&gt;<strong>Catholic Beliefs</strong>: Pope in Rome led Church as top of strict hierarchy; women cannot lead; salvation is earned through good works, faith, loyalty; divorce not allowed; act of confession and other rites conflicted with Protestant beliefs&lt;br&gt;<strong>Anglican Beliefs</strong>: Monarch is the head of the Church; Divine Right of Kings meant God selected monarch; Although the church was created out of the Protestant Reformation (rebellion against Catholic Church practices) many Catholic traditions continued in Anglican Church&lt;br&gt;<strong>Important Developments</strong>: In the beginning, Catholics dominated Maryland, but eventually they became outnumbered by Protestants and religious persecution resumed; by the time of the First Great Awakening in the early 1700s, the Anglican Church was the 2nd largest Church in the colonies; the Anglican Church did not have a significant impact on colonial culture (unlike influence of Congregational Church in New England or the Society of Friends in Pennsylvania); because of Anglicization and British dominance in North America… being Anglican carried important status&lt;br&gt;<strong>Important Documents</strong>: Maryland Act of Toleration</td>
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<td><strong>Plymouth</strong> – 1620, William Bradford&lt;br&gt;<strong>Massachusetts Bay</strong> – 1630, John Winthrop&lt;br&gt;Later united with other colonies such as Salem to form <strong>Massachusetts Colony</strong>&lt;br&gt;&lt;br&gt;<strong>Connecticut and New Hampshire</strong> – extensions from Mass. with similar views, although Connecticut was more progressive politically&lt;br&gt;&lt;br&gt;<strong>Rhode Island</strong> – created by dissenter, Roger Williams; later joined by banished Anne Hutchinson; practice tolerance and separation of Church and state (different from others and treated as the “gutter” of New England&lt;br&gt;&lt;br&gt;Example of Colonial religious fanaticism – 1692 Salem Witch Trials</td>
<td><strong>Religious Beliefs</strong>: mankind is sinful by nature and needs laws and guidelines for behavior, mankind is predestined before birth (Calvinism), visible saints are those who live a good life, those damned to hell live a wicked life; no religious tolerance; laws of governance based on laws of the Bible; men lead; women have few or no rights; educating youth imperative and centered on religious teachings as well as literacy; rigid Church structure</td>
<td><strong>Religious Conflicts</strong>: Roger Williams banished, Anne Hutchinson banished, Thomas Hooker dissented when creating Connecticut’s Constitution (you didn’t have to be Church member to vote), Salem Witch Trials</td>
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<td><strong>Important Developments</strong>: by the time of the First Great Awakening in the early 1700s, the Presbyterian Church was the 3rd largest Church in the colonies (the other two were Congregational and Anglican); They split between “old lights” and “new lights” in the Awakening</td>
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A continuing challenge to the American intellectual scene has been provided by the successive waves of immigration, and the resulting infusions of divergent ideas. No sooner did one wave begin to be assimilated than a new force appeared. Thus America constantly added the experience and thought of older traditions to its shore; yet at the same time these traditions were themselves profoundly altered by the new habitat.” (Kurtz, American Thought Before 1900)

Colonial Philosophical Thought (1700 – 1776): For the most part, practical pursuits and religious interests dominated seventeenth-century America (especially Puritanism) and little time was devoted to theoretical philosophy – it was not till the eighteenth-century that intellectual philosophic and scientific interests were more directly nourished. The thoughts outlined below begin with the First Great Awakening, were influenced partially by European Enlightenment thought, and reflect the evolving American identity and belief systems that culminate in republicanism.

Primary Figures:
Jonathan Edwards (1703 – 1758), Samuel Johnson (1696 – 1772), Cadwallader Colden (1688 – 1776), and Benjamin Franklin (1706 – 1790).

Edwards represents the most thoroughgoing use of philosophical idealism in an attempt to provide a rational philosophical vindication of the Calvinistic system against its critics. Johnson used philosophical immaterialism to combat materialism – however, neither Edwards nor Johnson could stem the tide of the new forces, especially the development of modern science and modern philosophy, which was emerging in Europe. Edwards’s most important philosophical work was, Freedom of the Will (1754), in which he puts forth a defense of Calvinistic determinism against the arguments for free will. Every event has a cause, but divine omnipotence, foreknowledge, and efficacious grace (all of which are Calvinistic doctrines) are consistent with moral freedom and moral responsibility. Freedom, according to Edwards, is having the power, opportunity, or advantage, to do as one pleases to do – without considering how one’s pleasure comes to be as it is. Even though one’s pleasure (sometimes called – will) is the product of causal principles. Edwards attempts to resolve the alleged paradox by careful linguistic definitions of key terms. In The Nature of True Virtue (written in 1755, published in 1765), Edwards argued that man is naturally incapable of true virtue, being sinful and corrupt. Yet there is the grace of God that has elected some for salvation, and one sign of this is the individual’s religious affection and sense of beauty. In A Treatise Concerning Religious Affections (1746), Edwards maintains that belief in God has its source in the religious affectations, love and joy, and that these are transmitted from supernatural source and are not to be comprehended by the natural senses (e.g., Deism – which Edwards considered to be the greatest abomination to Christianity). And in his, Notes on Natural Science, Edwards provides a metaphysical defense of philosophical idealism, holding that mind and spirit are fundamental to the universe.

Johnson preferred the quiet conservatism of the Church of England to the evangelical enthusiasm then sweeping through the Puritan churches of New England. Johnson was a follower of the ideas of George Berkeley, who was a critic of the materialism of Newton and Locke, which he thought would lead to skepticism, freethinking, and atheism. Spiritual, not material substances, were real, the human mind receiving what the Divine Mind impressed upon it. However, the immaterialism of Berkeley and Johnson had little effect on late eighteenth-century American thought, possibly because of its Anglican association, though their ideas would reemerge in nineteenth-century America through transcendentalism and idealism.

Colden carried on an extensive correspondence with Johnson on the topic of idealism versus materialism. Colden was not a pure materialist – he did seem to advocate a kind of dualistic theory, which allows for the existence of intelligent being. “Like body, intelligent being is active and known by its effects, but it differs from material being in its essential nature.” (Kurtz, American Thought Before 1900, pp. 102). Colden was sympathetic to Deism: God as First Cause gave direction to the action of matter, but did not intervene in its operations. In First Principles of Morality (1746), Colden presents a materialistic hedonism: the body is a machine and pleasure is the end cause of the virtues. Throughout Colden’s works one finds a modern mind, critical of “mere authority,” directing the individual to think for himself, unencumbered by prejudice and received tradition, and basing its inquiries on the methods of science. Although conservative in his political beliefs and opposed the American Revolution, he was devoted to reason and sympathetic to the Enlightenment.

Franklin applied Newton’s physical principles and illustrated Newtonian natural philosophy and the possibility of a completely mechanical explanation of the universe. Franklin also owed his philosophical reputation to the fact that he was broadly educated and interested in many fields of human endeavor – he displayed wisdom for life, both intellectual and practical. In his, Articles of Belief and Acts of Religion (1730), Franklin espouses his deistic rationalistic philosophy of religion. [Franklin was a highly civilized man – fair-minded, humane, charitable, and a source of worldly wisdom – qualities which were unique in early America.] Franklin’s philosophy can be summarized as follows: 1. Secularized typical Puritan virtues in ethics, thrift, temperance, punctuality, and industry. 2. Virtue and Reason are combined as revealing the true source of happiness. 3. Staunch defender of republicanism and revolution.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Comparison and Making Inferences... Beliefs and Identity

Directions: Analyze the documents using your HIPP strategy and address the questions that follow. Remember when you are addressing short answer questions with a document, you must go BEYOND the obvious and ANALYZE history! ☺️ Write your answers in complete sentences on a separate sheet of paper.

Set #1

Source: Chief Powhatan to the English in Jamestown, 1609
“Why will you take by force what you may obtain by love? Why will you destroy us who supply you with food? What can you get by war? ... We are unarmed, and willing to give you what you ask, if you come in a friendly manner... I am not so simple as to not know it is better to eat good meat, sleep comfortably, live quietly with my women and children and laugh and be merry with the English, and being their friend, trade for their copper and hatchets, than to run away from them... Take away your guns and swords, the cause of all our jealousy or you may die in the same manner.”

a. Briefly explain ONE conflicting cultural value between the English settlers at Jamestown and the Powhatan Confederacy.

b. Briefly explain ONE uniting cultural value between the English settlers at Jamestown and the Powhatan Confederacy.

c. Briefly explain ONE specific way differing worldviews, values, or attitudes impacted the relationship between settlers and Indians.

Set #2

Source: A Model of Christian Charity Sermon, John Winthrop, 1630
“For we must Consider that we shall be as a City upon a Hill, the eyes of all people are upon us; so that if we shall deal falsely with our god in this work we have undertaken and so cause him to withdraw his present help from us, we shall be made a story and a byword through the world, we shall open the mouths of enemies to speak evil of the ways of god and all professors for God’s sake”

a. Briefly explain ONE way religion impacted New England colonies differently than it impacted Southern colonies.

b. Briefly explain ONE way religion impacted the development of colonial government in New England.

c. Briefly explain how ONE of the following was either similar to or different from your answer in part b.: Pennsylvania, Maryland, Virginia
Contextualization... The First Great Awakening

Directions: Read, review, and highlight the notes below then write a comparative contextualization in the space provided.

Historical Thinking Skill 5: Contextualization
Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.
Proficient students should be able to …
• Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
• Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

This revival movement spread to the colonies from England in the early 18th century, around the 1730s and 1740s. This movement was dominated by Puritanism (see page 7 for a review of Puritan beliefs). The First Great Awakening is not highly emphasized in your content outline, however if you are asked to analyze the development of American identity, culture, or even political rebellion... understanding this movement is essential. Below are the basic facts…

LOCAL CONTEXT
When: Early 1700s (18th century)
Where: First in England, then spread through English colonies
Who: George Whitefield was a preacher from England who led many revivals with participants ranging from Puritans, Presbyterians, Baptists, and Methodists. John Wesley was influential, as well, as the Methodist Church [Methodism] was slowly gaining the attention of colonists. More women participated than men, and many African Americans – both free and slave- participated. Most of the attendees were in the lower class of farmers, servants or workers.
How: Fire and Brimstone sermons… choose God or go to Hell! “Sinners in the Hands of an Angry God” by Johnathan Edwards warned listeners that at any moment God can drop them into the pit of hell to burn for eternity. Meetings were enthusiastic, outdoors, and challenged traditional straight-laced Church meetings.

BROAD CONTEXT – THE BIG IDEA – THE THEMES - American Identity and Beliefs
Cause: It was a reaction to two things mainly. One was a reaction to dropping Church membership and religiosity of the population – the secularization of society. Second was a reaction to Enlightenment thought which emphasized reason over faith.
Effect: Instilled sense of independence and rebellion as more people could preach and more people challenged the authority of their existing Church. The lower classes began to challenge the elite using the rationale that all men are sinful and all men need God. It also encouraged increased communication among colonists and regions. All of these effects would later play into the Patriots' rebellion and the War for Independence (American Revolution) following the French and Indian War.

Your turn... COMPARATIVE CONTEXT
The First Great Awakening’s impact on American identity was similar to [or different from]...
(remember you MUST explain HOW or WHY in your comparative contextualization)
**Reviewing the Content Outline… Beliefs and Identity**

**Directions:** Read, highlight main ideas and annotate… consider the objectives below as well as defining major terms as you annotate!

**CUL-2** Analyze how emerging conceptions of **national identity** and **democratic ideals** shaped **value systems, gender roles, and cultural movements** in the late 18th century and the 19th century.

**CUL-4** Analyze how changing **religious ideals, Enlightenment beliefs, and republican thought** shaped the **politics, culture, and society** of the colonial era through the early Republic.

**ID-1** Analyze how competing conceptions of **national identity** were expressed in the development of **political institutions** and **cultural values** from the late colonial through the antebellum periods.

**ID-5** Analyze the role of **economic, political, social, and ethnic factors** on the formation of **regional identities** in what would become the United States from the colonial period through the 19th century.

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**Period 3, 1754-1800:**
British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s **social, political, and economic identity.**

**Key Concept 3.1:** Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.
- Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government.
- English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.
- After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands. Illustrative Examples: Pontiac’s Rebellion, Proclamation of 1763.
- During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands. Illustrative Examples: Iroquois Confederation, Chief Little Turtle and the Western Confederacy.
- During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.
- Great Britain’s massive debt from the Seven Years’ War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions—actions that were supported by some colonists but resisted by others. Illustrative Examples: Stamp Act, Committees of Correspondence, Intolerable Acts.
- The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the **rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.** Illustrative Examples: Sons of Liberty, Mercy Otis Warren, *Letters from a Farmer in Pennsylvania*.
- Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists’ greater familiarity with the land, their resilient military and political leadership, their **ideological commitment**, and their support from European allies.

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Key Concept 3.2: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

-During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.

-Protestant evangelical religious fervor strengthened many British colonists’ understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege. Illustrative Examples: John Locke, Jean-Jacques Rousseau, Adam Smith

-The colonists’ belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine’s Common Sense and in the Declaration of Independence.

-Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

-While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.

-During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. Illustrative Examples: Abigail Adams, Pennsylvania Gradual Emancipation Law

-The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.

-The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.
Key Concept 3.3: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a **multiethnic, multiracial national identity**.

- As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and **cultural blending**.
- The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white-Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions. Illustrative Examples: march of the Paxton Boys, Battle of Fallen Timbers
- Migrants from within North America and around the world continued to launch new settlements in the West, creating **new distinctive backcountry cultures** and fueling **social and ethnic tensions**. Illustrative Examples: Scots-Irish; Shays’ Rebellion, frontier vs. tidewater Virginia
- The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for **social mobility** among enterprising soldiers and settlers that led to new **cultural blending**.
- **New voices for national identity** challenged tendencies to cling to **regional identities**, contributing to the emergence of **distinctly American cultural expressions**.
- As national political institutions developed in the new United States, varying regionally based positions on economic, political, **social**, and foreign policy issues promoted the development of political parties.
- The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive **regional attitudes** toward the institution.
- **Enlightenment ideas** and women’s experiences in the movement for independence promoted an ideal of “**republican motherhood**,” which called on white women to maintain and teach republican values within the family and **granted women a new importance in American political culture**.
Revolutionary Era Philosophical Thought (Source: American Philosophical and Intellectual Thought: A Survey and History)

“The outbreak of the War for Independence in 1776, interest in the ideals of the Age of Reason became pre- eminent. The Enlightenment had a correlative impact in America. Many of the colonists were inspired by the English Deists such as Blount, Clarke, Bolingbroke, Collins, Shaftesbury, and Wollaston, and by French writers such as Condillac, Diderot, Condorcet, Holbach, Volney, La Mettrie, and Voltaire. However, it was the empiricism and liberalism of the British philosopher John Locke that had the most important and direct influence on American thought—though once again his major impact was practical.” (Kurtz, American Thought Before 1900)

The Age of Reason in America assumed three forms:
1. it contributed to the development of materialism and deism in metaphysics and religion
2. it helped to emphasize the values of a secular and naturalistic morality
3. it made meaningful the ideals of republicanism and revolution


Materialism: The Newtonian materialism of the colonial period came to full maturity in the latter part of the eighteenth-century. The materialists had strong interests in science and they attempted to extend what they considered to be the legitimate aims of science to other areas of the cosmos, including man. Thus, they consistently attempted to apply physical and mechanistic explanations to mind and morality.

Deism: Deism as a religious philosophy was widely espoused by many of the advanced leaders of the new republic, such as Jefferson and Washington. The deists affirmed the supremacy of reason, and denied the claims of revelation, prophecies, and miracles — defending the principles of religious freedom, toleration, and the separation of church and state.
1. all events in nature were determined by natural causes
2. God, as first cause, designed the natural order (creator-God)
3. nature and man, were products of the goodness of God
4. mankind is basically good, Calvinism is fundamentally flawed (with its beliefs in original sin and human depravity)
5. man as a rational creature, is capable of achieving the good life on earth
6. morality was humanistic, happiness and pleasure, not faith and humility, were the standards of choice
7. science, reason, and education are the instruments of human progress
8. Lockeian empiricism — all knowledge is based on sense experience
9. man is a product of conditioning forces of his environment — therefore, improved social environment means improved human behavior

Republicanism and Revolution: The ideas which inspired the Revolution had their origins in the writings of Locke and Montesquieu, but their experimental application in a new context was a significant innovation. The American thinkers maintained that justice is related to the doctrine of natural rights and not to the divine right of kings, hereditary rights, or the conserving of established institutions. Governments are artificial contracts made by men, to be overthrown and changed by men if they do not fulfill their original purposes or if they violate inalienable human rights.

This does not mean that there was unanimity among the colonists. And indeed, after the Revolutionary cause was gained, there was need to reason out and build a new system of government. The Federalist Papers (1787 – 88) were written by Alexander Hamilton (1757 – 1804) the conservative, James Madison (1751 – 1836) the liberal, and John Jay (1745 – 1829) in order to explain and justify the Federal Constitution. Some American thinkers, such as Jefferson, considered agrarian society as the ideal, but others, such as Hamilton, favored a commercial or industrial society. The problem of how to safeguard human liberties against the encroachments of a tyrannical government was dealt with by the development of a system of checks and balances among the three branches of government.

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**Essay Practice... Beliefs and Identity**

**Directions:** Address the prompt below, and then incorporate document analysis.

**Prompt:** Explain how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society during the 18th century.

**Skill? What is the skill being tested?**

Explain what skill you are demonstrating and how you will tackle this prompt...

1. **CONTEXT... Define your parameters...**
2. **CONTEXT... Characterize the era(s)...**
3. **THEME... Identify the theme(s) being tested...**
4. **Write your thesis...**
5. **List three pieces of specific evidence for each body paragraph...**
   
   a.  
   b.  
   c.  
6. **Analyze the document below and incorporate it into your planning. How will it help you defend your thesis?**

**Source:** Declaration of Independence, Second Continental Congress, penned by Thomas Jefferson, 1776

“We, therefore, the representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain, is and ought to be totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor.”

**Historical Context...**
**Intended Audience...**
**Purpose...**
**Point of View...**
**Supports thesis...**

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### Reviewing the Content Outline... Beliefs and Identity

**Directions:** Read, highlight **main ideas** and annotate...consider the objectives below as well as defining major terms as you annotate!

| ID-5 Analyze the role of **economic, political, social, and ethnic factors** on the formation of **regional identities** in what would become the United States. |
| ID-1 Analyze how competing conceptions of **national identity** were expressed in the development of **institutions** and **cultural values**. |
| CUL-5 Analyze ways that **philosophical, moral, and scientific ideas** were used to defend and challenge the dominant **economic and social order** in the 19th century. |

### Period 4, 1800-1848

The new republic struggled to define and extend **democratic ideals** in the face of rapid economic, territorial, and demographic changes.

**Key Concept 4.1:** The United States developed the world’s first modern mass democracy and celebrated a **new national culture**, while Americans sought to define the nation’s **democratic ideals** and to **reform its institutions to match them**.

- The nation’s transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.
- As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.
- Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution. **Illustrative Examples** - *McCulloch v. Maryland, Worcester v. Georgia*
- With the acceleration of a national and international market economy, Americans debated the scope of government’s role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns. **Illustrative Examples** - New England opposition to the Embargo Act, debates over the tariff and internal improvements
- Many white Americans in the South asserted their **regional identity** through pride in the institution of slavery, insisting that the federal government should defend that institution.
- Concurrent with an increasing international exchange of goods and **ideas**, larger numbers of Americans began struggling with how to match **democratic political ideals** to **political institutions** and **social realities**.
- The **Second Great Awakening** fostered the rise of voluntary organizations to promote **religious and secular reforms**, including abolition and women’s rights. **Illustrative Examples** - Charles G. Finney, Seneca Falls convention, Utopian communities
- Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the U.S. and many state governments continued to restrict African Americans’ citizenship possibilities. **Illustrative Examples** - American Colonization Society, Frederick Douglass
- Resistance to **initiatives for democracy** and inclusion included **proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture**, and restrictive anti-Indian policies.
- While Americans celebrated their nation’s progress toward a **unified new national culture** that blended Old World forms with New World ideas, various groups of the nation’s inhabitants developed **distinctive cultures** of their own.
- A **new national culture emerged**, with various Americans creating **art, architecture, and literature** that combined European forms with **local and regional cultural sensibilities**. **Illustrative Examples** - The Hudson River School, John James Audubon
- Various groups of **American Indians, women, and religious followers developed cultures** reflecting their interests and experiences, as did **regional groups** and an emerging **urban middle class**.
- Enslaved and free African Americans, isolated at the bottom of the **social hierarchy**, created communities and strategies to protect their dignity and their family structures, even as some launched **abolitionist and reform movements** aimed at changing their **status**. **Illustrative Examples** - Richard Allen, David Walker, slave music
Liberalism vs Conservatism, Strict vs Loose, & Compact vs Contract Theory in the Early Republic

The terms “liberalism” and “conservativism” are used mainly to describe 20th century political thought such as the New Deal and Great Society (liberalism) or the conservative resurgence of the Republican Party marked by the election of Ronald Reagan. When you are comparing or explaining beliefs, values, ideas of any era, however, it is useful to consider these two terms and what they mean for an era. The chart below compares the liberalism of Thomas Jefferson with the conservatism of Alexander Hamilton. Review the notes, highlight cues, and then consider the validity (opposing views?) of the comparison. Remember that liberalism challenges the status quo and conservatism preserves it. Remember that what is “normal” or “status quo” changes over time, so the beliefs, values, and ideals may be the same between a liberal of one era and a conservative in another.

<table>
<thead>
<tr>
<th>Thomas Jefferson</th>
<th>Alexander Hamilton</th>
</tr>
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<tbody>
<tr>
<td>Challenged the status quo by challenging the new, stronger central government under the Constitution. He supported states rights rather than central power, supported farmers rather than business, and favored laissez faire style government.</td>
<td>Supported the status quo by defending and increasing the power of the central government. He supported a national bank, the “necessary and proper” clause over the 10th Amendment, supported taxes and tariffs as means for government to manipulate and guide economic development, and believed in a strong national defense.</td>
</tr>
<tr>
<td>As President, he repealed the Whiskey tax, reduced the size of the military, but he left the Bank of the United States alone, which he saw as unconstitutional.</td>
<td>Following the death of the Federalist Party (1815; Hartford Resolutions), the next party system conservatives were the Whigs. Henry Clay led this movement which challenged power of the president, pushed for internal improvements, supported the Second Bank and tried to extend its charter</td>
</tr>
<tr>
<td>Later, Andrew Jackson and the Democrat Party would embrace these ideals and fight against things like internal improvements, westward expansion, the Second Bank of the United States, and high tariffs.</td>
<td>“strict constructionists”</td>
</tr>
<tr>
<td>“strict constructionists”</td>
<td>“loose constructionists”</td>
</tr>
<tr>
<td>-follow exactly what was stated and allowed in the Constitution. Anything not given to the federal government in the Constitution would be given to the states and the people… 10th Amendment… no loopholes… (until you want to buy Louisiana…)</td>
<td>-take whatever action you want, as long as the document did not specifically say you couldn't do it… find the loopholes… use the “necessary and proper” clause to defend it</td>
</tr>
</tbody>
</table>

Do you agree with this comparison? Explain your reasoning.

Tensions over political theories aligned with parties but also with regions. Federalists/North = contract theory of government South/Democratic-Republicans = compact theory of government

The Compact Theory
- The states, not the people, created national government
- The laws of the states are supreme when in conflict with the laws and actions of the federal government. For example, in the antebellum North, personal liberty laws were passed to counteract federal fugitive slave laws
- The states can declare the laws of the federal government null and void if they deem it necessary and appropriate
- The logical conclusion of this theory if taken to its extreme is secession

The Contract Theory
- The people, not the states, created the Union
- The federal government is supreme
- Thus, federal laws and actions take precedence over state laws and actions
The Counter-Revolution in America (1800 – 1850):

“No sooner had America reached its apogee in brilliance than a conservative reaction set in – political, religious, moral, and philosophic. The liberal stream of the Enlightenment was overwhelmed by a conservative undercurrent, which now rose to the surface.”

(Kurtz, American Thought Before 1900)

A. Southern Racial Aristocracy (1800 – 1860):
An immediate reaction against the Declaration of Independence was stimulated by a fear of “the mob” inspired to some extent by the Jacobin excesses of the French Revolution. The south was unable to reconcile itself to Jeffersonian democracy. Is the principle all men are created equal defensible? There rose a group of men, dedicated to defending the status quo of the Southern way of life – which included the institution of slavery and the economic interests that it supported. Attacked were the notions of liberty, equality, natural rights, democracy, and strong federal government. John C. Calhoun (1782 – 1850) was the most serious southern philosophical writer of this period, denied that there were natural rights prior to society – such rights were metaphysical abstractions – and he attempted to defend a hierarchical and organic conception of society. Order and security, rather than scientific reason or democratic reform, were to be valued and preserved.

B. Academic Philosophy – Scottish Realism (1800 – 1850):
A similar conservatism was evident in religion in the early nineteenth-century. The radical deistic spirit of the Age of Reason was lost in the general subservience of science to religion. The earlier confidence in the powers of human intelligence was replaced by a failure of courage and a sense of human dependence. Remarkable during this period were the numerous scholarly attempts to rationalize received traditions and values. Colleges played a big role in promoting these ideas – the purpose of many colleges was to provide moral discipline and an ordered conception of the universe. The college thus had the conservative function of preserving a cultural tradition and, in effect, of justifying the status quo.

Two dominant philosophical influences in this period:
1. Scottish Realism
2. Philosophical Idealism – popular during the end of the 19th century

The Scottish philosophers, Thomas Reid, Dugald Stewart, Adam Ferguson, and others, seemed to many in America to offer a powerful answer to Hume’s skepticism. Scottish realism was first introduced at Princeton before 1800 by John Witherspoon and Samuel Stanhope Smith. It was popularized by James McCosh (1811 – 1894), a late arrival to the American shores. Realism was based on the doctrine that “real objects” existed independently of man and were perceivable as such. Real objects were neither unknowable nor reducible to phenomena or ideas. All of this seemed self-evident and give to inductive intuition. The realists believed that such intuition might establish moral, political and religious truths – indeed, all fundamental truths could be known in the same way. There were self-evident certitudes of right and wrong, standards of justice and injustice, truth of God’s existence and of immortality of the soul, mathematical objects, and basic scientific universals. This method could be extended indefinitely and was conveniently used to instate a whole set of orthodox ideas and values, giving them sanction of philosophical necessity. Realism became a means of rationalizing the unquestioning acceptance of traditional values which appealed to “common sense.”
C. Transcendentalism (1820 – 1860):
Initially the transcendentalists were Unitarians, who liberal in sentiment, transformed Calvinistic pessimism to optimism; God was loving and just, not arbitrary or vindictive; man was not necessarily sinful but capable of moral virtue and goodness. The Unitarians also reacted against the mechanistic universe and rational religion of the deists. Nature manifested divine purpose, and man might know and appreciate its full beauty. But man must transcend ordinary understanding or experience, and his soul must have direct contact with divinity; this might be done largely without benefit of clergy. The Unitarians, like the Deists, wished to use reason to interpret the Bible but, unlike the Deists, many accepted revelation.

Transcendentalists were:
1. reacting against the limitations of Lockean conception of experience
2. there is a transcendental realm over and beyond the phenomenal appearances, and ultimate reality which only reason and intuition could penetrate
3. criticized the dependence of knowledge based on empirical and scientific facts – such evidence was only probable, and ended in skepticism
4. poets and seers who proclaimed truth as they saw it and were not interested in rational proof
5. there are two worlds –
   (a.) the unreal world of sensations, which are the objects of physical science, and
   (b.) the unseen world, a religious, moral, and aesthetic universe, which only poetry and philosophy could discover
6. movement stimulated by moral idealism
7. goal is to liberate the individual and to free him from the blind hold of custom and convention

The transcendentalists were humanitarians deeply concerned with moral progress, with political and social justice and equality. Each individual possessed an implicit dignity, which was also a claim to equality, for each person had both the ability and the right to consult his private intuition. They fought against acquiescence to injustice and defended liberalism in social action.

Utopias
During this era, several utopias (experimental communities inspired by the Second Great Awakening, were rebelling against religion, OR were inspired by transcendentalism) were created with the belief in human perfectibility. Three examples are outlined below.

<table>
<thead>
<tr>
<th>Utopia Inspired by Religion</th>
<th>Utopia Inspired by Secularism</th>
<th>Utopia inspired by Transcendentalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shakers</td>
<td>New Harmony</td>
<td>Brook Farm</td>
</tr>
<tr>
<td>Mother Ann Lee founded this society which lasted for 30 years. It ended because they embraced celibacy. It was based on the religious belief that God was both father and mother, men and women were equal in God’s eyes, and strove to create a community that was productive (famous for Shaker furniture) while also keeping men and women separate and rejecting materialism.</td>
<td>Robert Owen founded this society based on socialistic beliefs in communal living. It only lasted 3 years</td>
<td>George Ripley founded this society based on transcendentalism which combined hard work with education in hopes of creating a communal society in which a “higher level” of understanding would be reached. It only lasted 6 years due to disease/epidemic and the resistance of its intellectuals to do hard labor.</td>
</tr>
</tbody>
</table>
Contextualization... The Second Great Awakening

Directions: Read, review, and highlight the notes below then write a comparative contextualization in the space provided.

This revival movement spread through New York and New England from the frontier in the early 19th century, around the 1830s and 1840s – 100 years after the first. This movement differed from the first, because it was largely challenging Puritanism rather than spreading it. The Second Great Awakening is highly emphasized in your content outline!

LOCAL CONTEXT
When: Early 1800s (19th century)
Where: First in frontier regions of Kentucky, then spread through New York and New England; “Burned Over District” in New York saw the most revivalism
Who: Charles Grandison Finney and Peter Cartwright (Methodist) among others; more women participated than men, some African Americans and some American Indians, people who believed in the second coming of Christ were more likely to participate, Baptists and Methodists more than Presbyterians and Congregationalists (decline in older Churches, rise of newer Churches)
How: Outdoor revivals, some of which were very large with thousands in attendance

BROAD CONTEXT – THE BIG IDEA – THE THEMES - American Identity and Beliefs
Cause: It was a reaction to two things mainly. One was a reaction to the secularization of society and perceived drop in moral values. Second was a reaction to influence of Deists and Unitarians which challenged traditional Protestant beliefs.
Effect: It challenged Calvinism and spread beliefs that people could be saved through faith and actions (not predestination). Because this movement focused on morality, it inspired people to strive to be “good” and “make the world a better place” which led to many new reform movements including abolition, temperance, and women’s movement. More people began to focus on the betterment of society and religion started become more emotional, personal, and diverse. New Churches, such as the Mormon Church, also formed in this era – inspired from the religious conversations occurring especially in the Burned Over District.

Your turn... COMPARATIVE CONTEXT
The Second Great Awakening’s impact on American beliefs was similar to [or different from]… (remember you MUST explain HOW or WHY in your comparative contextualization)

Second Great Awakening
reforms inspired by “perfectionism” 1830s-1840s
A Abolitionism
Wise Women’s suffrage
Teaching Temperance
Elephant Education
Made Mental institutions
Pigs Prison reform
Devour Debtor’s prisons
Worms Wilderness Utopias

Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.
Reform Movements... Beliefs & Identity

Source: Early 19th Century movement comparison chart (apushcanvas.pbworks.com)

<table>
<thead>
<tr>
<th>REFORM</th>
<th>LEADER</th>
<th>CAUSES</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abolition</td>
<td>Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Harriet</td>
<td>Slavery as a moral wrong vs. white supremacy in the South</td>
<td>Emancipation (gradual by moderates, immediate by radicals)</td>
</tr>
<tr>
<td>United States Temperance Union</td>
<td>Various</td>
<td>Excessive consumption of alcohol was widespread among all classes.</td>
<td>Abstinence from liquor including prohibition</td>
</tr>
<tr>
<td>Health</td>
<td>Dorothea Dix</td>
<td>Inhumane treatment of the insane in prisons: physical punishment &amp; isolation</td>
<td>Prison Reform: Rehabilitation &amp; treatment instead of punishment; build asylums for the mentally ill.</td>
</tr>
<tr>
<td>Women’s Rights - Seneca Falls Convention (1848)</td>
<td>Elizabeth Cady Stanton, Lucretia Mott</td>
<td>Lack of rights concerning property; suffrage; education.</td>
<td>Overcome inferior status with a focus on women’s suffrage</td>
</tr>
<tr>
<td>Education</td>
<td>Horace Mann</td>
<td>Concern for creating intelligent voters who could support &amp; perpetuate democracy.</td>
<td>Free public education (tax-supported); longer school year; teacher training; broad curriculum</td>
</tr>
</tbody>
</table>

Reform movements challenged the status quo, introduced liberal thought, and worked to increase democracy and equality by challenging the very beliefs that the nation was founded on... Declaration of Independence & “all men are created equal.” The Abolition movement was not new to the Antebellum Era but it definitely surged following the Second Great Awakening. Organizations lobbied Congress, published anti-slavery literature, or even set up a colony in Africa to recolonize African Americans in Liberia.

The women’s movement, spearheaded by Susan B. Anthony and Elizabeth Cady Stanton (among others), fought against the status quo beliefs that women were inferior and incapable of making decisions (voting). They fought for the right to control their own finances, to go to school or work, or to generally rebel against the Cult of Domesticity. The movement began at Seneca Falls in 1848 where the Declaration of Sentiments was written and signed declaring that “all men and women are created equal.”

The Development of American Culture...

Also in this reform era, a truly unique American culture was forming. Instead of being the “copy-catters” of Europe, America began to create new styles of art, architecture, and literature which took pride in the growing nation. This movement began after the War of 1812 as illustrated with the surge of nationalism and Francis Scott Key’s Star Spangled Banner.

<table>
<thead>
<tr>
<th>Art</th>
<th>Literature</th>
<th>Architecture</th>
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</thead>
<tbody>
<tr>
<td>Hudson River School</td>
<td>Landscape painting, celebrating beauty of America</td>
<td>New style based on ancient Greece and Rome, columns and domes illustrated American pride in a Republic (Roman Republic) and democratic ideals (Athens – democracy)</td>
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<td></td>
<td>writing tales of American characters in American settings</td>
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<tr>
<td></td>
<td>Ralph Waldo Emerson - Wrote as well as travelled giving lectures</td>
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<tr>
<td></td>
<td>Washington Irving - The Legend of Sleepy Hollow and Twas the Night</td>
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<td>Before Christmas</td>
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<td></td>
<td>James Fenimore Cooper - Last of the Mohicans</td>
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<td></td>
<td>Nathaniel Hawthorne – Scarlett Letter</td>
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**Reviewing the Content Outline... Beliefs and Identity**

**Directions:** Read, highlight main ideas and annotate...consider the objectives below as well as defining major terms as you annotate!

CUL-5 Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order.

CUL-6 Analyze the role of culture and the arts in 19th-century movements for social and political change.

CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements.

ID-2 Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S.

ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

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**Period 5, 1844-1877**

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society. **Key Concept 5.1:** The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

I. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.

   A. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era’s political debates.

   B. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.

   C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.

   D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

   **Illustrative Examples:** clipper ships, Commodore Matthew Perry’s expedition to Japan, missionaries

II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.

   A. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants’ cultural influence and political and economic power.

   **Illustrative Examples:** parochial schools, Know-Nothings

   B. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

   **Illustrative Examples:** Mormons, the gold rush, the Homestead Act

   C. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups’ cultures and ways of life and raising questions about their status and legal rights.

   **Illustrative Examples:** Mariano Vallejo, Sand Creek Massacre, Little Big Horn

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Reviewing the Content Outline... Beliefs and Identity

Key Concept 5.2: Intensified by expansion and **deepening regional divisions**, debates over slavery and other economic, **cultural**, and political issues led the nation into civil war.

I. The **institution of slavery** and its attendant **ideological debates**, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and **cultural differences** between the North and the South, all intensified sectionalism.

   A. The North’s expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South’s dependence on an economic system characterized by slave-based agriculture and slow population growth.

   B. **Abolitionists**, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.

   C. States’ rights, nullification, and racist stereotyping provided the foundation for the **Southern defense of slavery** as a positive good.

   *Illustrative Examples:* John C. Calhoun, minstrel shows

Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and **largely unchanged social and economic patterns**.

   A. The **13th Amendment abolished slavery**, bringing about the war’s most dramatic **social and economic change**, but the exploitative and soil-intensive sharecropping system endured for several generations.

   B. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.

   *Illustrative Examples:* Hiram Revels, Blanche K. Bruce, Robert Smalls

   C. Radical Republicans’ efforts to change **southern racial attitudes** and **culture** and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North’s waning resolve.

   *Illustrative Examples:* Hiram Revels, Blanche K. Bruce, Robert Smalls

III. The constitutional changes of the Reconstruction period embodied a **Northern idea of American identity** and national purpose and led to **conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities**.

   A. Although **citizenship, equal protection of the laws, and voting rights** were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through **segregation, violence, Supreme Court decisions, and local political tactics**.

   B. The **women’s rights movement** was both emboldened and divided over the 14th and 15th Amendments to the Constitution.

   C. The Civil War Amendments established **judicial principles** that were stalled for many decades but eventually became the basis for court decisions upholding **civil rights**.

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Making Inferences... Beliefs and Identity

Paintings: *The Course of Empire: Consummation* and *The Oxbow*, both by Thomas Cole, 1830s

On a separate sheet of paper, address the following questions in complete sentence. Incorporate your document analysis into your answers. Remember to include historical context and ONE of the following: intended audience, purpose, or point of view. Label your answers a.-b.-c., but also consider each answer one part of a full paragraph addressing a thematic learning objective or prompt.

a. Briefly explain ONE way culture and the arts in the 19th-century impacted American society.
b. Briefly explain ONE way culture and the arts in 19th-century illustrated American reform efforts.
c. Briefly explain ONE way culture and the arts in the 19th century differed from that of the 18th century.
# Essay Practice... Beliefs and Identity

Assess the impact of Manifest Destiny and the Civil War on popular beliefs and the national destiny of the U.S.

## Skill? What is the skill being tested?

Explain what skill you are demonstrating and how you will tackle this prompt...

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<td><strong>CONTEXT</strong>... Define your parameters...</td>
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<td>2.</td>
<td><strong>CONTEXT</strong>... Characterize the era(s)...</td>
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<td>3.</td>
<td><strong>THEME</strong>... Identify the theme(s) being tested...</td>
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<td>4.</td>
<td>Write your thesis...</td>
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<td>List three pieces of specific evidence for each body paragraph...</td>
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<td>6.</td>
<td>Write your conclusion...</td>
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Unit 10, Periods 1-9  26

**Reviewing the Content Outline... Beliefs and Identity**

**Directions:** Read, highlight main ideas and annotate...consider the objectives below as well as defining major terms as you annotate!

**ID-5:** Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.

**CUL-3:** Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.

**CUL-5:** Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.

**ID-6:** Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

**ID-2:** Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century.

**CUL-6:** Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change.

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**Period 6, 1865-1898**

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

**Key Concept 6.1:** The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

I. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation.

   A. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.

   B. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America.

   C. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism. Illustrative Examples: John D. Rockefeller, J.P. Morgan

   D. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty.

II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements.

   A. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.

   B. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power. Illustrative Examples: Knights of Labor, American Federation of Labor, Mother Jones

   C. Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.
### Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

#### I.
- Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation’s cities and the rural and boomtown areas of the West.
- Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.
- Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.
- In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform. *Illustrative Examples: NAWSA, WCTU*  

#### II.
- Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate. *Illustrative Examples: Henry George, Edward Bellamy, Gospel of Wealth*  
- A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.  
- Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality. *Illustrative Examples: Booker T. Washington, Ida Wells-Barnett, Elizabeth Cady Stanton*
### Manifest Destiny

| John O’Sullivan coined this phrase; meaning it was “God’s will” that the U.S. expand sea to sea... several forces allowed that to happen and as it did culture and identity was impacted. It was a continuation of the belief system — going all the way back to the colonies - that European/White culture and systems was supreme. The South had been transformed by the cotton gin and rise of King Cotton. *Sectionalism increased* due to economic differences as well as *social conflict over slavery* (expansion of) and *ethnic/racial diversity of North* as compared to the South which was Black/White. Nativism increased in this era (Know-Nothing Party, “No Irish Need Apply”) as did anti-Indian policies such as Trail of Tears.

| **North and West** became more connected due to transportation and communication changes (canals, railroads, telegraph wires) which increased *sectionalism as South was largely cut off from this growing network*. The gap between rich and poor increased in both regions (North: Business owners = poor; South = plantation owners rich). Manifest Destiny’s height was the 1840s under President Polk. Oregon Territory defined with Britain (Oregon Trail – mass migration), Texas annexed, Mexican-American War and Mexican Cession increased size of the U.S. and increased sectionalism over the expansion of slavery. Racial conflict between Whites and Hispanics increased in the Southwest, as well. Disease destroyed many Plains Indians at this time which allowed the Sioux Nation to increase dominance, however with increasing White migration they were unable to hold onto most of their land. **Westward expansion and growth of the greatest nation on God’s earth = Progress** |

### Civil War

| Deadliest war in U.S. history, “brother against brother,” everyone impacted in some way...2% of population killed, mostly men...Million+ injured...Many single women, single moms, fatherless children; 620,000 dead... Many women in poverty – rising to status of breadwinner – working outside home – and many assisted in war effort...This new situation/status inspired many women to fight for more rights (property, work, suffrage)...Veterans hospitals following the war served mainly by women who were now becoming dominant in nursing field; this began during the war as Dorothea Dix led nursing for Union – making it more socially acceptable for women to work in this field. Following the war, Clara Barton founded the Red Cross. African Americans gained freedom, citizenship, and suffrage (for men)... creating a new challenge in order to transition from slave into the American *social structure*... Southern Whites lost their *social structure* and struggled to make sense of and peace with the chaos that was a destroyed South (economic, environmental, and social system destruction). American identity changing = expanding democracy to African Americans... Although Blacks continued to struggle for social, economic, and political equity, the world witnesses a victory in republicanism and the U.S. continued down a path toward reaching its ideal of “all men are created equal” while European powers were disappointed that the U.S. hadn’t fallen apart (they were poised to reclaim area; during war France seized Mexico). Exodusters (Freedmen) left South for Kansas, Black Church movement grew (culture, beliefs), “40 Acres and a mule” didn’t follow through and Southern Blacks largely still economically dependent on Whites. Beliefs and ideas concerning the government changed following the war, shifting from states’ rights to central government and supremacy of the Union over regional goals, ideologies, policies... Northerners assisted in Southern transition until economic depression hit in 1870s. (Reconstruction, Freedman’s Bureau, etc) **Northern culture** changed as industrial boom began, Southern culture slowly rebuilt under Black Codes, Jim Crow, Sharecropping, and continued dependency on cash crop agriculture. Western culture changed as enclosure of the West began and many Indian Wars and boomtowns altered landscape both physically and culturally. Northerners and Southerners continued to dislike each other through the end of the century. Preservation of Union and success of republicanism with expanded democracy = Progress |

### Industrialization

| Innovation and Economic expansion = progress Industrialization to urbanization (mainly in the North) which created a new culture of city living, increased gap between rich and poor, and increased ethnic/racial/cultural diversity (mass migration of “new” immigrants from Southern and Eastern Europe who were largely unskilled and very poor, increased nativism; Chinese Exclusion Act). Meanwhile in the South, Jim Crow increased segregation, continued racial discrimination, and dismantled Reconstruction victories (Plessy v Ferguson); and, in the West, Indian Wars culminated in forced assimilation (Dawes Act) and the reservation system. Northern economy boomed, Western farmers struggled with rise of corporate farms, Southern agriculture dominated by sharecroppers (poor). *Education and innovation* flourished in Northern cities while Southerners were largely uneducated (except for the elite Planter class). Carnegie, Rockefeller, Stanford, Vanderbilt made large contributions to education and philanthropy; higher education increased (Morill Act, Hatch Act); *Scientific method* applied to social issues and *social studies* (or social science) increased. YAY! Normal schools taught education; medicine and law now required degrees. Immigrants going to the North and West, not the South. Tenement slums aided by settlement houses (Jane Addams), Social Gospel charity; and political machines (buying votes with services); ethnic neighborhoods increased (Chinatowns, Little Italies), by 1900/13 of New Yorkers were foreign born; immigrants held on to more of their culture than earlier waves. Suburbs grew with streetcars; management class (mainly Whites) able to live further from factories while poor lived in city. (de facto segregation)

| Leisure time in cities led to increased sporting events such as baseball and boxing as urban culture grew along with vaudeville shows with music, dance, humor; Southern minstrel shows with Whites in blackface were popular among both Whites and Blacks (yet reinforced racial stereotyping) Art became more *realist* (unlike romanticism of pre-Civil War). Mark Twain wrote about rugged, western characters, artists like James Whistler experimented with new styles, *architecture* flourished as skyscrapers and city landscapes increased. *Landscaping* increased as efforts to beautify cities increased (Central Park). *Newspapers* competed for readers and included *yellow journalism* (Hearst vs Pulitzer), magazines increased included women’s magazines like Vogue and Ladies Home Journal; Barnum and Bailey Circus toured, Buffalo Bills Wild West Show popular... *City culture much different from rural and Southern culture*. Social Darwinism reinforced racism and nativism. |

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Making Inferences... Beliefs and Identity

On a separate sheet of paper, address the following questions in complete sentence. Incorporate your document analysis into your answers. Remember to include historical context and ONE of the following: intended audience, purpose, or point of view. Label your answers a.-b.-c., but also consider each answer one part of a full paragraph addressing a thematic learning objective or prompt.

John Vanderlyn, Landing of Columbus  1847

George Bellows; The Stag at Sharkeys  1909

a. Briefly explain ONE difference between Vanderlyn’s and Bellows’ paintings. Choose One of the following: Author’s Point of View, Author’s Purpose, Intended Audience.

b. Briefly explain ONE way cultural values and artistic expression changed from the Antebellum Era to the Industrial Revolution.

c. Briefly explain how your answer in part b. was caused by the Civil War and the postwar industrialization of the United States.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document


**Essay Practice... Beliefs and Identity**

Compare and contrast the role of economic, political, social, and ethnic factors had on the formation of regional identities in TWO of the following eras: Colonial Era (1607-1776), Antebellum Era (1800-1860), Industrialization (1865-1920)

**Skill? What is the skill being tested?**

Explain what skill you are demonstrating and how you will tackle this prompt...

1. CONTEXT... Define your parameters...
2. CONTEXT... Characterize the era(s)...
3. THEME... Identify the theme(s) being tested...
4. Write your thesis...

5. List three pieces of specific evidence for each body paragraph...
6. Write your conclusion...
Reviewing the Content Outline... Beliefs and Identity

Directions: Read, highlight main ideas and annotate...consider the objectives below as well as defining major terms as you annotate!

ID-3: Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of African American and other identity-based political and social movements.

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.

CUL-6: Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change.

CUL-7: Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.

Period 7, 1890-1945
An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Key Concept 7.1: Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

I. The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.

A. Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.

B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the U.S.

C. Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.

II. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources.

A. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.

B. Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy. Illustrative Examples: Clayton Antitrust Act, Florence Kelley, Federal Reserve Bank

III. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state.

A. The liberalism of President Franklin Roosevelt’s New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy. Illustrative Examples: National Recovery Administration, Tennessee Valley Authority, Federal Writers’ Project

B. Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope. Illustrative Examples: Huey Long, Supreme Court fight

C. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party. Illustrative Examples: Social Security Act, Federal Deposit Insurance Corporation (FDIC)
Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

I. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.
   A. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems. *Illustrative Examples:* radio, motion pictures, automobiles
   B. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts:
      - tradition versus innovation,
      - urban versus rural,
      - fundamentalist Christianity versus scientific modernism,
      - management versus labor,
      - native-born versus new immigrants,
      - white versus black,
      - and idealism versus disillusionment.
   C. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media. *Illustrative Examples:* Yiddish theater, jazz, Edward Hopper

II. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe.
   A. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.
   B. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.
   C. Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.

III. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.
   A. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.
   B. Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.
   C. Many Mexicans, drawn to the U.S. by economic opportunities, faced ambivalent government policies in the 1930s and 1940s. *Illustrative Examples:* Great Depression–era deportations, Bracero program, Luisa Moreno
**Reviewing the Content Outline... Beliefs and Identity**

**Key Concept 7.3:** Global conflicts over resources, territories, and ideologies renewed *debates over the nation’s values* and its role in the world, while simultaneously propelling the United States into a dominant international military, political, *cultural*, and economic position.

II. World War I and its aftermath intensified debates about the nation’s role in the world and how best to achieve national security and pursue American interests.
   
   **A.** After initial neutrality in World War I the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs in response to *Woodrow Wilson’s call for the defense of humanitarian and democratic principles*.
   
   **B.** Although the American Expeditionary Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations, resulting in the Treaty of Versailles and the League of Nations, both of which generated substantial debate within the United States.
   
   **C.** In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism, which continued to the late 1930s. *Illustrative Examples:* Washington Naval Conference, Stimson Doctrine, Neutrality Acts

III. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both *American society* and the relationship between the United States and the rest of the world.
   
   **A.** The *mass mobilization of American society* to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided *opportunities for women and minorities* to improve their *socioeconomic positions*.
   
   **B.** Wartime experiences, such as the *internment of Japanese Americans, challenges to civil liberties, debates over race and segregation*, and the *decision to drop the atomic bomb* raised questions about *American values*.
   
   **C.** The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and *popular commitment to advancing democratic ideals*.

   *Illustrative Examples:* Atlantic Charter, development of sonar, Manhattan Project
   
   **D.** The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth.
**Effects of Large Scale Industrialization... Populism... and Progressive Reform...**

<table>
<thead>
<tr>
<th>Highlight cues.</th>
</tr>
</thead>
</table>

| Railroad Consolidation (Vanderbilt, Monopoly) | Farmers protest unfair pricing, forming self-help groups like the Grange and political action groups like the Farmer’s Alliance. Granger Laws were state laws regulating railroads, but they were found unconstitutional (only federal government can regulate interstate commerce)... following this ruling, the federal government created the Interstate Commerce Commission (Interstate Commerce Act) |

| Farmer’s Alliance and other groups form the Populists (People’s Party) and one of the items on their Omaha Platform is government ownership – not just regulation – of railroads. Farmers do not trust big business… trust government more. |

| Progressive Theodore Roosevelt trust-busted the Northern Securities Company (railroad monopoly) and increased government regulation of railroad (Elkins Act, Hepburn Act). |

| Social Ills of Cities (poverty, slums, nativism, racism, business-government corruption, unsafe or unsanitary factories, etc.) | Muckrakers exposed social problems and inspired progressive reform... Upton Sinclair’s The Jungle inspired Meat Inspection Act and Pure Food and Drug Act. |

| Ida Tarbell’s expose on Standard Oil inspired trust busting (Taft brought it down), Lincoln Steffens’ The Shame of the Cities exposed business-government corruption inspiring city reforms like commission system and city management plans. Jacob Riis’ How the Other Half Lives exposed poverty in the cities and inspired movements to service the poor and improve living conditions like ventilation and sanitation, etc. |

| Political Corruption, Political Machines | Robert La Follett, governor of Wisconsin, led the states in reform... meeting many Populists’ goals such as the secret ballot, initiative, recall, and referendum. These represented the call for increased power to the voter (increased democracy). Public regulation of utilities increased fairness and access to electricity, public transportation, and other services. |

| At the national level, the 16th Amendment and 17th Amendment increased equity and democracy by creating a progressive income tax (wealthier pay more) and direct election of senators (rather than state legislatures which were often controlled by party system or big business). 19th gave women the right to vote. |

| Unsafe Working Conditions | Following the Triangle Shirtwaist Fire, local reform increased which led to business regulations regarding doors, fire escapes, and other safety measures. |

| “Triple Wall of Privilege” High Tariffs (benefiting big business), unfair banking policies (benefiting the rich/big business), and monopolies (stifling competition and free enterprise) | In the Gilded Age, farmers and debtors clamored for more currency, leading to the coinage of silver being in the Omaha (Populist) Platform. Debtors wanted inflation (Greenback Party wanted more paper currency, Silver Party wanted more silver) so that debts would be reduced and there would be more money in circulation. Business and lenders wanted gold standard which was “sound money.” The government did respond to the silver issue in the Bland-Allison Act of 1878 (gov’t bought silver) and the Sherman Silver Purchase Act of 1890 (doubled purchase of silver). The issue became a top political issue in the election of 1896 in which William Jennings Bryan (Democrat) gave his Cross of Gold speech. The Klondike, Alaska gold rush of 1896-1899 solved the problem by increasing the gold supply. The Gold Standard Act of 1890 put all paper money on standard (backed by gold). |

| Woodrow Wilson’s goals included breaking this triple wall... Underwood Tariff lowered tariffs, Federal Reserve Act creating new banking system to regulate money supply, and the Clayton Anti-Trust Act increased government’s ability to trust-bust while also fixing the language in the Sherman Anti-Trust Act which hurt workers, Federal Trade Commission increased business regulations. |

| Child Labor | Populists and Progressives wanted to end child labor, but the Keating-Owen Act was found unconstitutional. |
Impact of Darwin’s *On the Origins of Species* in the Gilded and Progressive Eras...

### Social Darwinism

This ideology includes the following beliefs:

- **a.** Competition is normal, there are winners and losers, and the winners do not owe the losers anything, survival of the fittest
- **b.** Social classes based on socioeconomic status (how much money/wealth one has) is a sign of economic development and overall progress, upward mobility is available for those who work hard to accumulate wealth
- **c.** The role of government is to protect the environment in which business can grow; government should not try to eliminate class or poverty because they are natural

Social Darwinism was supported by:

- a. Captains of Industry
- b. Upper class
- c. The “Forgotten Man” (middle class, tax payers, working hard to climb the ladder, resenting handouts to the poor)

Impact of this ideology:

- a. Fueled capitalism (with little government regulation)
- b. Fueled overseas expansion (imperialism)
- c. Fueled eugenics and racial/ethnic/gender stereotyping
- d. Fueled laissez faire

### Social Gospel

This ideology includes the following beliefs:

- a. Christianity and American Churches have an important role to play in American society
- b. Churches should provide services to the poor and speak up for those in need
- c. Christians should organize and create a “kingdom of God” on earth
- d. Government action is necessary in society
- e. Individuals have the ability to manipulate evolution and direct society onto a path of higher morality
- f. Cooperation is more important than competition

Social Gospel was supported by:

- a. Protestants
- b. Poor
- c. Progressive reformers

Impact of this ideology:

- a. Increased support for government intervention in social issues
- b. Increased connection between morality and social injustice and poverty
- c. Fueled movements such as the Settlement House Movement and child labor laws

In the 20th century, Darwin impacted education as states and local districts banned the teaching of evolution. This led to the Scopes Trial in the 20s. This trend of religion over science didn’t reverse until the Epperson case in the Civil Rights Era.
# Comparing 20th Century Reform Movements...

There are three major reform movements in the 20th century, Progressive Era, New Deal, and Great Society. The significance of these movements touches most themes, but for the themes of Beliefs and Identity the point of focus is on a new role of government in interfering with things that have a social impact such as unemployment and poverty. Together they represent a dramatic change from the laissez-faire, Social Darwinism of the 19th century. **Highlight cues.**

<table>
<thead>
<tr>
<th>Progressive Reform</th>
<th>New Deal</th>
<th>Fair Deal</th>
<th>New Frontier</th>
<th>Great Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why: response to industrialization and big business; main goals were to trust-bust, protect consumers, reduce government corruption, and conserve the environment</td>
<td>Why: to provide relief to the unemployed, recovery of the economy, and reform for banking and financial systems in order to prevent another crash; in response to the Great Depression</td>
<td>Why: to expand on New Deal</td>
<td>Why: to expand New Deal</td>
<td>Why: to expand New Deal and fulfill Kennedy’s goals</td>
</tr>
<tr>
<td>Reforms slow due to WWII but are then expanded in the 50s and 60s. New Deal did not end the depression, mobilization for WWII did, however it did forever change society as it began the <strong>limited welfare state</strong></td>
<td></td>
<td></td>
<td></td>
<td>Great Society was the most aggressive and most idealistic of the three movements, was part of a broader movement of reform (Civil Rights Era and Environmentalism) –the height of liberalism.</td>
</tr>
<tr>
<td>Reforms paused due to WWI, Red Scare, and conservative leadership in the 1920s.</td>
<td></td>
<td></td>
<td></td>
<td><strong>Inspired conservative resurgence</strong> due to increased size of government.</td>
</tr>
</tbody>
</table>
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The Imperialism Debate and Evolving American Cultural Values...

In addition to forces such as Social Darwinism and the Social Gospel, Americans debated foreign policy as the 19th century came to a close. With the closure of the frontier in 1890, many Americans still felt the pull of Manifest Destiny and began looking overseas for the next conquest. Those who believed in the superiority of American culture sought to spread it overseas (Christianity, republicanism), and those in the business world sought to open new markets as the United States became the number one producer of goods in the world. Explain how each of the items below created a debate on what American values were or should be at the turn of the century. One entry is completed for you as an example. Highlight cues.

<table>
<thead>
<tr>
<th>Item</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Jackson</td>
<td></td>
</tr>
<tr>
<td>Turner’s Frontier Thesis, 1892</td>
<td></td>
</tr>
<tr>
<td>Alfred T. Mahan’s The</td>
<td></td>
</tr>
<tr>
<td>Influence of Sea Power upon History, 1890</td>
<td></td>
</tr>
<tr>
<td>Jingoism</td>
<td>Jingoism is extreme nationalism. Just as the British imperial goals and system in the 17th and 18th century sought to expand and support a growing economy, the United States sought to expand in order to expand markets and naval power. Just as the British saw their Anglo culture as superior in the colonial era, so did many Americans who sought to Americanize both immigrants at home and foreigners abroad. Debates over this force included anti-imperialists views that other nations should be left along to determine their own fate or future.</td>
</tr>
<tr>
<td>Sanford B. Dole’s rebellion in Hawaii</td>
<td></td>
</tr>
<tr>
<td>Yellow journalism regarding Spanish in Cuba</td>
<td></td>
</tr>
<tr>
<td>Rough Riders</td>
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<tr>
<td>Filipino Insurrection</td>
<td></td>
</tr>
<tr>
<td>Insular Cases</td>
<td></td>
</tr>
<tr>
<td>Big Stick Policy</td>
<td></td>
</tr>
</tbody>
</table>
**Impact of WWI on American Society**

When Woodrow Wilson asked Congress to declare war on Germany in order to “make the world safe for democracy,” many Americans saw American values and goals as noble and just, as Wilson communicated in the Fourteen Points. When this plan for peace didn’t materialize and the U.S. didn’t ratify the Treaty of Versailles nor join the League of Nations, among other forces, sent American into disillusionment and isolationism. Review how each of the items below illustrates an effect of WWI on U.S. culture. Highlight cues.

<table>
<thead>
<tr>
<th>Committee on Public Information; WWI Propaganda</th>
<th>Emphasized an idealistic, patriotic American duty to make the world safe for democracy. Reinforced nativism and stereotypes against Germans. Liberty Leagues were formed to organize movements to support the war effort through the purchase of Liberty Bonds. When things disintegrated in Russia and they became communist... then when Wilson’s ideological goals didn’t pan out... disillusionment abounded. These feelings were later reinforced with the Nye Committee hearings which concluded that the war was fought for economic gain, not idealism. This reinforced isolationist thought all the way until Pearl Harbor in 1941.</th>
</tr>
</thead>
<tbody>
<tr>
<td>War Production Board</td>
<td>The government organized the war effort, including implantation of business regulations on production, prices, and wages. During the war, the economy benefited from overseas sales to warring nations. When the war ended, these controls also ended and the economy took a dive. This led to thousands of labor strikes in 1919, which were not met with typical Progressive support. Americans were now fearing labor due to the Red Scare. Many of these strikes were violent.</td>
</tr>
<tr>
<td>Espionage Act of 1917 and Sedition Act of 1918</td>
<td>Americans debated the role of the government and whether or not it had the power to restrict civil liberties. Following the imprisonment of Eugene Debs (socialist who spoke out against the war and against American capitalism), disillusionment following the war including a sort of rebellion against government infringement of rights as some criticized the American system, especially instances that curbed free speech. Is American a “free” country? Is it acceptable to dissent from the majority?</td>
</tr>
<tr>
<td>War Veterans</td>
<td>There were no programs providing services to veterans at this time, and many returned shell-shocked from fighting a new technological war with tanks, firebombing, and poison gas (among other technological advancements). Although soldiers only participated in the war for a year or less, trench warfare was difficult, disease spread quickly (Spanish influenza epidemic), and many lost limbs or were injured from new weapons and poison gas. In addition, soldiers returned to work which displaced many African Americans and women who were no longer “needed.” African American soldiers struggled to find work, and the disillusionment of fighting for democracy when your own country treats you unfairly caused many to question their efforts to support their country. There were many race riots in American cities following this war. When the Great Depression began at the end of the 1920s, veterans marched on Washington (Bonus Army) demanding early payment of their war benefits and/or help finding a job. They were run out of town with nothing, as the culture was still rugged individualism, not beg the government.</td>
</tr>
</tbody>
</table>

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# Modern Mass Culture...

The 1920s is often referred to as the beginning of the “modern era” or the beginning of “pop culture.” Explain how each of the items below fostered a new, modern, mass culture. The first item is completed for you as an example. **Highlight cues.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model T</td>
<td>Henry Ford’s Model T made the automobile affordable to the masses. This due to mass production and the assembly line and standard parts and one color... black. This created a mobile society and led to economic expansion as roads, gas stations, and other businesses that are tied to the automobile raced to meet growing demand.</td>
</tr>
<tr>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td>Hollywood</td>
<td></td>
</tr>
<tr>
<td>Charles Lindbergh, Babe Ruth, and Jack Dempsey</td>
<td></td>
</tr>
<tr>
<td>Harlem Renaissance</td>
<td></td>
</tr>
<tr>
<td>Lost Generation</td>
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</tr>
</tbody>
</table>
**Culture Conflict in the Roaring Twenties...**

As modern mass culture was developing, so was a conservative movement bent on maintaining status quo, preserve traditional culture, and resist change. The Roaring Twenties were filled with conflicts. Explain how each of the items below caused or affected culture conflict. One is completed for you as an example.

<table>
<thead>
<tr>
<th>John Scopes taught evolution to his science students despite a Tennessee law banning it.</th>
<th>The 18th Amendment began the era of prohibition, the success of the Temperance Movement which outlawed production, sale, and distribution of alcohol. This caused conflict, because alcohol was not seen as “sinful” or “immoral” in many cultures. Demand remained high (particularly in cities) which led to a black market with organized crime rings like Al Capone in Chicago. Law enforcement could not keep up with the crime as many officers were bribed and the criminals were clever. Speakeasies were hidden throughout cities where patrons could drink, listen to music, dance, gamble, or find prostitutes. The “Noble Experiment” resulted in increased crime and increased violence. The 18th Amendment was overturned with the 21st Amendment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Volstead Act of 1920 created the means for enforcing the 18th Amendment.</td>
<td>Urban culture with modern conveniences such as the car and theaters differed greatly from the culture in rural areas.</td>
</tr>
<tr>
<td>The Ku Klux Klan reached its height.</td>
<td>The National Origins Act limited the number of immigrants from Eastern and Southern Europe.</td>
</tr>
<tr>
<td>Sacco and Vanzetti were executed.</td>
<td>Flappers cut their hair, their dresses, and rebelled against Victorian norms.</td>
</tr>
</tbody>
</table>

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# Impact of the Great Depression on Culture...

The Great Depression was a long economic slump that marked a turning point in American government as well as society. Explain how each of the items below impacted American culture during the Great Depression. The first one is completed for you.

<table>
<thead>
<tr>
<th>Stock Market Crash</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>High Unemployment</th>
</tr>
</thead>
</table>

The traditional Protestant work ethic (hard work pays off, individualism) began to wane as high unemployment rates lingered and more and more people saw hard work not paying off. More people looked to the government for help... to do something... rather than the "rugged individualism" of the past. Those who lost hope of finding a job ... began to seek hope from the government.

Many men left home in search of work, leaving women to manage the home and children alone, often families would consolidate into one home. Some men were so ashamed of not being able to provide for their families that they just deserted them. Single women searched for jobs in order to provide basic necessities.

African Americans were hit particularly hard as they were often the "last hired, first fired." The Fair Employment Practices Committee ended racial discrimination in defense industries following a threatened March on Washington by A. Philip Randolph.

To reduce job competition, Mexican Repatriation began leading to many deportations.

<table>
<thead>
<tr>
<th>Dust Bowl</th>
</tr>
</thead>
</table>

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**Impact of World War II on American Culture...**

WWII brought the end of the Great Depression and a new surge of nationalism as the United States helped to defeat fascism in Europe and Japanese militarism in Asia. America emerged from this war as the strongest, most powerful nation in the world. This caused many to re-evaluate American values at home and abroad. Explain how each of the items below illustrates an effect of WWII on U.S. culture. One has been completed for you as an example. **Highlight cues.**

<table>
<thead>
<tr>
<th><strong>Japanese Internment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office of War Information and Propaganda</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tuskegee Airmen</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rosie the Riveter</strong></td>
<td>Women went to work in war industries in record numbers. Rosie the Riveter was one of many propaganda pieces encouraging women to do their part for the war. Women also supported rubber and metal drives (gathering scrap materials for the troops) as well as Meatless Mondays, Liberty Gardens, Liberty Bonds, etc. At the end of the war, like in WWI, many of these women were expected to “go back home,” but an increasing number chose to remain in the workforce. Breaking stereotypes of what women were capable of led to slow growth in changing gender roles and gender discrimination.</td>
</tr>
<tr>
<td><strong>Bracero Program</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Zoot Suit Riots</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Atomic Weapons</strong></td>
<td></td>
</tr>
<tr>
<td><strong>G.I. Bill</strong></td>
<td>Veterans were better taken care of following this war, including aid in going to college or buying a home. Soldiers eased back into civilian life more smoothly, and veterans of this war were treated as heroes more than any other war. Taking care of veterans became an important value.</td>
</tr>
</tbody>
</table>

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Reviewing the Content Outline... Beliefs and Identity

Directions: Read, highlight main ideas and annotate...consider the objectives below as well as defining major terms as you annotate!
REMEMBER MANY OF THESE ITEMS HAVE ALREADY BEEN REVIEWED IN YOUR OTHER PACKETS.

**CUL-5** Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.

**CUL-6** Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change.

**CUL-7** Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.

**ID-7** Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.

**ID-8** Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements.

**ID-3** Analyze how U.S. involvement in international crises such as the Cold War influenced public debates about American national identity in the 20th century.

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**Period 8, 1945-1980**

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while **struggling to live up to its ideals**.

**Key Concept 8.1:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

**III.** Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order.

**A.** Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.

**B.** Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes **violent antiwar protests** that became more numerous as the war escalated.

**C.** Americans **debated the merits of a large nuclear arsenal**, the “military-industrial complex,” and the appropriate power of the executive branch in conducting foreign and military policy.

---

Post WWII disillusionment wasn’t absent as many African Americans and other minorities found themselves still on the outskirts of freedom and the American dream. Combined with Cold War fears, this led to a turbulent era with both conformity and rebellion redefining the nation’s values...

“....I do not like the world’s not knowing officially that there were Negro soldiers on Bataan with General Wainwright. I do not like the constant reference to the Japs as “yellow bastards,” “yellow bellies,” and “yellow monkeys” as if color had something to do with treachery, as if color were the issue and the thinking we are fighting rather than oppression, slavery, and a way of life hateful and nauseating. These and other things I do not like, yet I believe in the war.”

*A Black American Ponders the War’s Meaning (1942)*

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Reviewing the Content Outline... Beliefs and Identity

Key Concept 8.2: Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.

I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting.

   A. Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination. Illustrative Examples: Fannie Lou Hamer, John Lewis, Thurgood Marshall

   B. Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, Brown v. Board of Education, and the Civil Rights Act of 1964 to promote greater racial justice.

   C. Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.

II. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.

   A. Activists began to question society’s assumptions about gender and to call for social and economic equality for women and for gays and lesbians. Illustrative Examples: The Feminine Mystique, Gloria Steinem

   B. Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.

   C. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.

How did Civil Rights redefine American values?

“The great phrases of that purpose still sound in every American heart, North and South: "All men are created equal." "Government by consent of the governed." "Give me liberty or give me death." And those are not just clever words, and those are not just empty theories. In their name Americans have fought and died for two centuries and tonight around the world they stand there as guardians of our liberty risking their lives. Those words are promised to every citizen that he shall share in the dignity of man. This dignity cannot be found in a man's possessions. It cannot be found in his power or in his position. It really rests on his right to be treated as a man equal in opportunity to all others. It says that he shall share in freedom. He shall choose his leaders, educate his children, provide for his family according to his ability and his merits as a human being.”

- Lyndon Johnson Speech excerpt, We Shall Overcome, March 1965

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Reviewing the Content Outline... Beliefs and Identity

Key Concept 8.3: Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values.
   A. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force.
   B. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture, as well as challenges to conformity by artists, intellectuals, and rebellious youth. Illustrative Examples: Beat movement, The Affluent Society, rock and roll music.
   C. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.

II. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources.
   A. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.
   B. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution. Illustrative Examples: Rachel Carson, Clean Air Act

III. New demographic and social issues led to significant political and moral debates that sharply divided the nation.
   A. Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.
   B. Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation, initiated a sexual revolution, and introduced greater informality into U.S. culture.
   C. Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights. Illustrative Examples: Watergate, Bakke v. University of California, Phyllis Schlafly
Comparing the Roaring Twenties and the Fabulous Fifties...

Compare and contrast these two decades by analyzing the documents. First, analyze the historical context and ONE of IPP (intended audience, purpose, or point of view), THEN identify a similar or different context in the opposing decade. The first one has been completed for you as an example.

Source: Photograph, IWW (Industrial Workers of the World) Headquarters, New York City, after the raid of November 15, 1919

**Historical Context:**
Following WWI and the Bolshevik Revolution, 1919 was a year with record number of labor strikes and the First Red Scare which targeted immigrants, including the foreign born members of the IWW.

**Purpose:**
The purpose of the photograph is to capture and document the destruction by the police as they raid the IWW headquarters, probably searching for information on un-American activities as part of the Palmer Raids (Red Scare).

**Comparative Context to the 1950s:**
In the early 50s, a similar Red Scare erupted where socialists or communists were “hunted” and interrogated and even blacklisted. Both decades were marked by a fear of communism and a degree of xenophobia.

“...When, because of what we believe him to be, we gave Lindbergh the greatest ovation in history, we convicted ourselves of having told a lie about ourselves. For we proved that the "things of good report" are the same today as they were nineteen hundred years ago. We shouted ourselves hoarse. Not because a man had flown across the Atlantic! Not even because he was an American! But because he was as clean in character as he was strong and fine in body; because he put "ethics" above any desire for wealth; because he was as modest as he was courageous; and because as we now know, beyond any shadow of doubt-these are the things which we honor most in life. To have shown us the truth about ourselves is the biggest thing Charles Lindbergh has done.”

Source: Photograph, Public Domain, Charles Lindbergh, and Mary B. Mullett, "The Biggest Thing…" The American Magazine, October, 1927
Comparing the Roaring Twenties and the Fabulous Fifties...

Source: “The Big Worry,” *Ireland in the Columbus Dispatch*, 1925

Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1950s:

Source: “Bernice Bobs Her Hair,” F. Scott Fitzgerald, short story published in the *Saturday Evening Post* story (1 May 1920)

“...An eternity of minutes later, riding down-town through the late afternoon beside Warren, the others following in Roberta’s car close behind, Bernice had all the sensations of Marie Antoinette bound for the guillotine in a tumbrel. Vaguely she wondered why she did not cry out that it was all a mistake. It was all she could do to keep from clutching her hair with both hands to protect it from the suddenly hostile world. Yet she did neither. Even the thought of her mother was no deterrent now. This was the test supreme of her sportsmanship; her right to walk unchallenged in the starry heaven of popular girls.”

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Comparing the Roaring Twenties and the Fabulous Fifties...


Jazz to me is one of the inherent expressions of Negro life in America: the eternal tom-tom beating in the Negro soul-the tom-tom of revolt against weariness in a white world, a world of subway trains, and work, work, work; the tom-tom of joy and laughter, and pain swallowed in a smile. Yet the Philadelphia clubwoman... turns up her nose at jazz and all its manifestations-likewise almost anything else distinctly racial... She wants the artist to flatter her, to make the white world believe that all Negroes are as smug and as near white in soul as she wants to be. But, to my mind, it is the duty of the younger Negro artist... to change through the force of his art that old whispering "I want to be white," hidden in the aspirations of his people, to "Why should I want to be white? I am Negro-and beautiful."

Source: Interview with Bartolomeo Vanzetti by Philip D. Strong. *North American Newspaper Alliance*, 1927

"If it had not been for these things, I might have lived out my life talking at street corners to scorning men. I might have died, unmarked, unknown, a failure. Now we are not a failure. This is our career and our triumph. Never in our full life could we hope to do such work for tolerance, for justice, for man's understanding of man as now we do by accident. Our words--our lives--our pains--nothing! The taking of our lives--lives of a good shoemaker and a poor fish-peddler--all! That last moment belongs to us--that agony is our triumph."
**Comparing the Roaring Twenties and the Fabulous Fifties...**

<table>
<thead>
<tr>
<th>Source: George Marshall, commencement speech at Harvard, 1947</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The modern system of the division of labor upon which the exchange of products is based is in danger of breaking down. . . . Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health to the world, without which there can be no political stability and no assured peace. Our policy is not directed against any country, but against hunger, poverty, desperation and chaos. Any government that is willing to assist in recovery will find full co-operation on the part of the U.S.A. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist...&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source: Jack Kerouac, <em>On the Road</em>, 1957</th>
</tr>
</thead>
</table>
| The only people for me are the mad ones, the ones who are mad to live, mad to talk, mad to be saved, desirous of everything at the same time, the ones who never yawn or say a commonplace thing, but burn, burn, burn, like fabulous yellow roman candles exploding like spiders across the stars and in the middle you see the blue centerlight pop and everybody goes "Awww!"

At lilac evening I walked with every muscle aching among the lights of 27th and Welton in the Denver colored section, wishing I were a Negro, feeling the best the white world had offered was not enough ecstasy for me, not enough life, joy, kicks, darkness, music, not enough night... I wished I were a Denver Mexican, or even a poor overworked Jap, anything but what I was so drearily, a "white man" disillusioned.... I was only myself... sad strolling in this violet dark, this unbearably sweet night, wishing I could change worlds with the happy, true-hearted, ecstatic Negroes of America.

---

**Historical Context:**

- **Purpose/POV/or Audience:**
  - Comparative Context to the 1920s:
Comparing the Roaring Twenties and the Fabulous Fifties...

Source: Cadillac magazine advertisement, 1959

Source: Double Feature Magazine Cover, 1950s

**Historical Context:**

**Purpose/POV/or Audience:**

**Comparative Context to the 1920s:**

**Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document**
The Counterculture...

Following WWII and throughout the Fabulous Fifties, a homogeneous culture largely based on conformity and fear of communism dominated American society. However, there was an undercurrent of disillusionment and rebellion in the 1950s… The Beat Generation. The Beatniks contrasted with the images of Father Knows Best and Leave it to Beaver (popular television shows). Jack Kerouac and Allen Ginsberg led the Beat literary movement which included stories about rebellious teens, the use of mind-altering drugs, sexual promiscuity, new forms of art and music, and free verse poetry. This undercurrent became a tidal wave in the 1960s as the counterculture erupted.

The counterculture contained many parts… in general, it refers to anyone who is rebelling against conformity and/or status quo. Examine the images below and then address the question that follow. (images collected from Pinterest.com)
The Counterculture...

OKIE FROM MUSKOGEEMERLE HAGGARD

We don’t smoke marijuana in Muskogee;
We don’t take no trips on LSD
We don’t burn no draft cards down on Main Street;
We like livin’ right, and bein’ free.

I’m proud to be an Okie from Muskogee,
A place where even squares can have a ball
We still wave Old Glory down at the courthouse,
And white lightnin’s still the biggest thrill of all.

We don’t make a party out of lovin’;
We like holdin’ hands and pitchin’ woo;
We don’t let our hair grow long and shaggy,
Like the hippies out in San Francisco do.

And I’m proud to be an Okie from Muskogee,
A place where even squares can have a ball.
We still wave Old Glory down at the courthouse,
And white lightnin’s still the biggest thrill of all.

Leather boots are still in style for manly footwear;
Beads and Roman sandals won’t be seen.
Football’s still the roughest thing on campus,
And the kids here still respect the college dean.

We still wave Old Glory down at the courthouse,
In Muskogee, Oklahoma, USA.

Accept “your place”
VS
“fight the power?”

Cult of Domesticity
VS Feminism?

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
The Counterculture...

Straight Laced on the Dean’s List vs SDS?

Marriage vs Free Love?

Take heed, all you homosexual sinners

THE confrontational Stonewall slogan [Some people are gay get over it] that is currently touring our city, towns and villages via Stagecoach buses has caused me to think and remember what is written by the prophet Isaiah 3-9: “For the look on their faces bears witness against them; they proclaim their sin like Sodom; they do not hide it. Woe to them! For they have brought evil on themselves.”

Mr D Gryson
Whiteable

Anti-Gay Vs Gay-Rights?

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
**Essay Practice... Beliefs and Identity**

**Directions:** Address the prompt below, and then incorporate document analysis.

**Prompt:** Explain the major causes and consequences of protest among different members of the counterculture from 1945 to 1975.

**Skill? What is the skill being tested?**

Explain what skill you are demonstrating and how you will tackle this prompt...

1. CONTEXT... Define your parameters...
2. CONTEXT... Characterize the era(s)...
3. THEME... Identify the theme(s) being tested...
4. Write your thesis...

5. List three pieces of specific evidence for each body paragraph...
   - a.
   - b.
   - c.

6. Select one of the images from the preceding pages on counterculture and incorporate it into your planning. How will it help you defend your thesis?
   - Description of image...
   - Historical Context...
   - Intended Audience...
   - Purpose...
   - Point of View...
   - Supports thesis?

7. There are other parts of the counterculture not represented in the image collection. Can you name them?
Reviewing the Content Outline... Beliefs and Identity

Directions: Read, highlight main ideas and annotate...consider the objectives below as well as defining major terms as you annotate!

ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

ID-7 Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.

CUL-7 Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.

Period 9, 1980-Present

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

I. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism.
   A. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay.
      Illustrative Examples: OPEC oil embargo, 1970s inflation, Iranian hostage crisis
   B. The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.
      Illustrative Examples: Moral Majority, Focus on the Family

Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

I. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.
   A. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.
   B. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.
      Illustrative Examples: North American Free Trade Agreement, debates over health care reform, debates over Social Security reform
   C. Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
   D. The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.

II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.
   A. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.
   B. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.
   C. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.
      Illustrative Examples: Immigration Reform and Control Act of 1986, Don’t Ask, Don’t Tell debate
# Modern Times – Multiculturalism – Culture Wars

In our modern times, we live in a society that is accustomed to our global economy, constant involvement in world affairs, diverse population, and high-tech gadgets. The overall level of religious, ethnic, racial, sexual, gender tolerance and equity is higher than it has ever been in history – perhaps higher than anywhere – any time in history. As we continue on the path toward reaching the American ideal of “all men are created equal,” we will continue to debate and face conflict over competing views. In the list below, explain how each illustrates liberalism or conservatism. Then compare the issue or event to an earlier time period (comparative context). The first one has been completed for you as an example.

<table>
<thead>
<tr>
<th>Proposition 209</th>
<th>End of Affirmative Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>In California, affirmative action policies in college enrollment has been removed as it has been deemed reverse discrimination. Following its removal, minority enrollment in California colleges has declined since it passed in 1996. This reflects conservative resurgence or simply a decision that the measures are no longer needed as minorities have access to the same public school systems as Whites. It reflects judgement of liberal ideas such as affirmative action.</td>
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</table>

<table>
<thead>
<tr>
<th>Don’t Ask, Don’t Tell</th>
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</table>

<table>
<thead>
<tr>
<th>Legalization of Gay Marriage in Vermont (and many other states)</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Legalization of Marijuana in Colorado (and elsewhere)</th>
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</table>

<table>
<thead>
<tr>
<th>Affordable Care Act “Obamacare”</th>
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</table>

<table>
<thead>
<tr>
<th>Border Wars (immigration debates)</th>
</tr>
</thead>
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<tr>
<td></td>
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</table>
### Chronological Reasoning & Change Over Time  
...Religion

Many people came to the U.S. solely for religious reasons, primarily to escape persecution by government officials. Religion flourished in the colonies, and although it began as strict and intolerant, Americans embraced rationalism and rejected Calvinism in the long run which helped the U.S. become less dogmatic. Today, America is a religiously tolerant nation with a majority following some sort of Catholicism or Protestantism. The following review and analysis activity traces some key events in American history with this theme in mind. Complete it by adding notes on the significance/impact of each item to/on American culture and liberty. Some items have been completed for you.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1513</td>
<td>Spanish claim Florida</td>
<td>Catholicism was one of the Spaniards three goals in the New World: God, Gold, Glory.</td>
</tr>
<tr>
<td>1517</td>
<td>Martin Luther, 95 Theses, beginning of Protestant Reformation</td>
<td>After nailing this to the doors of the Catholic Church, hoping to inspire reform, the Reformation began which resulted in new churches including the Lutherans, Calvinists, and Anabaptists. Many colonists came to the New World to escape persecution from the Catholic Church, as absolutism prevented religious tolerance. Eventually England becomes Protestant (Church of England/Anglican).</td>
</tr>
<tr>
<td>1565</td>
<td>St. Augustine, Florida; Spanish mission and city</td>
<td>The first permanent town/city in what became the United States was founded by the Spanish as a Catholic mission. Converting the natives to</td>
</tr>
<tr>
<td>1620</td>
<td>Puritan Separatists arrive in the New World, Plymouth</td>
<td>Separatists wanted a new life in the New World where they could worship as they chose without persecution from the Anglican Church in England. They did not support religious tolerance.</td>
</tr>
<tr>
<td>1630</td>
<td>Puritans arrive and settle Massachusetts Bay</td>
<td>New England culture is predominately based on Puritanism: the Congregational Church dominates</td>
</tr>
<tr>
<td>1635</td>
<td>Roger Williams banished</td>
<td></td>
</tr>
<tr>
<td>1636</td>
<td>Harvard established, Cambridge, Massachusetts</td>
<td></td>
</tr>
<tr>
<td>1638</td>
<td>Anne Hutchison banished</td>
<td></td>
</tr>
<tr>
<td>1649</td>
<td>Maryland Act of Toleration</td>
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</tbody>
</table>
**Chronological Reasoning & Change Over Time Continued** ...

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1662</td>
<td>Halfway Covenant</td>
</tr>
<tr>
<td>1681</td>
<td>Pennsylvania, William Penn, Quakers</td>
</tr>
<tr>
<td>1740s</td>
<td>First Great Awakening</td>
</tr>
<tr>
<td>1774</td>
<td>Quebec Act - Colonists were outraged when Britain passes this act allowing Catholicism in the Ohio Valley. Although it was a positive move for transition to &quot;official&quot; religion to tolerance, it was lumped in with the &quot;Intolerable Acts&quot; and seen as bad faith and pro-Canada.</td>
</tr>
<tr>
<td>1777</td>
<td>Virginia Statute for Religious Freedom; Thomas Jefferson</td>
</tr>
<tr>
<td>1786</td>
<td>Virginia enacts religious freedom legislation</td>
</tr>
<tr>
<td>1791</td>
<td>Bill of Rights added to the Constitution, 1st Amendment</td>
</tr>
<tr>
<td>1790-1860</td>
<td>Second Great Awakening</td>
</tr>
<tr>
<td>1830</td>
<td>Joseph Smith founded Mormonism</td>
</tr>
</tbody>
</table>

*Established Churches end in this Revolutionary era as state legislatures begin to establish "liberty of conscience." Then the Constitution separated church and state. The Bill of rights was added two years later to define rights including... "No religious test shall ever be required as a qualification to any office or public trust under the United States." The definition of the separation of church and state found in the U.S. Constitution has caused more disagreement than any other in the nation's history.*

*Partially in response to Deism and partially an attempt to quell disorder in a changing nation, the second great awakening sought to restore "the moral government of God" (Lyman Beecher). Inspired parishioners led movements to make the world a better place: trying to remedy the evils of society such as alcohol abuse. Societies were formed in addition to traditional "preaching" as a wave of reform movements swept the nation. Benevolent reforms including abolition and temperance.*

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*Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document*
1920s  Fundamentalist Christians clash with Modernism

**FAST FORWARD TO MODERN TIMES...**

1948  U.S. and United Nations support Zionism and creation of Israel. This decision leads to increased Middle Eastern tension as Arab nations resent Israel and claim it doesn't have the right to exist. The oil embargoes of the 1970s and terror attacks during the 1970s-present often linked to the "Arab-Israeli Conflict." The U.S. has tried repeatedly to broker peace in the region as well as fighting wars such as the Persian Gulf War and current activity in Afghanistan and Iraq.

1950s  Televangelists  Preachers like **Billy Graham** took to the airways; also popular in the 1980s

"**Under God**" added to the pledge of allegiance

1960s  Hippie movement included counterculture's embrace of Eastern religions – New Age Movement

1980s  **New Right** (the religious right, conservative resurgence); Jerry Falwell

**Moral Majority**

1993  Branch Davidians, Siege at Waco

2001  War on Terror; El Qaida

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**Religion in America**

(Based on 12,043 Gallup Poll Interviews conducted in 2004)

- Protestant: 50%
- Catholic: 24%
- Other Christian: 10%
- Other non-Christian religion: 5%
- No religious identification; atheists, agnostics: 9%
- No response: 2%

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*Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document*
Art Review... Beliefs and Identity

As you review and contextualize the examples of American art, consider the significance of each piece to American culture and identity.

Context... What does each represent? What era was it produced? What era is it portraying?

Purpose, Audience, or Point of View... What style is used? What event/era is portrayed? What bias is present? Is something being celebrated? Romanticism or Realism? ...etc...

Benjamin West *The Death of General Wolfe* 1770

Benjamin West *Penn's Treaty with the Indians* 1772

Jonathan Singleton Copley *Paul Revere* 1768

Benjamin West *Franklin Drawing Lightning from the Sky* 1816

Charles Wilson Peale *Portrait of George Washington* 1772

Gilbert Stuart *George Washington* 1797

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Art Review... Beliefs and Identity

Benjamin West 1783 *Peace Negotiations with Great Britain*

John Singleton Copley *Watson and the Shark* 1778

Thomas Cole’s *The Oxbow*, 1836

Frederick Church *Twilight in the Wilderness*, 1860

John Audubon 1830s *Morning Dove*

Charles Bird King *Young Omahaw, War Eagle, Little Missouri, and Pawnees* 1831

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Art Review... Beliefs and Identity

John Vanderlyn, Landing of Columbus 1847

Robert W. Weir, Embarking of the Pilgrims 1843

Peter F. Rothermel 1851

Patrick Henry Before the Virginia House of Burgesses

Winslow Homer, The Gulf Stream 1899

John Trumbull 1819 The Signing of the Declaration of Independence

Thomas Eakins, The Gross Clinic 1875

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Art Review... Beliefs and Identity

George Bellows; The Stag at Sharkeys 1909

George Bellows; The Lone Tenement

Thomas Pollock Anshutz Ironworkers at Noontime 1882

John Singer Sargent El Jaleo 1880

Horace Bonham; Nearing the Issue at the Cockpit 1870

J. A. McNeill Whistler Arrangement in Gray and Black (or Whistler’s Mother) 1871

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Art Review... Beliefs and Identity

*Mulberry Street*, photograph, turn of the century

Howard Chandler Christy  *Scene at the Signing of the Constitution of the United States*, 1940

Grant Wood *American Gothic*, 1930

Georgia O’Keeffe  *Rams Head White Hollyhock and Little Hills*, 1935

Edward Hopper *Nighthawks*, 1942

Andy Warhol  *Campbell’s Soup*, 1968

Marylyn Monroe, 1967

*Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document*
The Spirit of REBELLION... Beliefs and Identity... A Thematic Review

Rebellion is a key feature in American identity. Much of our history is marked by significant uprisings that lead to significant change to our political, economic, and social systems. The purpose of this review is to remind you of some of those significant uprisings while also reinforcing some of the ways our American Identity has been shaped by the spirit of rebellion. Your content outline focuses on the role of religion, Enlightenment, republican thought, art, war, industrialization, immigration, technology… and other ideas on the development of identity; however, don’t forget one overlapping idea is rebellion. Complete this review by reading, reviewing, highlighting cues, and identifying significant turning points, comparisons, and causation over time. The items that are already highlighted reflect those most likely to show up on your test. Items shaded in pink are those explicit on your outline.

<table>
<thead>
<tr>
<th>REBELLIONS</th>
<th>ERA/YEAR/PLACE</th>
<th>KEY PLAYERS</th>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACON'S REBELLION</td>
<td>Colonial Era Virginia</td>
<td>Nathaniel Bacon, Governor Berkley, 500 Indentured Servants</td>
<td>Land shortage and Indian conflicts on frontier not being address by Tidewater elite and colonial government</td>
<td>Jamestown burned, colony taken over briefly; Bacon died in prison (diarrhea) before he could be tried. Berkeley removed from office by King, planters changed to slavery - ditching indentured servitude due to their &quot;bothersomeness&quot; once freedom earned (slavery permanent)</td>
</tr>
<tr>
<td>PUEBLO REVOLT</td>
<td>Colonial Era New Mexico</td>
<td>Spanish, Native-Americans, Pope (it is also known as Pope's Rebellion)</td>
<td>Spanish efforts to Christianize the natives, Encomienda system</td>
<td>Spanish were driven from the area until the early 1700’s; Catholic Church did institute reforms for the treatment of Natives; Spain retakes region before losing it to Mexican independence.</td>
</tr>
<tr>
<td>LEISLER'S REBELLION</td>
<td>Colonial Era New York</td>
<td>Jacob Leisler (NY merchant), NY Colonial Gov., King James II</td>
<td>Tensions between royal officials and upper class vs. middle class and masses conflict; Resentment of King James II’s policies (he had been deposed before the rebellion in Glorious Revolution)</td>
<td>Leisler governed for 3 years before British troops arrested him, tried him for treason and executed him. William and Mary refused to recognize his service… Leisler later became tyrannical (jailing political opponents) and he was later hanged by the new royal governor</td>
</tr>
<tr>
<td>STONO REBELLION</td>
<td>Colonial Era South Carolina</td>
<td>Slave Owners, 60-100 Slaves</td>
<td>Spain proclaimed all slaves escaping into Florida would be free; Charleston was suffering from epidemic and was unstable; the Security Act required all whites to carry guns to church and slaves were allowed to work for themselves on Sundays (freedom to assemble and plan as well as grow their own crops); Slaves met early one morning and broke into a store, killed the two shopkeepers and stole guns and ammo</td>
<td>Slaveowners caught up to them and a battle ensued. 20 whites and about 40 blacks were killed. South Carolina enacted harsh slave codes; Negro Act passed which prohibited: growing own food, assembling in groups, earning their own money, learning how to read. (some of these existed before rebellion but were not enforced) Many rebellions pre-Civil War; none successful in ending labor system; all successful in worsening lot of slaves</td>
</tr>
<tr>
<td>REGULATOR MOVEMENT</td>
<td>Colonial Era North Carolina</td>
<td>Backcountry Residents, Royal Govt. officials</td>
<td>Residents on the frontier (isolated from eastern establishment) thought they were being treated unfairly (laws, taxes, etc) by provincial government among frontiersmen… (dishonest sheriffs) and wanted to &quot;regulate&quot; their own affairs. Peaceful, lawful attempts at reform failed so they became lawless (refusing to pay fees, disrupting courts, terrorizing officials). Governor Tryon sent militia, Battle of Alamance Creek, 2 hours long, 18 died</td>
<td>Military battle occurred- British lost 9 soldiers and of the 14 regulators captured 6 were hanged. After swearing allegiance to the British life went back to normal, but the rebellion showed colonial unrest against royal governments and boldness of colonists was a part of larger movement leading to rebellion, revolution, independence Example of colonial rebelliousness, development of identity that distrusts powerful government, and spirit and ruggedness of frontiersmen (mainly Scots-Irish)</td>
</tr>
<tr>
<td>PONTIAC'S REBELLION</td>
<td>Colonial Era Ohio Valley</td>
<td>Confederation of Ohio Valley Native Tribes led by Ottawa leader, Pontiac, British gov</td>
<td>Natives were expected to switch their loyalty from the defeated French to the British. New British govt refused to supply them with tools, guns and ammo like the French had done. Natives feared further encroachment by colonists.</td>
<td>Hundreds of colonists were killed and many fled area. British sent force and changed their policy. Defeat of Natives led to Proclamation of 1763 as now Britain would protect their land from encroaching colonists, violence ended. Also, British forces distrust of local militias and local militia’s feeling of betrayal (they fought F&amp;I War largely for Ohio Territory) led to more tension between the two.</td>
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<tr>
<td><strong>PAXTON BOYS</strong></td>
<td>1764 Revolutionary Era (post F&amp;I War) Pennsylvania</td>
<td>Frontiersmen-Paxton Boys, Quaker dominated government, Residents of Philadelphia, Ben Franklin and Royal Governor, American Indians</td>
<td>Frontiersmen angry that the pacifist Quaker government would not help them fight off Indians (they were in dangerous area, raids were frequent). Backlash from Proclamation Line; Frontiersmen lack of understanding of Quaker history and ideology (killed many Indians who were Christian, living on land given to them by William Penn, and were peaceful)</td>
<td>Quakers in Philadelphia protected Indians but Paxton Boys broke in and slaughtered many in their homes (including women/children). Ben Franklin met with leaders and set up time for arbitration (peaceable assembly). Minor practice for American Revolution, spirit of rebellion growing, willingness to use arms to resolve difficulties Scots-Irish, further class conflict and frontier-coast conflict Example of developing American system (peaceable assembly and willingness to use arms)</td>
</tr>
<tr>
<td><strong>BOSTON TEA PARTY</strong></td>
<td>1773 Revolutionary Era Boston</td>
<td>Sons of Liberty</td>
<td>Tea Act of 1773 (East India Company given monopoly on tea. Governor Hutchinson refused to allow tea to be returned after colonists refused to unload it or buy it (as they had in other ports) so they boarded ship dressed as Indians and dumped the load overboard. Tea Tax, No Taxation Without Representation</td>
<td>Britain responded with Coercive Acts (aka Intolerable Acts) which included shutting down Boston Harbor (Boston Port Act). Colonists responded to that in First Continental Congress (12 of 13 colonies present... big move) [British called them Coercive, colonists called them Intolerable] Key event in road to Revolution</td>
</tr>
<tr>
<td><strong>SHAYS REBELLION</strong></td>
<td>1786-1787 Critical Era Massachusetts</td>
<td>Farmers (rural), Daniel Shays, State militia (funded by private donors mainly)</td>
<td>Unfair taxes, farms being foreclosed, farmers imprisoned for debt, post war economic depression and state drowning in debt (thus harsh policies), class conflict between farmer and bankers</td>
<td>Shays and 1200 men attacked courts in western Mass. State militia ended rebellion, but it made Mass. Even more shaky than before. Only 5 deaths but dozens wounded. Two hanged afterward; Constitutional convention began same year as this ended (no military to help Mass illustrated need for stronger central government) Illustrated need for Constitution and Hamilton Plan - stronger govt</td>
</tr>
<tr>
<td><strong>WHISKEY REBELLION</strong></td>
<td>1794-1795 Early Republic Pennsylvania</td>
<td>Rural farmers, Tax collectors, U.S. military, George Washington</td>
<td>Farmers refused to pay whiskey tax and attacked tax collectors... comparing it to the Stamp Act of 1765</td>
<td>George Washington sent troops, dispersed quickly (13,000 troops sent) showing force of new government... which could now enforce law not just pass law Illustrated Hamilton's idea of energetic national government was success</td>
</tr>
<tr>
<td><strong>FRIES REBELLION</strong></td>
<td>1799-1800 Early Republic Pennsylvania</td>
<td>Farmers (Pennsylvania Dutch; German), John Fries, John Adams</td>
<td>Rebellling against new taxes passed in order to fund Quasi-War (on real estate and slaves mainly)... this on top of Alien and Sedition Acts ... refused to pay taxes</td>
<td>Revolt ended with arrests and imprisonment, Fries and one other sentenced to be hanged but Adams pardoned all involved because he had different definition of treason and called the farmers &quot;ignorant&quot; of American law. German Americans voted Democratic Republican after event. Illustrate spirit of rebellion against a too powerful government still alive and well</td>
</tr>
<tr>
<td><strong>KENTUCKY AND VIRGINIA RESOLUTIONS</strong></td>
<td>1798-1799 Early Republic VA &amp; KY</td>
<td>Vice President T.J. and James Madison (writers), John Adams (President)</td>
<td>Alien and Sedition Acts passed in response to French Revolution and Quasi-War... made residency requirements longer and limited 1st Amendment rights</td>
<td>Argued that each individual state has the power to declare that federal laws are unconstitutional and void. The Kentucky Resolution of 1799 added that when the states determine that a law is unconstitutional, nullification by the states is the proper remedy; after Revolution of 1800... Alien Act changed and Sedition Act expired Illustrates continuing battle between strict and loose construction</td>
</tr>
<tr>
<td><strong>PROSSER’S REBELLION</strong></td>
<td>1800 Virginia Early Republic</td>
<td>Gabriel Prosser, slaves</td>
<td>planned a large slave rebellion in the Richmond area to protest slavery</td>
<td>Information regarding the revolt was leaked prior to its execution, and he and twenty-five followers were taken captive and hanged in punishment. In reaction, Virginia and other state legislatures passed restrictions on free blacks, as well as prohibiting the education, assembly, and hiring out of slaves, to restrict their chances to learn and to plan similar rebellions.</td>
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<tr>
<td><strong>GERMAN COAST UPRISING</strong></td>
<td>1811 Early Republic New Orleans</td>
<td>Slaves, President Madison, state militia</td>
<td>Between 64 and 125 enslaved men marched from sugar plantations near present-day LaPlace on the German Coast toward the city of New Orleans. They collected more men along the way. Some accounts claimed a total of 200–500 slaves participated. During their two-day, twenty-mile march, the men burned five plantation houses (three completely), several sugarhouses, and crops. They were armed mostly with hand tools.</td>
<td>Largest in US history, the rebels killed only two white men. Confrontations with militia and executions after trial killed ninety-five black people. Later tried and executed an additional 44 insurgents who had been captured. Executions were by hanging or decapitation. Whites displayed the bodies as a warning to intimidate slaves. The heads of some were put on pikes and displayed at plantations.</td>
</tr>
<tr>
<td><strong>HARTFORD RESOLUTIONS</strong></td>
<td>1814-1815 War of 1812-Era of Good Feelings</td>
<td>New England Federalists</td>
<td>Didn’t support war against G.B., wanted to propose changes to Constitution, unhappy about balance of power, some secretly supplied British troops</td>
<td>Hartford Resolutions arrived in D.C. at the same time as Treaty of Ghent and news of Jackson’s victory at New Orleans. Federalists look bad... party disintegrates.</td>
</tr>
<tr>
<td><strong>DENMARK VESSEY’S REBELLION</strong></td>
<td>1822 Era of Good Feelings South Carolina</td>
<td>Denmark Vessey and some slaves (slave who bought his own freedom)</td>
<td>Planned slave rebellion. News of plan leaked.</td>
<td>He and his 34 followers were executed... his name became rallying cry for later abolitionists. South Carolina Association was formed to provide more effective control of the black population. The African Church building was ordered destroyed by city authorities.</td>
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<td><strong>NAT TURNER’S REBELLION</strong></td>
<td>1831 Virginia Era of the Common Man</td>
<td>Nat Turner &amp; around 70 other slaves, State militia and plantation owners</td>
<td>Initial group began freeing slaves house to house (killing whites) and building momentum... Rebellion succeeded in killing up to 60 whites but ended in a couple days... Nat Turner evaded arrest for 2 months... before being executed.</td>
<td>Widespread fear in the aftermath of the rebellion, and white militias organized in retaliation against slaves. The state executed 56 slaves accused of being part of the rebellion. In the frenzy, many innocent enslaved people were punished. At least 100 blacks, and possibly up to 200, were murdered by militias and mobs. Across the South, state legislatures passed new laws prohibiting education of slaves and free blacks, restricting rights of assembly and other civil rights for free blacks, and requiring white ministers to be present at black worship services.</td>
</tr>
<tr>
<td><strong>SOUTH CAROLINA’S EXPOSITION AND PROTEST – Nullification Crisis</strong></td>
<td>1828-1833 South Carolina Era of the Common Man</td>
<td>Vice President John C. Calhoun</td>
<td>The document was a protest against the Tariff of 1828, also known as the Tariff of Abominations. The document stated that if the tariff was not repealed, South Carolina would secede. It stated also Calhoun’s Doctrine of nullification, i.e., the idea that a state has the right to reject federal law, first introduced by Thomas Jefferson and James Madison in their Kentucky and Virginia Resolutions. On December 19, 1828, the report was presented to the South Carolina State House of Representatives, which had five thousand copies of it printed and distributed. The presidential election had occurred, and John Quincy Adams had been defeated by Andrew Jackson. Calhoun, who still had designs on succeeding Jackson as president, was not identified as the author but word on this soon leaked out. The legislature took no action on the report at that time. In 1832, as Vice President under Jackson, Calhoun went public with these ideas, during the Nullification Crisis... Jackson threatened force (Force Bill) to prevent secession. Crisis ended in 1833 with compromise tariff organized largely by Webster.</td>
<td>No action on the report at that time. In 1832, as Vice President under Jackson, Calhoun went public with these ideas, during the Nullification Crisis... Jackson threatened force (Force Bill) to prevent secession. Crisis ended in 1833 with compromise tariff organized largely by Webster.</td>
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<td><strong>UNDERGROUND RAILROAD</strong></td>
<td>Revolutionary through Antebellum Era</td>
<td>Harriet Tubman, Abolitionists</td>
<td>Routes taking slaves to freedom in either Mexico or Canada</td>
<td>Southern plantation owners demanded stronger fugitive slave law to combat loss of “property.” Up to 100,000 slaves freed in this manner.</td>
</tr>
<tr>
<td><strong>JOHN BROWN’S RAID ON POTTAWATOMIE CREEK</strong></td>
<td>1856 Antebellum Era Kansas Territory (Bleeding Kansas)</td>
<td>John Brown and other abolitionists</td>
<td>Kansas-Nebraska Act resulted in Bleeding Kansas (fighting for slave/free status). In response to pro-slavers attacking Lawrence and destroying newspaper offices and buildings used by abolitionists, Brown killed 5 pro-slavery settlers at Pattawatomie Creek... He was also mad at abolitionists who didn’t fight back... and had just received news of Brooks-Sumner caning.</td>
<td>Brown murdered five in a single night, and the massacre was the match to the powder keg that precipitated the bloodiest period in “Bleeding Kansas” history, a three-month period of retaliatory raids and battles in which 29 people died. Bleeding Kansas is “where the Civil War began” in the eyes of many historians. The fact that the federal government didn’t intervene (Pierce then Buchanan) is often fuel for low presidential rankings.</td>
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<td>JOHN BROWN’S RAID ON HAPRERS FERRY</td>
<td>1859 Antebellum Era Virginia</td>
<td>Brown and 20 supporters, Troops/state militia led by Robert E. Lee</td>
<td>Planned to raid arsenal and arm slaves for slave rebellion... believed only bloodshed/war would lead to end of slavery. He asked Tubman and Douglass to help... they believed it would fail and didn’t help</td>
<td>Caught before battle could start (cornered at arsenal), arrested, hanged along with 6 others. Final words were, “I John Brown am now quite certain that the crimes of this guilty, land: will never be purged away; but with Blood. I had as I now think: vainly flattered myself that without very much bloodshed; it might be done.” Some saw him as martyr despite William Lloyd Garrison and Abraham Lincoln questioning his sanity... others saw him as treasonous criminal. He became propaganda for both sides in Civil War and is still hero today in many circles. (Painting in Kansas capital building)</td>
</tr>
<tr>
<td>SECESSION OF SOUTH CAROLINA</td>
<td>1860 Antebellum Era South Carolina</td>
<td>South Carolina... followed by several other southern states</td>
<td>After Lincoln won election of 1860 (wasn’t on Southern ballots... and S.C. had threatened to secede if he won). S.C. seceded. President Buchanan did little to nothing as lame duck.</td>
<td>Lincoln tried to calm things by saying slave states could keep slavery. Inaugural address put responsibility for disunion on Southern states. Then losing Fort Sumter led to more states seceding and Civil War began.</td>
</tr>
<tr>
<td>NEW YORK DRAFT RIOTS</td>
<td>1863 New York Civil War</td>
<td>Draft dodgers</td>
<td>Riots were the culmination of working-class discontent with new laws passed to draft men into Union Army. rioters were overwhelmingly working-class men, primarily ethnic Irish, resenting particularly that wealthier men, who could afford to pay a $300 (equivalent to $5,746 in 2014) commutation fee to hire a substitute, were spared from the draft... Initially intended to express anger at the draft, the protests turned into a race riot, with white rioters, mainly but not exclusively Irish immigrants, attacking blacks wherever they could be found. At least 11 blacks are estimated to have been killed.</td>
<td>The riots remain the largest civil insurrection in American history, aside from the Civil War itself. Lincoln sent troops from recent Gettysburg victory to calm things; city government couldn’t stop it... destroyed numerous public buildings, two Protestant churches, the homes of various abolitionists or sympathizers, many black homes, and the Colored Orphan Asylum. Around 1,000 dead and 2,000 injured... many Blacks fled N.Y. Draft resumed weeks later but wealthy Democrats paid for commutations of many. This event has been dubbed a Confederate battle victory... although not an official Civil War battle.</td>
</tr>
<tr>
<td>COLFAX MASSACRE</td>
<td>1873 Louisiana Reconstruction Era</td>
<td>Southern Democrats vs Republicans, Southerners resenting Republican influence (Radical Reconstruction), Freedmen</td>
<td>In the wake of the contested 1872 election for governor of Louisiana and local offices, a group of white Democrats, armed with rifles and a small cannon, overpowered Republican freedmen and state militia (also black) trying to control the Grant Parish courthouse in Colfax; white Republican officeholders were not attacked.</td>
<td>Worst instance of racial violence during Reconstruction...highest fatalities of any of the numerous violent events following the disputed gubernatorial contest in 1872 between Republicans and Democrats...every election [in Louisiana] between 1868 and 1876 was marked by rampant violence and pervasive fraud. Most of the freedmen at Colfax were killed after they surrendered; nearly 50 were killed later that night after being held as prisoners for several hours. Estimates of the number of dead have varied, ranging from 62 to 153; three whites died but the number of black victims was difficult to determine because bodies had been thrown into the river or removed for burial. There were rumors of mass graves at the site.</td>
</tr>
<tr>
<td>RAILROAD STRIKES OF 1877</td>
<td>1877 End of Reconstruction ... Gilded Age</td>
<td>People opposing railroads (before labor unions in RR formed), Local, state militias... Federal troops</td>
<td>Aka... The Great Railroad Strike... following panic of 73 and economic depression... workers wages cut several times... protests as rift between business owners and workers increased... Compromise of 1877 further exacerbated things as Tilden supporters felt slighted... spontaneous strikes and riots</td>
<td>President Hayes sent federal troops from city to city... took 45 days or so to end. Lost wages and profits were high... as were property damages. Labor unions began to organize (leading to ten thousand strikes in next decade) and business owners and militias (and Pinkertons) changed strategies as well. Some railroads increased wages and provided other benefits like pensions after learning about the plight of RR workers.</td>
</tr>
<tr>
<td>HAYMARKET RIOT</td>
<td>1886 Chicago Gilded Age</td>
<td>Laborers meeting to discuss tactics to strike/protest for higher wages</td>
<td>Began as meeting... in reaction to violent reaction to striking workers at McCormick plant the previous day (strikeers harassed scabs... Pinkertons attacked strikers)... at meeting someone threw bomb... 7 officers and 4 others killed... arrests led to execution of “anarchists”</td>
<td>15 found guilty, 4 hanged, 1 committed suicide, others later commuted. Led to May Day celebration of labor, illustrated struggle between labor and business, fueled nativism against Italians (later quotas).</td>
</tr>
<tr>
<td>MAY DAY RIOTS</td>
<td>1894 Ohio Gilded Age</td>
<td>Labor riots</td>
<td>Series of labor unrest and riots following Panic of 1893. [on May Day, or International Workers’ Day which was a day for remembering workers who died during the Haymarket Affair of 1886.]</td>
<td>May Day was not Labor Day (President Cleveland made sure of that because he didn’t want Americans celebrating murders). Many May-Dayers joined Socialist Party and demands for workers rights/protection bled into next era... then diminished largely with Red Scare after WWI. Increased nativism.</td>
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<td><strong>PULLMAN STRIKE</strong></td>
<td>1894</td>
<td>American Railway Union (ARU),… founded by Eugene Debs, Pullman Company, President Grover Cleveland</td>
<td>Nationwide railroad strike and boycott shut down much of the nation's freight and passenger traffic west of Detroit, Michigan. The conflict began in Pullman, Chicago, on May 11 when nearly 4,000 factory employees of the Pullman Company began to strike in response to recent reductions in wages following panic in 93. Railroad brotherhoods and American Federation of Labor (AFL) opposed the boycott.</td>
<td>Thirty people were killed in response to riots and sabotage that caused $80 million in damages. The federal government secured a federal court injunction against the union, Debs, and the top leaders, ordering them to stop interfering with trains that carried mail cars. After the strikers refused, President Grover Cleveland ordered in the Army to stop the strikers from obstructing the trains. Violence broke out in many cities, and the strike collapsed. Defined by a team including Clarence Darrow, Debs was convicted of violating a court order and sentenced to prison; the AFL dissolved. While in prison… Debs read Karl Marx and became a socialist… ran for president in 1936 and 4 more times as a socialist. President Cleveland added Labor Day as national holiday (supported by Samuel Gompers and AFL).</td>
</tr>
<tr>
<td><strong>COAL STRIKE</strong></td>
<td>1902</td>
<td>President Theodore Roosevelt, United Mine Workers of America, Workers</td>
<td>Miners were on strike asking for higher wages, shorter workdays and the recognition of their union. The strike threatened to shut down the winter fuel supply to all major cities (homes and apartments were heated with anthracite or “hard” coal because it had higher heat value and less smoke than “soft” or bituminous coal).</td>
<td>Roosevelt set up a fact-finding commission that suspended the strike. The strike never resumed, as the miners received more pay for fewer hours; the owners got a higher price for coal, and did not recognize the trade union as a bargaining agent. It was the first labor episode in which the federal government intervened as a neutral arbitrator. Illustrates Teddy’s Square Deal, Progressive approach which differed from Gilded Age.</td>
</tr>
<tr>
<td><strong>SEATTLE GENERAL STRIKE</strong></td>
<td>1919</td>
<td>Workers</td>
<td>Five-day, peaceful general work stoppage by more than 65,000 workers in the city to gain higher wages after two years of World War I wage controls. Most other local unions, including members of the American Federation of Labor (AFL) and the Industrial Workers of the World (IWW), joined the walkout.</td>
<td>Government officials, the press, and much of the public viewed the strike as a radical attempt to subvert US institutions. Some commentators raised alarm by calling it the work of Bolsheviks and other radicals inspired by “un-American” ideologies, making it the first concentrated eruption of the anti-Red hysteria. Illustrates end of Progressive support for labor and turning point into a more anti-labor mood until New Deal.</td>
</tr>
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<td><strong>TULSA RACE RIOT</strong></td>
<td>1921</td>
<td>Black and White residents of Tulsa</td>
<td>Whites attacked the black community of Greenwood District, also known as “the Black Wall Street”. Tensions had been rising as Southern blacks moved to Oklahoma. After OK became state, state laws segregated races (including neighborhoods). Black soldiers returning from war hoped their service would help gain momentum for more Civil Rights… but it was met with a rising KKK.</td>
<td>The wealthiest black community in the United States was burned to the ground. 10,000 blacks were left homeless, hundreds killed, 35 city blocks destroyed… the history was hidden and few knew it occurred until efforts to uncover and educate and compensate began in the 90s. OK state troops finally ended it but then new building codes were put into place making it very expensive to rebuild, driving Blacks further away.</td>
</tr>
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<td><strong>BONUS ARMY STRIKE</strong></td>
<td>1932</td>
<td>43,000 marchers—17,000, their families, and affiliated groups… World War I veterans, Federal Troops, President Herbert Hoover</td>
<td>Went to D.C. to demand cash-payment redemption of their WWII service certificates (early payment due to economic depression). [The World War Adjusted Compensation Act of 1924 had awarded them bonuses in the form of certificates they could not redeem until 1945.] Set up camps in D.C.</td>
<td>President Herbert Hoover ordered the army to clear the veterans’ campsite. Army Chief of Staff General Douglas MacArthur commanded the infantry and cavalry supported by six tanks. The Bonus Army marchers with their wives and children were driven out, and their shelters and belongings burned. Sitting government and military saw it as an attempt to overthrow government. A second, smaller Bonus March in 1933 under FDR was defused with an offer of jobs for the Civilian Conservation Corps… In 1938, Congress overrode FDR’s veto and paid the veterans their bonus years early.</td>
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<td><strong>ZOOT SUIT RIOTS</strong></td>
<td>1943</td>
<td>Anglo American sailors and Marines stationed in the city, Latino youths, (wearing zoot suits), a few African American and Filipino/Filipino American youths were involved</td>
<td>Social conflict regarding zoot suits (there was a ban on producing zoot suits as part of conservation for war mobilization…War Production Board had cut back fabric) which white officers interpreted as unpatriotic… support for war high… zoot suits (not supporting rationing… bootleg tailors still producing them and Hispanics still buying them) placed them in small minority… thousands of white servicemen entered bars and movie theaters assaulting Latino males in zoot suits.</td>
<td>Revealed a polarization between two youth groups within wartime society: the gangs of predominantly black and Mexican youths who were at the forefront of the zoot suit subculture, and the predominantly Anglo American servicemen stationed along the Pacific coast. After several days, more than 150 people had been injured and police had arrested more than 500 Latinos… many saw it as “cleaning” and supported military men. (when Malcolm Little evades draft… he shows up in a Zoot Suit)</td>
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<td>WATTS RIOT</td>
<td>1965 Watts neighborhood of Los Angeles Modern Era</td>
<td>Blacks, White police, CA national guard troops</td>
<td>Racial unrest increased in second wave of Great Migration during WWII (Blacks leaving South moving West for war jobs), police and other forms of discrimination in jobs and housing were the norm, then after police arrested drunk driver (black) and argument turned ugly… rumors led to mob forming… then violence erupted.</td>
<td>Race riot, six-days, 34 deaths, Thousands of injuries and arrests, over $40 million in property damage…hundreds of buildings and businesses destroyed. It was the most severe riot in the city’s history until the Los Angeles riots of 1992. Mainstream white America viewed those actively participating in the riot as criminals destroying and looting their own neighborhood (although lots of white businesses destroyed). Many in the black community saw the rioters as taking part in an “uprising against an oppressive system.” Similar divides seen in recent race riots.</td>
</tr>
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<td>DEMOCRATIC NATIONAL CONVENTION PROTEST (Chicago Police riot)</td>
<td>1968, Chicago, Modern Era</td>
<td>Protesters outside convention, Police, Mayor, Richard Daley, Illinois National Guard, SDS and other protest groups</td>
<td>The convention was held during a year of violence, political turbulence, and civil unrest; particularly riots in more than 100 cities following the assassination of Martin Luther King, Jr. and Democratic presidential hopeful Senator Robert F. Kennedy. Protestors inside and out tried to get attention of candidates and nation but were met with aggression. Anti-war protest mostly.</td>
<td>“Hell No! We Won’t Go!” “The Whole World is Watching!” Famous chants televised by protesters ad police and guardsmen try to disperse them… Some inside convention urged peace outside (Daley responded with expletives) Daley claimed he received 135,000 letters supporting his actions and only 5000 condemning them. Silent majority? Public opinion polls demonstrated that the majority of Americans supported the Mayor’s tactics. … America voted for Richard Nixon in election of 68.</td>
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<td>STONEWALL RIOT</td>
<td>1969 New York Modern Times, Civil Rights Era</td>
<td>Members of gay community, police</td>
<td>Spontaneous, violent demonstrations protesting police raid at the Stonewall Inn… but tensions high as gays unwelcome in most establishments… police raids the norm… Stonewall Inn had clientele including gays, drag queens, and the most marginalized</td>
<td>… widely considered to constitute the single most important event leading to the gay liberation movement and the modern fight for gay and lesbian rights in the United States… led to increased “coming out” and new groups and the beginning of Gay Pride Parades</td>
</tr>
<tr>
<td>KENT STATE &amp; JACKSON STATE SHOOTINGS</td>
<td>1970 Ohio – Kent State May 4th</td>
<td>Student protestors, Ohio National Guard</td>
<td>Ohio &amp; Miss.: Students were protesting bombing of Cambodia by President Nixon…. Anti war protests were increasing (My Lai exposed in 69). Ohio: Shot fired guardsmen thought sniper and were generally afraid of violence when they arrived. Miss.: students started fires, thrown rocks at white motorists and overturned vehicles, including a large truck. Firefighters dispatched to the scene quickly requested police support. After the firefighters had left the scene, shortly before midnight, the police moved to disperse the crowd then gathered in front of Alexander Hall, a women’s dormitory. Shot fired (thought it was sniper) officers opened fire on the dormitory.</td>
<td>Ohio: The guardsmen fired 67 rounds over a period of 13 seconds, killing four students and wounding nine others. Two of the dead were protesters, two just walking to class. Students wanted to attach guard but were talked down by faculty. Guard left. Miss.: crowd scattered and a number of people were trampled or cut by falling glass. 2 killed; twelve others wounded. Both: Public opinion of government dropped. Nixon created commission to investigate, new protocols put into place</td>
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<td>WOUNDED KNEE OCCUPATION</td>
<td>1973 South Dakota Modern Era</td>
<td>200 Oglala Lakota and followers of the American Indian Movement (AIM)</td>
<td>Seized and occupied the town of Wounded Knee, South Dakota, on the Pine Ridge Indian Reservation. Protested corrupt leadership of tribe and broken treaty by government… demanded the reopening of treaty negotiations. The activists chose the site of the 1890 Wounded Knee Massacre for its symbolic value</td>
<td>Oglala and AIM activists controlled the town for 71 days while the United States Marshals Service, FBI agents, and other law enforcement agencies cordoned off the area. Both sides were armed and shooting was frequent. Only a few injuries/deaths. No land was returned. Violence at Pine Ridge escalated afterward.</td>
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The Spirit of REBELLION... Beliefs and Identity... A Thematic Review

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<th>REBELLIONS</th>
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<td>RODNEY KING/AKA L.A. RIOT</td>
<td>1992 Los Angeles Modern Times Post Cold War</td>
<td>Blacks then spread into Hispanic and Asian neighborhoods, National Guard, Marines, Police</td>
<td>6 days... series of riots, lootings, arsons and civil disturbance following the acquittal of police officers on trial regarding a videotaped, and widely covered police brutality incident. They were the largest riots seen in the United States since the 1960s and the worst in terms of death toll after the New York City draft riots in 1863.</td>
<td>After the riots subsided significant actions were undertaken in the Los Angeles Police Department including the retrial of the police officers involved, increasing minority officers in the police department, analyzing excessive force, resignation of the police chief, loss of support for the Mayor of Los Angeles, and analyzing the general political and economic atmosphere that contributed to the riots. 53 killed, thousands injured, thousands arrested, hundreds of businesses/buildings destroyed</td>
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<td>RUBY RIDGE STANDOFF</td>
<td>1992 Idaho Modern Era Post Cold War</td>
<td>Randy Weaver, his family and his friend Kevin Harris, United States Marshals Service (USMS) and Federal Bureau of Investigation (FBI)</td>
<td>Family moved to isolated area to home school and escape “corrupt world” and believed apocalypse near. Neighbor made false accusations they were plotting assassinations and law enforcement got involved. Spied on family for years... undercover agent bought weapons from Weaver. After Weaver arrested, he blocked himself in home refusing to go to trial (distrusted government)</td>
<td>It resulted in the death of Weaver’s son Sammy, his wife Vicki, and Deputy U.S. Marshal William Francis Degan. Later task force concluded law enforcement tactics questionable. Public outcry over Ruby Ridge and the subsequent Waco siege involving many of the same agencies and even the same personnel fueled the widening of the militia movement. To answer public questions about Ruby Ridge, the Senate Subcommittee on Terrorism, Technology and Government Information held a total of 14 days of hearings between September 6 and October 19, 1995, and subsequently issued a report calling for reforms in federal law enforcement to prevent a repeat of Ruby Ridge and to restore public confidence in federal law enforcement.</td>
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<td>BRANCH DAVIDIAN STANDOFF (Waco Siege)</td>
<td>1993 Texas Modern Era</td>
<td>Branch Davidians in Waco, ATF and FBI</td>
<td>Religious cult believing in end times stockpiled weapons and wouldn’t cooperate with law enforcement, opening fire on ATF and FBI agents.</td>
<td>Standoff ended with mass suicide and fire. Again government looked like overkill. [Timothy McVeigh was angry as many saw gov’t as too powerful]... Four ATF agents and six Branch Davidians killed in initial raid. A 51-day siege ensued, ending with an FBI assault during which the compound burned down, killing 76 people inside including David Koresh. Eleven people who left the compound were arrested.</td>
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<td>OKLAHOMA CITY BOMBING</td>
<td>1995 Oklahoma Modern Era</td>
<td>Timothy McVeigh &amp; Terry Nichols and a couple other conspirators, Federal building/workers/daycare</td>
<td>Former military men angry at government for Ruby Ridge and Waco. Filled truck with explosives.</td>
<td>Killed 168 people and injured hundreds, destroyed or damaged 324 buildings within a 16-block radius, destroyed or burned 86 cars, and shattered glass in 258 nearby buildings, causing at least an estimated $652 million worth of damage. Led to new laws protecting federal buildings and harsher penalties on domestic terror. McVeigh executed.</td>
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<td>CINCINNATI RIOT</td>
<td>2001 Ohio Modern Era</td>
<td>Inner city Blacks Police Mayor Luken</td>
<td>Three days of rioting were triggered by a fatal police shooting of an unarmed African-American teenager, Timothy Thomas. On the third night of violence, looting, and vandalizing, Charlie Luken, the mayor, issued a city-wide curfew which happened to be accompanied by rain, and the riots stopped.</td>
<td>Largest urban disorders in the United States since the Los Angeles riots of 1992...damage was estimated at $3.6 million. Around 63 rioters arrested/ tried.</td>
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<td>FERGUSON, MISSOURI RIOTS AND UNREST</td>
<td>2014 Missouri Modern Era</td>
<td>Inner city Blacks, Police</td>
<td>Sparked by the police shooting of an unarmed African American, Michael Brown; second wave sparked by Darren Wilson (officer) not being charged with a crime</td>
<td>Raising questions about police forces “use of force” protocols, some blame racism, some blame anti-Black stereotypes among police; illustrates continued issues of race and the battle between liberty and order. [Many riots not on list...and over time they have decreased as civil liberties have been protected...some responses to alleged racism in modern times did not result in violence; for example the response to death of Treyvon Martin didn’t result in a riot... and there were only small acts following Zimmerman verdict]</td>
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