Cause and Effect
Transparencies, Strategies, and Activities
To the Teacher

The transparencies in *The American Vision Cause-and-Effect Transparencies, Strategies, and Activities* allow students to see how historical actions or events resulted in various consequences. Each transparency highlights the main ideas of the unit and visually ties historical causes and effects together.

The Teaching Strategies and Activities are designed to enhance students’ understanding of the interconnectedness of historical events. Teaching Strategies offer suggestions for using the transparency in the classroom and provide complete answers to the student activities. Reproducible Student Activities help students learn more about the causes and effects of historical events.

Creating a Customized File

There are a variety of ways to organize Glencoe Social Studies teaching aids. Several alternatives in creating your own files are given below.

- Organize by category (all activities, all tests, etc.)
- Organize by category and chapter (all Chapter 1 activities, all Chapter 1 tests and quizzes, etc.)
- Organize sequentially by lesson (activities, quizzes, tests, for Chapter 1/Section 1, Chapter 1/Section 2, etc.)

No matter what organization you use, you can pull out individual worksheets from these booklets for your files, or you may photocopy directly from the booklet and file the photocopies. You will then be able to keep the original booklets intact and in a safe place.
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1. Creating a Nation
2. The Young Republic Grows and Changes
3. The Crisis of Union
4. The Birth of Modern America
5. Imperialism and Progressivism
6. Boom and Bust
7. Global Struggles
8. A Time of Upheaval
9. A Changing Society
OBJECTIVE

Students will identify the causes and effects of the Revolutionary War.

ANALYZING INFORMATION

Discuss British policies toward the colonies before and after 1763. (Before 1763, Great Britain had allowed the colonists much freedom in self-government. After that time, the British government began imposing policies favorable to Great Britain but not to the colonists.)

List these British policies on the board:

- **Sugar Act** (set up courts to hear smuggling cases in which merchants accused of smuggling were presumed guilty, and property could be seized without due process)
- **Currency Act** (banned the use of paper money in the colonies)
- **Stamp Act** (tax on most printed materials)
- **Declaratory Act** (asserted that the British Parliament had the power to make laws for the colonies)
- **Townshend Acts** (tax on imported goods)
- **Tea Act** (allowed a British tea company to sell directly to shopkeepers, bypassing colonial merchants who usually distributed imported tea)
- **Coercive Acts** (closed Boston Harbor, banned town meetings, cancelled many elections, protected British soldiers from trials by colonists, and forced colonists to house British soldiers in their homes)

Ask students about the reasons Great Britain enacted these policies and discuss some of the actions the colonists took to protest the policies:

- Why did Great Britain enact these policies after 1763? (Great Britain wanted to procure more revenue from its colonies, particularly in regard to the expenses incurred for the cost of governing and defending the colonies.)
- Why did the policies anger the colonists? (The colonists were used to self-government and the policies were unfair to colonists.)
- Explain the concept of “taxation without representation.” (Because the colonists had no representatives in Parliament, they should not be taxed to raise money for British programs.)
- Discuss the responses by the Sons and Daughters of Liberty. (The Sons of Liberty encouraged colonists to support the boycotts and intimidated stamp distributors. The Daughters of Liberty urged Americans to wear homemade fabrics.)
- How did the nonimportation agreements show colonial resistance? (Colonial merchants pledged not to buy British goods until the repeal of the Stamp Act.)
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- How did the nonimportation agreements show colonial resistance? (Colonial merchants pledged not to buy British goods until the repeal of the Stamp Act.)

DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 1

Ask students:

- Which causes of the Revolutionary War cited on the transparency can be attributed to the British government? (Proclamation of 1763, mercantilist policies that limited colonial trade)
- Which causes of the war cited on the transparency can be attributed to the colonists’ personal attitudes? (the colonists’ tradition of self-government, their sense of a separate identity from the British)
- Which European countries aided the Patriots? (France and Spain)
- What group was allied with Great Britain during the war? (Native Americans)
- Was the U.S. Constitution written before or after the colonies won independence? (after)

**Distribute Cause-and-Effect Transparency 1 Activity on page 2.**

Have students study the information and refer to Transparency 1 to answer the questions.
DIRECTIONS: Read the excerpt below from the Declaration of Independence (1776) and study Transparency 1 to answer the following questions.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume . . . the separate and equal station to which the Laws of Nature and Nature's God entitle them, . . . they should declare the causes which impel [force] them to the separation.

. . . Governments are instituted among Men, deriving their just powers from the consent of the governed, . . .

. . . The history of the present King of Great Britain is a history of repeated injuries and usurpations [unjust uses of power], all having in direct object the establishment of an absolute Tyranny over these States. . . .

1. Which portions of the excerpt address the first two causes shown on the transparency?

2. Which portions of the excerpt address the second two causes shown on the transparency?

3. Imagine that you are a British subject living in London in the 1760s. Explain why you think your government’s policies toward the colonies are fair and just.

4. Why do you think France and Spain helped the colonists in their fight for independence from Great Britain?

5. Why do you think Native Americans sided with Great Britain during the war?

6. Do you think the American Revolution could have been averted had the British government repealed the policies the colonists found objectionable? Would the colonists eventually have insisted upon their independence regardless of the actions of the British government? Defend your answer.

7. Do you think the ideals of the Declaration of Independence are applicable today? Under what circumstances, if any, would a second American Revolution be justifiable? Be specific.
OBJECTIVE

Students will identify five causes of growth and change in the United States in the first half of the 1800s.

ANALYZING INFORMATION

Review with students some of the events that occurred during the administrations of James Monroe, John Quincy Adams, Andrew Jackson, Martin Van Buren, John Tyler, and James Polk by completing a chart on the board:

- **Monroe (1817–1825):** Widespread nationalism (Era of Good Feelings); Monroe Doctrine (United States expands borders and warns other nations against further colonization of Americas); built roads and canals; Missouri Compromise over slavery

- **Adams (1825–1829):** Favored expanding and strengthening federal government but was rebuffed by Congress; Erie Canal completed; railroad construction begun

- **Jackson (1829–1837):** Signed Indian Removal Act; defended the Union in the nullification issue; ordinary citizens become more of a political force; “spoils” system awards jobs to party loyalists; Whig Party arises in opposition to Jacksonian policies; system by which presidential candidates were chosen was changed

- **Van Buren (1837–1841):** Believed in limited federal government; presided over time of high unemployment and economic crises; many banks and businesses failed

- **Tyler (1841–1845):** Foreign relations dominate, especially with Great Britain; firm boundary between the United States and Canada established in the east; hoped to bring Texas into the Union but was rebuffed by antislavery forces in Congress

- **Polk (1845–1849):** War with Mexico gained much western territory; settled Oregon boundary dispute with Great Britain, gaining territory for the United States

Ask students:

- How did the presidents of this period further the goals of Manifest Destiny? (Monroe Doctrine; Jackson’s signing of the Indian Removal Act; Tyler’s handling of the border dispute with Canada; Polk’s acquisition of much western territory)

- What evidences of regional differences can you find? (Missouri Compromise; South’s opposition to Adams; Jackson’s defense of the Union against Southern states on the nullification issue; North vs. South conflict over admission of Texas into Union)

- How did Jackson’s policies hasten the rise of two-party politics? (focus on ordinary citizens; spoils system of political patronage; rise of the Whig Party)

DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 2

Ask students:

- What political changes are shown on the transparency? (growth of sectionalism and two-party political system)

- Name two groups directly affected by the United States’s policy of Manifest Destiny. (Native Americans and Mexicans)

- Which social reforms were prominent during this period? (education, slavery, women’s rights)

- Which forms of transportation were improved as a result of the Industrial Revolution? (roads, canals, railways)

Distribute Cause-and-Effect Transparency 2 Activity on page 4. Have students study the information and refer to Transparency 2 to answer the questions.
**Cause-and-Effect Transparency 2 Activity**

**DIRECTIONS:** Examine the timeline below and study Transparency 2. Then answer the following questions on a separate sheet of paper.

1. According to the transparency, greater diversity and more social issues were a result of increased immigration. In what ways did increased immigration cause some of the other effects shown?
2. How did the Industrial Revolution lead to a growth in cities?
3. Which effects of social reforms are shown on the timeline?
4. Which events on the timeline contributed to the westward expansion of the United States? How?
5. The growth of cities is cited as an effect on the transparency. Can you think of some effects that might have been caused by the growth of cities?
6. What direct examples of the Industrial Revolution are shown on the timeline? Indirect examples?
7. How did the growth of the western states cause changes in American politics? How did it affect Native Americans and Mexicans?
8. One of the most striking features of the reform efforts in the early 1800s was the overwhelming presence of women. How do you account for this?
OBJECTIVE
Students will identify causes and effects of the Civil War.

ANALYZING INFORMATION
Review the tensions between the North and the South over slavery. Discuss with students some of the key political and judicial decisions regarding slavery made in the years before the outbreak of the Civil War. Ask:

• What were the terms of the Wilmot Proviso? What was the idea of popular sovereignty? Did Northerners or Southerners generally support these? (The Wilmot Proviso proposed to forbid slavery in any territory the United States gained from Mexico. The popular sovereignty idea suggested that the citizens of each new territory should be allowed to decide for themselves if they wanted to permit slavery or not. Northerners generally supported both ideas.)

• Which parts of the Compromise of 1850 were designed to appeal to Southerners? (territory obtained from Mexico [except California] would have no restrictions on slavery; federal government would take on the debts owed by Texas; slavery not outlawed in the District of Columbia; Congress prohibited from interfering with the slave trade; Congress would pass stronger laws to help Southerners recover enslaved African Americans who had fled north)

• What was the Fugitive Slave Act? Did it hurt or help the Southern cause? (Under the act, a person claiming that an African American had escaped from slavery had only to point out that person as a runaway to take him or her into custody. The act hurt the Southern cause by creating a strong and active hostility toward slavery among Northerners.)

• Why did the South like the Dred Scott decision? (The decision ruled that Scott was still a slave, even though he lived in a free state. The decision also stated that the federal government had no right to prohibit slavery in any territory.)

• Why did Southerners threaten to secede from the Union if Abraham Lincoln became president? (For the South, the election of a Republican president represented a victory for the abolitionists, and the survival of Southern culture and society seemed to be at stake.)

DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 3
Ask students:

• Which three items shown on the transparency occurred as a result of the Civil War? (end of slavery, devastation of Southern economy, Reconstruction)

• What was the Emancipation Proclamation? (a decree by President Lincoln that freed the slaves in rebellious states)

• Describe the conditions in the South immediately following the war. (Large areas lay in ruins; land had lost much of its value; widespread hunger, unemployment, and homelessness; Confederate money was worthless; about two-thirds of the transportation system was destroyed; end of slavery cost planters approximately $4 billion they had invested in slaveholding and threw the agricultural system into chaos.)

• How did Lincoln’s plans for Reconstruction differ from those of the Radical Republicans? (Lincoln favored a moderate policy that would reunite the South with the Union instead of punishing it for treason. He offered pardons to Southerners who pledged loyalty to the Union. Radical Republicans, in contrast, did not want to reconcile with the South. They wanted, in the words of a prominent radical, to “revolutionize Southern institutions, habits, and manners,” particularly regarding civil rights for former enslaved people.)

Have students study the information and refer to Transparency 2 to answer the questions.
**Cause-and-Effect Transparency Activity**

**DIRECTIONS:** Examine the table below and study Transparency 3. Then answer the following questions on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Comparison of Southern and Northern States at the Beginning of the Civil War</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>South</strong></td>
</tr>
<tr>
<td>Strong military tradition; all but one military college located in South; large number of trained officers</td>
</tr>
<tr>
<td>9 million people</td>
</tr>
<tr>
<td>Strong agricultural economy; South home to only 20 percent of factories producing less than 10 percent of country’s clothing and just 7 percent of pig iron</td>
</tr>
<tr>
<td>Modest rail system</td>
</tr>
<tr>
<td>Small banks with few reserves available to loan to government</td>
</tr>
<tr>
<td>Politically united</td>
</tr>
</tbody>
</table>

1. Which cause listed on the transparency is emphasized by the information in the table?
2. Based on the information in the table, what advantages do you think the South had over the North at the beginning of the war?
3. Which of the North’s advantages shown in the table do you think was the most important? Explain.
4. Name two ways in which the South’s smaller population was a disadvantage to the Confederacy’s war effort.
5. Nearly 360,000 Union soldiers died during the Civil War, compared to about 250,000 Confederate soldiers. How then can it be said that the South lost the war, when Union casualties were so much greater?
6. In what way could the South’s cultural beliefs have been a liability for the Confederacy?
7. Given the information in the table, devise a Confederate strategy for victory.
8. Which part of the Southern economy do you think was most affected by the end of slavery? Why?
**OBJECTIVE**

Students will identify causes and effects that reshaped the nation from 1865 to 1900.

**ANALYZING INFORMATION**

Review the consequences of urbanization in the late 1800s. List on the board some problems faced by the United States’s urban poor during this period. Then list some reforms that were undertaken to solve these problems, and the characteristics of these reforms.

**Problems:** poverty, crime, violence, alcohol abuse, pollution, disease

**Reforms:**

1. **Social Gospel movement**—worked to better conditions in cities according to biblical ideals of charity and justice; inspired many organized churches to take on community functions; built gyms and provided social programs and day care

2. **Salvation Army**—offered practical aid and religious counseling to the urban poor

3. **YMCA**—aimed to develop high standards of Christian behavior through citizenship training and group activities; promoted sports and fitness and offered temporary low-cost housing to those in need

4. **settlement houses**—provided everything from medical care, recreation programs, and English classes to hot lunches for workers

5. **temperance movements**—battled alcohol abuse, advocated prison reform and labor laws

Ask students:

- Why did the population of American cities grow in the late 1800s? *(increased immigration, rise of big business, technological innovations)*

- Why did the increased industrialization eventually lead to a focus on improving education in the United States? *(As the economy grew more complex, the country needed more workers who were trained and educated.)*

- How did Social Darwinism contribute to the plight of the urban poor? *(PropONENTS OF SOCIAL DARWINISM BELIEVED THAT BOTH RICH AND POOR “DESERVED” THEIR SITUATIONS AND WERE THUS NOT INCLINED TO ASSIST THE POOR.)*

**DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 4**

Point out that many of the causes and effects shown on the transparency are related. For example, new technologies eventually led to the rise of large corporations, which drew immigrants in search of jobs but also swelled the populations of urban areas.

Ask students:

- Which item on the transparency most affected Native Americans? Why? *(Native Americans were most affected by the explosion of railroads, which accelerated the influx of settlers into their lands.)*

- What was populism? Was it primarily an urban or a rural phenomenon? What were its causes? *(Populism was a political movement of the late 1800s that was characterized by support for government control of business and graduated income taxes and opposition to the gold standard. It was primarily a rural phenomenon caused by drops in farm prices and farm bankruptcies as well as a belief among many farmers that big business—particularly bankers—kept them poor.)*

- What negative effect of increased immigration is shown on the transparency? Why did this occur? *(Increased immigration led to anti-immigrant movements. Some Americans believed that immigrants would take their jobs. Also, some Americans did not like the languages and customs immigrants brought to the country.)*

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**Distribute Cause-and-Effect Transparency 4 Activity on page 8.**

Have students study the information and refer to Transparency 4 to answer the questions.
**Cause-and-Effect Transparency 4 Activity**

**DIRECTIONS:** Examine the table below and study Transparency 4. Then answer the following questions on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Company</th>
<th>Owner</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Oil</td>
<td>John D. Rockefeller</td>
<td>By 1880 controlled the refining of at least 90 percent of all oil produced in the United States</td>
</tr>
<tr>
<td>New York Central</td>
<td>Cornelius Vanderbilt</td>
<td>Consolidated railroads from New York City to Chicago under his control</td>
</tr>
<tr>
<td>Carnegie Steel</td>
<td>Andrew Carnegie</td>
<td>By 1889 had combined several steel-producing firms into a giant corporation that dominated the industry</td>
</tr>
<tr>
<td>Great Northern Railroad</td>
<td>James J. Hill</td>
<td>Built and operated the Great Northern Railroad without any federal grants or subsidies; it became the most successful transcontinental railroad</td>
</tr>
<tr>
<td>Swift &amp; Company</td>
<td>Gustavus Swift</td>
<td>Provided perishable goods to a mass market; in 1877 shipped the first refrigerated meat from Chicago to the East</td>
</tr>
</tbody>
</table>

1. What does the transparency cite as the effects of the rise of big business? Can you think of other effects?
2. How did the spread of railroads during this period contribute to economic growth in the United States?
3. How might Cornelius Vanderbilt’s company have affected the other industries included in the table? Explain your answer.
4. Briefly describe the relationship of increased immigration and the rise of big business in the United States during this period.
5. In what ways might business consolidation and the spread of monopolies during this period have given Americans more consumer choices? Fewer consumer choices?
6. In the long run, did business consolidation help or hurt American workers? Explain.
7. How were large businesses such as Standard Oil able to dominate their industries?
8. In what ways do you think large U.S. businesses today are similar to those of the late 1800s? Different?
OBJECTIVE

Students will identify the causes of imperialism and progressivism and how they affected the United States.

ANALYZING INFORMATION

Explain that most Americans showed little interest in increasing U.S. territory and international power in the years following the Civil War, preferring instead to focus on Reconstruction, industrialization, and westward expansion. Beginning in the 1880s, however, with settlers finally filling up the western frontier, many Americans began to support the establishment of the United States as a world power. Economic and military competition from other nations, as well as a growing feeling of cultural superiority, led to this shift in opinion.

List on the board the following individuals who were most influential in building support for imperialism in the late 1800s.

- **Queen Liliuokalani**, queen of Hawaii—disliked American influence in Hawaii and unsuccessfully attempted to impose a constitution asserting her authority. She was usurped by a group of planters in 1893, which led to the United States annexing Hawaii five years later.

- **John Fiske**, writer and historian—argued that the English-speaking nations had superior character, ideas, and systems of government and that they were destined to dominate the planet. His ideas were known as Anglo-Saxonism.

- **Josiah Strong**, clergyman—linked Anglo-Saxonism to Christian missionary ideas; convinced many Americans to support imperialism and an expansion of American power overseas.

- **James G. Blaine**, U.S. secretary of state—led early efforts to expand American influence in Latin America to support peace and to increase trade. The idea that the United States and Latin America should work together is known as Pan-Americanism.

- **Alfred T. Mahan**, U.S. Naval officer—pointed out that many prosperous nations had built large fleets of merchant ships to trade with the world; suggested that a nation also needed a large navy (and therefore territory for naval bases overseas) to protect its merchant ships and defend its trading rights.

DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 5

Ask students:

- What is imperialism? (economic and political control exerted by a stronger nation over weaker nations)
- Name two wars caused by imperialist ideas. (Spanish-American War and World War I)
- How did imperialism lead to the Spanish-American War and U.S. involvement in world affairs and World War I? (In order for the United States to become a world power, it not only needed to exert its influence around the world but also had to acquire new territories.)
- Which territories did the United States acquire during this period? (Hawaii, Puerto Rico, Guam, Philippines, Panama Canal Zone)
- Which imperialist doctrine closely resembles the previous American policy of Manifest Destiny? In what ways? (Anglo-Saxonism. Many Americans believed it had been their destiny to expand west to the Pacific Ocean; they now believed it was their destiny to expand overseas.)
- Why did imperialism increase trade? (Newly acquired territories had resources and products that added to the nation’s international trade.)

Distribute Cause-and-Effect Transparency 5 Activity on page 10.

Have students study the information and refer to Transparency 5 to answer the questions.
1. According to the transparency, what were the causes and effects of progressivism? List other possible causes and effects.

2. Distinguish between progressives and socialists.

3. Who were the muckrakers? Name a prominent muckraker and his/her most notable achievement.

4. Which events on the timeline are examples of imperialism? Which are examples of progressivism?

5. Which political philosophy is most compatible with your personal beliefs: imperialism or progressivism? Explain. Is it possible to be both an imperialist and a progressive? Why or why not?

6. Which factor on the transparency effectively put an end to the Progressive Era in America? Why?
OBJECTIVE
Students will identify the causes and effects of the Great Depression and learn about the remedies proposed by Franklin D. Roosevelt to help improve the nation’s economy.

ANALYZING INFORMATION
Many of Franklin Roosevelt’s advisers believed that the quickest way out of the Depression was to get money to the needy. They did not want to give money away, however, believing that recipients were more likely to preserve their dignity if they earned it. To that end, FDR implemented a number of work programs designed to help ease the country out of the economic doldrums. List several of these programs on the board, along with brief descriptions.

• Civilian Conservation Corps (CCC): Gave 250,000 young men meals, housing, uniforms, and small wages for working in the national forests and other government properties

• Federal Emergency Relief Administration (FERA): Made grants to state and local governments for relief projects

• Civil Works Administration (CWA): Gave people work in building and repairing airports, roads, schools, and parks

• Public Works Administration (PWA): Gave people construction work on roads, dams, public buildings, and other federal projects

• Works Progress Administration (WPA): Hired needy for work on public projects; employed artists, writers, actors, and musicians in various projects

• Social Security Administration (SSA): Provided guaranteed payments to people who were out of work

DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 6
Ask students:

- How did the economic prosperity of the 1920s contribute to the Great Depression? (Americans enjoyed higher wages and shorter workdays during the 1920s, which resulted in increased consumer spending. Many Americans’ traditional attitudes of thrift and prudence were discarded in favor of credit and consumerism. When economic bad times hit in the 1930s, many Americans were already deeply in debt.)

- Which event is shown on the transparency to mark the beginning of the Great Depression? Why? (stock market crash; people lost confidence in the economy because of the crash)

- Why was it so difficult for the country to pull out of the Great Depression? (improved technology had eliminated jobs; goods exceeded demand; world market was unsound)

- Besides work relief programs, what initiatives did Roosevelt make in his first hundred days in office? (declared a national bank holiday; Emergency Banking Relief Act—required federal examiners to survey nation’s banks and license those that were financially sound; Agricultural Adjustment Act—paid farmers not to grow certain crops; Farm Credit Administration—refinanced farm mortgages; Home Owners’ Loan Corporation Act—bought and restructured homeowners’ mortgages; Glass-Steagall Act—prohibited commercial banks from acting as stockbrokers; Federal Deposit Insurance Corporation—government insured savings accounts; Federal Securities Act of 1933—required companies to provide truthful information to investors)

- What does the transparency cite as the effect of FDR’s New Deal programs? (federal government’s role expands to provide security for citizens)

Distribute Cause–and–Effect Transparency 6 Activity on page 12. Have students study the information and refer to Transparency 6 to answer the questions.
DIRECTIONS: Examine the graph below and study Transparency 6 to answer the following questions.

ECONOMIC PROSPERITY, 1900–1945

1. According to the graph, did the United States experience any times of economic downturn between 1900 and 1930? Why do you think the economic decline of the 1930s was termed the “Great” Depression?

2. Briefly state the causes of the stock market crash of October 1929.

3. Discuss the effects of overproduction as a cause of the Great Depression.

4. Based on the information in the graph, do you think Roosevelt’s New Deal programs helped turn the economy around? Why or why not?

5. What event coincides with the rise of economic prosperity in the United States following the Great Depression years?

6. What does the transparency cite as a major legacy of the New Deal? What is another legacy of this program?
**OBJECTIVE**

Students will identify the effects of World War II as they relate to domestic life in America and the United States’s role in the world.

**ANALYZING INFORMATION**

Discuss with students how American culture and attitudes changed after World War II in these areas:

- **Economy:** Between 1940 and 1955, personal incomes for many Americans nearly tripled, and the new wealth was reaching a larger segment of the population. The rise in home ownership also showed that the nation’s wealth had spread. Between 1940 and 1960, the number of American homeowners increased from 41 to 61 percent. By 1956 white-collar workers outnumbered blue-collar workers. Now earning more money than they needed for necessities, Americans purchased a variety of luxury items, spurred on by the growth of advertising.

- **Technology:** The postwar years saw the introduction of new drugs to combat cancer, heart disease, and polio. Advances in open-heart surgery also occurred. The development of the transistor occurred, making it possible to miniaturize radios and calculators and develop the first computers.

- **Family life:** The 1950s saw rapid increases in suburbanization. With a declining population, many cities faced growing financial troubles, such as a loss of tax dollars to support schools and infrastructure. The poor and minorities began to be left behind in the cities. Many families grew larger. From 1945 to 1961—the baby boom era—more than 65 million children were born in the United States.

**DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 7**

Ask students:

- What were the domestic effects of World War II as cited on the transparency? (booming economy; domestic prosperity; consumerism, growth of suburbs, baby boom, and television)

- In what way was the growing popularity of television an effect of prosperity? (Increased wages combined with shorter work hours meant that people could afford TV sets and had the leisure time to watch them.)

- What was the relationship between consumerism and the culture of conformity that pervaded the 1950s? (As the prosperity of Americans increased, they wanted to buy the same new products that others owned.)

- What factors contributed to the baby boom? (Many young couples waited to get married after the end of World War II and the Korean War. Once those conflicts were over, these couples could now buy homes and begin their families. The government also encouraged the growth of families by offering generous GI benefits for home purchases. Also, on television and in magazines, popular culture celebrated pregnancy, parenthood, and large families.)

- Which groups in the United States did not benefit from the same level of prosperity enjoyed by so many others? Which factor cited on the transparency contributed to this? How? (Hispanics, African Americans, whites in Appalachia, and Native Americans were not as prosperous as other Americans during this period. Suburbanization contributed to this phenomenon. As more affluent whites moved to the suburbs, many inner cities became home to the poor and less educated.)


Have students study the information and refer to Transparency 7 to answer the questions.
**Cause-and-Effect Transparency 7 Activity**

**DIRECTIONS:** Examine the map below and study Transparency 7. Then answer the following questions on a separate sheet of paper.

**POSTWAR EUROPE, 1955**

1. When the NATO allies allowed West Germany to join the alliance, the Soviet Union responded by organizing a military alliance in Eastern Europe of Communist countries known as the Warsaw Pact. Which European countries joined the Warsaw Pact, essentially coming under Soviet control at the end of World War II?

2. Do you think the Soviet Union “deserved” to have influence in these countries following the war? Why or why not?

3. What was Stalin’s goal regarding Germany at the Yalta conference? Examine the map. Was his goal realized? Explain your answer.

4. What did the United States believe about Soviet goals following World War II? How did this belief affect American foreign policy in the postwar years?

5. Along with the United States and Canada, which European nations were members of NATO in 1955? Do you think the establishment of NATO escalated or diminished the Cold War? Explain your answer.

6. Which war is cited on the transparency as an effect of the U.S.-Soviet rivalry?

7. What were some causes of the “new Red Scare” in the United States? What were some effects?
**OBJECTIVE**

Students will identify causes and effects of the Vietnam War, the growth of the environmental movement, and the struggle for civil rights fought by many groups during the 1960s and 1970s.

**ANALYZING INFORMATION**

Explain to students that the period of the 1960s and 1970s in U.S. history was a time of upheaval on several fronts. The Vietnam War created bitter conflicts within the nation. Several different minority groups fought for greater rights and equality.

Create a two-column chart on the board. Label the columns: Vietnam War and Civil Rights. Read the following terms and events in random order to students and have them write the term or event under the correct column on the chart.

<table>
<thead>
<tr>
<th>Vietnam War</th>
<th>Civil Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gulf of Tonkin</td>
<td>Martin Luther King, Jr.</td>
</tr>
<tr>
<td>Kent State incident</td>
<td>Freedom Riders</td>
</tr>
<tr>
<td>Domino theory</td>
<td>César Chávez</td>
</tr>
<tr>
<td>Tet Offensive</td>
<td>Roe v. Wade</td>
</tr>
<tr>
<td>Doves and hawks</td>
<td>Black Panthers</td>
</tr>
<tr>
<td>Henry Kissinger</td>
<td>NOW</td>
</tr>
<tr>
<td>Credibility gap</td>
<td>March on Washington</td>
</tr>
</tbody>
</table>

**DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 8**

Ask students:

- Why were protesters against the Vietnam War sometimes called "soft on communism"? (The Vietnam War was an effect of the United States’s reaction against communism. Some believed that anyone against the war must therefore be sympathetic to communism.)

- What was the counterculture movement? (A number of young Americans, commonly called “hippies,” rebelled against the middle-class values of their upbringing. They sought a society that was freer, closer to nature, and full of love, empathy, tolerance, and cooperation.)

- What two factors are cited on the transparency as important causes in the development of the youth counterculture that flourished during the 1960s? (student reactions against the Vietnam War)

- Which groups protested during the 1960s and 1970s for greater civil rights? (African Americans, women, Hispanic farmworkers)

- Name three effects cited on the transparency that resulted from African American protests against segregation. (rise of the civil rights movement; violence in Birmingham; black power)

- How did the violence in Birmingham eventually result in a major change in the civil rights movement? (The violence against protesters in Birmingham drew national media attention, shocking the nation and causing President Kennedy to push for a new civil rights bill to be passed in Congress.)

- Were advocates of black power generally aligned with or against the ideas and practices of Martin Luther King, Jr.? Explain. (Black power advocates generally believed that King’s policies of nonviolence and cultural assimilation could do little to solve the economic problems faced by African Americans.)

- What major pieces of environmental legislation were passed during this period? (Environmental Policy Act, Clean Air Act, Clean Water Act, Endangered Species Act, banning of DDT pesticide)

**Distribute Cause-and-Effect Transparency 8 Activity on page 16.**

Have students study the information and refer to Transparency 8 to answer the questions.
**Cause-and-Effect Transparency 8 Activity**

**DIRECTIONS:** Examine the table below and study Transparency 8. Then answer the following questions on a separate sheet of paper.

<p>| Notable Protest Songs of the 1960s and 1970s |</p>
<table>
<thead>
<tr>
<th>Artist</th>
<th>Song</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Dylan</td>
<td>“Blowin’ in the Wind”</td>
<td>antiwar</td>
</tr>
<tr>
<td>Edwin Starr</td>
<td>“War”</td>
<td>antiwar</td>
</tr>
<tr>
<td>Frank Zappa</td>
<td>“Trouble Every Day”</td>
<td>Watts riots</td>
</tr>
<tr>
<td>Buffalo Springfield</td>
<td>“For What It’s Worth”</td>
<td>acceptance of counterculture</td>
</tr>
<tr>
<td>The Spokesmen</td>
<td>“The Dawn of Correction”</td>
<td>pro-middle-class values</td>
</tr>
<tr>
<td>Sly and the Family Stone</td>
<td>“Everyday People”</td>
<td>racism</td>
</tr>
<tr>
<td>Janis Ian</td>
<td>“Society’s Child”</td>
<td>racism</td>
</tr>
<tr>
<td>Crosby, Stills, Nash &amp; Young</td>
<td>“Ohio”</td>
<td>Kent State shootings</td>
</tr>
<tr>
<td>SSgt. Barry Sadler</td>
<td>“Ballad of the Green Berets”</td>
<td>pro-military</td>
</tr>
<tr>
<td>The Who</td>
<td>“My Generation”</td>
<td>generation gap</td>
</tr>
<tr>
<td>The Temptations</td>
<td>“Ball of Confusion”</td>
<td>turbulence of the 1960s and 1970s</td>
</tr>
<tr>
<td>Helen Reddy</td>
<td>“I Am Woman”</td>
<td>feminism</td>
</tr>
<tr>
<td>Arlo Guthrie</td>
<td>“Alice’s Restaurant”</td>
<td>antiwar</td>
</tr>
</tbody>
</table>

1. Which songs listed in the table address the issues cited on the transparency?
2. Which songs listed above do you think were not especially popular with the counterculture? Why?
3. What role did music play in the counterculture of the 1960s and early 1970s? What influence did it have on politics and public opinion? Explain.
4. Do you believe that most young people involved in the “hippie” movement in the 1960s were genuinely concerned with political and social change, or were they merely pleasure-seekers attracted to lifestyle experimentation? Defend your answer.
5. Many Americans thought those protesting the Vietnam War were unpatriotic. Do you agree? Why or why not?
6. In your opinion, how do the values of today’s young people compare to those of the hippies?
7. What is the greatest legacy of the counterculture movement of 1960s America? Explain your answer.
OBJECTIVE

Students will identify several events from recent American history and be able to explain their effects.

ANALYZING INFORMATION

Review with students the following foreign policy issues faced by President Nixon and his responses:

- **Vietnam War** (escalated the war to obtain “peace with dignity” for the United States)
- **Relations with Soviet Union** (practiced détente, held summit meeting)
- **Relations with China** (initiated a new China policy, opened trade with China)
- **Arms race** (signed SALT I with Soviet Union)

Have students complete a time line of events that occurred during the presidencies of Richard Nixon through George W. Bush. Read the following events in random order. As a class or individually, have students write the events in the correct chronological order.

- Watergate break-in (1972)
- OPEC oil embargo leads to fuel shortages (1973)
- Jimmy Carter elected (1976)
- Camp David Accords (1978)
- Iranian hostage crisis begins (1979)
- Ronald Reagan elected (1980)
- United States begins biggest economic expansion in history up to that time (1984)
- Iran-contra scandal breaks (1986)
- George H.W. Bush elected (1988)
- Various Communist governments in Eastern Europe fall (1989)
- Persian Gulf War (1991)
- Soviet Union collapses (1991)
- Bill Clinton elected (1992)
- House impeaches Clinton (1998)
- Terrorist attacks on United States (2001)

Show students the connections between these events, rather than presenting them as a series of random incidents. For example, Carter’s inability to free the hostages in Iran played a major role in his loss to Reagan in the 1980 presidential election.

DISPLAY CAUSE-AND-EFFECT TRANSPARENCY 9

Ask students:

- What was the Watergate scandal? What were its effects? (*The scandal involved an illegal attempt by Nixon supporters to steal documents and plans of the Democratic Party regarding the 1972 elections. It led to imprisonment of many of President Nixon’s staff and to Nixon’s resignation and Americans’ distrust of public officials.*)
- How did the collapse of the Soviet Union bring about the end of the Cold War? (*As the Soviet Union collapsed, so did communism and the nuclear arms race. With many former republics of the Soviet Union becoming independent countries, many as democracies, the United States no longer needed to try to contain communism.*)
- What is Reaganomics? (*an economic policy that cut taxes but kept interest rates high*)
- What invention cited on the transparency changed the way people communicate? (*the personal computer*) How did it change global communication? (*With the advent of the Internet, people around the world access vast amounts of information or purchase products while in their homes or offices; global communication takes place instantaneously; any person, company, or organization can set up a Web site to publish ideas or information or sell products.*)


Have students study the information and refer to Transparency 9 to answer the questions.
DIRECTIONS: Examine the map below and study Transparency 9. Then answer the following questions on a separate sheet of paper.

Map of September 11, 2001, Terrorist Attacks

1. What event cited on the transparency is the subject of the map?

2. Use the map to determine (a) how many airplanes were involved in the 9/11 terrorist attacks, (b) the cities from where the airplanes departed, and (c) the locations where they crashed. Which of the flights did not reach its intended target?

3. Use the map to construct a short time line of events for September 11, 2001.

4. The religious beliefs of the terrorists were apparently responsible, in part, for the attacks on September 11, 2001. What do you think the role of religion should be in the public/political affairs of the United States?

5. If the U.S. government could guarantee that no further terrorist attacks against the country would occur if citizens would only relinquish some of their civil liberties, would you be willing to give them up? Why or why not?

6. “The U.S. bombing of Afghanistan is just as wrong and immoral as the 9/11 terrorist attacks on America. Killing is killing.” Do you agree or disagree with this statement? Explain your answer.

7. Do you think the United States will succeed in its global war against terrorism? Why or why not?
ACTIVITY 1

1. “The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. . . .”

2. “it becomes necessary for one people to dissolve the political bands which have connected them with another . . . the separate and equal station to which the Laws of Nature and Nature’s God entitle them . . . Governments are instituted among Men, deriving their just powers from the consent of the governed. . . .”

3. Answers will vary. One possible answer is that the cost of governing and defending the colonists was high and should have been borne largely by the colonists themselves, rather than by British subjects back home in England.

4. France and Spain helped the colonists because they had a rivalry with Great Britain and were competing with Great Britain for control of North America.

5. The Native Americans sided with Great Britain because they were already fighting against the colonists.

6. Answers will vary. One possible answer is that if the objectionable policies had been repealed, the Patriots might have found little support for revolution. A large number of Americans remained loyal to the British government even after the enactment of the policies the Patriots found repressive, and many other Americans remained neutral toward the political aspect of the policies and simply wanted to live their lives. America might have remained a British colony for decades.

7. Answers will vary. Most students will likely support the ideals of the Declaration of Independence, but many may be reluctant to support any kind of open rebellion against the government under any circumstances.

ACTIVITY 2

1. Possible answers include: immigrants contributed to the rise of cities or to westward expansion (due to the increase in population); to the rise of factories (due to the increase in the workforce); to the two-party political system (political expectations of immigrants often differed from those of native-born Americans); or to the focus on social issues (e.g., education, health issues).

2. Answers will vary. One possible answer is that the factories that sprang up as a result of industrialization required large numbers of workers, which could only be sustained in cities.

3. Nat Turner rebellion begins; the Liberator (abolitionist newspaper) begins publication; Mount Holyoke Female Seminary established as first higher education institution for women; Massachusetts Supreme Court rules labor strikes legal; Seneca Falls convention on women’s rights

4. Answers will vary. Possible answers include: opening of Santa Fe trail made western travel easier; patent of McCormick’s mechanical reaper made farming in the West more profitable and attractive to many; Congress votes to annex Texas, furthering its western reach; large numbers of Germans settled in the Midwest and West.

5. Answers may include an increase in crime, unsanitary living conditions due to overcrowding, and so forth, thus resulting in even more social reform.

6. Direct examples: opening of Erie Canal; patent of McCormick’s mechanical reaper; first long-distance telegraph message. Indirect examples: Massachusetts Supreme Court rules labor strikes legal (labor unions gained strength as a result of growth in factories built in wake of industrialization); 44,000 Irish emigrate to America, largely settling in urban areas (many of them took jobs in factories).
7. Westerners favored states’ rights and more liberty for the average person. Native Americans and Mexicans lost their lands.

8. Young unmarried women in particular had joined the revivalist movement in much larger numbers than men, in part because they discovered in religion a basis on which to build their lives. As more women turned to the church, many of them also joined religious-based reform groups. As they became more involved in reform efforts and education, they became increasingly aware of their own secondary status in a male-dominated society. This led to a push for women’s rights.

**ACTIVITY 3**

1. regional differences

2. Answers may vary. Possible answers include strong military tradition; large number of military colleges; agricultural economy could produce food for soldiers; and general political unity.

3. Answers will vary. One possible answer is that the North’s larger population gave it a great advantage in raising an army and in supporting the war effort.

4. Answers will vary. One possible answer is that the South’s smaller population meant that (a) the size of the Confederate armies would not be able to match the Union armies and (b) there would be fewer non-combatants working to support the war effort.

5. Answers will vary. One possible answer is that a larger percentage of Southerners died during the war, compared to Northerners. Also, most of the fighting took place in the South, and the region’s cities and industries (much weaker than the Union’s to begin with) were much more heavily destroyed than those of the North.

6. Answers will vary. One possible answer is that Southerners were convinced that they were better fighters than Northerners, causing them to go on the offensive (and suffer larger numbers of casualties) more often than necessary.

7. Answers will vary. One possible answer is that Southern generals should pick their battles carefully, attacking and retreating when necessary and avoiding large battles that might risk heavy losses. A more defensive war might force the North to expend its resources until it tired of the war.

8. Answers may vary. One possible answer is that the end of slavery most affected agriculture in the South because so much of the agricultural system was built on slave labor.

**ACTIVITY 4**

1. The transparency cites hazardous working conditions and labor unions/strikes as the effects of the rise of big business. Answers will vary as to other effects. Possible answers include growing urbanization and increased immigration.

2. Answers will vary. Possible answers include: (a) By linking the nation, railroads helped increase the size of markets, providing greater opportunities for many industries. (b) Railroads provided industry with access to distant sources of raw materials. (c) The railroads stimulated the economy by spending large amounts of money on steel, coal, and oil, among other resources.

3. Answers will vary. Students may suggest that the railroad industry needed oil products to operate, steel for building locomotives and track, and companies such as Swift to provide income as customers (shipping products).

4. Answers will vary. One possible answer is that the jobs available at large businesses made the United States a more attractive destination for immigrants.

5. Answers will vary. One possible answer is that business consolidation/monopolies provided more consumer choices because
railroads spread goods to all parts of the country. Conversely, consumers may have had fewer choices because a smaller number of companies now produced most of the products Americans purchased.

6. Answers may vary. One possible answer is that workers benefited in the long run by business consolidation because the labor movement and legal protections for workers eventually grew out of it.

7. Answers may vary. One possible answer is that they were able to control the costs and prices of products and used their power to prevent potential competitors from entering the market.

8. Answers will vary. One possible answer is that they are the same in that large fortunes can still be made in American business. They are different in that much more government regulation exists to prevent such companies from misusing their power.

**ACTIVITY 5**

1. The transparency cites business and government corruption as the causes of progressivism; more efficient government, woman suffrage, and health/safety codes are cited as effects. Answers will vary as to additional causes and effects. Possible answers include the growing power and influence of women and a strong faith in scientific principles (causes) and expanded bureaucracy and stronger executive government (effects).

2. Progressives believed that big business, especially trusts, should be regulated by the government. Socialists believed that major industries, such as utilities, should be owned and run by the government for the benefit of everyone.

3. Muckrakers were investigative reporters who wrote about social conditions and political corruption. Prominent muckrakers included Ida Tarbell (published articles critical of the Standard Oil Company); Lincoln Steffens (exposed corruption in urban political machines); and John Spargo (exposed child labor conditions).

4. **Imperialism**: U.S. Marines occupy Veracruz, Mexico; Panama Canal opened; World War I begins; War declared against Germany. **Progressivism**: 17th Amendment adopted; Underwood-Simmons Tariff lowers duties; Federal Trade Commission created; Clayton Antitrust Act passed; Federal Farm Loan Act passed; Keating-Owen Child Labor Act passed; Adamson Railway Employees’ Law enacted; 18th Amendment adopted; 19th Amendment adopted.

5. Students’ personal preferences toward the two philosophies will vary. One possible answer to the second part of the question is that progressivism is not compatible with imperialism because the former opposed laissez-faire economics and the ideas of Social Darwinism, which were integral parts of the imperialistic view.

6. World War I; Americans’ focus turned from trying to reform their own society to protecting the rest of the world and making it safe for democracy.

**ACTIVITY 6**

1. Yes, there were several brief periods of economic downturn between 1900 and 1930. The economic decline of the 1930s was termed the Great Depression because its negative consequences were so severe and it lasted for a much longer time than previous downturns.

2. In the late 1920s, many new investors recklessly bid up stock prices, hoping the market would continue to climb so they could sell their stock and make a quick profit. By the latter half of 1929, the market was running out of new customers, and stock prices stopped rising. Professional investors began to sell their stocks; prices slipped. Other investors sold shares to pay the interest on their brokerage loans; prices fell further.
3. Increased industrialization made it possible to produce more goods quickly, leading to an oversupply. Many Americans did not earn enough money to purchase these goods, however, and even those who could afford to buy them eventually cut back on spending because they were so deeply in debt. The resulting low consumption slowed sales, causing inventories in factories and stores to grow and manufacturers to cut production and lay off employees.

4. Answers will vary. One possible answer is that because the prosperity measure never rises into positive territory during the entire time the New Deal programs were implemented in the 1930s, FDR’s programs did not do much to improve the economy.

5. the entry of the United States into World War II

6. The transparency cites the expanded role of the federal government to provide security for citizens. Another possible legacy is the continuing debate over the degree to which such government intervention should occur.

ACTIVITY 7

1. East Germany, Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Yugoslavia, Albania, and the Soviet Union all joined the Warsaw Pact.

2. Answers will vary. One possible answer is that since the Soviet Union was so ravaged by the war and had fought Germany alone on the eastern front for so long, it deserved reparations in the form of territory.

3. Stalin wanted to keep Germany weak to prevent future German invasions. As shown on the map, he realized his goal in that Germany was split in two—one part of which came under the domination of the Soviet Union. In addition to being economically weakened, Germany was further weakened by being divided geographically.

4. The U.S. government believed that the Soviets’ aggressive behavior toward other countries immediately after the war resulted from a “sense of insecurity” and fear of the West. The Soviets’ belief that peaceful coexistence with the West was impossible would make settlements with them very difficult. This shaped the policy of containment—keeping communism within its present territory through the use of diplomatic, economic, and military actions.

5. Great Britain, Belgium, Denmark, West Germany, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Greece, and Turkey were all members of NATO in 1955. Answers will vary as to NATO’s effect on the Cold War. One possible answer is that because the Soviet response to NATO was to establish a similar military alliance among Communist nations in Eastern Europe (the Warsaw Pact), the establishment of NATO heightened the Cold War.

6. Korean War

7. Causes of the “new Red Scare” in the United States included generalized fears of communism, the fall of China to the Communists in 1949, the development of nuclear weapons, the Korean War, and actual Soviet espionage in the United States. Effects included the creation of the loyalty review program; the House Un-American Activities Committee, and the Hollywood blacklist; accusations of spying; the McCarthy Senate hearings; practicing “duck-and-cover” bomb drills; the building of bomb shelters; and the production of movies and literature about Communist infiltration and atomic attacks.

ACTIVITY 8

Counterculture movement: “For What It’s Worth,” “My Generation,” “Ball of Confusion.”

2. “The Dawn of Correction” and “Ballad of the Green Berets” were probably not popular with the counterculture because the counterculture opposed middle-class values and the military.

3. Answers will vary. One possible answer is that music of the day helped unite and give voice to the growing counterculture movement of the 1960s and early 1970s. By keeping issues such as antiwar sentiments in the public eye, the music may have changed some minds.

4. Answers will vary. One possible answer is that since most hippies from the 1960s became members of the middle class themselves, their objections to materialism et al did not run especially deep.

5. Answers will vary. One possible answer is that the United States was born out of protest and dissent and that, in fact, protest against government action is a quintessentially American activity.

6. Answers will vary. One possible answer is that many of today’s young people generally seem to embrace, rather than reject, materialism and consumerism.

7. Answers will vary. One possible answer is that the counterculture made more Americans more accepting of different lifestyles.

ACTIVITY 9

1. the terrorist attacks on the United States

2. Four airplanes were involved in the 9/11 terrorist attacks. Two departed from Logan Airport in Boston, Massachusetts; one departed from Newark International Airport in Newark, New Jersey; and one departed from Dulles International Airport in Washington, D.C. Two of the planes crashed in New York City; one crashed in Arlington, Virginia; and one crashed in Somerset County, Pennsylvania. United Airlines Flight 93 did not reach its intended target.

3. 8:45 A.M.—American Airlines Flight 11 crashes into north tower of the World Trade Center

9:03 A.M.—United Airlines Flight 175 crashes into south tower of the World Trade Center

9:40 A.M.—American Airlines Flight 77 crashes into the Pentagon

10:00 A.M.—United Airlines Flight 93 crashes 80 miles southeast of Pittsburgh, Pennsylvania

4. Answers will vary. One possible answer is that the Constitution is the law of the land in the United States and any other document, secular or religious, should be subordinate to the Constitution.

5. Answers will vary. One possible answer is that our freedoms are precious and should be safeguarded at all costs. If Americans lose their freedoms, then the terrorists will have accomplished one of their goals.

6. Answers will vary. One possible answer is that the 9/11 terrorist attacks were unprovoked, targeted innocent people, and were therefore unjustified. The United States’s actions in Afghanistan were self-defense measures that targeted military installations and were therefore warranted.

7. Answers will vary. One possible answer is that the war against terrorism will not be greatly successful because potential terrorists exist throughout the world, and many will prove impossible to find and eliminate.
Creating a Nation

**Causes**
- Proclamation of 1763 limits colonial settlement beyond the Appalachians
- British mercantilist policies limit colonial trade
- Colonists' tradition of self-government
- Colonists' sense of a separate identity from the British

**Effects**
- France and Spain aid the Patriots
- Native Americans aid Great Britain
- Colonies win independence
- Articles of Confederation written
- U.S. Constitution becomes the law of the land

The Revolutionary War
The Young Republic Grows & Changes

**Causes**
- Industrial Revolution
- Increased Immigration
- Social Reforms
- Manifest Destiny
- Regional Differences

**Effects**
- Rise of factories, cities, roads, and canals
- More diverse American culture and more social issues
- Focus on education, abolition of slavery, women's rights
- Westward expansion and conflicts with Native Americans and Mexico
- Growth of sectionalism and two-party political system
The Crisis of Union

**Causes**
- Controversy over Slavery
- Regional Differences
- Lincoln Elected President
- Southern States Secede

**Effects**
- Emancipation Proclamation
- Union Defeats the Confederacy
- Slavery Ends
- Southern Economy Devastated
- Reconstruction

Civil War
The Birth of Modern America

**Causes**
- Increased Immigration
- New Technologies
- Rise of Big Business
- Urban and Rural Poor

**Effects**
- Growth of Cities and Industry
- Explosion of Railroads
- Hazardous Working Conditions
- Reform Movements

**More Effects**
- Anti-immigrant Movements
- Indian Wars as Settlers “Close” the Frontier
- Labor Unions and Labor Strikes
- Public Education and Populism
Imperialism and Progressivism

**Causes**
- Desire for World Markets
- Feelings of Superiority
- Business and Government Corruption

**Imperialism**

**Effects**
- Spanish-American War
- Involvement in World Affairs & World War I
- More efficient government
- Woman Suffrage
- Health and Safety Codes

Imperialism and Progressivism & Muckrakers
Boom and Bust

**Causes**
- Economy booms and new products are available
- Stock market crashes
- Millions unemployed and homeless
- New Deal passed

**Effects**
- People invest in stocks and buy on credit
- The Great Depression begins
- FDR elected president
- Federal government's role expands to provide security for citizens
Global Struggles

Japan attacks Pearl Harbor

America enters World War II

The U.S. economy booms as almost all major industries convert to war production

Soviet Union takes over Eastern Europe—Cold War begins

War is fought on two fronts: the Pacific and Europe. The Allies win.

Domestic Prosperity

Consumerism

Growth of Suburbs

Baby Boom

Television

Formation of NATO

Korean War

New Red Scare
A Time of Upheaval

**Causes**

- U.S. reacts against communism
- Students react against Vietnam War
- African Americans react against segregation
- Other minority groups react against injustice
- Affluent move to suburbs

**Effects**

- Cuban Missile Crisis
- Vietnam War
- Antiwar Protests
- Student Counterculture
- Civil Rights Movement
- Violence in Birmingham
- Black Power
- Feminist Movement
- United Farm Workers
- Inner city poverty
A Changing Society

**Causes**
- Watergate break-in
- Collapse of Soviet Union
- Return to conservatism
- Personal computer
- Terrorist attacks on U.S.

**Effects**
- Nixon resignation
- End of Cold War
- Reaganomics
- Global interdependence and changes in communication
- Global war against terrorism