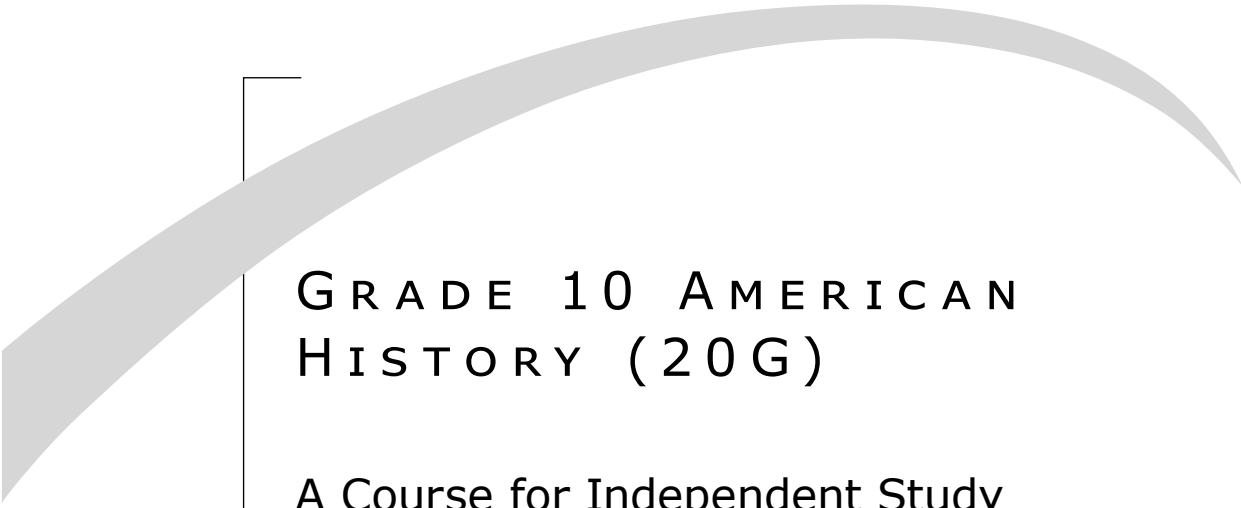




Grade 10 American History (20G)

A Course for Independent Study

Field Validation Version



GRADE 10 AMERICAN
HISTORY (20G)

A Course for Independent Study

Field Validation Version

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Any websites referenced in this resource are subject to change.

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Available in alternate formats upon request.

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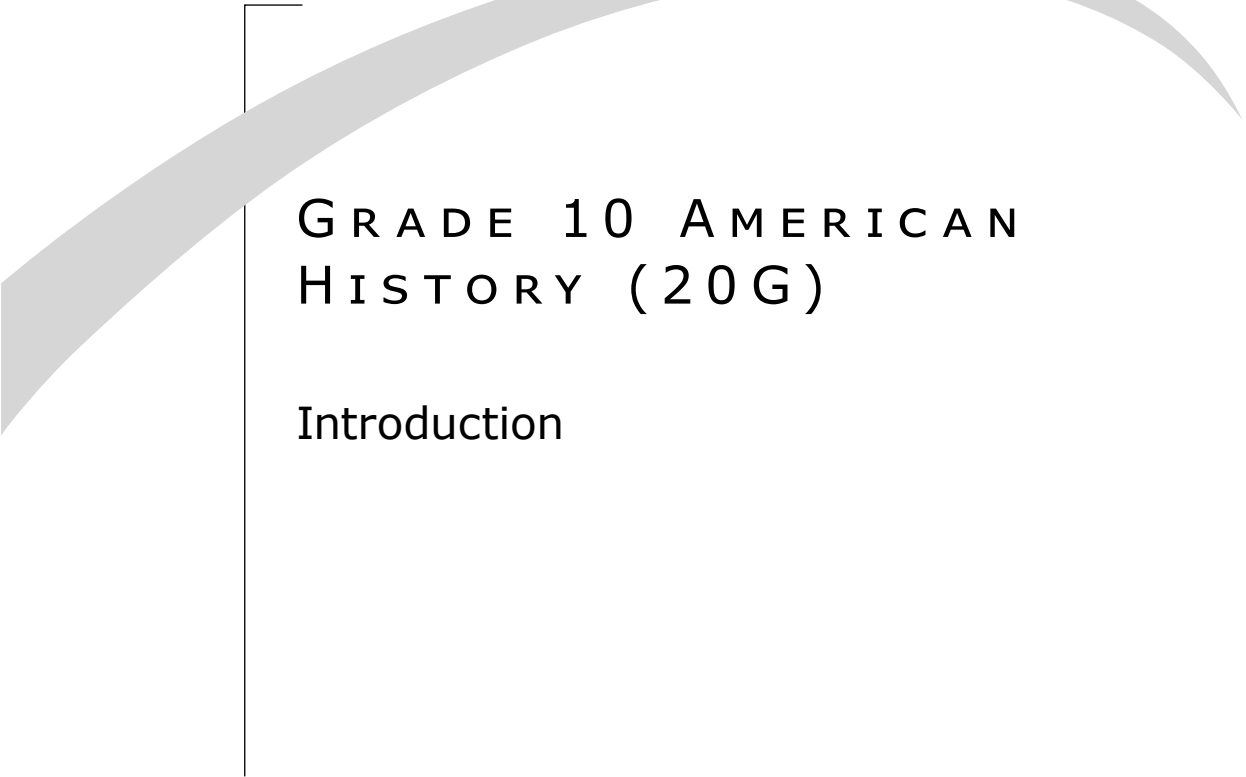
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GRADE 10 AMERICAN HISTORY (20G)

Introduction

INTRODUCTION

Overview

Welcome to *Grade 10 American History (20G): A Course for Independent Study!*

In this distance learning course, you will learn about the most powerful country in the world. It's important for Canadians to learn about our closest neighbour. Most of us travel regularly to the United States and have friends and family there. Among other things, this course will help you understand

- how the United States became the country that it is today
- why Canada and the United States are so different, and how they became that way
- our neighbours to the south, which will be very important to you in your personal and professional life
- why the United States is so influential and powerful

As a student in a course for distance learning, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the chapters and completing the learning activities and assignments at the end of each chapter and unit. As a teacher, you are responsible for checking your work carefully, noting your areas of weakness and motivating yourself to succeed.

What Will You Learn in This Course?

This course is organized around the following question for historical inquiry:

“Why is American history worth studying?”

You will explore the history of the United States from pre-contact time (before Europeans arrived in North America) to the present. It is important to keep the above question in mind as you work your way through the course. By the time you finish this course, you will be prepared to respond to it. As you learn about the history of the United States of America, you will also be learning historical thinking concepts, which will help you think historically.

How Is This Course Organized?

The course is structured according to the units and chapters in your textbook, *American History*. The course consists of six units, divided into chapters. The first five units correspond with the five units in the textbook. The sixth unit of this course does not require the textbook. The names of the units and chapters in the course are identical to the names of the units and chapters in the textbook. In each chapter, you will read the pages listed in the course and then complete the **learning activity** related to the section you just read. At the end of every chapter is an **assignment** that you will complete and submit to the Distance Learning Unit for assessment. The Grade 10 American History course consists of the following six units:

- Unit I: Early America
- Unit II: Revolutionary America
- Unit III: Nationalism and Sectionalism
- Unit IV: Emerging Power
- Unit V: World Power
- Unit VI: Connections to the Modern United States

Each chapter consists of the following components:

- **Introduction:** The introduction at the beginning of each chapter gives a very broad overview of the chapter. It also identifies the knowledge and skills you should have achieved by the end of the chapter.
- **Content:** Although most of the course content is in the textbook, there is some content in this course as well. Make sure that you learn it before you proceed to the next chapter.
- **Readings from the Textbook:** In each chapter, you will be asked to read several pages from the textbook, where you will find most of the course content. You do not have to read the entire textbook. Instead, the course writers have selected those portions that are important for you to learn.
- **Learning Activities:** All chapters include at least one learning activity that will help you learn about the lesson topics and prepare you for the assignments, the midterm examination, and the final examination. Once you complete a learning activity, check your responses against those provided in the Learning Activities Answer Key found at the end of each applicable unit. You will **not** submit the completed learning activities to the Distance Learning Unit.
- **Assignments:** There is one assignment at the end of each chapter. You will mail or electronically submit all your completed assignments to the Distance Learning Unit for assessment at the end of each unit. In total, all assignments are worth 60 percent of your final course mark.

- **Chapter Summary:** Each chapter ends with a brief review of what you just learned.

This course also includes the following sections:

- **Appendices:** At the end of the course, you will find two appendices, which contain advice on how to cite your sources and a sample outline for a five-paragraph essay that will help you in Unit VI of the course.
- **Bibliography:** This is a list of all the resources that were used and referred to in this course.

What Resources Will You Need for This Course?

Required Resources

You are required to have the following textbook for this course, as there is little actual course content in this package.

Carter, Patrick, Fiorella Finelli, Derek Grant, and David Nagy. *American History*. Toronto, ON: Emond Montgomery Publications Ltd., 2008.
ISBN: 978-1-55239-218-8



The textbook can be purchased from the Manitoba Learning Resource Centre (formerly called the Manitoba Text Book Bureau or MTBB). You will also need a notebook where you can compile your completed learning activities and assignments.

Textbook Order Information:

American History Student Edition (stock number 5444)
Manitoba Learning Resource Centre contact information
Website: manitobalrc.ca
Toll-free: 1-866-771-6822

You will require access to an email account if you plan to

- communicate with your tutor/marker by email
- use the learning management system (LMS) to submit your completed assignments

The optional resources for this course are as follows:

Optional Resources

It would be helpful if you had access to the following resources:

- **Photocopier/scanner:** With access to a photocopier/scanner, you could make a copy of your assignment before submitting it so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.
- **Resource people:** Access to local resource people, such as teachers and librarians, would help you complete the course
- **A computer with word processing software:** Access to word processing software (e.g., Microsoft Word) would help you complete some assignments.
- **A computer with Internet access:** Some lessons suggest website links as sources of information or for supplementary reference and reading. If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.

Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not tell your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with him or her a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files to anyone.

The above is **not** a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in your course: your tutor/marker and your learning partner.

Your Tutor/Marker



Tutor/markers are experienced educators who tutor Independent Study Option (ISO) students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. You can also obtain this information in the learning management system (LMS).

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about the history of the United States, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your course work, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. You may even study for your examinations with your learning partner. If you and your learning partner are taking the same course, however, your assignment work should not be identical.

Plagiarism

Plagiarism IS a big deal with serious consequences, so it's important that you understand what it is and how to avoid it.

What is plagiarism?

In brief, plagiarism is taking someone's ideas or words and presenting them as if they are your own.

How can you avoid plagiarism?

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
 - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
 - When you paraphrase, you rewrite an author's idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles.
- Give credit where credit is due. Never pretend someone else's idea is your own.

How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the learning activities, assignments, and examinations.

Learning Activities



The learning activities in this course will help you to review and practise what you have learned in the lessons. You will not submit the completed learning activities to the Distance Learning Unit. Instead, you will complete the learning activities and compare your responses to those provided in the Learning Activity Answer Key found at the end of each unit.

Make sure you complete the learning activities. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the examinations successfully. Many of the questions on the examinations will be similar to the questions in the learning activities. Remember that you **will not submit learning activities to the Distance Learning Unit.**

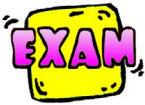
Assignments



Each chapter in this course contains one assignment, which you will complete and submit to the Distance Learning Unit for assessment once you have completed each unit. The assignments are worth a total of 60 percent of your final course mark.

The tutor/marker will mark your assignments and return them to you. Remember to keep all marked assignments until you have finished the course so that you can use them to study for your examinations.

Midterm and Final Examinations



This course contains a midterm examination and a final examination.

- The **midterm examination** is based on Units I-III, and is worth 20 percent of your final mark in this course. You will write the midterm examination when you have completed Unit III.
- The **final examination** is based on Units IV-VI, and is worth 20 percent of your final mark in this course. You will write the final examination when you have completed Unit VI.

The two examinations are worth a total of 40 percent of your final course mark. You will write both examinations under supervision.

To complete the examinations, you will need

- writing utensils
- an eraser

Format

The format of the final examination is as follows:

- Part 1—True and False (20 marks)
- Part 2—Fill-in-the-Blanks (20 marks)
- Part 3—Multiple Choice (20 marks)
- Part 4—Short Answer (20 marks)
- Part 5—Long Answer (20 marks)

Total examination value: (100 marks)

To do well on each examination, you should review all the work you have completed from the units, including all learning activities and assignments.

Requesting Your Examination(s)

You are responsible for making arrangements to have the examinations sent to your proctor from the Distance Learning Unit. Please make arrangements before you finish Unit III to write the midterm examination. Likewise, you should begin arranging for your final examination before you finish Unit VI.

To write your examinations, you need to make the following arrangements:

- **If you are attending school**, your examination will be sent to your school as soon as all the applicable assignments have been submitted. You should make arrangements with your school's Independent Study Option (ISO) school facilitator to determine a date, time, and location to write the examination.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. Examination Request Forms can be found on the Distance Learning Unit's website, or look for information in the learning management system (LMS). **Two weeks before** you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler, MB R6W 4B8
Fax: 204-325-1719
Toll-Free Telephone: 1-800-465-9915
Email: distance.learning@gov.mb.ca

How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You can read as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you. Read the following charts for suggestions on how to pace yourself.

Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Unit	Completion Date
Unit I	Middle of September
Unit II	End of September
Unit III	Middle of October
Midterm Examination	Middle of November
Unit IV	Beginning of December
Unit V	Middle of December
Unit VI	Beginning of January
Final Examination	End of January

Chart B: Semester 2

If you want to start the course in February and complete it in May, you can follow the timeline suggested below.

Unit	Completion Date
Unit I	Middle of February
Unit II	Beginning of March
Unit III	Middle of March
Midterm Examination	End of March
Unit IV	Middle of April
Unit V	End of April
Unit VI	Beginning of May
Final Examination	Middle of May

Chart C: Full School Year (Not Semestered)

If you want to start the course in September and compete it in May, you can follow the timeline suggested below.

Unit	Completion Date
Unit I	End of September
Unit II	End of October
Unit III	End of November
Midterm Examination	Beginning of January
Unit IV	End of February
Unit V	End of March
Unit VI	End of April
Final Examination	Middle of May

Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you.



If you need this course to graduate this school year, all coursework must be received by the Distance Learning Unit on or before the first Friday in May, and all examinations must be received by the Distance Learning Unit on or before the last Friday in May. Any coursework or examinations received after these deadlines may not be processed in time for a June graduation. Assignments or examinations submitted after these recommended deadlines will be processed and marked as they are received.

When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to the Distance Learning Unit six times. The following chart shows you exactly what assignments you will be submitting at the end of each unit.

Submission of Assignments	
Submission	Assignments You Will Submit
1	Unit I: Early America Unit 1 Cover Sheet Assignment 1.1: Aboriginals and Europeans (1000–1700) Assignment 1.2: Colonial America (1700–1775)
2	Unit II: Revolutionary America Unit 2 Cover Sheet Assignment 2.1: Revolution (1774–1791) Assignment 2.2: Birth of the Republic (1789–1828)
3	Unit III: Nationalism and Sectionalism Unit 3 Cover Sheet Assignment 3.1: Manifest Destiny (1828–1850) Assignment 3.2: The Crisis of the Union (1850–1865) Assignment 3.3: Reconstruction and Expansion (1865–1880)
4	Unit IV: Emerging Power Unit 4 Cover Sheet Assignment 4.1: The Gilded Age of Imperialism (1878–1901) Assignment 4.2: The Progressive Era and World War I (1900–1920) Assignment 4.3: Between the Wars (1920–1940)
5	Unit V: World Power Unit 5 Cover Sheet Assignment 5.1: World War II and the Cold War (1941–1960) Assignment 5.2: A Time of Hope, Disillusionment, and Protest (1960–1975) Assignment 5.3: A Time of Crisis (1972–1989) Assignment 5.4: Into a New Century (1989–Present)
6	Unit VI: Connections to the Modern United States Unit 6 Cover Sheet Assignment 6.1: Connections to the Modern United States

How to Submit Assignments

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction). Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
- **Electronic submission:** You do not need to include a cover sheet when submitting assignments electronically.

Submitting Your Assignments by Mail



If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler MB R6W 4B8

Your tutor/marker will mark your work and return it to you by mail.

Submitting Your Assignments Electronically

Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. In addition, this information is available in the learning management system (LMS).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Assignment/Written Assignment: Complete an assignment. You will submit your completed assignments to the Distance Learning Unit for assessment at the end of each unit, along with the applicable Cover Sheet.



Examination: Write your midterm or final examination at this time.



Internet: Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.



Textbook: Read the following pages from your textbook, *American History*.



Glossary: Your textbook has a dictionary section called a “glossary” starting on page 530. This can be a handy resource for words or concepts that you are unsure of. When you are reading the text, if you come across a word you aren’t quite sure about, just open up the glossary and find out what it means.



Learning Activity: Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment or an examination. You will not submit learning activities to the Distance Learning Unit. Instead, you will compare your responses to those provided in the Learning Activity Answer Key found at the end of the applicable unit.



Learning Partner: Ask your learning partner to help you with this task.



Mail or Electronic Submission: Mail or electronically submit your completed assignment(s) to the Distance Learning Unit for assessment at this time.



Note: Take note of and remember this important information or reminder.



Phone Your Tutor/Marker: Telephone or email your tutor/marker.

Remember: If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!

Notes

GRADE 10 AMERICAN HISTORY (20G)

Unit I Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
Unit I Assignments Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.	Attempt 1	Attempt 2
<input type="checkbox"/> Assignment 1.1: Aboriginals and Europeans (1000-1700)	_____/16	_____/16
<input type="checkbox"/> Assignment 1.2: Colonial America (1700-1775)	_____/16	_____/16
	Total: ____ /32	Total: ____ /32
For Tutor/Marker Use		
Remarks: 		

Marking Rubric for Assignments 1.1 and 1.2

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

GRADE 10 AMERICAN HISTORY (20G)

Unit II Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
Unit II Assignments Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.	Attempt 1	Attempt 2
<input type="checkbox"/> Assignment 2.1: Revolution (1774-1791)	_____ /20	_____ /20
<input type="checkbox"/> Assignment 2.2: Birth of the Republic (1789-1828)	_____ /24	_____ /24
	Total: _____ /44	Total: _____ /44
For Tutor/Marker Use		
Remarks: 		

Marking Rubric for Assignments 2.1 and 2.2

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

GRADE 10 AMERICAN HISTORY (20G)

Unit III Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Unit III Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 3.1: Manifest Destiny (1828-1850)</p> <p><input type="checkbox"/> Assignment 3.2: The Crisis of the Union (1850-1865)</p> <p><input type="checkbox"/> Assignment 3.3: Reconstruction and Expansion (1865-1880)</p>	<p>Attempt 1</p> <hr style="width: 100%;"/> <p>Date Received</p> <p>_____ /20</p> <p>_____ /28</p> <p>_____ /36</p> <p>Total: _____ /84</p>	<p>Attempt 2</p> <hr style="width: 100%;"/> <p>Date Received</p> <p>_____ /20</p> <p>_____ /28</p> <p>_____ /36</p> <p>Total: _____ /84</p>
For Tutor/Marker Use		
<p>Remarks:</p>		

Marking Rubric for Assignments 3.1, 3.2, and 3.3

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

GRADE 10 AMERICAN HISTORY (20G)

Unit IV Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
Unit IV Assignments Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.	Attempt 1	Attempt 2
<input type="checkbox"/> Assignment 4.1: The Gilded Age of Imperialism (1878-1901)	_____ /24	_____ /24
<input type="checkbox"/> Assignment 4.2: The Progressive Era and World War I (1900-1920)	_____ /36	_____ /36
<input type="checkbox"/> Assignment 4.3: Between the Wars (1920-1940)	_____ /24	_____ /24
	Total: _____ /84	Total: _____ /84
For Tutor/Marker Use		
Remarks: 		

Marking Rubric for Assignments 4.1, 4.2, and 4.3

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

GRADE 10 AMERICAN HISTORY (20G)

Unit V Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Unit V Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 5.1: Second World War and the Cold War (1941-1960)</p> <p><input type="checkbox"/> Assignment 5.2: A Time of Hope, Disillusionment, and Protest (1960-1975)</p> <p><input type="checkbox"/> Assignment 5.3: A Time of Crisis (1972-1989)</p> <p><input type="checkbox"/> Assignment 5.4: Into a New Century (1989-Present)</p>	<p>Attempt 1</p> <hr style="width: 100%;"/> <p>Date Received</p> <p>_____ /24</p> <p>_____ /16</p> <p>_____ /12</p> <p>_____ /16</p> <p>Total: _____ /68</p>	<p>Attempt 2</p> <hr style="width: 100%;"/> <p>Date Received</p> <p>_____ /24</p> <p>_____ /16</p> <p>_____ /12</p> <p>_____ /16</p> <p>Total: _____ /68</p>
For Tutor/Marker Use		
<p>Remarks:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>		

Marking Rubric for Assignments 5.1, 5.2, and 5.6

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Marking Rubric for Assignments 5.3

	3 Marks	2 Marks	1 Mark	
Introduction	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	____ /3
Organization of Ideas	<ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	____ /3
Knowledge and Information	<ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 1 or 2 of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 2 or more of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	____ /3
Conclusion	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	____ /3
Total				____ /12

Marking Rubric for Assignments 6.1

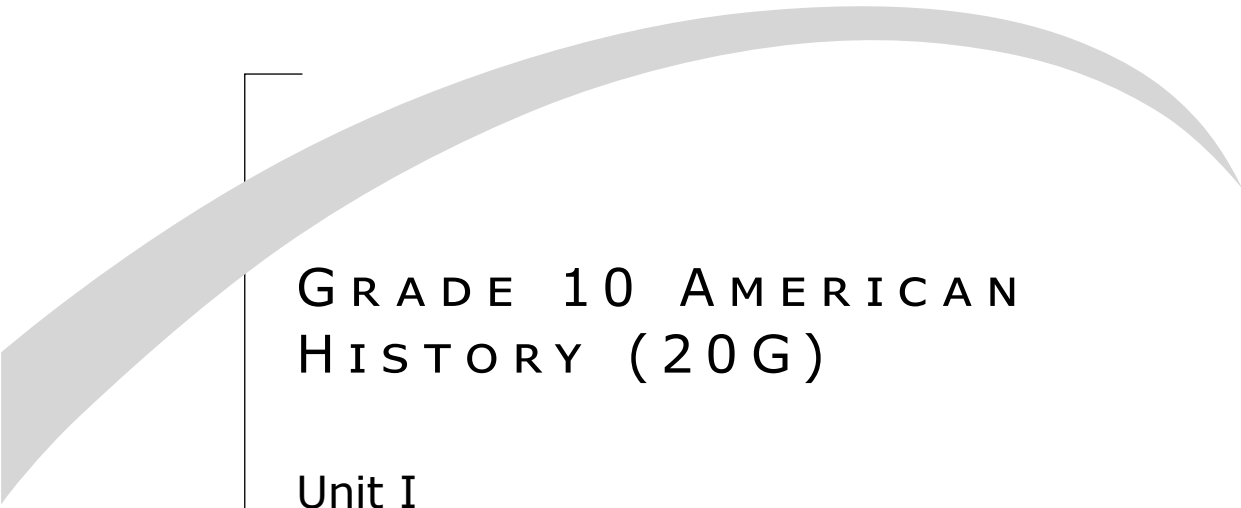
Essay Writing Rubric

	3 Marks	2 Marks	1 Mark	
Introduction	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	___ /3
Organization of Ideas	<ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	___ /3
Knowledge and Information	<ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 1 or 2 of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 2 or more of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	___ /3
Conclusion	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	___ /3
Total				___ /12

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GRADE 10 AMERICAN
HISTORY (20G)

Unit I
Early America

UNIT I: EARLY AMERICA

Introduction

History is the story of people's interactions. In this unit, you will learn the early history of the United States, a story of various groups of people who are all attempting to survive. This unit covers early American history until 1775, just before the American Revolution.

Unit Focus

In this unit, you will see how

- First Nations groups had an organized society that included regional partnerships and conflicts (Note: Even though the term *Native American* is used in the textbook, in Canada, we normally use the terms *Indigenous*, *First Nations*, *Métis*, and/or *Inuit* to refer to these peoples. Therefore, the term *First Nations* is used in this course.)
- early settlers interacted both positively and negatively with First Nations
- colonies were built on ideals of profits and religious beliefs
- frontier and urban colonists had different wants and needs, causing conflict
- First Nations and European forces became allies for personal gain
- increasing political tension between imperial and local forces caused resentment in the colonies, planting the seeds of future revolution

Unit I consists of two chapters. Each chapter has some learning activities that you must complete. These will help you practise and review what you have learned. At the end of the unit, you will find the answer keys to the learning activities. Be sure to complete your learning activities prior to checking these answer keys. This will help you to develop your skills in the course and will also prepare you for the exams. Each chapter within this course is directly related to the chapters in your textbook, *American History* by Patrick Carter, et al.

Assignments in Unit I

When you have completed the assignments for Unit I, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Chapter	Assignment
1	Assignment 1.1: First Nations and Europeans (1000–1700)
2	Assignment 1.2: Colonial America (1700–1775)

CHAPTER 1: FIRST NATIONS AND EUROPEANS (1000–1700)

Chapter Focus

In this chapter, you will learn about

- the structure of First Nations societies before the arrival of European colonists
- the early interaction between European settlers and First Nations groups
- the formation of early colonies with a focus on the quest to create ideal societies for profit, faith, and imperial gain
- the impact of relations on early American history, such as the relations between settlers and First Nations, internal relations among colonists, and relations between colonists and the British Crown

Introduction

This chapter covers American history from First Nations society prior to European contact until the close of the 17th century (the 1600s). You will learn of First Nations societies, the effects of first contact, ongoing relations between colonists and First Nations groups, as well as the origins of tension both within the colonies and towards the imperial ruling powers.



Note: If you do not understand any words or concepts, use the glossary in the back of your textbook (pp. 530–538) to help you.

Questions for Your Tutor/Marker

You will be in contact with your tutor/marker a number of times throughout this course. Your tutor/marker is there to help you with any questions you may have about the expectations of the course, the assignments, and the examinations. It is important to be ready with your questions when you call.

Before you start this course, make a section in your binder where you can write down the questions that you want to ask your tutor/marker as you complete this course. That way, you won't forget them when you contact him or her.

Your tutor/marker is there to help you understand how to go about completing this course, including working on your assignments and preparing for exams. Be sure to contact your tutor/marker on several occasions with any questions that you may have and to get feedback on your progress.

The Historian's Craft



Note: This may be a good time to ask your learning partner for help. Remember, your learning partner is a person to discuss this course with who can help by giving you ongoing feedback and a different perspective. Your learning partner may be an older friend, a parent, a teacher, or anyone else who you feel could be helpful in reviewing the course content and your written work.



To begin our course, we will talk about historians and their craft. The historian's craft is the art of uncovering evidence of past events and applying historical thinking to understand how and why societies functioned the way they did. Historians look at evidence, apply historical knowledge, and form educated guesses based on the evidence that is found. To do this, historians use critical thinking skills to interpret the primary sources they find.



Read the following page in *American History*:

- p. xii

Some key points to note are listed below:

- Historians help us understand not only the past, but also the present and even the future
- Historians study history because of intellectual curiosity.
- To “inquire” is to look further into evidence, to find meaning or significance beyond what you already think you know.
- Historical sources fall into two categories: primary sources and secondary sources.
- This text contains a wider range of sources than older textbooks.
- The historian's craft may help you to appreciate the evidence of history.

It is now time for you to complete your first learning activity. As you do so, please remember the following:

Remember:

- Do **NOT** send the learning activities to the Distance Learning Unit.
 - Learning activities are meant to help you understand the content and prepare for the midterm and final exams.
 - Once you have completed a learning activity, you can check your answers in the answer key at the end of the cluster.
 - If you answered most of the questions correctly, then you should continue on in the course.
 - If the answer key is very different from your work, then you most likely did not fully understand that part of the chapter. You will need to go back and look through that part of the chapter again. If you need to, ask your learning partner to help with the parts of the chapter you did not understand.
 - Make sure that you understand the answers in the answer key and that your answer includes all important points.
 - Some learning activity questions do not have simple, straightforward answers. The answer key for these questions will often have a sample answer and some suggested points that could be included in a good answer.
-



Learning Activity 1.1

Primary and Secondary Sources

1. What are primary and secondary sources?
 2. Why is it important to use various primary sources?
-

Interpreting Evidence Using the Historian’s Craft

Part of the historian’s craft is to interpret the evidence that is uncovered. This is done first by looking for clues in the evidence. For example, when looking at the picture below, one can make several observations about the lives of the people shown. Look at the picture, and then read some of the observations about that society based on the clues found in the picture.

First Nations and Europeans (1000–1700): Chapter Introduction



Read the following pages in *American History*:

- pp. 2-3



Learning Activity 1.2

Thinking Like a Historian

Read the following pages in *American History*:

- pp. 2-3



continued

Learning Activity 1.2: Thinking Like a Historian (continued)

Some observations made when looking for clues:

- These people appear to work together as a family unit. Maybe the family unit is an important part of their farming lifestyle.
- There is a church shown in the background of the picture. The artist may have felt that the church was an important part of the people's life and/or community.
- The men, women, and children all seem to have certain tasks. This might indicate that there are strong gender roles in this society or that the family unit is an important part of the labour force.
- There are fields that look very organized. This society might be based on agriculture. Also, the clear boundaries of the fields might be a clue that the local government is very organized.

Now it is your turn. Using your skills as a historian, observe the picture in *Figure 1.1* on page 3 of your text. Share what observations you can find about the people in the picture. What clues are there about their lifestyle, customs, and daily life?



This would be a great time to connect with your learning partner and share some of your work on Activity 1.1. Maybe your learning partner can share some ideas about the picture before you share your thoughts. It might be interesting to see if your learning partner finds something you didn't, or maybe your learning partner will find some clues in the picture that you didn't notice. Once you have finished talking about this with your learning partner, check some of the possible answers in the answer key. How do they compare?

Point of Interest: Now that you have used your historian skills to find clues about the level of organization in First Nations groups in Activity 1.1, take a look at *Figure 1.2* on page 5 of your textbook. In this picture, you see many more clues that indicate a vast level of organization within First Nations society.

Historical Thinking Concepts

You have just learned about the historian's craft, which focuses on the nature of historical thinking and the work of historians. When you study *Grade 11 History of Canada*, you will take that one step further and learn about Historical Thinking Concepts. These are the skills you need for successful historical inquiry. In this course, you do not need to learn them or do anything with them. They are listed here so that you can read them, become aware of them, and think about them as you proceed in this course. The Historical Thinking Concepts are as follows:

1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take historical perspectives
6. Understand ethical dimensions of history

Comparing and Contrasting Different First Nations Groups



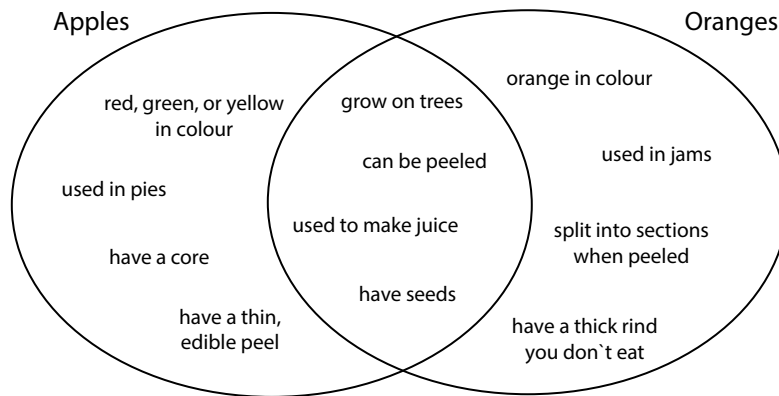
Note: Canadians and Americans often use different terms in reference to First Peoples. It is common in the United States to use the terms *Native American* or *American Indian*; Canadians often use terms like *First Nations* and *Aboriginal*. You will find that your textbook commonly uses the term *Native American*, but this course will use *Indigenous*, *First Nations*, *Métis*, or *Inuit*, as appropriate.

European settlers and First Nations had both positive and negative relations with each other, but what about the relations among different First Nations groups? How did they compare to one another? How did they interact? How did diverse First Nations groups get along?

In the first half of this learning activity, you will look closely at two large First Nations groups: the Iroquois and the Algonquin. By comparing these two groups, we gain insight into how First Nations groups with different lifestyles interacted with each other.

In the second half of this learning activity, you will look closely at two early European colonies that represent common themes of settlements during the 17th century. By comparing these two groups, we get an example of the early reasons for settlement as well as insight into the divisions between the early colonies.

To do this, you will be using Venn diagrams. A Venn diagram is a great way to compare and contrast two things, because there is a place to put things that are different and also a place to put things that are the same. For example, here is a Venn diagram that compares and contrasts apples and oranges.



In a Venn diagram, each circle or oval represents one of the items being compared. In this example, the left side represents “apples” and the right side represents “oranges.”

- All items listed to the sides represent characteristics of the listed item that are not shared with the other. For example, apples have a core but oranges do not. Since they do not share this quality, the note for “have a core” is written in the part of the apples section that does not overlap the oranges section.
- The section in the middle where they overlap lists characteristics that are common to both fruits. For example, both apples and oranges grow on trees, so that note is written in the centre section where the two sides overlap.

First Nations Societies and Cultures



Read the following pages in *American History*:

- pp. 4-7



Learning Activity 1.3

Comparing First Nations Groups

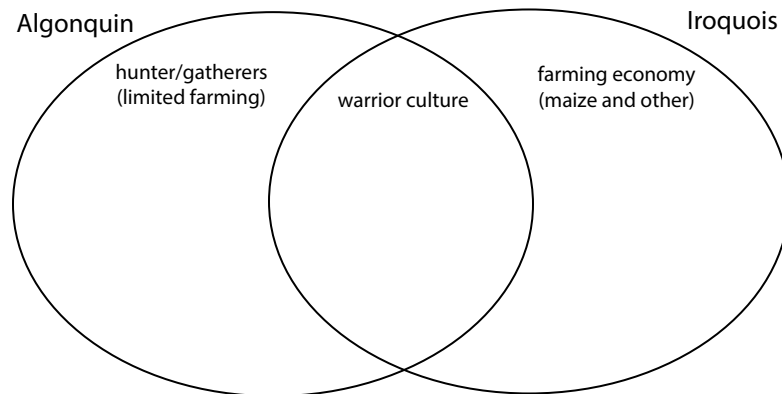
Now it is your turn. Create a Venn diagram comparing the Iroquois and the Algonquin. Although there are many things that could be written, the attempt is to focus on the most important similarities and differences between the two groups. For example, in the Venn diagram about apples and oranges, perhaps the points “used in pies” and “used in jams” would not be considered to be important characteristics.



This might be a good time to get together with your learning partner. You might each create your own Venn diagram and then compare the two to see what similarities and differences you both come up with. After reading the assigned reading in the textbook, you might wish to make this a discussion between the two of you and create a Venn diagram together. Once you have finished, check the answer key for some possible answers that you could have included.



Note: There are many possible answers to this type of activity, but the answer key focuses on some important points that might be considered.



continued

Learning Activity 1.3: Comparing First Nations Groups (continued)



If you choose to do this learning activity on your own (as opposed to working alongside your learning partner), now is a good time to compare your answers with the answer key and discuss them with your learning partner.



If you have any questions about the answers in the answer key, be sure to write them down in the questions section of your binder. This will help you to organize your questions for the times you talk with your tutor/marker. That way, you will not miss any details and you will have a better understanding of this course.



Point of Interest: Check out some of the examples listed below to see some examples of the extensive organization of First Nations societies prior to European settlement:

- *Figure 1.2* on page 5 of your textbook
- *Figure 1.3* on page 6 of your textbook
- “Past Voices: The Great Binding Law of the Iroquois” on page 9 of your textbook

Early English Colonies

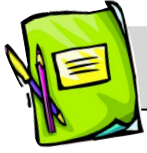
The original Virginia colony was an example of a colony that was established with a focus on profit. At first, the people of the colony profited from mining gold and silver, but soon they shifted focus to farming tobacco, which created the need to expand their territory. This became both the key to economic success for the colony and also the starting point of conflict between the colonists and local First Nations groups.

The Massachusetts colony was an example of a colony started by colonists in search of religious freedom. Puritans left England hoping to create ideal religious colonies. They set an example for future religious colonists by successfully creating local autonomy (individual rights and self-government). Unfortunately, through mass immigration, these types of colonies also demanded expansion of land, causing conflict with local First Nations groups.



Read the following pages in *American History*:

- pp. 16–20



Learning Activity 1.4

Comparing Colonies

Create a Venn diagram that reflects all the key points of the colonies of Virginia and Massachusetts. This diagram should be larger and contain more detail than your previous diagram that compared the Iroquois and the Algonquin. This is because there is more information available in your text on this topic. Be sure to focus on the common characteristics, as these are common themes of colonies in American history.



Note: The shared qualities of the Virginia and the Massachusetts colonies (where the two circles in the Venn diagram overlap) can be considered **common themes** for early colonies. These elements are common among many different colonies throughout early American history.

Remember:

By completing the learning activities, you are not only preparing yourself for future assignments and assessments, but you are also developing the skills necessary to benefit from this course. There is much to learn from history. By developing your skills and knowledge as a historian, you will become able to interpret the past, understand the present, and maybe even predict the future.

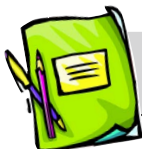
Emerging Patterns and Conflict in the Colonies

The American colonies suffered many conflicts due to several common points of tension. In this activity, you will cover three main conflicts within the early colonies: King Phillip’s War, Bacon’s Rebellion, and King William’s War.



Read the following pages in *American History*:

- pp. 27-31



Learning Activity 1.5

Tension in the Colonies

In the table below, you will explain how each event outlined on pages 27-31 of your textbook showed tension growing in the colonies. You only need to fill in the “Explanation” cells of the table. Simply explain how tension is shown in each example.

For an example of how to fill out this table, the first of the three sections has been filled out for you. When you have completed the remaining sections, you should check the answer key and compare your answers. This will not only help you to compare your own understanding but also to see how someone other than yourself might interpret the text. Be sure to check the answer key only after you have completed the learning activity; otherwise, you will not gain the full benefit of the exercise.

To complete this exercise, you may want to photocopy or hand copy the table out of this course, or you may simply organize your information neatly using lined paper to indicate your answer. For example:

Point of Tension: Population and Pressure

Event: King Phillip’s War

Explanation: *Insert your answer here (How did this event show tension in the colonies?)*

continued

Learning Activity 1.5: Tension in the Colonies (continued)

Reading Strategies: When reading the textbook and looking for information for learning activities and assignments, there are a few strategies that can help you.

- First, read the introduction carefully. The introduction tells you a quick summary of all the information in the section you are about to read. It also gives some brief highlights and clues about what will be the most important points.
- Next, read the entire section once so you get an early understanding of the information.
- Review the questions you are answering or the points you are looking for.
- Go back to the beginning of the section and read only the first line of each paragraph. The first sentence in a paragraph is the topic sentence. By reading the first sentence of each paragraph, you can easily “surf” through the material and find what you are looking for. Once you find a topic sentence that applies to the information you are looking for, stop skimming through the text and read that paragraph carefully for any important points that will help you with your assignment or question.



Note: The first part of the table has been filled in for you to give you an example of how to complete this activity. Once you are finished, compare your answers to the answer key and discuss with your learning partner.

Points of Tension in the Colonies	
Point of Tension: Population and Pressure	
Event: King Phillip’s War	<p>Explanation:</p> <p>Points to consider:</p> <ul style="list-style-type: none"> ■ The growing number of settlers meant expansion of territory for new lands. ■ Algonquin groups felt pressure and considered a change of relations toward the colonists. ■ Pokanoket leader Metacomet (King Phillip) had Algonquin groups confront the colonists. The colonists responded with attacks. ■ The Iroquois allied with colonists to dislodge the Algonquins from the region and dominate the fur trade.

continued

Learning Activity 1.5: Tension in the Colonies (continued)

Points of Tension in the Colonies	
Point of Tension: Diversity/Division of Colonists	
Event: Bacon's Rebellion	Explanation:

Points of Tension in the Colonies	
Point of Tension: Imperial Struggles	
Event: King William's War	Explanation:



At this time, you should collect all your learning activities together for review. Put them together with your assignment in the following section and discuss the assignment with your learning partner. The assignment is a reflection of what you have learned in your learning activities, so having them with you will help you to understand the questions within the assignment.



Learning Activity 1.6

Conversation with Your Tutor/Marker

It is important to be able to communicate with your teacher (in a regular classroom) or your tutor/marker (in an ISO course) to successfully complete your course. Like a teacher, your tutor/marker is available to answer your questions and encourage you. In order to help you as much as possible, the tutor/marker has to get to know you.

In this part of the learning activity, you will make a phone call to your tutor/marker. Your tutor/marker is expecting your call.



Note: You can find your tutor/marker's phone number on the Record of Progress that came with this course. If you cannot find it, contact the Distance Learning Unit at 1-800-465-9915.

Here is a list of steps you should follow to complete this section of the learning activity:

1. Contact your tutor/marker to make an appointment for the conversation. It may take up to 20 minutes on the phone, so you need to make sure that both of you are available for this time.
2. Before you make your conversation appointment, make sure you
 - have a copy of our course in front of you
 - jot down any questions that you might have about anything in the course
 - review the following tutor/marker questions to prepare for your conversation (Your tutor/marker may not ask each of them, but review them anyway so that you will have something to say. The more your tutor/marker knows about you, the more he or she will be able to help you, so don't answer with just a "yes" or "no." Give as much information as you can.)

continued

Learning Activity 1.6: Conversation with Your Tutor/Marker (continued)

Tutor/Marker Questions:

1. Why are you taking this ISO course? (Is it to get a credit? to graduate? to be admitted into a post-secondary institution?)
2. Are you currently in school? (This may sound like a silly question, but many independent learners do not attend school.)
3. Are you taking other courses? If so, which ones?
4. Do you have a job? Is it full-time or part-time?
5. When is the best time for you and your tutor/marker to speak to each other on the phone for any future questions/concerns you or they may have?
6. When do you plan on working on the course—that is, what are the best times for you to study (time of day, weekday, weekend, etc.)?
7. When do you plan to finish this course?
8. What are your long- and short-term goals (jobs, careers, further study, etc.)?
9. Do you plan on mailing or electronically submitting your assignments to the Distance Learning Unit?
10. Have you selected a learning partner for this course? If so, who is this person?
11. Do you have any concerns about this course? If so, what are they? Would your tutor/marker be able to help you with them? How?

3. At the arranged appointment time, call your tutor/marker and have the conversation.
-

Chapter 1 Summary

The history of European settlement in North America is about the interaction of societies. First contact and early communication between European and First Nations groups was often positive, but as the colonies grew, so did the need for expansion, which caused conflict that divided both colonists and First Nations.

As the imperial struggles waged across the continent, the imperial ruling powers (French and English) saw a need to impose direct rule over the colonies in order to unify their efforts and strengthen their forces. This caused tension between colonists and their colonial rulers.

The stage was set for change. The growing needs of a diverse population were not being met by the oppressive force of the ruling powers.



Note: You have now completed Chapter 1, and you are well on your way. You know what is needed and how to do it. Well done!



Assignment 1.1

First Nations and Europeans (1000–1700) (16 marks)

In this assignment, you will reflect on what you have learned through the readings and learning activities of the first unit. The questions in this assignment are a direct reflection of these materials. Be sure to have them on hand when you complete your work.

Points to Consider:

- Use a separate piece of paper to answer these questions.
- You may wish to photocopy these questions or write them on your answer sheets. This will help you organize your assignment, making it easier for studying later when your tutor/marker returns it to you.
- Read all of the questions before beginning.
- Search within your textbook and learning activities for materials that can help you to get a complete answer with detail.
- Review the sections of the text outlined for reading in the learning activities you completed earlier in this chapter. Don't forget the "Reading Strategies" section (from Learning Activity 1.4). These skills will help you to complete this assignment.
- Include as much detail in your answers as you can. You will not lose marks for having extra information but your tutor/marker might be able to award you marks for what you include.
- Be aware of how many marks a question is worth. They are a clue to what is being looked for by the tutor/marker. For example, if a question is worth three marks, then there are likely three different points that the tutor/marker is looking to find in your response. So, before going on to the next question, ask yourself, "Did I include at least three points to make up the marks asked for in the question?"
- When you are finished, be sure to proofread and make any changes necessary for a quality assignment.
 - **Remember:** This will not only give you a great mark on the assignment, but it will also give you some great study material when preparing for your exams later in the course.



You should get together with your learning partner to review your material prior to submitting your work. This will help you get some feedback and possibly improve on your work before you send it.

continued

Assignment 1.1: First Nations and Europeans (1000–1700) (continued)



Review the rubric below to see how your tutor/marker is going to assess your work. Your tutor/marker will use this rubric to assess how to score each of your answers.

Marks	Statement that best reflects the student’s response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don’t submit your assignment until you have completed the entire unit.

- Using your skills as a historian, observe *Figure 1.8* on page 12 of your textbook. Identify and explain at least four clues in the picture that may indicate the future relationships between Europeans and First Nations. (4 marks)

continued

Assignment 1.1: First Nations and Europeans (1000–1700) (continued)

2. On page 4 of *American History*, it says “Despite significant cultural differences, these societies had much in common with early modern societies in Europe and Asia.” Compare the societies of early First Nations and Europeans. What did they have in common? Explain.

■ Consider some of the following points:

- Major urban centres
- Political systems
- Military alliances
- Dominance of land and trade

For each of these points, give an example and explain. (4 marks)

continued

Assignment 1.1: First Nations and Europeans (1000–1700) (continued)

3. Why was the Massachusetts colony so successful? (4 marks)

4. How did tension develop in the early European settlements? Be sure to include direct examples. (4 marks)

continued

Assignment 1.1: First Nations and Europeans (1000–1700) (continued)



Now that you have finished your first assignment, you might get together with your learning partner and review your work before you submit it to the Distance Learning Unit for assessment.

Remember:

If you have any questions about your assignment, be sure to ask your tutor/ marker before sending in your work. Otherwise, a misunderstanding could result in a lesser mark.

Notes

CHAPTER 2: COLONIAL AMERICA (1700–1775)

Chapter Focus

In this chapter, you will learn about

- why the population of the colonies grew quickly during 1700–1750
- how the British and the French struggled for control of the continent
- how different First Nations groups became allies of the British and the French
- the developing thoughts and feelings of the colonists that brought about social change and a shift in American history, such as
 - the Great Awakening
 - the tightening hold of power by the British over the colonists
 - growing resentment by colonists over taxes and political restrictions

Introduction

During 1700–1750, the colonies grew quickly as Europeans embraced the opportunities of colonial life. Meanwhile, the global conflict between France and England was reflected along the frontiers of the colonies in armed conflicts involving allied First Nations groups.

The Great Awakening was a common cultural experience that created unity among colonists. As well, many colonists had common feelings of resentment toward the British government because of their strengthening hold over the government and economy.

As you complete this section, keep in mind the words *patriot* and *rebel*. Both of these words can be used to describe individuals during the rising tension between many colonists and the British, and the choice of word used depends entirely on the point of view of the person speaking. One person's "patriot" is another person's "rebel." At the end of this chapter, ask yourself, "What is my view?"

The Growing Population and Expansion of the Colonies

During 1700–1750, the population of the colonies grew at a rapid rate for many reasons. The colonies provided opportunities that were unavailable in Europe. The open land provided space, resources, and options for people who were tired of the limited conditions back in Europe. Immigration was widely supported by the French and British to encourage the growth of the colonies. Many people came under the systems of indentured labour and slavery. The opportunities and emerging economy of the colonies created the conditions for massive population growth.



Read the following pages in *American History*:

- pp. 36–40

Notes to help you answer these questions:

- Review the marking rubric used in the assignments. This will help you to consider if you are giving strong answers.
- Don't worry about giving a long answer.
 - You should share as much as you think is necessary to make sure your answer is complete. In future assignments and examinations, your tutor/marker will not take away marks for a long answer but may be able to find additional points and give you marks for them. So make sure you include everything you know before going on to the next question.
- When reading the text, read it through once and then review the questions and skim for answers.
 - You can skim through the text quickly by recognizing a few simple rules of text:
 - Each paragraph is a separate subject, so it is likely that only one major point will be made in each one (unless it is a summary paragraph).
 - The first line of a paragraph is the topic sentence. This means you likely only need to read the first sentence to find out what the paragraph is about. This can save you time in looking for specific information.
 - Don't forget: textbooks use headings to make it easy to find information.



Learning Activity 1.7

Slavery

Please answer the following questions based on what you have read in the text. Complete the following learning activity carefully because some of its questions may be on the midterm exam.

1. On page 38 of your textbook, it says “Slavery was a key factor in shaping colonial American society during the 18th century.” Explain what the author meant by this.
 2. Describe the slaves’ conditions as they were transported over the Atlantic Ocean.
-

Remember:

Questions like the one above are likely to appear in assignments and exams. It is a good idea to consider how to answer questions such as these during your learning activities. That way, you will be prepared for critical thinking questions during your assessments.



Note: A **critical thinking question** in history is one that makes people think for themselves about the causes of an event or the personal views of those involved. These types of questions are used throughout this course to encourage you to exercise your critical thinking skills.

Conflict, Allies, and Relationships

The individual conflicts between the French and British often began due to local causes like attempts to control the fur trade or to get more land for the colonies. First Nations people had divided loyalties between the British and French sides. However, after the conflicts were over, Europeans no longer felt a need for allies and this changed their relationships with First Nations groups.



Read the following pages in *American History*:

- pp. 43–48



Learning Activity 1.8

Conflicts between Europeans and First Nations

1. How were the interests of the British colonists ignored during King George's War?
2. How did the relationships between First Nations groups and Europeans change during the conflicts between the British and the French?

The Great Awakening

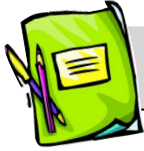
History is not simply a collection of events. Each event is connected by cause and consequence to what came before and after it. In this activity, you will look at an event called the Great Awakening.

Religion in the colonies reflected the religious institutions in Europe, but over time it evolved into new Protestant denominations. The Great Awakening was a new awakening of personal faith. The general population of the colonies responded strongly to this message. This event caused a common experience that made people feel empowered as individuals, which caused them to challenge authority.



Read the following pages in *American History*:

- pp. 41–42



Learning Activity 1.9

The Great Awakening

Consider the cause and consequences of the Great Awakening. What was taking place that caused the event to happen? What happened during the Great Awakening? What were the after-effects of these events and conditions?

The table below has a section for each part. Fill in the table with points taken from the text that would explain this event from cause to consequence.



Note: Some of the possible answers have been included to help you as an example. Fill in the rest and then check the answer key to compare your answers.

Cause What were the conditions of colonial society that brought about the Great Awakening?
<ul style="list-style-type: none">■ There was a shortage of clergy to preach to the growing population.■ Religion was missing passion and was becoming an intellectual affair.■■
Events Outline the factual events of the Great Awakening.
<ul style="list-style-type: none">■ Fewer people were attending traditional weekly services.■ Jonathan Edwards preached emotional sermons to the young and the poor. His message focused on "personal faith" and "enthusiasm."■■

continued

Learning Activity 1.9: The Great Awakening (continued)

Consequence
What were the effects of the Great Awakening? How did it change the thoughts and feelings of colonists?
<ul style="list-style-type: none">■ There was a new excitement for religious life in the colonies.■ People responded excitedly to the public preaching and message of enthusiasm and personal faith. It was widely accepted by many different classes of people in the colonies.■■■■

When looking closely at the Great Awakening, it becomes clear that the people in the colonies were changing from their European roots. As religion changed in the colonies, so did the thinking of the people. The Great Awakening gave colonists an outlet to develop their personal beliefs, challenge authority, and experience a common event that united them as a culture.

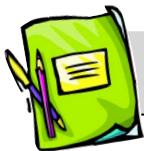
Growing Discontent/Taxation

The early colonists were considered subjects of the British Crown and were also subject to taxation and governance from the British. Once the British successfully ended the Seven Year War with France, they increased their national debt and wanted to focus on recovery and a tighter control on their colonies. The British created taxes to recover from their national debt, as well as to help pay for their troops stationed in the colonies. This was not received well by some of the colonists.



Read the following pages in *American History*:

- pp. 49–53



Learning Activity 1.10

Discontent

1. Consider the expulsion of the Acadians:
 - a) From the perspective of the Acadians, why would they have felt it necessary to refuse to swear allegiance to the British Crown?
 - b) From the perspective of the British, why would they have felt it necessary to get rid of the Acadians?
 2. What were the Sugar and Stamp Acts?
 3. What does the term “No taxation without representation” mean?
-

The Townshend Duties

Benjamin Franklin proposed that the colonists be against internal taxes imposed by the British but that they recognize the British government’s right to tax external trade. The Townshend Duties taxed the import of items such as paper, tea, glass, paints, and lead, causing the British to be met once again with resistance from the colonies.

Historical Perspectives

All events in history can be viewed through different perspectives. For example, people fighting against their country’s government could be viewed as “rebels” or as “freedom fighters,” depending on the point of view of the person talking. There were also two perspectives of the Townshend Duties. The Townshend Duties were put in place by the British as an alternative to the Stamp Act with the hope of successfully taxing the colonists without revolt. How could the Townshend Duties have been viewed differently by the colonists and the British? Using the table below, share the different points of view.



This would be a great time to get together with your learning partner. Compare what you have learned and discuss how these events could be viewed from both sides. What were the British thinking when they put the Stamp Act into effect? What would you have felt if you were living in one of the colonies at the time?

Discuss the Townshend Duties with your learning partner. A great activity would be for each of you to focus on one point of view and then have a debate. Pretend you are both people living either in England or the colonies during 1767 when the Townshend Duties were put into place. With one of you representing the British and one of you representing the colonies, argue whether or not the Townshend Duties were fair. Once you have had this debate, summarize some of the points mentioned and then fill out the table for this next question.

The Townshend Duties: A Different Point of View	
The British Point of View	The Colonists' Point of View
<ul style="list-style-type: none"> ■ The British ended the Stamp Act because of the negative reactions of the colonists and thought that the Townshend Duties would answer the needs of the people and make taxation of the colonies a success. 	<ul style="list-style-type: none"> ■ The repeal of the Stamp Act made colonists celebrate. The Townshend Duties may have been viewed as an extension of the Stamp Act.

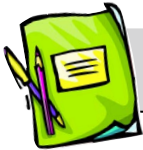
Growing Discontent: Reaction

The British enacted the Tea Act to tax the colonies. This caused a rebellion called the Boston Tea Party. In reaction to this harsh action, the British created the Coercive Acts. These acts enraged the colonists, as they felt their liberties were being completely taken away in their economy and government. The Quebec Act made matters worse by limiting expansion and ownership of land. The tension was building to a boiling point as the colonies moved closer toward revolution.



Read the following pages in *American History*:

- pp. 58–61



Learning Activity 1.11

Further Discontent

1. Observe the picture in *Figure 2.21* on page 58 of your textbook. Using your skills as a historian, look for clues within the picture that represent the events of the Boston Tea Party. Share as many observations as possible to explain how this picture represents the events leading up to and including the Boston Tea Party.
2. The Coercive Acts passed in April of 1774 included a series of laws that limited the power of the colonies.
 - a) In what ways did the Coercive Acts restrict the colonies?
 - b) How did the Coercive Acts unify the colonies against the British?
3. Why would the Quebec Act be viewed as a restriction of the liberties of the colonists?



A good activity with your learning partner would be to discuss what critical questions you can form based on the material in the learning activities, and then to discuss what points would be in the answer. The answer keys of your learning activities usually outline point-form notes of what might be included in a strong answer to the critical thinking questions. Follow the steps below to form your own examples.

- Read over your learning activities.
- Form your own critical thinking questions.
- Write down possible points that would be included in a strong answer.

Chapter 2 Summary

During 1700-1775, the colonies were a place of growth, change, conflict, tension, and there was an emerging sense of unity among the colonists.

As British forces tightened their control on the colonies, the resentment from colonists grew to a boiling point. Taxation, enforcement, and imposed government from the British combined into an experience of unified anger resulting in the conditions leading up to the American Revolution.



Assignment 1.2

Colonial America (1700–1775) (16 marks)



Before completing this assignment, you should review your work from the learning activities within this unit.

Review the notes that were included at the beginning of Assignment 1.1 so you remember all the key points to consider when completing assignments.



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

continued

Assignment 1.2: Colonial America (1700–1775) (continued)

1. Why might the Great Awakening be considered an important event leading up to the revolution of the colonies? (4 marks)

2. Why was the introduction of the Stamp and Sugar Acts seen by the colonists as a violation of their rights? (4 marks)

continued

Assignment 1.2: Colonial America (1700–1775) (continued)

3. The Coercive Acts: (4 marks)

a) What were the Coercive Acts?

b) The Coercive Acts were soon labelled the “Intolerable Acts” by the colonies. This illustrates a different point of view than that of the British. Using the table below, explain why the British would have called them the “Coercive Acts” while the colonists referred to them as the “Intolerable Acts.”

The Coercive/Intolerable Acts	
The British Point of View	The Colonists' Point of View
<ul style="list-style-type: none">As a ruling colonial power, the British saw taxation of the colonies as a direct right.	<ul style="list-style-type: none">The colonists felt growing tension towards the British as they increased their hold on the economy and government of the colonies following the defeat of the French.

continued



Now that you have finished your assignment, you might get together with your learning partner and review your work before you submit it to the Distance Learning Unit for assessment.

Remember:

If you have any questions about your assignment, be sure to ask your tutor/ marker before sending in your work. Otherwise, a misunderstanding could result in a negative mark.

Remember:

Read over all your work in your assignments carefully before sending them in. Ask yourself the following questions:

- Did I directly answer each question?
 - Is there anything more I should have included?
 - Do my answers show a complete understanding of the material or should I review the textbook?
 - Have I talked about my work with my learning partner?
 - Did I make the adjustments to my work based on our conversation?
 - Did I do my best with this assignment?
 - Will this be a great resource for preparing for my exams or do I need to do a little more work before I send it in?
-

Notes

UNIT I SUMMARY

Congratulations, you have finished the first unit in the course. Now it is time to review, edit for perfection, and then submit your assignments to the Distance Learning Unit for assessment and feedback from your tutor/marker.



Submitting Your Assignments

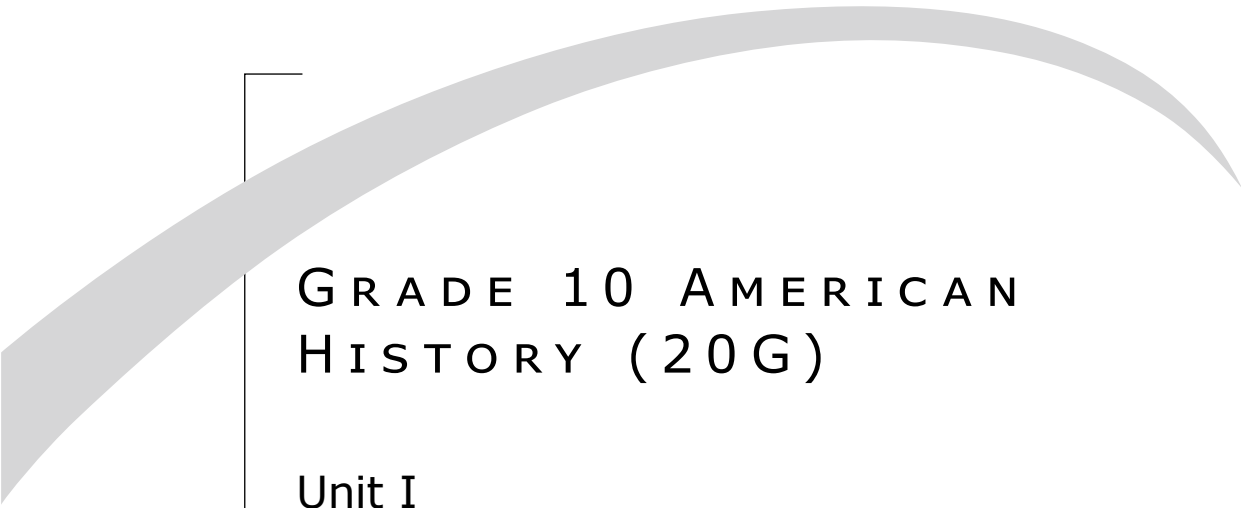
It is now time for you to submit Assignments 1.1 and 1.2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Unit I assignments and organize your material in the following order:

- Unit I Cover Sheet (found at the end of the course Introduction)
- Assignment 1.1: First Nations and Europeans (1000-1700)
- Assignment 1.2: Colonial America (1700-1775)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit I
Early America

Learning Activity Answer Key

UNIT I: EARLY AMERICA

Learning Activity 1.1: Primary and Secondary Sources

1. What are primary and secondary sources?

According to your textbook, "Primary sources are those that were produced at the time of historical events. Secondary sources are those works that are produced after the events and are based on primary sources and earlier secondary sources." (xii)

2. Why is it important to use various primary sources?

According to your textbook, "First, it allows the voices of those in the past who were verbally and visually literate to be heard. Second, such a wide range of evidence helps you and your classmates to engage with American history in more meaningful ways, using your varied learning preferences and multiple intelligences." (xii)

Learning Activity 1.2: Thinking Like a Historian



Some observations made when looking for clues:

- These people appear to work together as a family unit. Maybe the family unit is an important part of their farming lifestyle.
- There is a church shown in the background of the picture. The artist may have felt that the church was an important part of the people's life and/or community.
- The men, women, and children all seem to have certain tasks. This might indicate that there are strong gender roles in this society or that the family unit is an important part of the labour force.
- There are fields that look very organized. This society might be based on agriculture. Also, the clear boundaries of the fields might be a clue that the local government is very organized.

Now it is your turn. Using your skills as a historian, observe the picture in Figure 1.1 on page 3 of your text. Share what observations you can find about the people in the picture. What clues are there about their lifestyle, customs, and daily life?

Of course, there are many possible answers to this question, but some points you might consider in the picture may include the following:

- The three cornfields are at various stages of ripening. (Note: This example is included in the textbook.)
 - *This may show they are organized for agrarian (farming) life.*
 - *These people plan ahead for multiple harvests and a continual food supply.*
 - *This might be a clue of advanced organization for farming.*
- There are many different kinds of buildings in many different locations.
 - *There may be many different functions for the buildings, such as drying, storage, or other purposes.*
 - *Different buildings with different uses could also mean that there are many different roles (jobs) for people to fulfill within the community.*
- People are seen doing different activities.
 - *There appears to be a dance indicating that there is a vibrant cultural aspect to the people's lives.*
 - *The activities appear to range from work to socialization to possible religious practices. This may indicate there are many aspects to the lives of the people in the village (this shows a complex society).*
- It looks like there are clear boundaries defined within the village
 - *This shows a high level of organization and planning. Perhaps there are different classes of people to perform different roles, such as decision making, to help create these boundaries.*

These are not all the observations that can be found. There are many ways to interpret the clues in this picture other than what is written in the answer key. Historians can only make educated guesses based on evidence, past knowledge, and personal interpretation.

Learning Activity 1.3: Comparing First Nations Groups

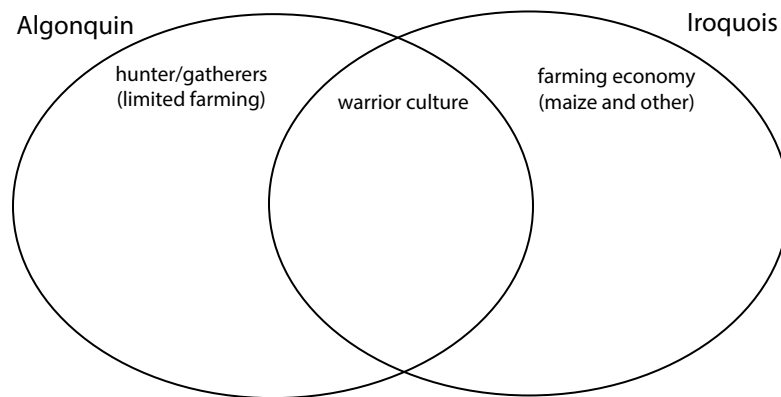
Now it is your turn. Create a Venn diagram comparing the Iroquois and the Algonquin. Although there are many things that could be written, the attempt is to focus on the most important similarities and differences between the two groups. For example, in the Venn diagram about apples and oranges, perhaps the points “used in pies” and “used in jams” would not be considered to be important characteristics.



This might be a good time to get together with your learning partner. You might each create your own Venn diagram and then compare the two to see what similarities and differences you both come up with. After reading the assigned reading in the textbook, you might wish to make this a discussion between the two of you and create a Venn diagram together. Once you have finished, check the answer key for some possible answers that you could have included.



Note: There are many possible answers to this type of activity, but the answer key focuses on some important points that might be considered.

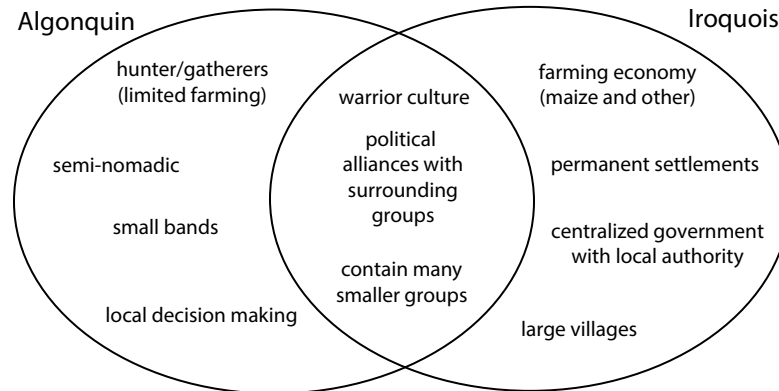




If you choose to do this learning activity on your own (as opposed to working alongside your learning partner), now is a good time to compare your answers with the answer key and discuss them with your learning partner.

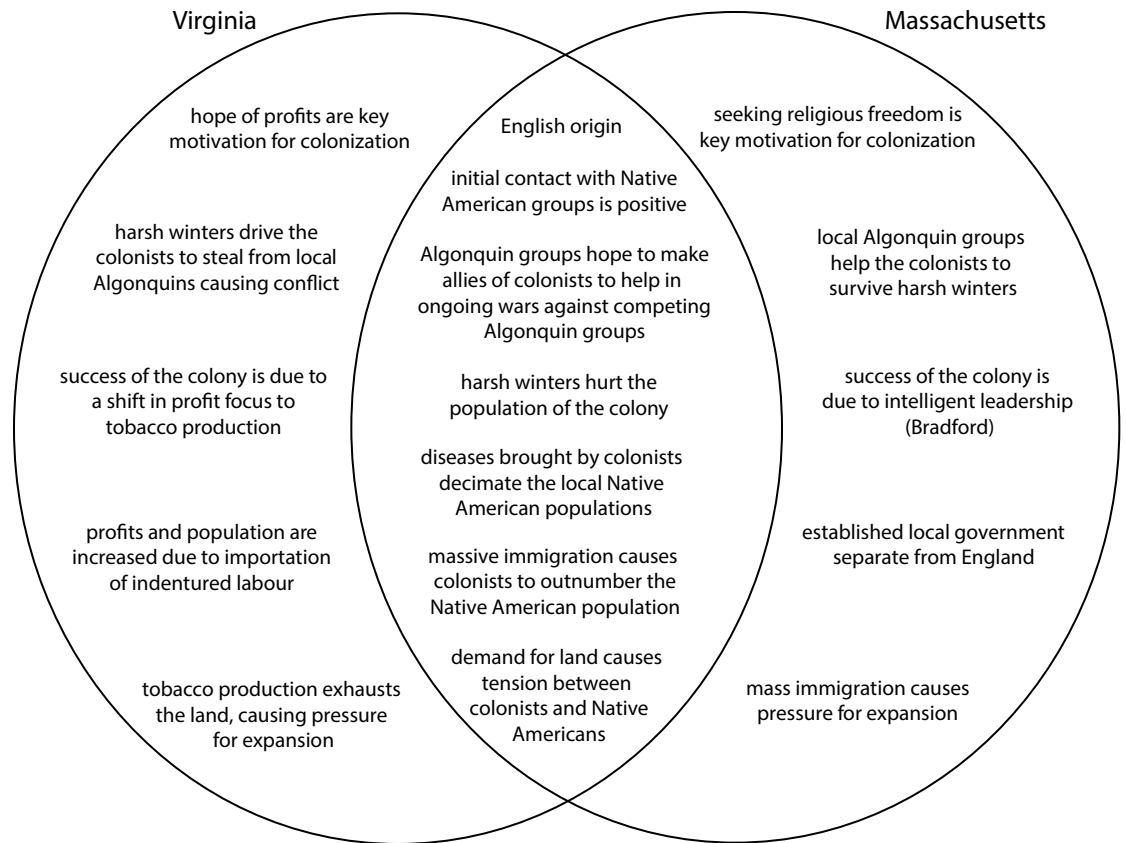


If you have any questions about the answers in the answer key, be sure to write them down in the questions section of your binder. This will help you to organize your questions for the times you talk with your tutor/marker. That way, you will not miss any details and you will have a better understanding of this course.



Learning Activity 1.4: Comparing Colonies

Create a Venn diagram that reflects all the key points of the colonies of Virginia and Massachusetts. This diagram should be larger and contain more detail than your previous diagram that compared the Iroquois and the Algonquin. This is because there is more information available in your text on this topic. Be sure to focus on the common characteristics, as these are common themes of colonies in American history.



Learning Activity 1.5: Tension in the Colonies

In the table below, you will explain how each event outlined on pages 27–31 of your textbook showed tension growing in the colonies. You only need to fill in the “Explanation” cells of the table. Simply explain how tension is shown in each example.

For an example of how to fill out this table, the first of the three sections has been filled out for you. When you have completed the remaining sections, you should check the answer key and compare your answers. This will not only help you to compare your own understanding but also to see how someone other than yourself might interpret the text. Be sure to check the answer key only after you have completed the learning activity; otherwise, you will not gain the full benefit of the exercise.

To complete this exercise, you may want to photocopy or hand copy the table out of this course, or you may simply organize your information neatly using lined paper to indicate your answer. For example:

Point of Tension: Population and Pressure

Event: King Phillip’s War

Explanation: *Insert your answer here (How did this event show tension in the colonies?)*

Reading Strategies: When reading the textbook and looking for information for learning activities and assignments, there are a few strategies that can help you.

- First, read the introduction carefully. The introduction tells you a quick summary of all the information in the section you are about to read. It also gives some brief highlights and clues about what will be the most important points.
- Next, read the entire section once so you get an early understanding of the information.
- Review the questions you are answering or the points you are looking for.
- Go back to the beginning of the section and read only the first line of each paragraph. The first sentence in a paragraph is the topic sentence. By reading the first sentence of each paragraph, you can easily “surf” through the material and find what you are looking for. Once you find a topic sentence that applies to the information you are looking for, stop skimming through the text and read that paragraph carefully for any important points that will help you with your assignment or question.



Note: The first part of the table has been filled in for you to give you an example of how to complete this activity. Once you are finished, compare your answers to the answer key and discuss with your learning partner.

Points of Tension in the Colonies	
Point of Tension: Population and Pressure	
<p>Event: King Phillip’s War</p>	<p>Explanation: Points to consider:</p> <ul style="list-style-type: none"> ■ The growing number of settlers meant expansion of territory for new lands. ■ Algonquin groups felt pressure and considered a change of relations toward the colonists. ■ Pokanoket leader Metacomet (King Phillip) had Algonquin groups confront the colonists. The colonists responded with attacks. ■ The Iroquois allied with colonists to dislodge the Algonquins from the region and dominate the fur trade.

Points of Tension in the Colonies	
Point of Tension: Diversity/Division of Colonists	
<p>Event: Bacon's Rebellion</p>	<p>Explanation:</p> <p><i>Points to consider:</i></p> <ul style="list-style-type: none"> ■ Established farmers on the Atlantic coast and poorer colonists along the frontier (interior) wanted different things. ■ Frontier colonists wanted expansion, bringing about conflict with the First Nations groups, but established planters didn't want conflict because their needs were being met. ■ Raids happened between frontier colonists and First Nations groups. ■ Wealthy Atlantic farmers opposed the frontier war. ■ Frontier farmers (led by Nathaniel Bacon) revolted against Berkeley and the planter elite. ■ The rebellion was unsuccessful but colonial authorities became more active in eliminating First Nations from expanding territories in order to avoid future rebellions.

Points of Tension in the Colonies	
Point of Tension: Imperial Struggles	
<p>Event: King William's War</p>	<p>Explanation:</p> <p><i>Points to consider:</i></p> <ul style="list-style-type: none"> ■ France and England struggled for control of North America. ■ This reflected the larger struggle for power on the global stage. ■ The English and their Iroquois allies attacked Montreal. ■ The French and their Algonquin allies raided communities in New York and New England. ■ Some peace was gained in the Treaty of Ryswick, but war broke out again five years later. ■ The English Crown took direct control of the remaining colonies by stationing a royal governor in each colony.

Learning Activity 1.6: Conversation with Your Tutor/Marker

It is important to be able to communicate with your teacher (in a regular classroom) or your tutor/marker (in an ISO course) to successfully complete your course. Like a teacher, your tutor/marker is available to answer your questions and encourage you. In order to help you as much as possible, the tutor/marker has to get to know you.

In this part of the learning activity, you will make a phone call to your tutor/marker. Your tutor/marker is expecting your call.



Note: You can find your tutor/marker's phone number on the Record of Progress that came with this course. If you cannot find it, contact the Distance Learning Unit at 1-800-465-9915.

Here is a list of steps you should follow to complete this section of the learning activity:

1. Contact your tutor/marker to make an appointment for the conversation. It may take up to 20 minutes on the phone, so you need to make sure that both of you are available for this time.
2. Before you make your conversation appointment, make sure you
 - have a copy of our course in front of you
 - jot down any questions that you might have about anything in the course
 - review the following tutor/marker questions to prepare for your conversation (Your tutor/marker may not ask each of them, but review them anyway so that you will have something to say. The more your tutor/marker knows about you, the more he or she will be able to help you, so don't answer with just a "yes" or "no." Give as much information as you can.)

Tutor/Marker Questions:

1. Why are you taking this ISO course? (Is it to get a credit? to graduate? to be admitted into a post-secondary institution?)
2. Are you currently in school? (This may sound like a silly question, but many independent learners do not attend school.)
3. Are you taking other courses? If so, which ones?
4. Do you have a job? Is it full-time or part-time?
5. When is the best time for you and your tutor/marker to speak to each other on the phone for any future questions/concerns you or they may have?
6. When do you plan on working on the course—that is, what are the best times for you to study (time of day, weekday, weekend, etc.)?
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Learning Activity 1.7: Slavery

Please answer the following questions based on what you have read in the text. Complete the following learning activity carefully because some of its questions may be on the midterm exam.

1. On page 38 of your textbook, it says “Slavery was a key factor in shaping colonial American society during the 18th century.” Explain what the author meant by this.

Answers could include the following major points (sub-points have been included to further explain the main point):

- *Slavery was considered to be essential for export profits.*
 - *The American economy depended largely on cash crops like tobacco, rice, indigo, and sugar. These crops needed manual labour. Slavery was a cheap form of labour. By using slavery, cash crops were inexpensive and made more profit through export.*
 - *The northern and southern colonies were divided by the reliance on slavery.*
 - *The southern economy relied on slavery to support the plantations separating their economy from the north.*
 - *The northern economy relied on the products produced in the southern states, making them also rely on slavery to maintain their economy.*
 - *Slavery caused a separation among farmers (a separation between rich and poor).*
 - *Rich plantation owners could afford to have slaves, which brought them large profits, but poor farmers could not afford slaves. This made for a widening separation between the rich and the poor.*
2. Describe the slaves’ conditions as they were transported over the Atlantic Ocean.

Answers could include the following major points:

- *They were overcrowded about slave ships.*
 - *Disease and death were common because of dirty conditions.*
 - *There was a high level of death due to conditions and suicide.*
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Learning Activity 1.8: Conflicts between Europeans and First Nations

1. How were the interests of the British colonists ignored during King George's War?

King George's War included a joint American-British operation to remove the French from Louisburg. However, after the successful battle, the British returned Louisburg to the French under the Treaty of Aix-la-Chappelle. This made it seem like the British didn't care about American efforts and ignored their interests.

- The British did not recognize that the removal of the French from Louisburg was helped by support from the colonists.
- Land lost during the battle was returned in the Treaty of Aix-la-Chappelle.
- The exchange of land showed that the British did not have much consideration for the colonists' interests.

2. How did the relationships between First Nations groups and Europeans change during the conflicts between the British and the French?

Possible answers should include the following points:

- First Nations groups were divided in their loyalties between the British and the French.
 - When attacking Fort Duquesne in 1758, the British forces convinced the local First Nations allies of the French to abandon the French to gain British protection.
 - During the conflicts with the French, the British had promised local First Nations leaders that they would respect their traditional territories, but after the defeat of the French, First Nations interests were not considered.
 - The traditions of respect through gift-giving soon ended, indicating a decline in relations between local First Nations groups and the British.
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Learning Activity 1.9: The Great Awakening

Consider the cause and consequences of the Great Awakening. What was taking place that caused the event to happen? What happened during the Great Awakening? What were the after-effects of these events and conditions?

The table below has a section for each part. Fill in the table with points taken from the text that would explain this event from cause to consequence.



Note: Some of the possible answers have been included to help you as an example. Fill in the rest and then check the answer key to compare your answers.

<p>Cause</p> <p>What were the conditions of colonial society that brought about the Great Awakening?</p>
<ul style="list-style-type: none"> ■ There was a shortage of clergy to preach to the growing population. ■ Religion was missing passion and was becoming an intellectual affair. ■ The focus of religion was on <i>good works</i> versus <i>devout faith</i>. Faith took a <i>secondary</i> role. The rich were more <i>capable</i> of “good works” due to the luxury of time and money. ■ Scholars and wealthy people were focused on religion; the poor felt excluded from religious life.
<p>Events</p> <p>Outline the factual events of the Great Awakening.</p>
<ul style="list-style-type: none"> ■ Fewer people were attending traditional weekly services. ■ Jonathan Edwards preached emotional sermons to the young and the poor. His message focused on “personal faith” and “enthusiasm.” ■ Other preachers started to do the same as Jonathan Edwards. ■ In 1738, George Whitfield toured the colonies and preached to large crowds.
<p>Consequence</p> <p>What were the effects of the Great Awakening? How did it change the thoughts and feelings of colonists?</p>
<ul style="list-style-type: none"> ■ There was a new excitement for religious life in the colonies. ■ People responded excitedly to the public preaching and message of enthusiasm and personal faith. It was widely accepted by many different classes of people in the colonies. ■ The Great Awakening became the first widely shared mass experience between the colonies. This helped them to feel united as a culture. ■ The message of personal faith over established church authority brought a sense of rebellion. People felt the right to challenge authority. ■ Colonists in minority groups (such as women and slaves) felt empowered by the message shared in the Great Awakening. ■ The Great Awakening became an example of how powerful oratory (public speaking) is in motivating people to challenge authority and ideas of the past.

Learning Activity 1.10: Discontent

1. Consider the expulsion of the Acadians:

- a) From the perspective of the Acadians, why would they have felt it necessary to refuse to swear allegiance to the British Crown?

The Acadians saw themselves as Catholic subjects of France, so they did not wish to swear allegiance to the British. If they did, they felt they then might get called on by the British to fight their fellow French Catholics.

- b) From the perspective of the British, why would they have felt it necessary to get rid of the Acadians?

The British were suspicious of the Acadians, who would not swear complete allegiance to them. They feared the Catholic, French Acadians might join a future resurgence of French fighting, and so they felt it necessary to expel them. Also, the British forces were under pressure from local British subjects to turn over the fertile farmland to them. With pressure from local subjects combined with suspicious fear, the British were bound to expel the Acadians.

2. What were the Sugar and Stamp Acts?

Answers should include the following:

- The Sugar Act
 - Tax on sugar items, particularly molasses, which was used for making rum and was a large export of the colonies
 - Reduced the earlier tax rate on sugars but tightened the control and enforcement
- The Stamp Act
 - Tax on all paper used in legal documents.
 - All paper for legal documents, such as pamphlets, playing cards, newspapers, and other materials, had to have an official stamp and was distributed by appointed officials.

3. What does the term “No taxation without representation” mean?

Colonists did not elect Members of Parliament in Britain. Since colonists were not being represented in the British Parliament, they had no power to appeal the law. The term “No taxation without representation” is likely meant as a protest to being taxed without being represented in British Parliament.

Historical Perspectives Chart

The Townshend Duties: A Different Point of View	
The British Point of View	The Colonists' Point of View
<ul style="list-style-type: none"> ■ The British ended the Stamp Act because of the negative reactions of the colonists and thought that the Townshend Duties would answer the needs of the people and make taxation of the colonies a success. ■ The British thought the colonies recognized the right of the British to tax external trade and so they likely thought the Townshend Duties respected the thoughts of the colonists and that they would accept the new taxation. ■ The idea of taxing only external trade came from Benjamin Franklin in the colonies. Since Franklin was a member of the colonies, the British likely thought they were respecting the wishes of the colonial people. 	<ul style="list-style-type: none"> ■ The repeal of the Stamp Act made colonists celebrate. The Townshend Duties may have been viewed as an extension of the Stamp Act. ■ The British brought in new commissioners to collect taxes within the colonies and further tighten control. The colonists likely felt this restricted their liberties. ■ The presence of British soldiers stationed in Boston was likely seen as a threat. ■ The Townshend Duties cut into the profits of trade that the colonies had previously enjoyed under laws that were not being enforced. From a colonist's perspective, this would make the Townshend Duties a drastic change.

Learning Activity 1.11: Further Discontent

1. Observe the picture in *Figure 2.21* on page 58 of your textbook. Using your skills as a historian, look for clues within the picture that represent the events of the Boston Tea Party. Share as many observations as possible to explain how this picture represents the events leading up to and including the Boston Tea Party.

Possible answers may include:

- The sign on the tree has an upside-down poster of the Stamp Act on it, seeming to dishonour it (being upside-down).
- The tree is labelled a *liberty tree* and has a noose hanging above it, possibly indicating rebellion or even the idea of “hanging the British.”
- The ship in the background has men pouring tea overboard.
- The patriot/rebels are forcing tea down the throat of the man who is likely a tax collector.
- The tax collector has been tarred and feathered.

2. The Coercive Acts passed in April of 1774 included a series of laws that limited the power of the colonies.

a) In what ways did the Coercive Acts restrict the colonies?

Possible answers should include the following:

- *The Port of Boston was closed until all compensation for the lost cargo was paid.*
- *Massachusetts self-government was removed.*
- *Troops were now allowed to be stationed throughout Boston.*

b) How did the Coercive Acts unify the colonies against the British?

Possible answers might include the following:

- *The Coercive Acts were labelled the “Intolerable Acts,” which made the British appear unfair and negative. This may have helped them be seen as a common enemy of the colonies.*
- *Support for Boston was expressed by all the colonies.*
- *The House of Burgesses in Virginia denounced the Coercive Acts as hostile, declaring “an attack made on one of our sister colonies, to compel submission to arbitrary taxes, is an attack made on all British America.”*
- *Colonies now had a common enemy to focus on instead of being suspicious of each other.*

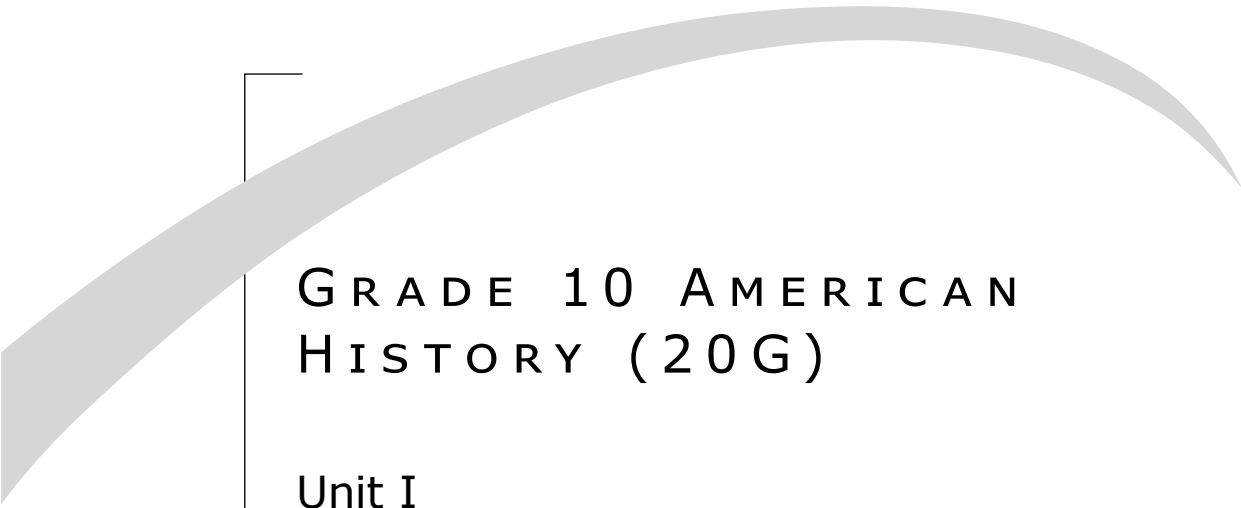
3. Why would the Quebec Act be viewed as a restriction of the liberties of the colonists?

The Quebec Act protected the lands of the Iroquois by limiting the expansion of the colonies. This would also limit the needs of the colonists, as they could not accommodate a growing population or support their agricultural economy. As well, much of the land included in the agreement had already been claimed as colony territory, so this could have been seen as a theft of land.

Further points to consider:

- *The Quebec Act may have further angered colonists because it protected Roman Catholicism and French Colonial Law.*
 - *Many colonists came to the colonies to escape religious persecution at the hand of Catholicism.*
 - *Many colonists would likely feel resentment for the French in the aftermath of the previous years of conflict.*
- *The British instated a council to govern Quebec. This would likely be seen with suspicion by the colonists as an example of how the British might later try to directly govern the colonies.*

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit I
Early America

Learning Activity Answer Key

UNIT I: EARLY AMERICA

Learning Activity 1.1: Primary and Secondary Sources

1. What are primary and secondary sources?

According to your textbook, "Primary sources are those that were produced at the time of historical events. Secondary sources are those works that are produced after the events and are based on primary sources and earlier secondary sources." (xii)

2. Why is it important to use various primary sources?

According to your textbook, "First, it allows the voices of those in the past who were verbally and visually literate to be heard. Second, such a wide range of evidence helps you and your classmates to engage with American history in more meaningful ways, using your varied learning preferences and multiple intelligences." (xii)

Learning Activity 1.2: Thinking Like a Historian



Some observations made when looking for clues:

- These people appear to work together as a family unit. Maybe the family unit is an important part of their farming lifestyle.
- There is a church shown in the background of the picture. The artist may have felt that the church was an important part of the people's life and/or community.
- The men, women, and children all seem to have certain tasks. This might indicate that there are strong gender roles in this society or that the family unit is an important part of the labour force.
- There are fields that look very organized. This society might be based on agriculture. Also, the clear boundaries of the fields might be a clue that the local government is very organized.

Now it is your turn. Using your skills as a historian, observe the picture in Figure 1.1 on page 3 of your text. Share what observations you can find about the people in the picture. What clues are there about their lifestyle, customs, and daily life?

Of course, there are many possible answers to this question, but some points you might consider in the picture may include the following:

- The three cornfields are at various stages of ripening. (Note: This example is included in the textbook.)
 - *This may show they are organized for agrarian (farming) life.*
 - *These people plan ahead for multiple harvests and a continual food supply.*
 - *This might be a clue of advanced organization for farming.*
- There are many different kinds of buildings in many different locations.
 - *There may be many different functions for the buildings, such as drying, storage, or other purposes.*
 - *Different buildings with different uses could also mean that there are many different roles (jobs) for people to fulfill within the community.*
- People are seen doing different activities.
 - *There appears to be a dance indicating that there is a vibrant cultural aspect to the people's lives.*
 - *The activities appear to range from work to socialization to possible religious practices. This may indicate there are many aspects to the lives of the people in the village (this shows a complex society).*
- It looks like there are clear boundaries defined within the village
 - *This shows a high level of organization and planning. Perhaps there are different classes of people to perform different roles, such as decision making, to help create these boundaries.*

These are not all the observations that can be found. There are many ways to interpret the clues in this picture other than what is written in the answer key. Historians can only make educated guesses based on evidence, past knowledge, and personal interpretation.

Learning Activity 1.3: Comparing First Nations Groups

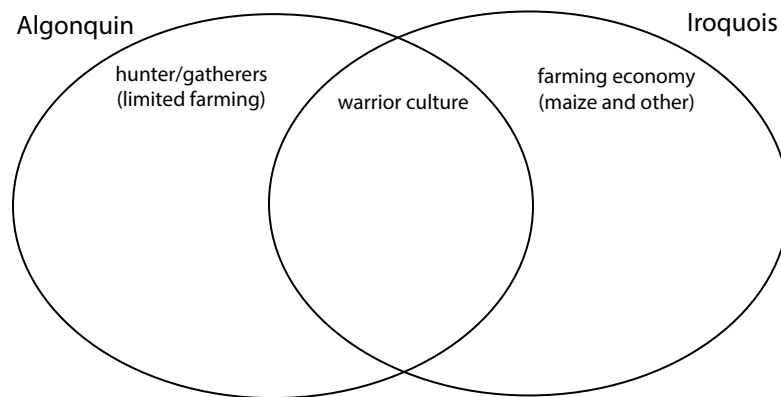
Now it is your turn. Create a Venn diagram comparing the Iroquois and the Algonquin. Although there are many things that could be written, the attempt is to focus on the most important similarities and differences between the two groups. For example, in the Venn diagram about apples and oranges, perhaps the points “used in pies” and “used in jams” would not be considered to be important characteristics.



This might be a good time to get together with your learning partner. You might each create your own Venn diagram and then compare the two to see what similarities and differences you both come up with. After reading the assigned reading in the textbook, you might wish to make this a discussion between the two of you and create a Venn diagram together. Once you have finished, check the answer key for some possible answers that you could have included.



Note: There are many possible answers to this type of activity, but the answer key focuses on some important points that might be considered.

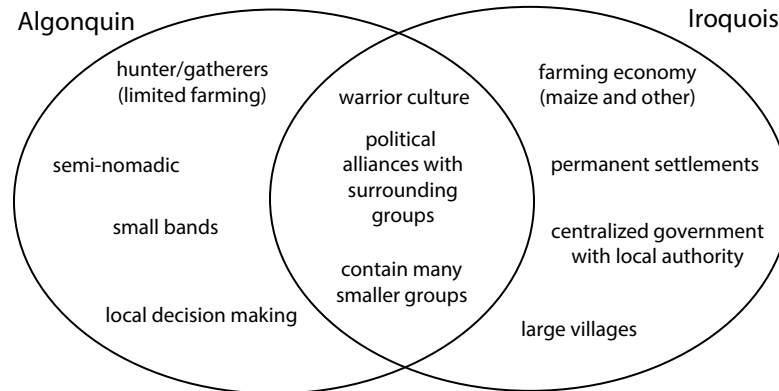




If you choose to do this learning activity on your own (as opposed to working alongside your learning partner), now is a good time to compare your answers with the answer key and discuss them with your learning partner.

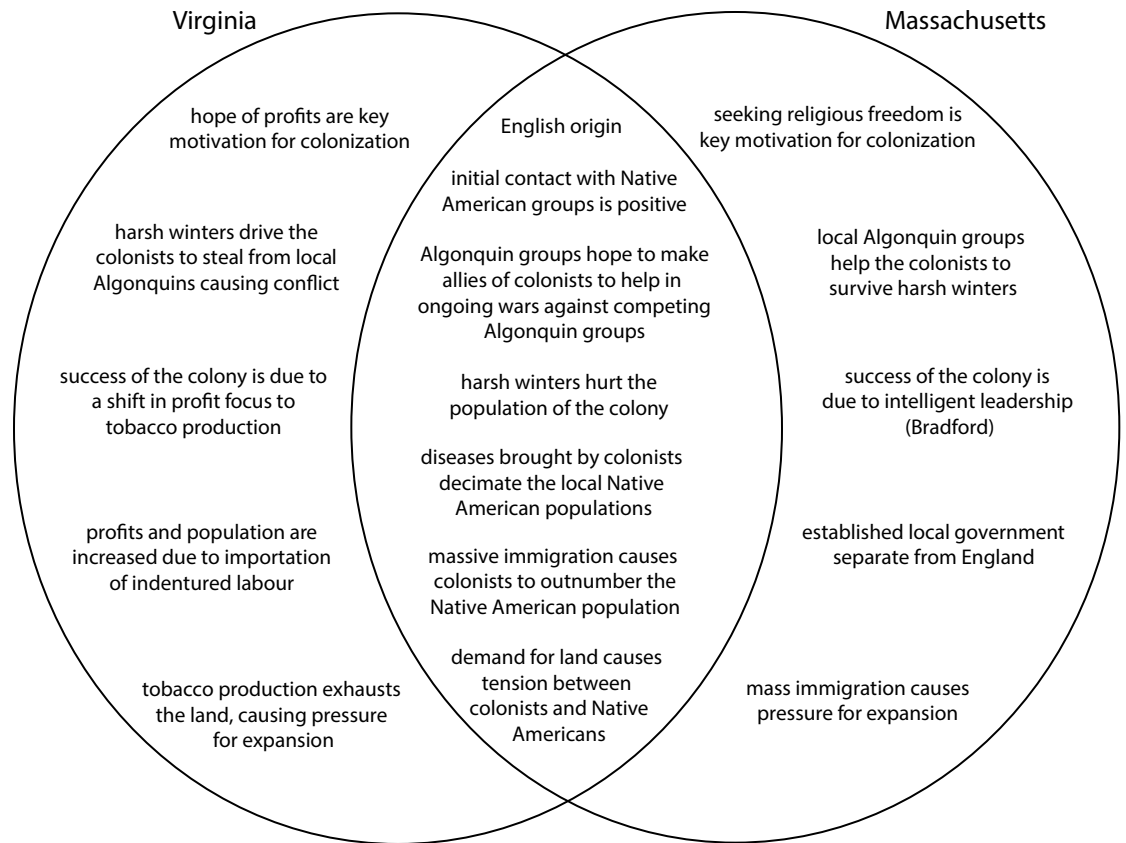


If you have any questions about the answers in the answer key, be sure to write them down in the questions section of your binder. This will help you to organize your questions for the times you talk with your tutor/marker. That way, you will not miss any details and you will have a better understanding of this course.



Learning Activity 1.4: Comparing Colonies

Create a Venn diagram that reflects all the key points of the colonies of Virginia and Massachusetts. This diagram should be larger and contain more detail than your previous diagram that compared the Iroquois and the Algonquin. This is because there is more information available in your text on this topic. Be sure to focus on the common characteristics, as these are common themes of colonies in American history.



Learning Activity 1.5: Tension in the Colonies

In the table below, you will explain how each event outlined on pages 27–31 of your textbook showed tension growing in the colonies. You only need to fill in the “Explanation” cells of the table. Simply explain how tension is shown in each example.

For an example of how to fill out this table, the first of the three sections has been filled out for you. When you have completed the remaining sections, you should check the answer key and compare your answers. This will not only help you to compare your own understanding but also to see how someone other than yourself might interpret the text. Be sure to check the answer key only after you have completed the learning activity; otherwise, you will not gain the full benefit of the exercise.

To complete this exercise, you may want to photocopy or hand copy the table out of this course, or you may simply organize your information neatly using lined paper to indicate your answer. For example:

Point of Tension: Population and Pressure

Event: King Phillip’s War

Explanation: *Insert your answer here (How did this event show tension in the colonies?)*

Reading Strategies: When reading the textbook and looking for information for learning activities and assignments, there are a few strategies that can help you.

- First, read the introduction carefully. The introduction tells you a quick summary of all the information in the section you are about to read. It also gives some brief highlights and clues about what will be the most important points.
- Next, read the entire section once so you get an early understanding of the information.
- Review the questions you are answering or the points you are looking for.
- Go back to the beginning of the section and read only the first line of each paragraph. The first sentence in a paragraph is the topic sentence. By reading the first sentence of each paragraph, you can easily “surf” through the material and find what you are looking for. Once you find a topic sentence that applies to the information you are looking for, stop skimming through the text and read that paragraph carefully for any important points that will help you with your assignment or question.



Note: The first part of the table has been filled in for you to give you an example of how to complete this activity. Once you are finished, compare your answers to the answer key and discuss with your learning partner.

Points of Tension in the Colonies	
Point of Tension: Population and Pressure	
<p>Event: King Phillip’s War</p>	<p>Explanation: Points to consider:</p> <ul style="list-style-type: none"> ■ The growing number of settlers meant expansion of territory for new lands. ■ Algonquin groups felt pressure and considered a change of relations toward the colonists. ■ Pokanoket leader Metacomet (King Phillip) had Algonquin groups confront the colonists. The colonists responded with attacks. ■ The Iroquois allied with colonists to dislodge the Algonquins from the region and dominate the fur trade.

Points of Tension in the Colonies	
Point of Tension: Diversity/Division of Colonists	
<p>Event: Bacon's Rebellion</p>	<p>Explanation:</p> <p><i>Points to consider:</i></p> <ul style="list-style-type: none"> ■ Established farmers on the Atlantic coast and poorer colonists along the frontier (interior) wanted different things. ■ Frontier colonists wanted expansion, bringing about conflict with the First Nations groups, but established planters didn't want conflict because their needs were being met. ■ Raids happened between frontier colonists and First Nations groups. ■ Wealthy Atlantic farmers opposed the frontier war. ■ Frontier farmers (led by Nathaniel Bacon) revolted against Berkeley and the planter elite. ■ The rebellion was unsuccessful but colonial authorities became more active in eliminating First Nations from expanding territories in order to avoid future rebellions.

Points of Tension in the Colonies	
Point of Tension: Imperial Struggles	
<p>Event: King William's War</p>	<p>Explanation:</p> <p><i>Points to consider:</i></p> <ul style="list-style-type: none"> ■ France and England struggled for control of North America. ■ This reflected the larger struggle for power on the global stage. ■ The English and their Iroquois allies attacked Montreal. ■ The French and their Algonquin allies raided communities in New York and New England. ■ Some peace was gained in the Treaty of Ryswick, but war broke out again five years later. ■ The English Crown took direct control of the remaining colonies by stationing a royal governor in each colony.

Learning Activity 1.6: Conversation with Your Tutor/Marker

It is important to be able to communicate with your teacher (in a regular classroom) or your tutor/marker (in an ISO course) to successfully complete your course. Like a teacher, your tutor/marker is available to answer your questions and encourage you. In order to help you as much as possible, the tutor/marker has to get to know you.

In this part of the learning activity, you will make a phone call to your tutor/marker. Your tutor/marker is expecting your call.



Note: You can find your tutor/marker's phone number on the Record of Progress that came with this course. If you cannot find it, contact the Distance Learning Unit at 1-800-465-9915.

Here is a list of steps you should follow to complete this section of the learning activity:

1. Contact your tutor/marker to make an appointment for the conversation. It may take up to 20 minutes on the phone, so you need to make sure that both of you are available for this time.
2. Before you make your conversation appointment, make sure you
 - have a copy of our course in front of you
 - jot down any questions that you might have about anything in the course
 - review the following tutor/marker questions to prepare for your conversation (Your tutor/marker may not ask each of them, but review them anyway so that you will have something to say. The more your tutor/marker knows about you, the more he or she will be able to help you, so don't answer with just a "yes" or "no." Give as much information as you can.)

Tutor/Marker Questions:

1. Why are you taking this ISO course? (Is it to get a credit? to graduate? to be admitted into a post-secondary institution?)
2. Are you currently in school? (This may sound like a silly question, but many independent learners do not attend school.)
3. Are you taking other courses? If so, which ones?
4. Do you have a job? Is it full-time or part-time?
5. When is the best time for you and your tutor/marker to speak to each other on the phone for any future questions/concerns you or they may have?
6. When do you plan on working on the course—that is, what are the best times for you to study (time of day, weekday, weekend, etc.)?
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The Townshend Duties: A Different Point of View	
The British Point of View	The Colonists' Point of View
<ul style="list-style-type: none"> ■ The British ended the Stamp Act because of the negative reactions of the colonists and thought that the Townshend Duties would answer the needs of the people and make taxation of the colonies a success. ■ The British thought the colonies recognized the right of the British to tax external trade and so they likely thought the Townshend Duties respected the thoughts of the colonists and that they would accept the new taxation. ■ The idea of taxing only external trade came from Benjamin Franklin in the colonies. Since Franklin was a member of the colonies, the British likely thought they were respecting the wishes of the colonial people. 	<ul style="list-style-type: none"> ■ The repeal of the Stamp Act made colonists celebrate. The Townshend Duties may have been viewed as an extension of the Stamp Act. ■ The British brought in new commissioners to collect taxes within the colonies and further tighten control. The colonists likely felt this restricted their liberties. ■ The presence of British soldiers stationed in Boston was likely seen as a threat. ■ The Townshend Duties cut into the profits of trade that the colonies had previously enjoyed under laws that were not being enforced. From a colonist's perspective, this would make the Townshend Duties a drastic change.

Learning Activity 1.11: Further Discontent

1. Observe the picture in *Figure 2.21* on page 58 of your textbook. Using your skills as a historian, look for clues within the picture that represent the events of the Boston Tea Party. Share as many observations as possible to explain how this picture represents the events leading up to and including the Boston Tea Party.

Possible answers may include:

- The sign on the tree has an upside-down poster of the Stamp Act on it, seeming to dishonour it (being upside-down).
- The tree is labelled a *liberty tree* and has a noose hanging above it, possibly indicating rebellion or even the idea of “hanging the British.”
- The ship in the background has men pouring tea overboard.
- The patriot/rebels are forcing tea down the throat of the man who is likely a tax collector.
- The tax collector has been tarred and feathered.

2. The Coercive Acts passed in April of 1774 included a series of laws that limited the power of the colonies.

a) In what ways did the Coercive Acts restrict the colonies?

Possible answers should include the following:

- *The Port of Boston was closed until all compensation for the lost cargo was paid.*
- *Massachusetts self-government was removed.*
- *Troops were now allowed to be stationed throughout Boston.*

b) How did the Coercive Acts unify the colonies against the British?

Possible answers might include the following:

- *The Coercive Acts were labelled the “Intolerable Acts,” which made the British appear unfair and negative. This may have helped them be seen as a common enemy of the colonies.*
- *Support for Boston was expressed by all the colonies.*
- *The House of Burgesses in Virginia denounced the Coercive Acts as hostile, declaring “an attack made on one of our sister colonies, to compel submission to arbitrary taxes, is an attack made on all British America.”*
- *Colonies now had a common enemy to focus on instead of being suspicious of each other.*

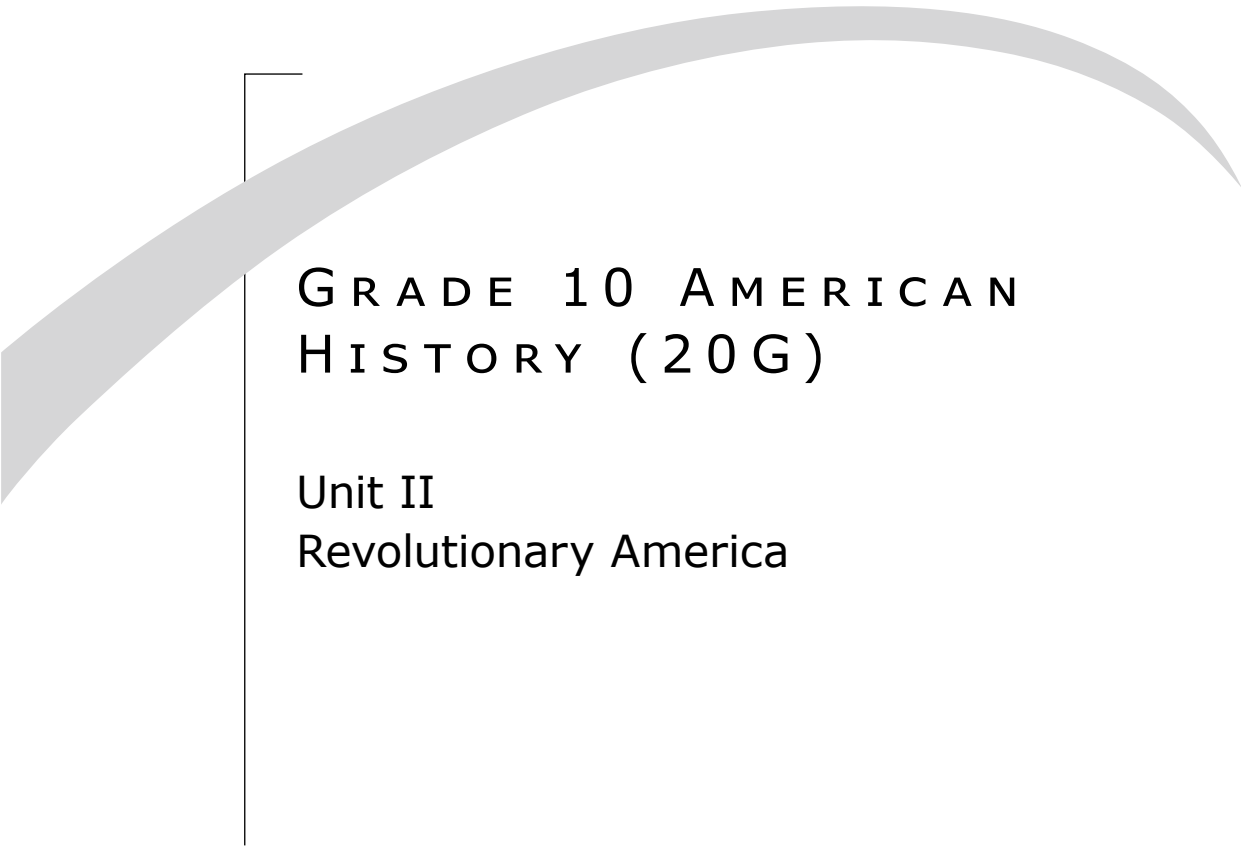
3. Why would the Quebec Act be viewed as a restriction of the liberties of the colonists?

The Quebec Act protected the lands of the Iroquois by limiting the expansion of the colonies. This would also limit the needs of the colonists, as they could not accommodate a growing population or support their agricultural economy. As well, much of the land included in the agreement had already been claimed as colony territory, so this could have been seen as a theft of land.

Further points to consider:

- *The Quebec Act may have further angered colonists because it protected Roman Catholicism and French Colonial Law.*
 - *Many colonists came to the colonies to escape religious persecution at the hand of Catholicism.*
 - *Many colonists would likely feel resentment for the French in the aftermath of the previous years of conflict.*
- *The British instated a council to govern Quebec. This would likely be seen with suspicion by the colonists as an example of how the British might later try to directly govern the colonies.*

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit II
Revolutionary America

UNIT II: REVOLUTIONARY AMERICA

Introduction

In this chapter, you will cover the War of Independence and the events that followed, which gave birth to the United States as an early republic. Following the revolution, there was a large debt, continuing divisions within the American public, and a need to establish a foreign policy and economic system. By the end of this chapter, you will understand how the young republic of the United States dealt with all of these issues.

Unit Focus

In this unit, you will learn

- how the War of Independence began
- the events of the war and how the U.S. secured victory
- how early republican government was divided between Federalist and Republican parties
- how the United States formed its early foreign policy
- how geographic boundaries and international respect were secured in the events of the War of 1812
- how the U.S. economy began with the creation of the “American System”

Unit II consists of two chapters. Each chapter has some learning activities that you must complete. These will help you practise and review what you have learned. At the end of the unit, you will find the answer keys to the learning activities, which you can use to check your answers. Each chapter within this course is directly related to the chapters in your textbook, *American History*.



Note: If you do not understand any words or concepts, use the glossary in the back of your textbook (pp. 530–538) to help you.

Assignments in Unit II

When you have completed the assignments for Unit II, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Chapter	Assignment
3	Assignment 2.1: Revolution (1774–1791)
4	Assignment 2.2: Birth of the Republic (1789–1828)

CHAPTER 3: REVOLUTION (1774–1791)

Chapter Focus

In this chapter, you will learn about

- the considerations and actions of the colonists as they moved towards independence
- the divisions within the colonies related to the revolution and the emerging U.S. government
- the creation of government in the colonies including the drafting of important documents such as the Constitution and the creation of a strong central government with checks and balances

Introduction

Independence was declared and the revolution began. After years of war, the British were defeated and a young America was left to rule and repair. It would prove to be a challenge to create a strong central government in a nation of divided opinion, driving ideas of freedom and a fear of ruling powers.

Remember:

Learning activities are meant to help you understand the content you just read and to practise critical thinking skills. Some questions in the learning activities may be on your exam, so it is a good idea to do all of the questions in each learning activity.

Moving towards Independence

The events leading up to the Revolutionary War are evidence of the conflicting motivations between the American colonists and the British. The growing resentment between the colonists and the British was coming to a boiling point. Although many colonists were upset and preparing to take action, there were those who did not agree (United Empire Loyalists) and divisions within the colonies grew.



Read the following pages in *American History*:

- pp. 66–70 and 73–74

Make sure that you complete this learning activity carefully. It will help you to review what you have learned and also prepare you to complete your assignments and midterm examination. If you can't answer the learning activity questions, then you have not learned the content in the lesson, so you are not ready to continue in the course. You need to go back and learn it.



Learning Activity 2.1

Moving towards Independence

1. The Lexington Accord: This event is a great example of **different perspectives** (ways of looking at events).
 - a) How might the British view this event as the **colonists' first violent act** of the revolution?
 - b) How might the colonists view this event as **Britain's first violent act** of the revolution?
2. Patriots and Loyalists: The Revolutionary War was not only a war between the colonists and the British but also a conflict within the colonies between patriots and loyalists. Using a T-Chart similar to the one below, document what kinds of people were on each side.

Who Were the Patriots?	Who Were the Loyalists?
<ul style="list-style-type: none">■ Many were wealthy merchants and lawyers annoyed by the British control of trade■ Rich Virginia planters also annoyed by the British control of trade	<ul style="list-style-type: none">■ About 1/5 of the colonies■ Royal officials such as tax collectors or governors

By 1776, the colonists were divided in opinion. The British were losing the war, and most colonists were against them. The events leading up to this moment were gaining momentum. The wants and needs of the colonists were about to be heard and enforced.

For Further Interest: On page 71 of your textbook, there is a discussion about “The Social Contract” and how it was used as a motivation in declaring independence. As well, on page 72 of your textbook, there is information about a famous publication drafted by Thomas Paine highlighting the reasons for independence. These discussions can help you to understand the reasoning and emotion of the colonists as they moved toward independence from the British.

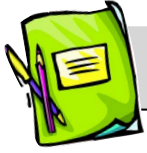
Factors of War

The newly created colonial Continental Army (colonial forces) was in a weaker position with small numbers, few supplies, and a limited budget. Even though the army suffered problems early on, it had an advantage. The British were fighting a war of domination that was tough to win. Even if the British won against the Continental forces, they would still be left with a country that would resent them and be difficult to rule.



Read the following pages in *American History*:

- pp. 76–82



Learning Activity 2.2

The American Revolution

1. What difficulties did the Continental Army suffer in the early stages of the Revolutionary War?
 2. How would you describe the overall strategy of the Continental Army during the Revolutionary War?
 3. What strategies did the British use?
 4. What factors led to victory for the colonies?
-



With the Revolutionary War finished, the colonies were ready to take on the challenge of creating a central government. Their hope was to create a government with the power to rule and with the ability to meet the needs of the colonies, while at the same time satisfying the ideals that sparked the War of Independence.

Establishing Government

With the revolution over, it was time to create a nation. The challenge was to create a strong central government that could do three things:

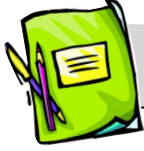
1. Fix the current problems of the nation
2. Have the power to maintain a strong economy
3. Uphold the ideals of liberty and freedom

Documents on Self-Government

Read the following pages in *American History*:

- pp. 83–84—The Articles of Confederation
- pp. 85–86—The Treaty of Paris
- pp. 89–97—Ratification and the Constitution





Learning Activity 2.3

After the Revolution

1. How did the Articles of Confederation allow a central government but still maintain power for the colonies?
 2. How did the Treaty of Paris drive a wedge between American/French relations?
 3. How did considerations for the Constitution divide the American people?
-



Now that you have completed the learning activities for Chapter 3, it would be a good idea to get together with your learning partner. If you have not already discussed the content of your learning activities, you should do that. After reviewing the activities, take a look at the assignment and discuss how to apply what you have learned. Sometimes talking about the assignment questions can help you to avoid misunderstanding or alternative views when completing your assignment.

Chapter 3 Summary

The American Revolution was a time of divided opinions and decisive action. The colonies felt growing resentment toward the British and acted quickly to change their situation. Although the feelings of anger toward the British were widespread, it should be noted that there were also divisions of opinion within the colonies. Despite these divisions, the war against the British was a success and soon the “rebels” of the British became the “patriots” of American history.

The incredible task of creating a government was the next challenge that could prove greater than the revolution itself; the challenge of making a government with the strength to rule a nation while still respecting the ideals of the revolution. As the pride of victory moved them forward, it was time to heal the divisions, debts, and disputes of the new nation.

Notes



Assignment 2.1

Revolution (1774–1791) (20 marks)

In this assignment, you will reflect what you have learned through the readings and learning activities of the third chapter. The questions in this assignment are a direct reflection of these materials. Be sure to have them on hand when you complete your work.

Points to Consider:

- Use a separate piece of paper to answer these questions.
- Use as much detail as possible when answering your questions. You will not lose marks for having too much information, so if you include more, your tutor/marker may find places to give you additional marks. Make sure to write down everything you know.
- A good way to make sure you include everything in your answer is to write in point form on a rough draft and then write it out in paragraph form on your assignment.
- Don't forget to read over your answers before you submit your work. You would be surprised how much you will find to improve on if you take a close look.
 - Once you have proofread it all, show it to your learning partner and ask for feedback.

continued

Assignment 2.1: Revolution (1774–1791) (continued)



Many questions included in this assignment are written to be marked out of four marks. Your tutor/marker has been advised to use the following rubric when marking your questions. Be sure to look at this rubric closely in order to answer your questions so you get a good mark. If you have any questions about how your assignment will be assessed, be sure to ask your tutor/marker.

Marks	Statement that best reflects the student’s response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don’t submit your assignment until you have completed the entire unit.

- The Lexington Accord was the beginning of armed conflict between the American colonists and the British in the Revolutionary War. It has often been referred to as **“the shot heard round the world.”** This has been used to describe significant moments in history. Why would this event be referred to in this way? (4 marks)

continued

Assignment 2.1: Revolution (1774–1791) (continued)

2. Observe *Figure 3.15* on page 83 of the text. This chart directly compares the Articles of Confederation versus the U.S. Constitution by splitting them into subjects of change. Using a table similar to the one below, explain how these changes would affect the citizens of the Union. Two examples have been provided to help you begin. (2 marks for each explanation = 8 marks)

The Articles of Confederation and the United States Constitution		
	Articles of Confederation	US Constitution
Army	Congress has no power to raise an army. It must rely on individual states for soldiers.	Congress can raise an army in emergencies.
Taxation	Congress must rely on states for tax revenue.	Congress may tax individuals directly.
President	The president has no executive power. He simply presides over meetings of Congress.	The president has executive power as head of government administration.
Representation	Each state has one vote (regardless of population).	Each state has two votes in the Senate, and the number of seats in the House of Representatives is determined by population.
Passing laws	Laws require approval of 9 of 13 states.	Laws require approval of a majority in both the Senate and the House of Representatives, and the signature of the president.
Authority	States retain ultimate authority.	The Constitution (not the states) is considered the highest authority.

Figure 3.15 This chart compares key aspects of the Articles of Confederation (1777) and the United States Constitution (1789). How might the Constitution produce a stronger and more effective federal government?

Reproduced from *American History* by Patrick Carter et al. Emond Montgomery Publications Ltd., 2008. p. 83.

continued

Assignment 2.1: Revolution (1774–1791) (continued)

The Constitution	
	How the change from the Articles of Confederation to the U.S. Constitution might affect the American colonists:
1. Army	The federal government did not have the power to raise an army in an emergency. The colonies would maintain the power of the military. This could make it very easy for states to overthrow the central government. Also, if an emergency situation happened that called for quick military action, it wouldn't be able to happen until all the colonies came to a unified decision. This could make the country open to attack.
2. Taxation	This allows the central government the power to tax according to its needs without having to cave in to the wants of each individual state. This could bring about a stronger economy for all in the country.
3. Presidency	
4. Representation	
5. Passing laws	
6. Authority	

continued

Assignment 2.1: Revolution (1774–1791) (continued)

3. One of the fears anti-federalists had was that the power of central government could be controlled by a small group of people. This could leave states without power to self-govern. The constitution was created in response to many of these fears. How did the constitution guarantee that no one could exercise complete control over the government? (4 marks)

continued

Assignment 2.1: Revolution (1774–1791) (continued)

- 4. Slavery was a topic that came up in both the Declaration of Independence and the Constitution. (4 marks)
 - a) In what ways was slavery addressed in these documents?

- b) Why do you think this topic was addressed in the way it was?

CHAPTER 4: BIRTH OF THE REPUBLIC (1789–1828)

Chapter Focus

In this chapter, you will learn

- the political divisions between the Federalist and Republican parties
- how the foreign policy of the early United States came about
- why the War of 1812 happened and what the results were
- how the American economy was established

Introduction

The War of Independence was over and the Constitution was in place, but the United States had yet to establish how its government would function. There was a large debt from the war, no foreign policy, and an immediate need to establish a national economy. The nation had to decide which policies to follow and how to make it all work. In addition, there was still resentment toward the British that would be settled, sooner than later, by more conflict. By the end of this chapter, you should understand the political views, struggles, and victories of the birth of the republic.

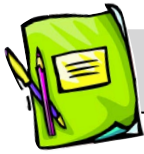
The Federalist Era

The Constitution had been written and amended (changed) but what lay ahead was the decision of who would run the central government of the United States: would it be Federalist or Republican? Each party had ideals that were attractive to colonists but neither could hold the interests of every American. The time when George Washington took the oath as the first President of the United States is often described as the “federalist era.” Although they had many successes, their time was limited as events divided the views of the American people, eventually bringing the federalist era to an end.



Read the following pages in *American History*:

- pp. 102–104 and 109–111



Learning Activity 2.4

The Federalist Era

1. Federalists and Republicans were usually divided in their policies, often having opinions that were completely opposite to each other. Using a T-chart like the one shown below, outline the policies of the Federalist and Republican parties. You may find it helpful to put opposing policies directly across from each other to show how they are related. The first few policies have been included to help give you a head start.

Comparing the Views of the Federalist and Republican Parties

Federalist Views	Republican Views
<ul style="list-style-type: none">■ Political parties and factions are a natural and vital part of democracy■ Drew the support from the northern states	<ul style="list-style-type: none">■ Political parties and factions are a threat to democracy by challenging the rights of the individual■ Drew their support from the southern states

2. What did Alexander Hamilton do to correct the suffering economy and how did each step meet with opposition (why were people opposed to it)?
3. Why did the Federalists create the alien and sedition acts?
4. Which party would you support? When thinking about this question, consider for yourself what career you might be working in the future and perhaps your own family's history. Based on your history, interests, and future career, which party would best suit your needs?

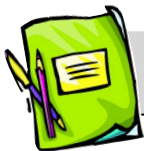
The Foreign Affairs of a Young Republic

The Federalist government needed to establish the international image of the United States. Foreign policy needed to be created in order for future relations to be decided, and with the British and the French engaged in fresh conflict, the time for foreign policy was thrust upon the young Federalist government.

Read the following pages in *American History*:

- pp. 106–107, 110, and 129–130





Learning Activity 2.5

Foreign Affairs

1. One of the early decisions on foreign policy was in connection to war between the British and the French. Each country was a major international trading partner for the United States, but which one should you choose to side with? As Americans tried to decide this, there was much to think about. Using the chart below, imagine you are an American during the early days of the republic and write down the reasons to support either the British or the French.

Why We Should Support the British	Why We Should Support the French
<ul style="list-style-type: none">■ America's economic and commercial success would be ensured more by siding with Britain (more imports and exports).	<ul style="list-style-type: none">■ The French had supported them in their war against the British and so it made sense to repay the favour.

2. After careful consideration, the Federalist government decided to adopt an official policy of neutrality (not supporting either side). This was done to be "friendly and impartial" in the war between the British and the French. Was their neutrality effective in keeping them out of the conflict? Be sure to explain why or why not.
3. Jay's Treaty: Why were many Americans against Jay's Treaty?
4. In your opinion, what was the purpose of the Monroe Doctrine?

As you can see, there are many possible answers for a question like this one. History is an interpretation of events based on prior knowledge, evidence, and personal consideration.

National Expansion and “the American System”

The federalist era had introduced attempts at healing the economy and establishing foreign policy. As the federalist era ended, it came time to shift the focus toward internal economic growth. Thomas Jefferson ensured westward expansion by making the Louisiana Purchase, and then through the creation of national banking, efficient production, and the building of roads and canals, the economy was soon to grow. The American economy was about to adopt a new system and infrastructure that would become known as “the American System.”



Read the following pages in *American History*:

- pp. 115 and 128–133



Learning Activity 2.6

Expansion and the American System

1. Why was the Louisiana Purchase so important to Thomas Jefferson?
2. How did the resurrection of a national bank and the introduction of tariffs on national products help the growth of the U.S. economy?
3. How did the inventions of the power loom and the cotton gin help the growth of the U.S. economy following the War of 1812?
4. Why was transportation such an important part of the growth of “the American System”?



Now is a great time to get together with your learning partner to discuss the learning activities you have completed. Compare your answers with the answer keys provided and discuss different possible responses. Then look at the assignment questions together and brainstorm what might be intended for the answers.

It is a good idea to take notes of your conversation to help you remember some of the important points that come up. For example, maybe you keep forgetting to share direct evidence/examples to support your points and your learning partner has some suggestions for how you can get around that. Remember: Your learning partner is there to help you learn the best you can.



Have you called your tutor/marker lately? Perhaps now is a good time to do so. Your tutor/marker is very knowledgeable about this course and can offer some great advice.

Before calling your tutor/marker, remember the following:

- Have a copy of the course in front of you.
- Have a list of questions that you are planning to ask.
- Have a copy of any assignments that have already been marked by your tutor/marker.
 - Be sure to review them and form some new questions to ask.
- Be sure you have a reasonable block of time set aside for your discussion so you are not cut short or can't finish the questions you have.

Here are some suggested questions to ask yourself before talking to your tutor/marker. These will help you to form clear questions and topics to discuss:

- How are you finding the course so far?
 - Is the text making sense to you?
 - Do you understand the course material?
 - Are the learning activities and assignment clear and easy to understand?
- What are some of the difficulties you may be facing?
 - Is it fairly easy to identify the answers after you have read the text?
 - What types of questions are you doing well at?
 - What types of questions are you struggling with?
 - What strengths are you finding and how can those strengths help you with the difficult questions?
 - How is your schedule?
 - Have you made a schedule for yourself?
 - Are you completing the assignments in good time?
 - Are you sticking to your schedule or do you need some pointers on managing this course in your timetable?
- Have you considered what types of questions would be on the exams?
 - Perhaps your tutor/marker can help you to consider this so it isn't a surprise. Ask him or her for clues about how exam questions are made.

It is a good idea to call your tutor/marker at least a few times throughout the course so you can be comfortable with the course and do well. The tutor/marker is there to help you along and can be a great ally for your learning.

Chapter 4 Summary

The “birth of the republic” refers to the beginning of a young American government as it established its political, geographic, international, and economic borders. The policies established at this time set the tone for the times to come. By establishing the borders, foreign policies, and economies of the United States, the stage was now set for future generations and events.



Assignment 2.2

Birth of the Republic (1789–1828) (24 marks)

Before beginning this assignment, review your learning activities and consider how some of the questions could be altered to be included in this assignment. This will help you to gain insight into how assignments are made and what the expectations are for completing them. In this assignment, there are some additional pages from the textbook to read prior to completing the questions. Be sure to read these pages and then meet with your learning partner to discuss the material if there are any confusing points.

Points to Consider:

- Reflect on the conversations you have had with your learning partner, whose ideas may help you in your work. They may have also given you some great points to consider about your own work.
- Remember that detail will be rewarded. Each point you make needs to be clearly explained and a solid example/evidence must be included to make a strong argument.
- Proofread your work carefully and make sure that you have included everything you can think of.
- Call your tutor/marker if you have any questions about the assignment or any other aspect of the course. It never hurts to ask and it's the key path to success.

continued

Assignment 2.2: Birth of the Republic (1789–1828) (continued)



Many questions included in this assignment are written to be marked out of four marks. Your tutor/marker has been advised to use the following rubric when marking your questions. Be sure to look at this rubric closely in order to answer your questions so they get a great mark. If you have any questions about how your assignment will be assessed, be sure to ask your tutor/marker.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.



Read the following pages in *American History*:

- pp. 112-113, 117-119, and 126-127

Note: It is very important to read these additional pages, as they contain information not covered in some of the learning activities.

continued

Assignment 2.2: Birth of the Republic (1789–1828) (continued)

- 1. The Federalist and Republican parties were often polarized (opposite) in their policies. This divided the support for the parties.
 - a) Who commonly supported the Federalists and why? (2 marks)
(2 marks: 1 mark for stating the supporters and 1 mark for the explanation)

- b) Who commonly supported the Republicans and why? (2 marks)

continued

Assignment 2.2: Birth of the Republic (1789–1828) (continued)

2. In your opinion, were the alien and sedition acts in the best interests of all American citizens? In other words, were the alien and sedition acts created to benefit the general public of the United States? (4 marks)

3. Consider the war between the British and the French. If you were an American during the early years of the republic, with which nation would you have thought the American government should ally itself? Be sure to include factual details to support your answer (detail will help to show your understanding and consideration of the events surrounding this time in history). (4 marks)

continued

Assignment 2.2: Birth of the Republic (1789–1828) (continued)

4. How did America’s attempt to remain neutral help bring about the War of 1812?
(4 marks)

5. Why would the War of 1812 be referred to as the “Second War of Independence”?
(4 marks)

continued

Assignment 2.2: Birth of the Republic (1789–1828) (continued)

6. What were the essential components to the rising economic success of the U.S. economy during the early 19th century (1800s)? In other words, what caused the early success of the U.S. economy? (4 marks)

UNIT II SUMMARY

Congratulations! At this point, you have completed the first two units of your course. By now, you have a feel for how this course works and should feel more familiar with the content. The next few units will likely seem to pick up speed and you will find yourself getting better as you go. Take a minute and pat yourself on the back. You now have the tools to rise to the next challenge: Nationalism and Sectionalism.



Submitting Your Assignments

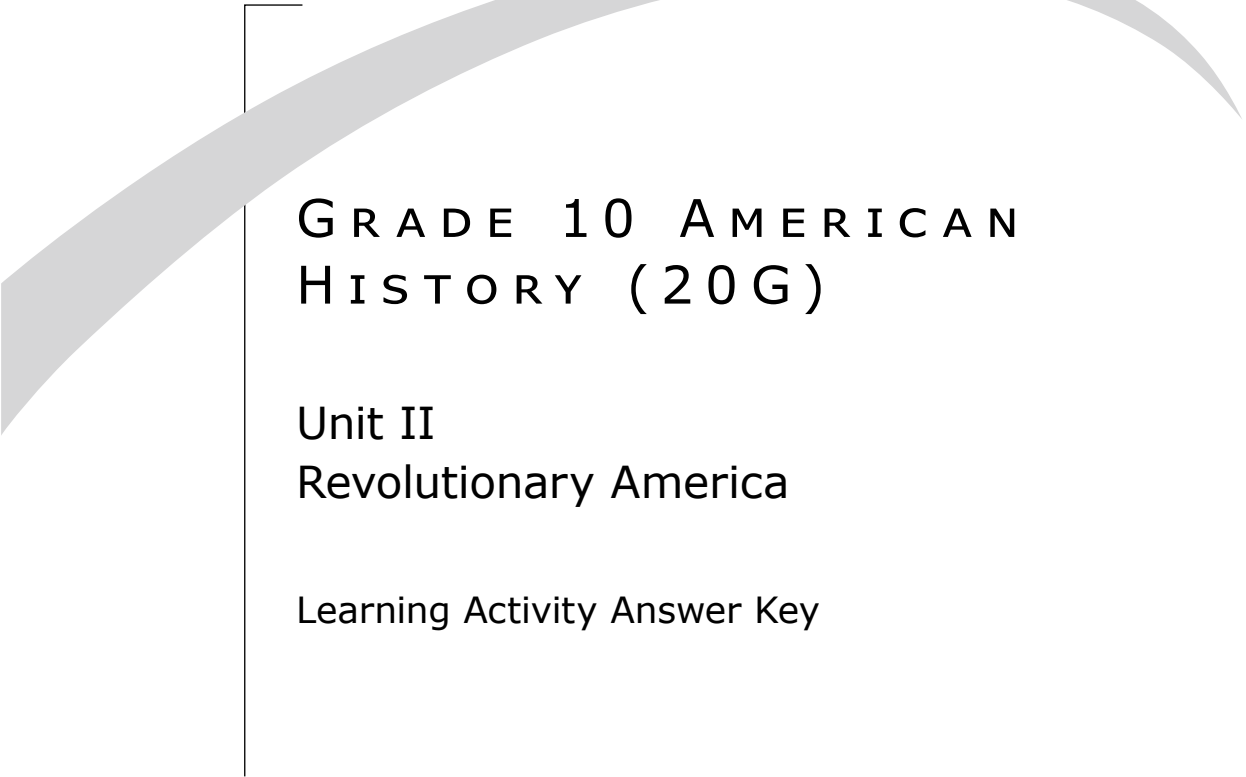
It is now time for you to submit Assignments 2.1 and 2.2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Unit II assignments and organize your material in the following order:

- Unit II Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: Revolution (1774-1791)
- Assignment 2.2: Birth of the Republic (1789-1828)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit II
Revolutionary America

Learning Activity Answer Key

UNIT II: REVOLUTIONARY AMERICA

Learning Activity 2.1: Moving towards Independence

1. The Lexington Accord: This event is a great example of **different perspectives** (ways of looking at events).

- a) How might the British view this event as the **colonists' first violent act** of the revolution?

The British may argue that they were simply trying to take the weapons of the militia men so they could avoid future conflict. They were nervous of the growing numbers of revolutionary forces and the negative actions of the local militias. Since the British considered the colonists to be royal subjects, they likely felt it was their right to seize the militia's weapons. When the colonists attacked the British soldiers, it was likely seen by the British as an act of war.

- b) How might the colonists view this event as **Britain's first violent act** of the revolution?

The colonists likely felt they were defending their rights against the intolerable acts of the British. The colonists might argue they were simply defending their right to defend themselves from danger and were considering the redcoats a threat. They likely felt that the redcoats seizing their weapons was a violation of their liberties as citizens to defend themselves, and so they felt the British were the first side to start the violence and the war.

2. Patriots and Loyalists: The Revolutionary War was not only a war between the colonists and the British but also a conflict within the colonies between patriots and loyalists. Using a T-Chart similar to the one below, document what kinds of people were on each side.

Who Were the Patriots?	Who Were the Loyalists?
<ul style="list-style-type: none"> ■ Many were wealthy merchants and lawyers annoyed by the British control of trade ■ Rich Virginia planters also annoyed by the British control of trade ■ Lower classes such as artisans and poor farmers also made up the patriots ■ Radical English merchants in Montreal also sympathized because they were against the Quebec Act 	<ul style="list-style-type: none"> ■ About 1/5 of the colonies ■ Royal officials such as tax collectors or governors ■ Members of the Anglican clergy ■ Wealthy merchants and landowners who feared economic change in the face of a revolution ■ Most were poor farmers and artisans who were suspicious that the wealthy patriots were attempting to use the revolution to preserve their own wealth and power ■ Minority groups that felt marginalized in colonial society ■ Tenant farmers were loyalists because they saw it as a way of rebelling against their wealthy patriot landlords

Learning Activity 2.2: The American Revolution

1. What difficulties did the Continental Army suffer in the early stages of the Revolutionary War?

Possible answers may include the following:

- At first, the colonists believed that the current local militias would be able to win the war, but early battles taught them otherwise.
- Most men who enlisted in the army were poor, unmarried, and without ties to their communities. They were not motivated out of patriotic duty; they joined the Continental Army to get food, pay, and a promise of land after the war.
- The colonies were deep in debt and could not supply the army properly.
- Many soldiers deserted the army.
- Harsh winter conditions made survival difficult.
- The British Army was well trained but the Continental Army was made of new soldiers that were undersupplied.

2. How would you describe the overall strategy of the Continental Army during the Revolutionary War?

Although the Revolutionary War started with the Continental Army taking an offensive at Montreal, they soon realized the need for a new defensive strategy. The British forces were large and very organized compared to the continental forces, but the British were at a disadvantage. Even if they were to win a costly war against the colonies, it would be difficult to control and govern hostile colonists. The Continental Army took a defensive strategy of hassling the British, thereby avoiding major confrontations. The Continental Army hoped to wait out the British until the British grew tired of war.

3. What strategies did the British use?

Answers should include the following:

- Block of supplies: The British had a large naval force and used it to block the major ports of the colonies.
- Work from within: Using the loyalists to their advantage, the British urged the loyalists to undermine the strength of the colonial forces from within the borders of the colonies.
- Divide and conquer: The British planned to divide the northern and southern colonies by taking New York and then working their way inland. By dividing the colonial forces, the British hoped to weaken the northern colonies and defeat them before moving on to the southern colonies.

4. What factors led to victory for the colonies?

George Washington led a surprise attack on the British forces in New York by crossing the Delaware River. This brought about a turn of events for the war. Soon after this, the British seemed to abandon their previous strategy by moving south instead of north. This left the northern British forces vulnerable, causing them to surrender at Saratoga. This victory for the Continental Army resulted in the support of France, which offered an alliance. This alliance put pressure on the British to move their forces to the Caribbean, where the combined forces of the Continental Army and the French were able to overwhelm the British and obtain victory.

Learning Activity 2.3: After the Revolution

1. How did the Articles of Confederation allow a central government but still maintain power for the colonies?

Congress was given the ability to deal with relations both externally (to other countries) and internally (between the colonies and with First Nations), and was given power to control the army. The colonies maintained power by providing both the soldiers for the national army and the taxes to fund Congress. Congress also maintained power over the voting process. Since the power of the military, government funding, and voting was in the hands of the colonies, there was little ruling power left for Congress.

2. How did the Treaty of Paris drive a wedge between American/French relations?

The French had allied with the Americans against the British to help them win the Revolutionary War. The American delegates were instructed to follow the lead of the French delegates once they received recognition of American independence. Instead, the American delegates made a deal with the British to get lands previously belonging to the French. Although the French were upset by this, they had to accept it because the Americans hinted at the possibility of an alliance between the British and American forces against France.

3. How did considerations for the Constitution divide the American people?

- *The upper classes wished for a strong central government to protect the economy, but the lower classes feared a strong central government would impose large taxes.*
 - *Federalists felt a strong central government split into branches would protect the people from tyranny.*
 - *Anti-federalists feared that a strong central government would not allow for the individual liberty of states.*
-

Learning Activity 2.4: The Federalist Era

1. Federalists and Republicans were usually divided in their policies, often having opinions that were completely opposite to each other. Using a T-chart like the one shown below, outline the policies of the Federalist and Republican parties. You may find it helpful to put opposing policies directly across from each other to show how they are related. The first few policies have been included to help give you a head start.

Comparing the Views of the Federalist and Republican Parties

Federalist Views	Republican Views
<ul style="list-style-type: none"> ■ Political parties and factions are a natural and vital part of democracy 	<ul style="list-style-type: none"> ■ Political parties and factions are a threat to democracy by challenging the rights of the individual
<ul style="list-style-type: none"> ■ Drew the support from the northern states 	<ul style="list-style-type: none"> ■ Drew their support from the southern states
<ul style="list-style-type: none"> ■ Followers were merchants and elites with emphasis on trade and commerce 	<ul style="list-style-type: none"> ■ Followers were farmers among the south and west, urban poor, and recent immigrants
<ul style="list-style-type: none"> ■ Favour a stronger central government 	<ul style="list-style-type: none"> ■ Favour strict limits on the powers of central government in order to support the rights of individual states
<ul style="list-style-type: none"> ■ Want improved relationship with British to protect American trading interests 	<ul style="list-style-type: none"> ■ Suspicious of relationship with British as a violation of ideals of the revolution
<ul style="list-style-type: none"> ■ Openly hostile toward France (fear of radical ideas from French Revolution) 	<ul style="list-style-type: none"> ■ Sympathetic to France and supportive of their democratic ideas

2. What did Alexander Hamilton do to correct the suffering economy and how did each step meet with opposition (why were people opposed to it)?

- Federal government assumes the debt of all states
 - Some saw it as rewarding speculators who had bought up debts at a discount.
- Proposed an excise tax on distilled liquors
 - States that had already paid their debts (such as the southern ones) were angry to be taxed to pay off the debts of other states (why should we have to pay for them?).
 - Sparked the Whiskey Rebellion.
- Proposed a private bank of the United States
 - Thomas Jefferson was against it because the Constitution does not allow the Federal government the authority to create a national bank.
- Proposed a tariff (tax) on imports to protect U.S. industry from foreign product
 - Farmers relied on the exports of crops and there was fear that other countries would respond by creating tariffs of their own that would cost Americans.

3. Why did the Federalists create the alien and sedition acts?

The alien acts raised the requirements for immigrants. New immigrants commonly supported the Republicans. By raising the residence requirement, the Federalists effectively reduced the amount of immigrants, which cut off the Republicans from their new immigrant supporters. The sedition acts limited the amount of argument the Republicans could make toward the Federalist actions. By limiting the press and openly restricting editors and other members' free speech, the Federalists were likely attempting to stem criticism so they could maintain public support of their party.

4. Which party would you support? When thinking about this question, consider for yourself what career you might be working in the future and perhaps your own family's history. Based on your history, interests, and future career, which party would best suit your needs?

Answers would vary based on the person responding to the question but a good answer should connect to the interests of the supporters of each party. For example, if you plan to run a small business or come from a family of business owners, you may wish to support the Federalist Party because of their policies on trade and a strong economy. If you are from a farming family or a family that recently immigrated to Canada, you may find that you would support the Republican Party because they often represented the interests of rural people.

Learning Activity 2.5: Foreign Affairs

1. One of the early decisions on foreign policy was in connection to war between the British and the French. Each country was a major international trading partner for the United States, but which one should you choose to side with? As Americans tried to decide this, there was much to think about. Using the chart below, imagine you are an American during the early days of the republic and write down the reasons to support either the British or the French.

Why We Should Support the British	Why We Should Support the French
<ul style="list-style-type: none">■ America's economic and commercial success would be ensured more by siding with Britain (more imports and exports).■ The French Revolution <i>seemed</i> very radical to Americans and made them wary of being allied with the French.■ The British economy may be stronger than the French (<i>because</i> they just had a revolution of their own).	<ul style="list-style-type: none">■ The French had supported them in their war against the British and so it made sense to repay the favour.■ Many supported the ideals of the French Revolution (including Thomas Jefferson), such as the idea of the equality of all citizens.■ Resentment toward the British for all the events leading up to the War of Independence.

2. After careful consideration, the Federalist government decided to adopt an official policy of neutrality (not supporting either side). This was done to be "friendly and impartial" in the war between the British and the French. Was their neutrality effective in keeping them out of the conflict? Be sure to explain why or why not.

The declaration of neutrality was largely ignored by the French and British forces. French ambassador Edmond Genêt paid agents to attack British property on American soil and licensed American ships to attack British ships. In terms of trading, neither side of the war would tolerate the Americans trading with their enemy, and so both sides intercepted and attacked American trading ships. The British also began acting on their right to search American ships but then further pressed their rights by seizing cargo and sailors. The French also joined in seizing American ships. Although the Federalist government attempted to declare neutrality, they still became part of the struggle. They definitely suffered hardships due to their failure to make a decision.

3. Jay's Treaty: Why were many Americans against Jay's Treaty?

Although the treaty guaranteed the removal of British troops from American territory, it failed to address the issue of lands and slaves that were seized by the British during the War of Independence. Also, the British maintained the right to search all American ships. Many Americans found this treaty to be far too favourable for the British and were angry that there was little thought of compensation for those who had their property seized and for the rights of American shipping and economy.

4. In your opinion, what was the purpose of the Monroe Doctrine?

- By encouraging the smaller nations to fight for independence, this limits the potential influence of European nations in the region. This could limit the future threat to the Americans.
- This was an extension of Republican ideals.
- This was a reflection of the ideals of independence.
- This may have been an attempt at diplomacy to encourage future trading relationships. By encouraging the formation of new republics, the Americans could hope to establish relationships with new trading partners.
- By supporting the independence of other nations, Americans justify their own fight for independence.
- This could simply be an attempt to secure future allies in case European powers attempt further control over the Americas.

Learning Activity 2.6: Expansion and the American System

1. Why was the Louisiana Purchase so important to Thomas Jefferson?

He believed in a nation of simple, self-sufficient farmers. With a constantly growing population, this created a constant need to expand the U.S. borders westward. By acquiring the Louisiana Purchase from the French, Jefferson secured an additional 2 million square kilometres of land and a strong future of expansion and new cultivation of land for the American people.

2. How did the resurrection of a national bank and the introduction of tariffs on national products help the growth of the U.S. economy?

For business to begin and grow, there needs to be capital (starting investment). By creating a national bank, business owners were able to borrow the money necessary to start businesses that could grow in the U.S. economy. Smaller banks weren't large enough to support this type of start-up investment and so a national bank was necessary.

Following the War of 1812, there was a surplus of cheap goods from England. By creating tariffs on imported items, the price of American goods was able to compete with the British products. This helped to support the purchase of American products and support the growing U.S. economy.

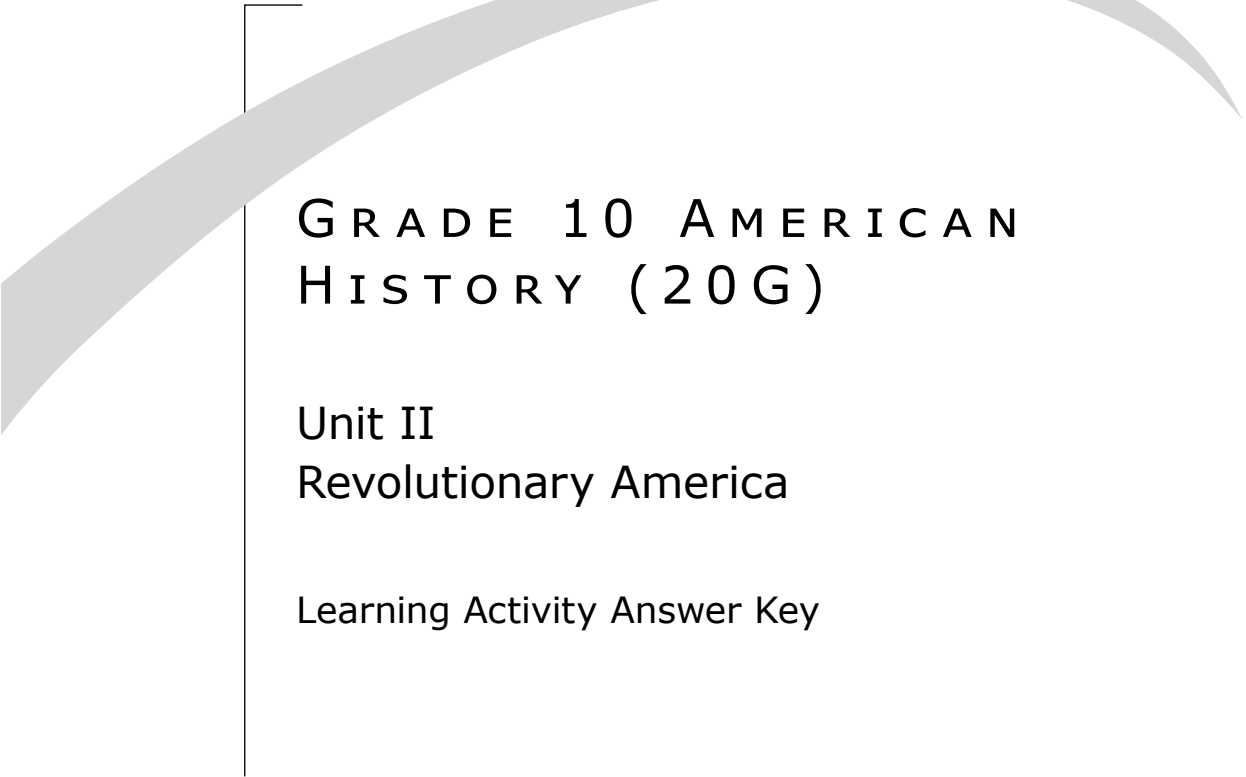
3. How did the inventions of the power loom and the cotton gin help the growth of the U.S. economy following the War of 1812?

The power loom and the cotton gin both made the production of products from raw materials much faster and more efficient. This helped the overall production within the U.S. economy, allowing for growth in trade and export. The increase in production helped increase industry growth and pay for the building of roads and canals. As the infrastructure of production grew, so did the U.S. economy.

4. Why was transportation such an important part of the growth of “the American System”?

By creating a network of roads and canals, the U.S. government made it possible to connect factories and textile mills to the raw materials of the products they made. As well, those same roads and canals connected the factories directly to the markets that sold the items that were being produced.

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit II
Revolutionary America

Learning Activity Answer Key

UNIT II: REVOLUTIONARY AMERICA

Learning Activity 2.1: Moving towards Independence

1. The Lexington Accord: This event is a great example of **different perspectives** (ways of looking at events).

- a) How might the British view this event as the **colonists' first violent act** of the revolution?

The British may argue that they were simply trying to take the weapons of the militia men so they could avoid future conflict. They were nervous of the growing numbers of revolutionary forces and the negative actions of the local militias. Since the British considered the colonists to be royal subjects, they likely felt it was their right to seize the militia's weapons. When the colonists attacked the British soldiers, it was likely seen by the British as an act of war.

- b) How might the colonists view this event as **Britain's first violent act** of the revolution?

The colonists likely felt they were defending their rights against the intolerable acts of the British. The colonists might argue they were simply defending their right to defend themselves from danger and were considering the redcoats a threat. They likely felt that the redcoats seizing their weapons was a violation of their liberties as citizens to defend themselves, and so they felt the British were the first side to start the violence and the war.

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1. What difficulties did the Continental Army suffer in the early stages of the Revolutionary War?

Possible answers may include the following:

- At first, the colonists believed that the current local militias would be able to win the war, but early battles taught them otherwise.
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Learning Activity 2.6: Expansion and the American System

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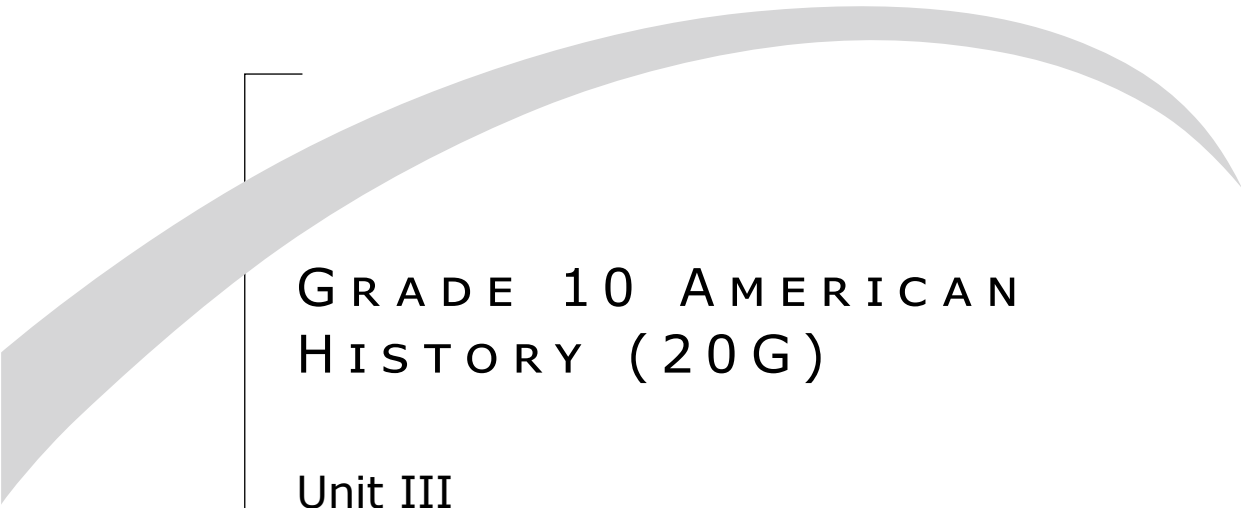
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4. Why was transportation such an important part of the growth of “the American System”?

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Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit III
Nationalism and Sectionalism

UNIT III: NATIONALISM AND SECTIONALISM

Introduction

After the United States was established and as its expansion began, many new ideas shaped America. Individualism created a new culture as people demanded political and social reform. Slavery divided American society and challenged the strength of the entire Union in the form of the Civil War. Manifest destiny, the economy, politics, social reform, and growing industry changed the face of America.

Unit Focus

In this unit, you will learn about

- changes in democracy as the Union of the United States expanded and changed
- how the idea of manifest destiny drove westward expansion
- how individualism and social change affected the American public
- the role of slavery in the causes and outcomes of the Civil War
- the events during the Civil War and recovery of the Union
- the expansion of population and industry as America moved towards the modern age

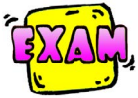
Unit III consists of three chapters. Each chapter has some learning activities that you must complete. These will help you practise and review what you have learned. At the end of the unit, you will find the answer keys to the learning activities, which you can use to check your answers. Each chapter within this course is directly related to the chapters in your textbook, *American History*.

Assignments in Unit III

When you have completed the assignments for Unit III, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Chapter	Assignment
5	Assignment 3.1: Manifest Destiny (1828–1850)
6	Assignment 3.2: The Crisis of the Union (1850–1865)
7	Assignment 3.3: Reconstruction and Expansion (1865–1880)

Writing Your Midterm Examination



You will write the midterm examination when you have completed Unit III of this course. The midterm examination is based on Units I to III, and is worth 20 percent of your final mark in the course. To do well on the midterm examination, you should review all the work you complete in Units I to III, including all the learning activities and assignments. You will write the midterm examination under supervision.

CHAPTER 5: MANIFEST DESTINY (1828–1850)

Chapter Focus

In this chapter, you will learn about

- the considerations and actions of the colonists as they moved towards independence
- the divisions within the colonies related to the revolution and the emerging U.S. government
- the creation of government in the colonies including the drafting of important documents such as the Constitution and the creation of a strong central government with checks and balances

Introduction

As the young nation expanded westward, manifest destiny (the idea that the United States should extend to all of North America) became a motivating force for the American public. In the middle of all these changes was the idea of individualism—that a person has control over his or her well-being in all aspects of life including self, religion, and government.



Note: If you do not understand any words or concepts, use the glossary in the back of your textbook (pp. 530–538) to help you.

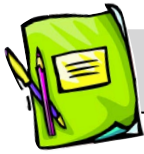
Changing Democracy: Andrew Jackson and the Presidential Powers

Andrew Jackson represented a changing idea of democracy in American history. He promoted himself as a hero of the “common man,” but his actions in office changed public opinion. By closing the National Bank of America, using his powers of veto over Congress, threatening to use the force of the military to enforce federal law, and also overruling the Supreme Court, Jackson clearly outlined the extent to which the powers of the president could be used.



Read the following pages in *American History*:

- pp. 138–139 and 140–144



Learning Activity 3.1

Andrew Jackson

1. What role did the newspaper play in shifting democracy to the “common man”?
 2. How did Andrew Jackson’s personal history and self-image relate him to the common American?
 3. During the Nullification Crisis, Jackson set an example of enforcing federal law over the wishes of South Carolina (an individual state). By doing this, Jackson made sure that the powers of the federal government were considered before the wishes of individual states. How might Andrew Jackson’s actions in the Nullification Crisis have affected the way he chose to deal with the fate of the Cherokee people?
-

For Further Interest: To also get a larger picture of the historical relationship between First Nations and the United States government, read the account of *Worcester v. Georgia* in the American Archive section on page 145 in *American History*.

Manifest Destiny: The Drive and the Effects

Manifest destiny was a driving force for Americans during the early 19th century. The drive was to occupy the continent, spreading democracy and the American way of life to all people in North America. This concept of manifest destiny helped expand the boundaries of the United States in spite of those who stood in the way. In this learning activity, you will see how manifest destiny affected those outside of the United States.

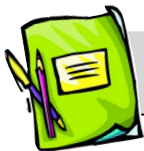


Manifest destiny: the powerful 19th-century idea that the U.S. should expand to occupy the entire continent.



Read the following pages in *American History*:

- pp. 148–154



Learning Activity 3.2

Manifest Destiny

1. How were different groups affected by manifest destiny?
 - While you read pages 148–154, take notes on each of the groups affected by manifest destiny. Use a table like the example shown below to help organize your notes. The first few notes on each group have been included as an example. When you have finished reading and taking notes, write a paragraph describing how each group was affected by manifest destiny.

Effect of Manifest Destiny on Those Outside of the United States			
Nation/Country	First Nations	Mexico	British North America (Early Canada)
Effect	<ul style="list-style-type: none">■ Rights are not respected■ Jackson argued for majority rule but that did not include First Nations	<ul style="list-style-type: none">■ Mexico invited Americans to settle there in order to control Comanche raids■ Americans disrespect Mexicans	<ul style="list-style-type: none">■ Convention of 1818 (treaty) states Oregon territory is shared between Britain and the U.S.■ Many settlers came for prospect of free land

2. Does manifest destiny still exist today? Do citizens of the United States still feel that it is their destiny to expand?

Now that you have completed this learning activity, go to the answer key section and compare your work. How do your notes and paragraphs compare? Remember that the answer key is one interpretation of the information and is meant only as an example of a strong answer. You may have focused on information that is also important or even key to understanding this time in history.



Discuss with your learning partner how your learning activity work is the same or different from the answer key.

Individualism: The Social Change of the Early 19th Century

The face of American society during the 19th century was characterized by individualism (the idea that the value of the individual was of the utmost importance). The idea that the individual held the power of his or her future changed the belief systems, economic pursuits, and political ideals of the nation.



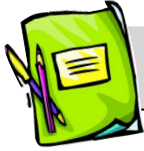
Read the following pages in *American History*:

- pp. 156-159 and 161-164



Individualism: According to your textbook, individualism is “(t)he idea that people should live in a way that makes them independent and self-reliant, rather than subordinate to collective interests.”

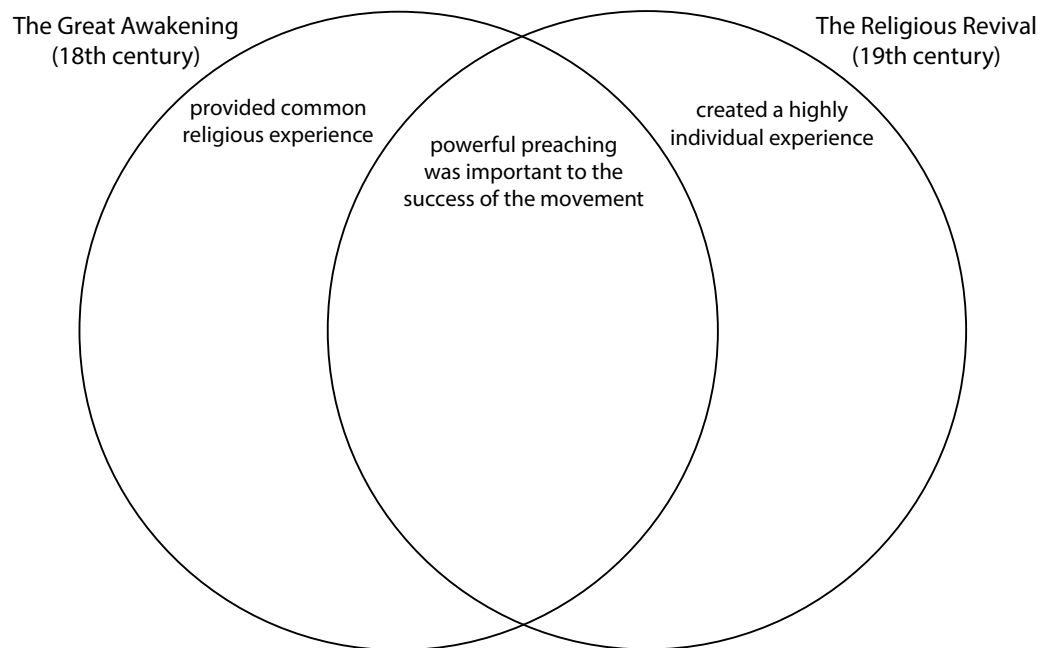
- It is a focus on the individual: individual beliefs in one’s own abilities to understand the world and to live one’s life independently.
- In reference to democracy and governance, individualism can take the form of focusing on the rights of a person to achieve her or his economic goals free of government regulation.



Learning Activity 3.3

Social Change

1. Using a Venn diagram similar to the one below, compare and contrast the Great Awakening of the early 18th century and the religious revival of the early 19th century. The first few points have been included as an example to get you started.



2. In your own words, share a definition of “transcendentalism.”
3. Your textbook says the 1830s represent “...the beginning of an organized labour movement in America that was dedicated to reforming living and working conditions.” What evidence supports this statement?
4. What arguments by William McGuffey started the education system in America? What do you think McGuffey meant by these arguments?



Now that you have completed the learning activities for Chapter 5, it would be a good idea to get together with your learning partner. See if he or she has any advice for you based on the work you have finished. Discuss the questions of the assignment and what some possible answers might include.

Chapter Summary

The American public demanded a common voice in the government, and elected Andrew Jackson as their champion. But the individual needs of the “common man” were soon lost as Jackson felt the need to defend the power of the federal government in the face of the growing western frontier. Manifest destiny was the ideal that it was the United States’ destiny to spread democracy and American life to the rest of the continent. Americans considered their situation and acted according to their new ideals. They changed how religion, education, and other social aspects were approached. These elements of a changing nation became the recipe for a changing history—one that was about to address a heated topic: slavery.



Assignment 3.1

Manifest Destiny (1828–1850) (20 marks)

By focusing on the “how” and “why” questions of history, you are exercising your mind. By understanding why an event happened, you gain the ability to think critically about not only the past but also the present and the future. When answering the questions in this chapter, be sure to ask yourself afterward “Does my answer explain why this event happened?”

Points to Consider:

- Don’t forget to use as much detail as necessary to clearly explain your understanding.
- Look over your learning activities before and after you work on your assignment. You may find some extra material that could be included in your work.
- Show your assignment to your learning partner when you meet with her or him (your learning partner may have some suggestions for you).
- If you are having a hard time writing your ideas down, try saying them out loud. You will be surprised how often this works.



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student’s response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don’t submit your assignment until you have completed the entire unit.

continued

Assignment 3.1: Manifest Destiny (1828–1850) (continued)

1. Explain four reasons why many were people opposed to Andrew Jackson.
(4 marks – Please include 4 clear, distinct points to support your answer)

2. Explain four ways that Jackson defined the extent of the powers of the President of the United States. (4 marks – Please include 4 clear, distinct points to support your answer)

continued

Assignment 3.1: Manifest Destiny (1828–1850) (continued)

3. Why would Americans have felt that it was their right to occupy Texas and make it a part of the United States? (4 marks – Please include 4 clear, distinct points to support your answer)

4. How did the religious revival in the early 19th century emphasize individualism? (4 marks – Please include 4 clear, distinct points to support your answer)

continued

Assignment 3.1: Manifest Destiny (1828–1850) (continued)

5. Individualism and popular democracy were common concepts in America during the early 19th century. How did the formation of working class parties and unions represent these ideas? (4 marks)

CHAPTER 6: THE CRISIS OF THE UNION (1850–1865)

Chapter Focus

In this chapter, you will learn about

- the effect of slavery on the American public in economy, politics, and war
- the events leading up to the division of the Union and the start of the Civil War
- the events of the Civil War
- the outcome of the Civil War

Introduction

Slavery was an issue that was the foundation of many aspects of American society including morality, politics, the economy, and the growing division between the northern and southern states. As a key aspect of the American economy, slavery was crucial to the financial success of Americans. Slavery was built into American society and became the underlying cause of the Civil War.

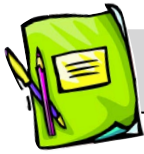
Slavery: the Effects, the Divisions, and the Cause of Conflict

Slavery was an institution that largely supported the economy of the United States. Slavery resulted in a great division of opinion. Many in the northern states were considered abolitionists who wanted to end slavery, but most people in the southern states recognized slavery as an essential aspect to their way of life and wished it to continue as part of American society. This division of opinion led to a widening gap at the heart of America. These differences soon led to direct conflict, the division of the Union, and the beginning of the Civil War.

Read the following pages in *American History*:

- pp. 172–175, 177, and 179–180





Learning Activity 3.4

Slavery's Effects on America

1. How did both the northern and southern states rely on slavery for their economies?
2. How did the printed word aid the abolition movement?
3. Dred Scott was a controversial figure for both abolitionists and slave owners. His defense of freedom went against the ideas of southern slave owners. The debate over whether or not Dred Scott had a valid legal argument for his freedom was very controversial and caused much debate. Using a T-chart similar to the one shown below, display the arguments from both sides.

Dred Scott's Legal Argument for Freedom

Abolitionist Argument (The Argument for Scott's Freedom)	Southern Slave Owner Argument (The Argument against Scott's Freedom)
<ul style="list-style-type: none">■ After having lived in the free northern states, he should have already been declared free, which would have made him a citizen of the United States. Taking him back to the southern states as a slave would have violated his newfound citizenship.	<ul style="list-style-type: none">■ Although Dred Scott may have been in the northern states and had the option to be declared free, the declaration was never made, and so he never became a citizen of the United States. As a result, he was technically still a slave owned by his master under United States law and, therefore, did not have a right to declare his freedom.

4. How did the actions of John Brown help to bring about the events leading to the Civil War?

For Further Interest: Read the "Culture Notes" section on page 176 of American History to learn about the Underground Railroad and to understand the role of spirituals, which were songs that were used to encourage slaves to find the path to freedom..

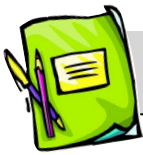
Political Considerations: Dividing the Union

The Union was divided on the issue of slavery, with northern states firmly against and southern states generally in support of it. As the divisions widened with the addition of the new territories, politics and slavery became contentious and divisive issues. Abraham Lincoln represented the Republican Party, the only party with a clear policy on the issue. He won the election, but could not keep the Union from breaking up.



Read the following pages in *American History*:

- pp. 181-187



Learning Activity 3.5

Dividing the Union

1. Why was the outcome of the election of 1860 easy to predict?
2. Observe *Figure 6.13* and *Figure 6.14* on pages 186 and 187 of *American History*. After looking at the results in *Figure 6.13*, compare them to the cartoon in *Figure 6.14* to explain how this cartoon describes the outcome of the election of 1860. Be sure to discuss how the cartoon represents the platform each of the candidates represented in the election.

Point of Interest: Political cartoons are often used to illustrate the public's ideas about a political event. They can serve as an invaluable primary source of history, as they are intended to reflect a point of view, giving the historian a window into the minds of people in that place and time. The next time you hear about a political issue in your community, try to think about how it could be made into a cartoon. You might have the power to capture the opinions of your community and also help future historians to understand the thoughts and feelings of the people in our current time.

The Civil War: The Causes and Events

The American Civil War started due to a mix of many factors, particularly slavery. In this activity, you will observe the possible causes of the Civil War and the events of the conflict.



Read the following pages in *American History*:

- pp. 190–194, 196–197, 199, and 203–206



Learning Activity 3.6

The Civil War

1. Use a table like the one shown below to create a list of five brief summaries (2–4 sentences each) of the causes of the Civil War shared on pages 188–190 in *American History*.

Causes of the Civil War	
Cause	Explanation
States' Rights	The issue of the sovereignty of states versus the centralized power of the federal government was a strong issue ever since the Revolutionary War. Southern states likely feared that federal power in the hands of abolitionists would override the sovereignty of the southern states, causing a mass emancipation (freeing) of all slaves.
Economic Differences	
Westward Expansion	
Slaveholders versus Abolitionists	
Lincoln's Election	

continued

Learning Activity 3.6: The Civil War (continued)

- Using a table like the one shown below, document the advantages and disadvantages of the Union versus the Confederacy when entering the Civil War.

Advantages and Disadvantages Entering the Civil War		
Army	Advantage	Disadvantage
Union	<ul style="list-style-type: none">Great enthusiasm among volunteers to enlist	<ul style="list-style-type: none">Without the advantage of slavery for labour, many able men could not enlist because they were needed for labour in agriculture and industry
Confederacy	<ul style="list-style-type: none">Great enthusiasm among volunteers to enlist	<ul style="list-style-type: none">The non-slave population was outnumbered 4 to 1 by the northern population

- Explain how *Figure 6.17* on page 193 illustrates the tactics (The Anaconda Plan) of the Union Army at the beginning of the Civil War.

Point of Interest: Read the American Archive section on page 198 of *American History* for more information about the Emancipation Proclamation and some of the controversy surrounding it.



Now would be a great time to get together with your learning partner. Discuss her or his opinions about this phase in American history. What does your learning partner think about the causes of the Civil War? Does your learning partner support your ideas? Does your learning partner have any suggestions about what could be added to help your understanding of the events?

Remember, by discussing this course with your learning partner, you are able to get an outside opinion/point of view. This can be invaluable for you to understand not only the course material but also what kind of learner you are and what works well for you.

If you haven't been getting together with your learning partner regularly, you should make a schedule for the next few units. Take a look at the suggestions for getting together and mark some dates on your calendar. This will help you to focus on getting the most out of this course and also help you to make a plan and keep a schedule.

Chapter Summary

Many factors came together to cause the Civil War, ranging from politics and the economy to moral ideas. A strong underlying issue was slavery. The American economy had been built upon inexpensive labour. The issue of slavery had divided the Union, with the majority of the northern states calling for emancipation (freedom) and the southern states relying too heavily upon slavery to agree with the North. Divided opinions turned into political divisions, and finally into the division of the nation into two opposing forces: the Union and the Confederacy.

The Civil War ended with victory for the Union (northern states). The southern states were devastated and humiliated. The new challenge would now be the reunification of the United States into a strong unified nation—a task not easily accomplished.



Assignment 3.2

The Crisis of the Union (1850–1865) (28 marks)

How have the learning activities been going? Are you finding them easy or are you sometimes surprised when you look at the answer key? Compare your answers to the answers in the key, and then compare them to the questions in the assignment. You may find some relationships there that will help you complete your assignments.

Remember, the learning activities are meant to exercise your mind in preparation for the assignments. By completing the learning activities, you are learning how to consider the type of questions that will be on the exams. Be sure to take the time to complete these activities, compare your work to the answer key, and discuss your results with your learning partner.

Points to Consider:

- Many of the questions in the learning activities and assignments could be on the exam. Many other parts of the exam will be based on the questions from the assignments and learning activities. It is a good idea to complete all material as well as you can and to file it carefully in a binder. This will help you to study your materials in preparation for your formal examination.
- As you complete this assignment, ask yourself “Is this a critical thinking question that could appear on the exam?” or “How might this question be reworded for the exam?”
 - By considering what might be on the exam, you will prepare your mind for the future and be more successful.



The same rubric is being used for many of your assignments. Be sure to review it to see how to get a great mark on all your responses. Note that to get full marks you need to share a “complete understanding.” This means that you need to include the following:

- A clear statement of your argument or point of view
- Enough detail to explain a clear point
- Direct examples that show evidence of your argument or point
- A closing thought that concludes your answer and leaves the reader considering what you have said

continued

Assignment 3.2: The Crisis of the Union (1850–1865) (continued)

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don't submit your assignment until you have completed the entire unit.

1. How was slavery an essential part of the American economy? (4 marks)

continued

Assignment 3.2: The Crisis of the Union (1850–1865) (continued)

2. Southern politicians often avoided the use of the word “slavery,” choosing instead to use the phrase “the peculiar institution.” Why do you think they would have referred to slavery in this way? (4 marks)

3. Do you agree that Dred Scott had a valid argument for his freedom? Be sure to include a complete explanation to argue your position. (4 marks)

continued

Assignment 3.2: The Crisis of the Union (1850–1865) (continued)

4. Observe *Figure 6.12* on page 185 of *American History*. Explain how this cartoon describes the conditions, events, and predicted outcome of the election of 1860. (4 marks)

continued

Assignment 3.2: The Crisis of the Union (1850–1865) (continued)

- 5. Which of the five causes of the Civil War do you think is the most correct? Consider the five causes outlined on pages 188–190 of *American History*. Choose **two** reasons to defend as the most likely possible causes of the Civil War. Be sure to give a detailed explanation as to why each reason may be more likely than the rest.
(4 marks each = 8 marks)

continued

Assignment 3.2: The Crisis of the Union (1850–1865) (continued)

6. How did the Civil War change the economic balance of the United States? (4 marks)

CHAPTER 7: RECONSTRUCTION AND EXPANSION (1865–1880)

Chapter Focus

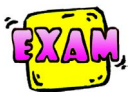
In this chapter, you will learn

- how the difficult task of rebuilding the southern states began
- how the results of emancipation carried mixed results and opposition
- how cities faced social problems due to massive growth and industrial expansion
- how farm life changed with the introduction of new technologies and the expansion of the railroad
- the devastation of First Nations as they resisted the relentless expansion of manifest destiny

Introduction

Manifest destiny raged across the continent. Railroads opened up in the West, expanding industry and settlement. This rapid expansion of industry quickly altered city life by concentrating the population in urban areas. The expansion of the frontier spread American society across the continent, promoting the expansion of farming, the devastation of First Nations life, the rise of manifest destiny and an industrial nation, and a new age of business.

Writing your Midterm Examination



You will write the midterm examination when you have completed this chapter. If you have not yet made arrangements to write it, then do so now. The instructions are provided in the course Introduction.

Politics and Reconstruction

Following the Civil War, the primary task was the reconstruction of the southern states. The Civil War left many questions about how freed slaves would go about their lives and how former slave owners would recover from the changing economic system.



Read the following pages in *American History*:

- pp. 212-214 and 216-219



Learning Activity 3.7

Reconstruction

1. Using a table like the one below, document the presidential (acts by the president) and the congressional (acts by Congress) actions taken to reconstruct the American South to reflect the rights gained by former slaves following the Civil War. In other words, write down the steps taken by the president and Congress to reconstruct the American South.

Steps toward Reconstruction	
Presidential Reconstruction	■ States were required to draft new constitutions and accept the 13th Amendment (acceptance and admission of the abolition of slavery) in order to be reincorporated into the Union.
Congressional Reconstruction	

2. During the reconstruction of the South, what steps caused the Republican Party to become less popular?

continued

Learning Activity 3.7: Reconstruction (continued)

3. Sharecropping: Development of sharecropping brought new opportunity to former slaves of the South with mixed results. Using a chart like the one below, outline the advantages and disadvantages for both former slaves and current landowners.

	Advantages	Disadvantages
Former Slave (sharecropper)	<ul style="list-style-type: none">■ Chance to cultivate own land and to keep 2/3 of the yield	<ul style="list-style-type: none">■ Sharecropping is likely the only option open for the former slave other than underpaid manual labour■ Has to give 1/3 of the yield to the landowner
Landowner		

Point of Interest: In the American Archive section on page 215 of *American History*, there is an account of the 15th Amendment, which secured the uncontested right for African-Americans to vote during future elections. This is an important moment in American history and a useful section to read. How might the history of the United States (and Canada) be different if not for this moment in American history?

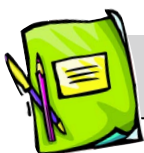
Immigration, Industry, and Agriculture

The face of America was changing rapidly. Mass population growth, a rise in agriculture, and an expansion of industry were all aligning across the growing western frontier. The railroads connected the many territories of the United States, promoting expansion and rapidly transforming the face of America. This growth of people and industry caused changes in the culture and economy.



Read the following pages in *American History*:

- pp. 220–226 and 231–234



Learning Activity 3.8

Immigration, Industry, and Agriculture

1. Immigration: “Push and Pull Factors” are discussed on page 220 of *American History* to explain the rapid population increase in the United States during the second half of the 19th century (1800s). Explain what is meant by “push and pull factors” and list the different push and pull factors.
 2. What new business models were created during this time in American history? How did they affect the spread of American industry?
 3. How did technological advances change farming during this time?
-

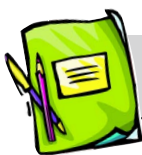
Claiming the West by Any Means

As the population grew, so did the demand for new land and further expansion. This threatened the remaining First Nations territories. The American government favoured the needs of American settlers over the First Nations. In this learning activity, you will examine some of the events that occurred as two civilizations collided—First Nations versus Americans driven by the idea of manifest destiny.



Read the following pages in *American History*:

- pp. 236, 238–240



Learning Activity 3.9

First Nations versus Manifest Destiny

1. Conflict between First Nations and the U.S. authorities renewed as the frontier expanded westward. Using a table like the one below, explain the causes of the renewed conflict and the responses by the First Nations involved.

Aboriginal Conflicts: Responses	
Causes	
Cause	Explanation
Manifest Destiny	The rising population of settlers created a need for more farmland, resulting in increased westward expansion. This often pushed existing First Nations groups further westward.
Buffalo	
Responses	
Response	Explanation
Reserves	The American government confined First Nations people to reserves, encouraging them to assimilate to American life by establishing new practices such as agriculture. However, the land they were provided was often not good for farming.
Acceptance	
Negotiation	
Fighting	

continued

Learning Activity 3.9: First Nations versus Manifest Destiny (continued)

2. The westward expansion of the settlers caused a drastic decline in the buffalo population. Why did this occur, and why were some members of the American government and military in support of it?
 3. Imagine that you are a First Nations person at the western frontier. Settlers are pouring in each day, killing the buffalo (your main source of food and supplies), and U.S. officials are telling you to move away to a reserve. How would you react? What do you think would be the best plan of action for you as a First Nations person in this situation? Be sure to include a complete explanation in your answer, including an example to support your decision.
-



Have you gotten together with your learning partner lately? A learning partner can be a great advantage when completing these learning activities, giving you an outside perspective and pointing out things you may have missed. Your learning partner can also check some of your work to make sure you understand the material. Be sure to check in with your learning partner every so often to make sure you are on the right track.



Have you called your tutor/marker lately? Your tutor/marker is an expert on this material and can provide invaluable insights. Below is a list of questions that would be good to ask your tutor/marker at this time:

- How have my assignments been going?
 - Do my responses answer everything that the questions are asking?
 - Have I been showing an understanding of the material or is there something more I should be thinking about when I work on my assignments?
 - Am I missing important points in this course?
- What can I expect in the midterm examination?
 - Will the questions on the exam be similar to the ones in the assignments?
 - What are some good study habits I should have so I can be prepared?
 - What difficulties have other students faced in their exams (so I can avoid having a similar problem)?
 - Do you have any other suggestions for me about how to prepare for this exam?

Remember:

Your tutor/marker is there to help you with this course. Not only is your tutor/marker very knowledgeable about this course, he or she also has experiences helping people to succeed at learning. Use them to your advantage by giving your tutor/marker a call.

Chapter Summary

The politics surrounding the reconstruction of the South changed the focus of political power toward Congress and were highlighted by the Republican Party's loss of popularity due to its questionable integrity.

As America developed quickly toward an industrial future, the lands of First Nations fell victim to progress. The push for manifest destiny in the United States was coming to a close and the modern age had begun to take shape.

Notes



Assignment 3.3

Reconstruction and Expansion (1865–1880) (36 marks)

Make sure to review the learning activities from this unit as you complete the questions in this assignment. The questions are often related. By relating the questions, you will also learn how to prepare for your exams. Many of the questions in the learning activities and assignments are likely to be on your exams, either in their original form or revised. Many of the larger questions on exams are made from assignment questions being combined into larger ideas.

Points to Consider:

- Remember to begin and finish each answer with a clear statement. This helps you to make your point clearly.
- Make sure that your points are explained with detail, including direct examples from the text. This helps to prove your point and make a strong argument.
- Sometimes it works well to write your points in point form and then write them in paragraph form. This helps keep your written answers focused and straightforward.
- It is a good idea to write a rough copy before creating a good copy. You will find that your ideas will become much clearer. By reviewing, revising, and rewriting your answers, you will clean up the work. This makes it easy for your tutor/marker to understand and helps you to keep it in your memory for the future.



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

continued

Assignment 3.3: Reconstruction and Expansion (1865–1880) (continued)

Remember: Once you have completed this assignment, you are finished the unit and you will be submitting your work to the Distance Learning Unit. Review all your assignments, check them off of the assignment list, call your tutor/marker if necessary, and send them all in. Make sure you have already scheduled your midterm exam and you are ready to start studying for it.

1. On page 213 of *American History*, Andrew Johnson was noted for saying that “White men alone must manage the South.” His actions following the Civil War were heavily criticized by Congress, causing them to take further action towards reconstruction. Why was Congress so critical of Andrew Johnson? (4 marks)

continued

Assignment 3.3: Reconstruction and Expansion (1865–1880) (continued)

2. In your opinion, was sharecropping more beneficial to the sharecroppers (who were often former slaves) or to the landowners (who were often former slave owners)? (4 marks)

3. What caused the decline in popularity of the Republican Party following the Civil War? (4 marks)

continued

Assignment 3.3: Reconstruction and Expansion (1865–1880) (continued)

4. In your own words, explain why there was a large growth in immigration during the second half of the 19th century. (4 marks)

5. How would the creation of corporations help the expansion of industry? (4 marks)

continued

Assignment 3.3: Reconstruction and Expansion (1865–1880) (continued)

6. Why were farmers unable to raise their income even though they could now produce more using new technologies? (4 marks)

7. How did “manifest destiny” and “assimilation” play a role in the conflicts between First Nations groups and the expansion of the United States? (4 marks)

continued

Assignment 3.3: Reconstruction and Expansion (1865–1880) (continued)

8. Conflicts often occurred between the expanding frontier and First Nations groups. Manifest destiny continued to push settlers westward, but the conflict restarted on the Great Plains during the 1860s and 1870s. Explain in detail what the causes were for the conflict starting again. *(4 marks)*

continued

Assignment 3.3: Reconstruction and Expansion (1865–1880) (continued)

9. Imagine that you are a U.S. official making a decision about how to deal with the First Nations people as the settlers are moving westward. You need to consider the needs of the settlers as their population grows and expansion occurs, but there are also the needs of the First Nations people to consider. Is it possible to meet the needs of all the people? What action could you take to address everyone's needs? Is it possible? If so, how? If not, explain why. (4 marks)

Notes

UNIT III SUMMARY

You are now past the middle point and well on your way. It is time to review how you are doing in terms of the assignments and preparing for your midterm exam. If you are feeling any anxiety about the midterm, make sure to call your tutor/marker and discuss your preparations. Once you review the learning activities and assignments, you will likely have a clear idea of what to expect on the formal assessment. But right now, relax in the fact that you have completed more than half of the course and the second half will likely be easier because you now know exactly what you need to do.



Submitting Your Assignments

It is now time for you to submit Assignments 3.1 to 3.3 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Unit III assignments and organize your material in the following order:

- Unit III Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Manifest Destiny (1828–1850)
- Assignment 3.2: The Crisis of the Union (1850–1865)
- Assignment 3.3: Reconstruction and Expansion (1865–1880)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Midterm Examination



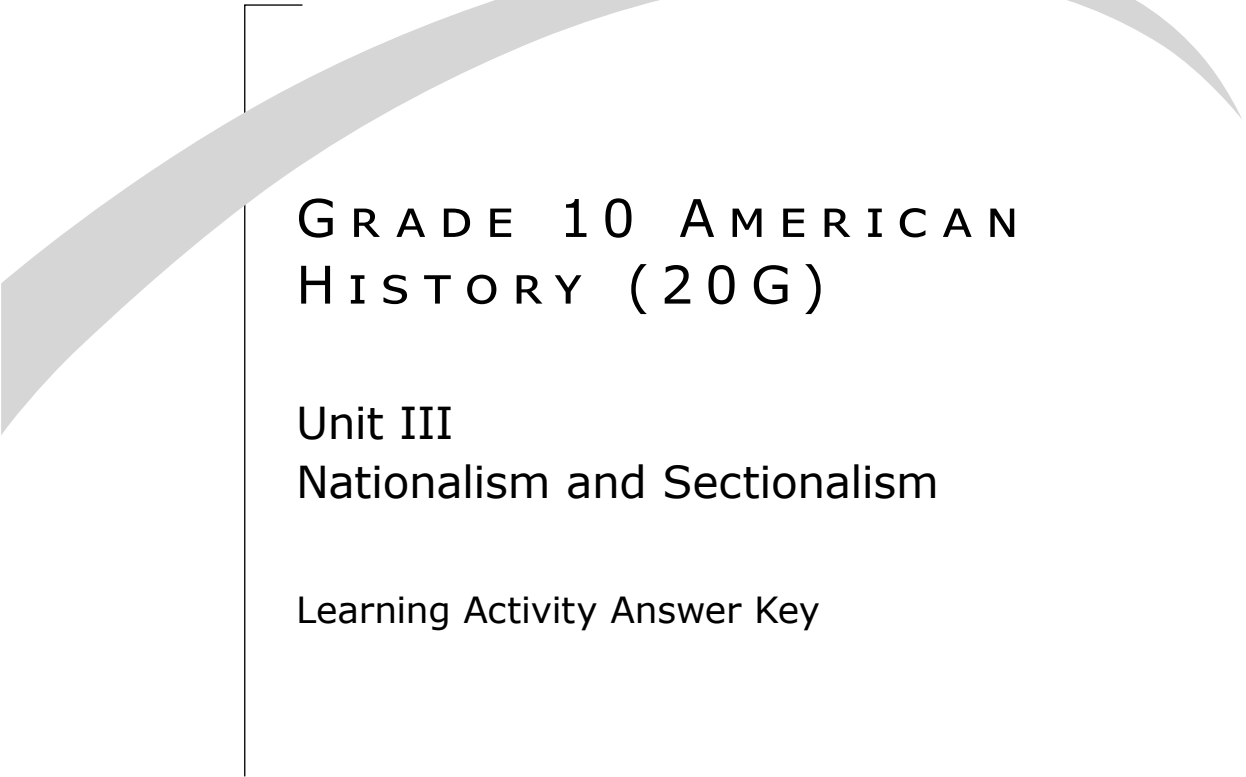
Your midterm examination will be based on Units I-III. Here are some suggestions to help you prepare to write it. Ask your learning partner to help you with this.

1. Review all of the assignments that you have received back from your tutor/marker. Pay attention to any questions where you received an incomplete score. Make sure that you can now answer that question as completely as possible.
2. Review all of your learning activities. Review the questions and answers in the Learning Activity Answer Keys.
3. Re-read the selections from your textbook.

Your midterm examination will be in five sections. Each section will be worth 20 marks for a total of 100 marks, which will be worth 20% of your final mark. You will have a maximum of two hours to write it. The five sections are the following:

1. True or False
2. Fill-in-the-Blanks
3. Multiple Choice
4. Short Answer
5. Long Answer

Good luck on your midterm examination!



GRADE 10 AMERICAN
HISTORY (20G)

Unit III
Nationalism and Sectionalism

Learning Activity Answer Key

UNIT III: NATIONALISM AND SECTIONALISM

Learning Activity 3.1: Andrew Jackson

1. What role did the newspaper play in shifting democracy to the “common man”?

Between 1810 and 1835, the number of newspapers rose from 400 to 1,200, showing a widespread popularity across America. With so many people sharing a common experience of reading newspapers, it became easy for common ideals to be spread among the public. Throughout America, citizens were reading these newspapers, spreading the news of politics across America. This helped the average citizen become informed not only about the politics of America but also to form common opinions.

2. How did Andrew Jackson’s personal history and self-image relate him to the common American?

Andrew Jackson came from humble roots, being born in a log cabin in South Carolina. He had a history of defiance against the British, including receiving scars from a British officer during the Revolutionary War for refusing to clean his boots. He lived along the frontier in Tennessee. It was noted that he was strong-willed, courageous, and followed the southern code of honour. He was a respected fighter and known for his loyalty. These aspects of his past helped the “common” people to relate to him, giving them confidence that he would see to their needs.

3. During the Nullification Crisis, Jackson set an example of enforcing federal law over the wishes of South Carolina (an individual state). By doing this, Jackson made sure that the powers of the federal government were considered before the wishes of individual states. How might Andrew Jackson’s actions in the Nullification Crisis have affected the way he chose to deal with the fate of the Cherokee people?

Jackson’s actions in the Nullification Crisis set an example that needed to be followed. Jackson had clearly outlined the need to support federal law over individual needs. In creating the Indian Removal Act, Jackson was attempting to limit the conflict between frontier settlers and First Nations by forcing all First Nations to move west of the American frontier. The Cherokee argued that, having adapted to American ways of life, they held legal titles to their land. They also stated that they were a separate nation and, therefore, the laws of the state did not apply to them. If Jackson had allowed the Cherokee to stay, it would counter his action in the Nullification Crisis because it was once again an example of federal law being challenged by the rights of an individual state. Jackson may have felt forced to insist that the Indian Removal Act be honoured, despite the Supreme Court ruling.

Learning Activity 3.2: Manifest Destiny

- How were different groups affected by manifest destiny?
 - While you read pages 148–154, take notes on each of the groups affected by manifest destiny. Use a table like the example shown below to help organize your notes. The first few notes on each group have been included as an example. When you have finished reading and taking notes, write a paragraph describing how each group was affected by manifest destiny.

Effect of Manifest Destiny on Those Outside of the United States			
Nation/ Country	First Nations	Mexico	British North America (Early Canada)
Effect	<ul style="list-style-type: none"> Rights are not respected Jackson argued for majority rule but that did not include First Nations Indian Removal Act of 1830 evicts First Nations from their land, leading to the Trail of Tears Supreme Court gives Cherokee nation amnesty from the act, but Jackson overrules and evicts them Federal troops forcibly remove First Nations from their land Seminole suffer a similar fate to the Cherokee 	<ul style="list-style-type: none"> Mexico invited Americans to settle there in order to control Comanche raids Americans disrespect Mexicans Americans outnumber Mexicans Americans have no respect for Mexican authority U.S. attempts to purchase Texas Americans fight for Texas Texas becomes independent from Mexico Texas later becomes part of the U.S. Polk tries to purchase more Mexican land but Mexicans refuse Polk wages war with Mexico Northern Mexico goes to the U.S. 	<ul style="list-style-type: none"> Convention of 1818 (treaty) states Oregon territory is shared between Britain and the U.S. Many settlers came for prospect of free land Leads to tension with Britain Polk bases election on the need to claim the entire Northwest Polk settles with Britain, determining the 49th parallel as the border all the way to the Pacific Ocean

Paragraphs:

Even though there are many possible answers to this question, samples have been provided below.

First Nations

First Nations were not respected as equals to the Americans. President Andrew Jackson claimed the majority rule of the United States but did not intend to include First Nations in his “majority.” He created the Indian Removal Act of 1830, which evicted all First Nations off their land in order to accommodate the expanding frontier of the United States. Even First Nations who had adopted an American way of life (such as the Cherokee) and who legally owned the titles to their land were still denied their rights and evicted. The government used federal troops to rob them of their land, forcing them to continue to move west and suffer many hardships.

Mexico

After Mexico gained its independence from Spain, it invited Americans to settle, hoping the Americans could help them control the Comanche raids on their settlements. The Americans soon outnumbered the Mexicans. They dominated the area, paid little respect to the laws of Mexico, and treated the Mexican people with disrespect and racism. When the Mexican government tried to tighten control, the Americans fought to take the land, eventually defeating the Mexican armies and taking Texas as an independent territory that later became part of the United States. Manifest destiny did not stop there. President Polk soon attacked Mexican territory and convinced Congress to go to war. Polk was successful in taking all of northern Mexico before the conflict was over.

British North America

The Convention of 1818 stated that the British and the United States would share the Oregon territory. As more settlers moved into the area, however, tensions rose between the two countries. During Polk’s election, he ran a campaign to take the entire Northwest for the United States, but after his election he settled for naming the 49th parallel as the border between British North America and the United States.

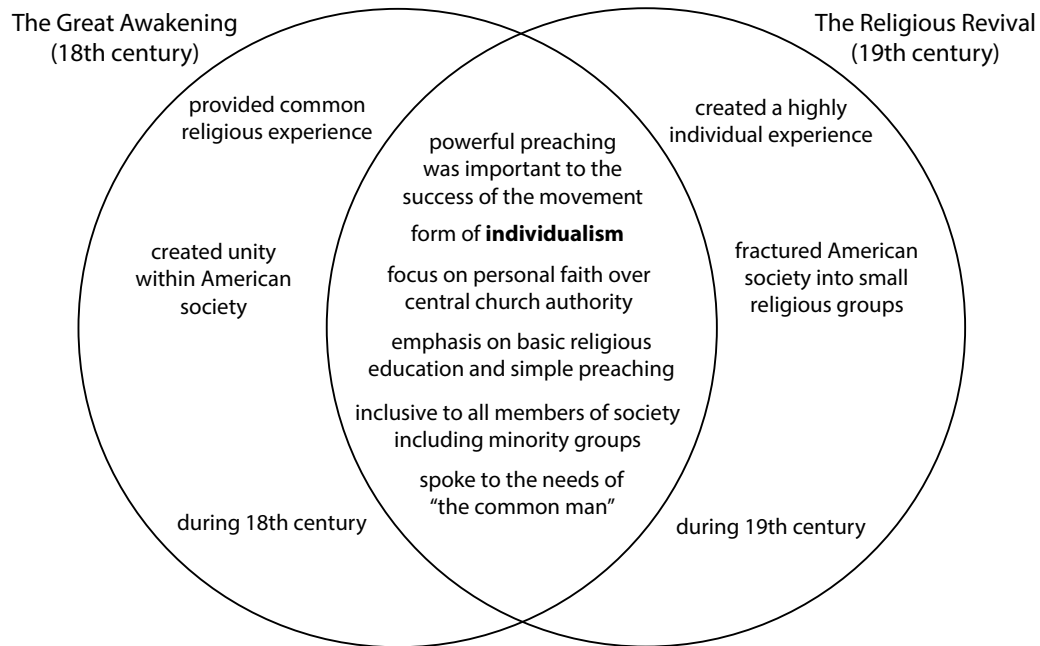
2. Does manifest destiny still exist today? Do citizens of the United States still feel that it is their destiny to expand?

Answers will vary, but some possible answers may include the following:

- Many Americans still believe that they are destined to expand. This can be seen in the expansion of business and industry.
- Many Americans still believe that they are special according to God and chosen by God to be a special country.

Learning Activity 3.3: Social Change

1. Using a Venn diagram similar to the one below, compare and contrast the Great Awakening of the early 18th century and the religious revival of the early 19th century. The first few points have been included as an example to get you started.



2. In your own words, share a definition of "transcendentalism."

According to your textbook, the definition of transcendentalism is "a philosophical system that emphasizes intuition or the divine, especially associated with Ralph Waldo Emerson and other New England writers."

An example of a personal definition taken directly from reading pages 158–159 of *American History* is included below:

Transcendentalism is the belief that a greater spiritual reality lies beyond observable reality (a world beyond this one) and that by closely and critically observing nature one can come to her or his own realizations to achieve a greater understanding. The focus is on personal enlightenment over simply following the set ideals of formal religion and society---that "the integrity of your own mind" is of the utmost importance.

3. Your textbook says the 1830s represent “...the beginning of an organized labour movement in America that was dedicated to reforming living and working conditions.” What evidence supports this statement?

Unions formed at this time because of the suffering economy of the working class and the spirit of popular democracy that was sweeping the nation. Political parties, such as the Workingmen’s Party in Philadelphia and Jackson’s Democrats, formed. These political parties fought for causes representing the working class and gained their votes. Other unions, such as the General Trades Union (GTU), organized strikes in order to fight for working class rights.

4. What arguments by William McGuffey started the education system in America? What do you think McGuffey meant by these arguments?

McGuffey argued that the reforms in the education system would reduce poverty and benefit the economy. McGuffey likely understood that the economy of America was changing into a more industrialized society with different roles than before. People needed more education to meet the needs of the changing society. By reforming the education system, McGuffey likely felt that individual poverty and the overall economy would improve.

Learning Activity 3.4: Slavery’s Effects on America

1. How did both the northern and southern states rely on slavery for their economies?

The economies of both the northern and southern states relied heavily on slavery—directly in the South and indirectly in the North. The northern states were highly industrialized, relying more on industrial production in factories, but these factories relied heavily on the raw materials that were produced on plantations and farms in the southern states. These raw materials were produced mainly by cheap slave labour. In this way, the southern states directly relied on slavery to make a profitable agricultural industry and the northern states relied indirectly on slavery by needing the raw materials used for production in factories.

2. How did the printed word aid the abolition movement?

The newspaper publisher William Lloyd Garrison was an advocate of the abolition movement, denouncing slavery as immoral. It is very likely that he used his power over the printed word to spread his negative views of slavery. Harriet Beecher Stowe wrote the novel *Uncle Tom’s Cabin*, which helped people in the northern states to become aware of the harsh injustices of slavery. This novel sold over 1 million copies and was adapted for the stage. These facts illustrate the impact of this novel and the power of the printed word in shaping the opinions of society.

3. Dred Scott was a controversial figure for both abolitionists and slave owners. His defense of freedom went against the ideas of southern slave owners. The debate over whether or not Dred Scott had a valid legal argument for his freedom was very controversial and caused much debate. Using a T-chart similar to the one shown below, display the arguments from both sides.

Dred Scott's Legal Argument for Freedom

Abolitionist Argument (The Argument for Scott's Freedom)	Southern Slave Owner Argument (The Argument against Scott's Freedom)
<ul style="list-style-type: none"> ■ After having lived in the free northern states, he should have already been declared free, which would have made him a citizen of the United States. Taking him back to the southern states as a slave would have violated his newfound citizenship. ■ <i>The Declaration of Independence declares "all men" to be equal, and so Dred Scott should be able to declare his freedom, as he is equal to the person who claims to own him.</i> ■ <i>Dred Scott was considered property, so he could not be seized by the American government from the person who claimed to own him. However, after living in the northern states, he would no longer be anyone's property, so he should not have had to fight for his freedom because he should already have had it.</i> 	<ul style="list-style-type: none"> ■ Although Dred Scott may have been in the northern states and had the option to be declared free, the declaration was never made, and so he never became a citizen of the United States. As a result, he was technically still a slave owned by his master under United States law and, therefore, did not have a right to declare his freedom. ■ <i>Although the Declaration of Independence may declare "all men" as equal, slaves were not considered to be of equal value and were considered property to be bought and sold. This is clearly illustrated by the three-fifths rule where, in calculating population for federal votes, five slaves were counted as three freemen.</i> ■ <i>Since Dred Scott was the property of his owner, under the Constitution, he could not be taken from his master by the government.</i>

4. How did the actions of John Brown help to bring about the events leading to the Civil War?

John Brown saw events such as the Supreme Court ruling on Dred Scott as evidence that only an armed uprising would bring about abolition. He may have represented many citizens of the northern states in his thoughts and actions. For southern statesmen, he represented the danger that abolitionists posed to their way of life under slavery. On the other hand, his death at the hands of the U.S. forces made him a martyr (symbol of suffering) for the abolitionist cause. His death likely enflamed the feelings of many supporters of the abolitionist cause while making southerners increasingly suspicious of the abolitionist movement. This increased tension and example of violent action hinted at the conflict to come (the Civil War).

Learning Activity 3.5: Dividing the Union

1. Why was the outcome of the election of 1860 easy to predict?

Abraham Lincoln was the leader of the only party that was not divided or unclear in opinion on whether or not slavery should exist in the new territories. The Democratic Party was divided by the North and South on this issue. Breckinridge (the southern Democrat) favoured to have slavery in the new territories but Douglas (the northern Democrat) argued for popular sovereignty (to let the individual territories decide). The constitutional Union was still undecided about its policy. With the slavery and anti-slavery states so evenly matched, it is easy to see how the one party with a clear vision/policy would gain the upper hand.

2. Observe *Figure 6.13* and *Figure 6.14* on pages 186 and 187 of *American History*. After looking at the results in *Figure 6.13*, compare them to the cartoon in *Figure 6.14* to explain how this cartoon describes the outcome of the election of 1860. Be sure to discuss how the cartoon represents the platform each of the candidates represented in the election.

There are many possible ways to interpret this cartoon but a good answer should consider some thoughts similar to the ones below:

- Although Lincoln clearly dominated in the northern states (according to *Figure 6.13*), he was also successful in California and Oregon. These states were part of the new territories. The cartoon shows Lincoln and Douglas wrestling over the territories while Breckinridge has a clear hold on the southern states. This may reflect the platforms of the candidates in that the southern states supported slavery and so Breckinridge has a clear break in tearing the map. This leaves Lincoln and Douglas tugging at the colonies, indicating the future of slavery in those areas is yet to be determined.
 - The cartoon shows Bell gluing the map together, which likely reflects his undecided platform. Whereas the other candidates had more clear policies, he simply campaigned for further political compromise. The political map in *Figure 6.14* shows Bell's states as directly in between the northern (Lincoln) and southern (Douglas) states. It appears that Bell was the "glue" between them. This shows his policy of trying to find reconciliation between the different states on the issue of slavery.
 - The tearing of the map points to the separation of the states as they split and the Union came apart. The clear separation of the southern states in the hands of Breckinridge may indicate the secession of the 11 states immediately following the election. This shows the political divisions that would soon become a reality, as many of the southern states separated from the Union immediately following the election.
-

Learning Activity 3.6: The Civil War

1. Use a table like the one shown below to create a list of five brief summaries (2–4 sentences each) of the causes of the Civil War shared on pages 188–190 in *American History*.

Causes of the Civil War	
Cause	Explanation
States' Rights	The issue of the sovereignty of states versus the centralized power of the federal government was a strong issue ever since the Revolutionary War. Southern states likely feared that federal power in the hands of abolitionists would override the sovereignty of the southern states, causing a mass emancipation (freeing) of all slaves.
Economic Differences	The northern and southern states had polarized (opposite) economies, with the northern states being industrialized and urban and the southern states being agrarian (farming) and rural. With the rise of the Industrial Revolution, the southern states were in danger of losing economic power. The loss of slavery would be difficult for the southern economy.
Westward Expansion	The Union was divided on the issue of slavery with an even number of northern anti-slavery states and southern pro-slavery states making a delicate balance of power. As westward expansion opened new territories, the issue of whether or not they would become slavery states created tension, as it could easily change the balance of political power throughout the country.
Slaveholders versus Abolitionists	The strength of the abolitionist movement made southern slave owners nervous about the possibility of emancipation. Events, such as John Brown's uprisings and the actions of abolitionists in response to the Fugitive Slave Act, served as evidence that abolitionists would use any means to achieve their goal.
Lincoln's Election	The <i>secession</i> (separation) of the southern states was an event directly leading to the Civil War. Southern politicians had already threatened to <i>secede</i> if a Republican candidate were elected president. Once Lincoln won the election, it was only a matter of time before southern states began to leave the Union.

2. Using a table like the one shown below, document the advantages and disadvantages of the Union versus the Confederacy when entering the Civil War.

Advantages and Disadvantages Entering the Civil War		
Army	Advantage	Disadvantage
Union	<ul style="list-style-type: none"> ■ Great enthusiasm among volunteers to enlist ■ Had four times the population of the southern states (counting non-slaves) 	<ul style="list-style-type: none"> ■ Without the advantage of slavery for labour, many able men could not enlist because they were needed for labour in agriculture and industry ■ The Union was on the offensive, which required more soldiers for a successful campaign ■ The Union had to take the South by force and then reunite (no small task) ■ With the war disrupting trade, there was the possibility that the Confederacy would get international assistance (allies)
Confederacy	<ul style="list-style-type: none"> ■ Great enthusiasm among volunteers to enlist ■ Slavery provided labour in agriculture and industry, freeing up non-slaves for service in the Confederate Army ■ The Confederacy was on the defensive, which required fewer soldiers ■ The Confederacy only had to outlast the Union to achieve victory ■ There were hopes that the British would help the Confederacy in order to restore international trade 	<ul style="list-style-type: none"> ■ The non-slave population was outnumbered 4 to 1 by the northern population ■ Only had one ironwork, while the North had many

3. Explain how *Figure 6.17* on page 193 illustrates the tactics (The Anaconda Plan) of the Union Army at the beginning of the Civil War.

The Union Army's plan was to block the ports of the southern states and seize control of the Mississippi River in order to choke them of their resources. This would hurt their ongoing efforts in the war. The cartoon shows an Anaconda snake starting at Washington and then moving around the southern ports in the Caribbean and finishing at a fork of the Mississippi River in the western territories. This cartoon of the snake illustrates the progressive plan of the Union Army.

Learning Activity 3.7: Reconstruction

1. Using a table like the one below, document the presidential (acts by the president) and the congressional (acts by Congress) actions taken to reconstruct the American South to reflect the rights gained by former slaves following the Civil War. In other words, write down the steps taken by the president and Congress to reconstruct the American South.

Steps toward Reconstruction	
Presidential Reconstruction	<ul style="list-style-type: none"> States were required to draft new constitutions and accept the 13th Amendment (acceptance and admission of the abolition of slavery) in order to be reincorporated into the Union.
Congressional Reconstruction	<ul style="list-style-type: none"> The passing of the 14th Amendment ensured the rights of former slaves were respected and also restricted the rights of former Confederate politicians to become elected to Congress.
	<ul style="list-style-type: none"> The Reconstruction Act of 1867 divided the South into military districts ruled by generals charged with the task of removing all Confederate sympathizers (people loyal to the Confederacy) from all government posts. States also drafted new constitutions that guaranteed the right to vote for former slaves.
	<ul style="list-style-type: none"> The 15th Amendment (1859) stated, "the right of citizens of the United States to vote shall not be denied or abridged...on account of race, color, or previous condition of servitude," which guaranteed the right to vote would be given to all (male) former slaves.

2. During the reconstruction of the South, what steps caused the Republican Party to become less popular?

- The actions of Andrew Johnson allowed the reincorporation of states into the Union while still allowing the persecution of former slaves. For example, the emergence of Black Codes restricted the rights of African-Americans in southern states.
 - This likely made people lose confidence in the intentions of the Republican Party.
- The radical reconstruction on behalf of Congress in the form of the 14th and 15th Amendments shifted power away from the presidency, which likely portrayed the Republicans as a weak party for leadership.
- Freedmen's Bureaus were somewhat successful, but many Republican politicians in the southern states were hassled by the public, and organizations like the Ku Klux Klan showed a great disrespect for the Republican Party in general.
- Corruption in the Republican government in the form of financial scandals discredited the party.
 - Ulysses S. Grant in the Whiskey Scandal and the association of Republican politicians in the Credit Mobilier Scandal.
 - This caused the Democratic Party to rise in popularity.
- The questionable outcome of the 1876 election raised questions about the integrity (honesty) of the Republican Party.
 - In Florida, South Carolina, and Louisiana, both the Republican and Democratic parties claimed victory, but a Republican political majority ruled in the Republican Party's favour.
 - This likely made people suspicious of the Republican Party.

3. Sharecropping: Development of sharecropping brought new opportunity to former slaves of the South with mixed results. Using a chart like the one below, outline the advantages and disadvantages for both former slaves and current landowners.

	Advantages	Disadvantages
Former Slave (sharecropper)	<ul style="list-style-type: none"> ■ Chance to cultivate own land and to keep 2/3 of the yield ■ Landowner lends the sharecropper seed and supplies 	<ul style="list-style-type: none"> ■ Sharecropping is likely the only option open for the former slave other than underpaid manual labour ■ Has to give 1/3 of the yield to the landowner ■ Easy to fall deep into debt to the landowner after borrowing seed and supplies ■ Must stay on the farm until harvest (cannot leave) ■ Sharecropper often unable to become financially independent ■ Until the debt is repaid to the landowner, the former slave must remain as a tenant and cannot leave
Landowner	<ul style="list-style-type: none"> ■ Land is cultivated for the owner by the sharecropper (no labour for the landowner) ■ The landowner does not have to plant, tend to, or harvest the crop ■ The former slave remains indebted to the landowner, ensuring a long-term commitment of labour 	<ul style="list-style-type: none"> ■ Only 1/3 of the yield for the owner

Learning Activity 3.8: Immigration, Industry, and Agriculture

1. Immigration: “Push and Pull Factors” are discussed on page 220 of *American History* to explain the rapid population increase in the United States during the second half of the 19th century (1800s). Explain what is meant by “push and pull factors” and list the different push and pull factors.

The term *push factor* refers to the aspects of European society that pushed people to move to America. The term *pull factor* refers to what might have motivated (pulled) people to move to America.

Push factors would include the following:

- Agricultural revolutions in Europe replaced family farms with commercial operations
- Rising population resulted in a shortage of farmland
- Political problems made people want to find a more stable home

Pull factors would include the following:

- Demand for unskilled labour in America’s growing industries
- Available cheap farmland

2. What new business models were created during this time in American history? How did they affect the spread of American industry?

Corporations and trusts were created at this time.

- Corporations allowed many people to own a business together with a low risk for their investment. This meant that if the corporation ended up owing a large amount of money, the investors would never have to pay any more than their original investment. This allowed people to invest in more industry without worry, causing a large expansion of industry in America.
- Trusts were also created where many businesses or corporations would join together into a single industry. This is sort of like businesses joining together as allies so they can crush their competition. By doing this, corporations were able to control their competition, protect their profits, and, most importantly, influence politics (make politicians pass laws that they wanted). For example, those in the railroad industry held great power, and so it would be easy for them to get politicians to help them with their industry by changing laws that would benefit railroad businesses.

3. How did technological advances change farming during this time?

New technologies, such as John Deere's steel plow, the McCormick reaper, windmills for pumping water, and barbed wire, helped farming to become more efficient.

- The steel plow allowed for deeper plowing, enabling the farmer to break up the tough soil.
- The McCormick reaper greatly reduced harvesting time.
- The windmill was used to pump water from underground, providing irrigation options on the semi-arid Great Plains.
- Barbed wire allowed farmers to control their own herds and also to protect their crops from wandering animals.

These technologies greatly affected agriculture by increasing the production of farmland and significantly reducing the amount of labour needed to farm.

Learning Activity 3.9: First Nations versus Manifest Destiny

1. Conflict between First Nations and the U.S. authorities renewed as the frontier expanded westward. Using a table like the one below, explain the causes of the renewed conflict and the responses by the First Nations involved.

Aboriginal Conflicts: Responses	
Causes	
Cause	Explanation
Manifest Destiny	The rising population of settlers created a need for more farmland, resulting in increased westward expansion. This often pushed existing First Nations groups further westward.
Buffalo	Expanding American industry created a need for raw materials. The demand for buffalo hides grew along with the population and industry, causing the growing population of settlers to kill large numbers of buffalo. This activity was supported by government and military officials in hopes of weakening local First Nations groups that stood in the way of western expansion.
Responses	
Response	Explanation
Reserves	The American government confined First Nations people to reserves, encouraging them to assimilate to American life by establishing new practices such as agriculture. However, the land they were provided was often not good for farming.
Acceptance	Some First Nations people decided the best action was to accept the reserve system and to attempt to survive according to the new, industrial model.
Negotiation	Some First Nations people attempted to negotiate directly with the American government, such as Red Cloud of the Sioux, who negotiated a large area of the Black Hills of South Dakota for his people.
Fighting	Some First Nations decided to fight the oncoming settlers and U.S. authorities, such as Geronimo, who continued a nomadic lifestyle and led his people in armed conflict against U.S. officials.

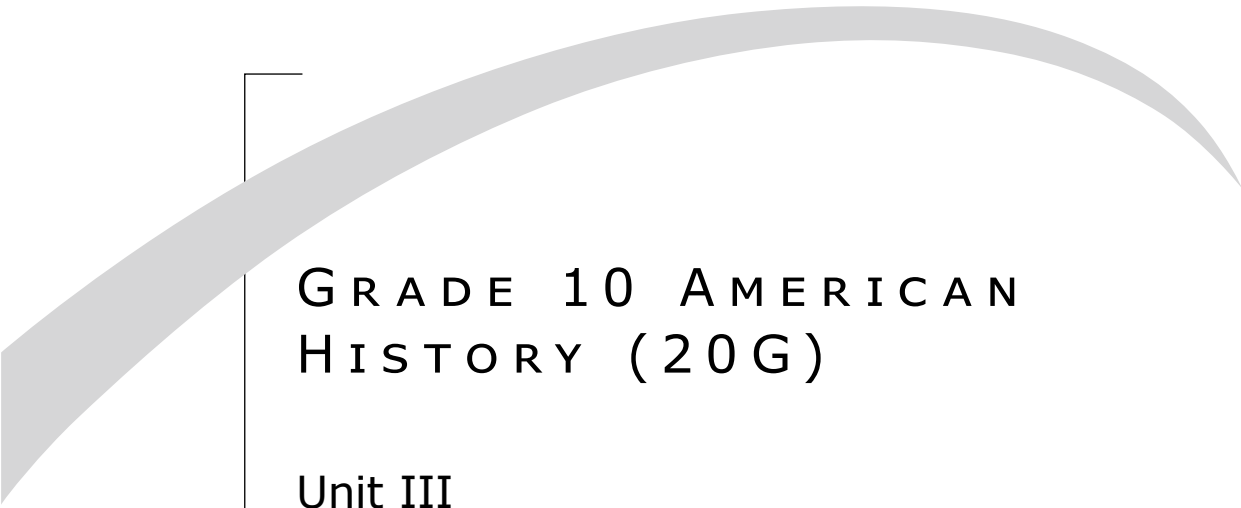
2. The westward expansion of the settlers caused a drastic decline in the buffalo population. Why did this occur, and why were some members of the American government and military in support of it?

Manifest destiny pushed the western frontier forward. As the population grew, so did the demand for fresh farmland. American industry also demanded raw materials. The buffalo became a popular raw material for robes and other items. The settlers started to kill the buffalo in large numbers. The military and government officials supported this action as an attempt to weaken the local First Nations tribes. They saw the First Nations as less civilized and wished to remove them from the path of manifest destiny in order to provide for the expanding population of settlers and to add to the industry and expansion of the United States.

3. Imagine that you are a First Nations person at the western frontier. Settlers are pouring in each day, killing the buffalo (your main source of food and supplies), and U.S. officials are telling you to move away to a reserve. How would you react? What do you think would be the best plan of action for you as a First Nations person in this situation? Be sure to include a complete explanation in your answer, including an example to support your decision.

There are many ways to react to this question. A good response should include a direct statement of action, a reason for this action, an explanation of what might happen, and an example from the text of another individual or group that decided to take that action.

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit III
Nationalism and Sectionalism

Learning Activity Answer Key

UNIT III: NATIONALISM AND SECTIONALISM

Learning Activity 3.1: Andrew Jackson

1. What role did the newspaper play in shifting democracy to the “common man”?

Between 1810 and 1835, the number of newspapers rose from 400 to 1,200, showing a widespread popularity across America. With so many people sharing a common experience of reading newspapers, it became easy for common ideals to be spread among the public. Throughout America, citizens were reading these newspapers, spreading the news of politics across America. This helped the average citizen become informed not only about the politics of America but also to form common opinions.

2. How did Andrew Jackson’s personal history and self-image relate him to the common American?

Andrew Jackson came from humble roots, being born in a log cabin in South Carolina. He had a history of defiance against the British, including receiving scars from a British officer during the Revolutionary War for refusing to clean his boots. He lived along the frontier in Tennessee. It was noted that he was strong-willed, courageous, and followed the southern code of honour. He was a respected fighter and known for his loyalty. These aspects of his past helped the “common” people to relate to him, giving them confidence that he would see to their needs.

3. During the Nullification Crisis, Jackson set an example of enforcing federal law over the wishes of South Carolina (an individual state). By doing this, Jackson made sure that the powers of the federal government were considered before the wishes of individual states. How might Andrew Jackson’s actions in the Nullification Crisis have affected the way he chose to deal with the fate of the Cherokee people?

Jackson’s actions in the Nullification Crisis set an example that needed to be followed. Jackson had clearly outlined the need to support federal law over individual needs. In creating the Indian Removal Act, Jackson was attempting to limit the conflict between frontier settlers and First Nations by forcing all First Nations to move west of the American frontier. The Cherokee argued that, having adapted to American ways of life, they held legal titles to their land. They also stated that they were a separate nation and, therefore, the laws of the state did not apply to them. If Jackson had allowed the Cherokee to stay, it would counter his action in the Nullification Crisis because it was once again an example of federal law being challenged by the rights of an individual state. Jackson may have felt forced to insist that the Indian Removal Act be honoured, despite the Supreme Court ruling.

Learning Activity 3.2: Manifest Destiny

- How were different groups affected by manifest destiny?
 - While you read pages 148–154, take notes on each of the groups affected by manifest destiny. Use a table like the example shown below to help organize your notes. The first few notes on each group have been included as an example. When you have finished reading and taking notes, write a paragraph describing how each group was affected by manifest destiny.

Effect of Manifest Destiny on Those Outside of the United States			
Nation/ Country	First Nations	Mexico	British North America (Early Canada)
Effect	<ul style="list-style-type: none"> Rights are not respected Jackson argued for majority rule but that did not include First Nations Indian Removal Act of 1830 evicts First Nations from their land, leading to the Trail of Tears Supreme Court gives Cherokee nation amnesty from the act, but Jackson overrules and evicts them Federal troops forcibly remove First Nations from their land Seminole suffer a similar fate to the Cherokee 	<ul style="list-style-type: none"> Mexico invited Americans to settle there in order to control Comanche raids Americans disrespect Mexicans Americans outnumber Mexicans Americans have no respect for Mexican authority U.S. attempts to purchase Texas Americans fight for Texas Texas becomes independent from Mexico Texas later becomes part of the U.S. Polk tries to purchase more Mexican land but Mexicans refuse Polk wages war with Mexico Northern Mexico goes to the U.S. 	<ul style="list-style-type: none"> Convention of 1818 (treaty) states Oregon territory is shared between Britain and the U.S. Many settlers came for prospect of free land Leads to tension with Britain Polk bases election on the need to claim the entire Northwest Polk settles with Britain, determining the 49th parallel as the border all the way to the Pacific Ocean

Paragraphs:

Even though there are many possible answers to this question, samples have been provided below.

First Nations

First Nations were not respected as equals to the Americans. President Andrew Jackson claimed the majority rule of the United States but did not intend to include First Nations in his “majority.” He created the Indian Removal Act of 1830, which evicted all First Nations off their land in order to accommodate the expanding frontier of the United States. Even First Nations who had adopted an American way of life (such as the Cherokee) and who legally owned the titles to their land were still denied their rights and evicted. The government used federal troops to rob them of their land, forcing them to continue to move west and suffer many hardships.

Mexico

After Mexico gained its independence from Spain, it invited Americans to settle, hoping the Americans could help them control the Comanche raids on their settlements. The Americans soon outnumbered the Mexicans. They dominated the area, paid little respect to the laws of Mexico, and treated the Mexican people with disrespect and racism. When the Mexican government tried to tighten control, the Americans fought to take the land, eventually defeating the Mexican armies and taking Texas as an independent territory that later became part of the United States. Manifest destiny did not stop there. President Polk soon attacked Mexican territory and convinced Congress to go to war. Polk was successful in taking all of northern Mexico before the conflict was over.

British North America

The Convention of 1818 stated that the British and the United States would share the Oregon territory. As more settlers moved into the area, however, tensions rose between the two countries. During Polk’s election, he ran a campaign to take the entire Northwest for the United States, but after his election he settled for naming the 49th parallel as the border between British North America and the United States.

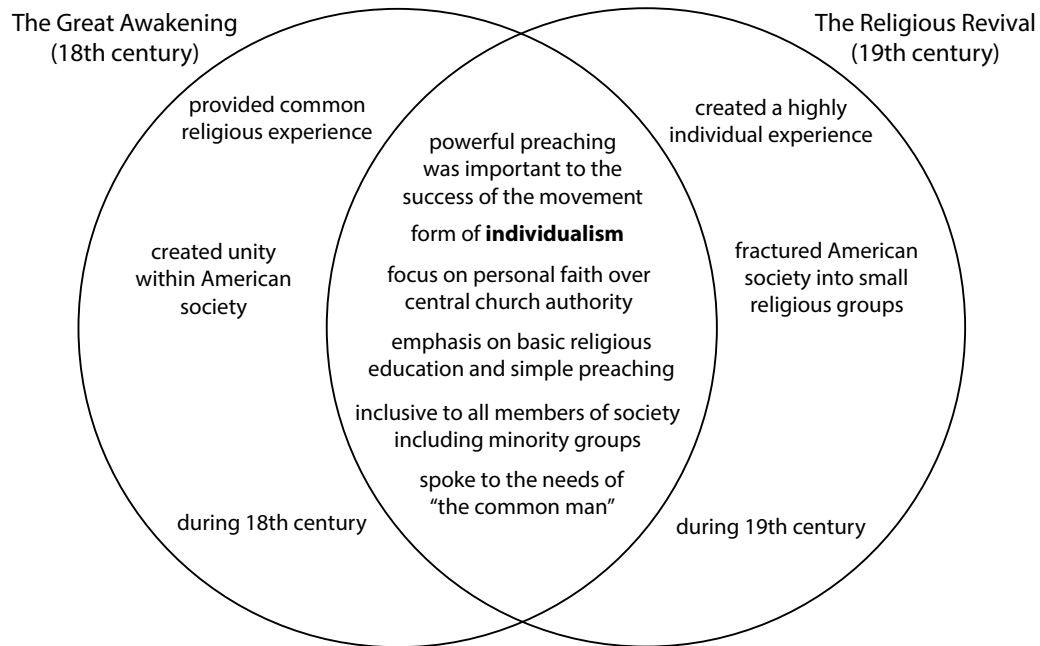
2. Does manifest destiny still exist today? Do citizens of the United States still feel that it is their destiny to expand?

Answers will vary, but some possible answers may include the following:

- Many Americans still believe that they are destined to expand. This can be seen in the expansion of business and industry.
- Many Americans still believe that they are special according to God and chosen by God to be a special country.

Learning Activity 3.3: Social Change

1. Using a Venn diagram similar to the one below, compare and contrast the Great Awakening of the early 18th century and the religious revival of the early 19th century. The first few points have been included as an example to get you started.



2. In your own words, share a definition of "transcendentalism."

According to your textbook, the definition of transcendentalism is "a philosophical system that emphasizes intuition or the divine, especially associated with Ralph Waldo Emerson and other New England writers."

An example of a personal definition taken directly from reading pages 158–159 of *American History* is included below:

Transcendentalism is the belief that a greater spiritual reality lies beyond observable reality (a world beyond this one) and that by closely and critically observing nature one can come to her or his own realizations to achieve a greater understanding. The focus is on personal enlightenment over simply following the set ideals of formal religion and society---that "the integrity of your own mind" is of the utmost importance.

3. Your textbook says the 1830s represent “...the beginning of an organized labour movement in America that was dedicated to reforming living and working conditions.” What evidence supports this statement?

Unions formed at this time because of the suffering economy of the working class and the spirit of popular democracy that was sweeping the nation. Political parties, such as the Workingmen’s Party in Philadelphia and Jackson’s Democrats, formed. These political parties fought for causes representing the working class and gained their votes. Other unions, such as the General Trades Union (GTU), organized strikes in order to fight for working class rights.

4. What arguments by William McGuffey started the education system in America? What do you think McGuffey meant by these arguments?

McGuffey argued that the reforms in the education system would reduce poverty and benefit the economy. McGuffey likely understood that the economy of America was changing into a more industrialized society with different roles than before. People needed more education to meet the needs of the changing society. By reforming the education system, McGuffey likely felt that individual poverty and the overall economy would improve.

Learning Activity 3.4: Slavery’s Effects on America

1. How did both the northern and southern states rely on slavery for their economies?

The economies of both the northern and southern states relied heavily on slavery—directly in the South and indirectly in the North. The northern states were highly industrialized, relying more on industrial production in factories, but these factories relied heavily on the raw materials that were produced on plantations and farms in the southern states. These raw materials were produced mainly by cheap slave labour. In this way, the southern states directly relied on slavery to make a profitable agricultural industry and the northern states relied indirectly on slavery by needing the raw materials used for production in factories.

2. How did the printed word aid the abolition movement?

The newspaper publisher William Lloyd Garrison was an advocate of the abolition movement, denouncing slavery as immoral. It is very likely that he used his power over the printed word to spread his negative views of slavery. Harriet Beecher Stowe wrote the novel *Uncle Tom’s Cabin*, which helped people in the northern states to become aware of the harsh injustices of slavery. This novel sold over 1 million copies and was adapted for the stage. These facts illustrate the impact of this novel and the power of the printed word in shaping the opinions of society.

3. Dred Scott was a controversial figure for both abolitionists and slave owners. His defense of freedom went against the ideas of southern slave owners. The debate over whether or not Dred Scott had a valid legal argument for his freedom was very controversial and caused much debate. Using a T-chart similar to the one shown below, display the arguments from both sides.

Dred Scott's Legal Argument for Freedom

Abolitionist Argument (The Argument for Scott's Freedom)	Southern Slave Owner Argument (The Argument against Scott's Freedom)
<ul style="list-style-type: none"> ■ After having lived in the free northern states, he should have already been declared free, which would have made him a citizen of the United States. Taking him back to the southern states as a slave would have violated his newfound citizenship. ■ <i>The Declaration of Independence declares "all men" to be equal, and so Dred Scott should be able to declare his freedom, as he is equal to the person who claims to own him.</i> ■ <i>Dred Scott was considered property, so he could not be seized by the American government from the person who claimed to own him. However, after living in the northern states, he would no longer be anyone's property, so he should not have had to fight for his freedom because he should already have had it.</i> 	<ul style="list-style-type: none"> ■ Although Dred Scott may have been in the northern states and had the option to be declared free, the declaration was never made, and so he never became a citizen of the United States. As a result, he was technically still a slave owned by his master under United States law and, therefore, did not have a right to declare his freedom. ■ <i>Although the Declaration of Independence may declare "all men" as equal, slaves were not considered to be of equal value and were considered property to be bought and sold. This is clearly illustrated by the three-fifths rule where, in calculating population for federal votes, five slaves were counted as three freemen.</i> ■ <i>Since Dred Scott was the property of his owner, under the Constitution, he could not be taken from his master by the government.</i>

4. How did the actions of John Brown help to bring about the events leading to the Civil War?

John Brown saw events such as the Supreme Court ruling on Dred Scott as evidence that only an armed uprising would bring about abolition. He may have represented many citizens of the northern states in his thoughts and actions. For southern statesmen, he represented the danger that abolitionists posed to their way of life under slavery. On the other hand, his death at the hands of the U.S. forces made him a martyr (symbol of suffering) for the abolitionist cause. His death likely enflamed the feelings of many supporters of the abolitionist cause while making southerners increasingly suspicious of the abolitionist movement. This increased tension and example of violent action hinted at the conflict to come (the Civil War).

Learning Activity 3.5: Dividing the Union

1. Why was the outcome of the election of 1860 easy to predict?

Abraham Lincoln was the leader of the only party that was not divided or unclear in opinion on whether or not slavery should exist in the new territories. The Democratic Party was divided by the North and South on this issue. Breckinridge (the southern Democrat) favoured to have slavery in the new territories but Douglas (the northern Democrat) argued for popular sovereignty (to let the individual territories decide). The constitutional Union was still undecided about its policy. With the slavery and anti-slavery states so evenly matched, it is easy to see how the one party with a clear vision/policy would gain the upper hand.

2. Observe *Figure 6.13* and *Figure 6.14* on pages 186 and 187 of *American History*. After looking at the results in *Figure 6.13*, compare them to the cartoon in *Figure 6.14* to explain how this cartoon describes the outcome of the election of 1860. Be sure to discuss how the cartoon represents the platform each of the candidates represented in the election.

There are many possible ways to interpret this cartoon but a good answer should consider some thoughts similar to the ones below:

- Although Lincoln clearly dominated in the northern states (according to *Figure 6.13*), he was also successful in California and Oregon. These states were part of the new territories. The cartoon shows Lincoln and Douglas wrestling over the territories while Breckinridge has a clear hold on the southern states. This may reflect the platforms of the candidates in that the southern states supported slavery and so Breckinridge has a clear break in tearing the map. This leaves Lincoln and Douglas tugging at the colonies, indicating the future of slavery in those areas is yet to be determined.
 - The cartoon shows Bell gluing the map together, which likely reflects his undecided platform. Whereas the other candidates had more clear policies, he simply campaigned for further political compromise. The political map in *Figure 6.14* shows Bell's states as directly in between the northern (Lincoln) and southern (Douglas) states. It appears that Bell was the "glue" between them. This shows his policy of trying to find reconciliation between the different states on the issue of slavery.
 - The tearing of the map points to the separation of the states as they split and the Union came apart. The clear separation of the southern states in the hands of Breckinridge may indicate the secession of the 11 states immediately following the election. This shows the political divisions that would soon become a reality, as many of the southern states separated from the Union immediately following the election.
-

Learning Activity 3.6: The Civil War

1. Use a table like the one shown below to create a list of five brief summaries (2–4 sentences each) of the causes of the Civil War shared on pages 188–190 in *American History*.

Causes of the Civil War	
Cause	Explanation
States' Rights	The issue of the sovereignty of states versus the centralized power of the federal government was a strong issue ever since the Revolutionary War. Southern states likely feared that federal power in the hands of abolitionists would override the sovereignty of the southern states, causing a mass emancipation (freeing) of all slaves.
Economic Differences	The northern and southern states had polarized (opposite) economies, with the northern states being industrialized and urban and the southern states being agrarian (farming) and rural. With the rise of the Industrial Revolution, the southern states were in danger of losing economic power. The loss of slavery would be difficult for the southern economy.
Westward Expansion	The Union was divided on the issue of slavery with an even number of northern anti-slavery states and southern pro-slavery states making a delicate balance of power. As westward expansion opened new territories, the issue of whether or not they would become slavery states created tension, as it could easily change the balance of political power throughout the country.
Slaveholders versus Abolitionists	The strength of the abolitionist movement made southern slave owners nervous about the possibility of emancipation. Events, such as John Brown's uprisings and the actions of abolitionists in response to the Fugitive Slave Act, served as evidence that abolitionists would use any means to achieve their goal.
Lincoln's Election	The <i>secession</i> (separation) of the southern states was an event directly leading to the Civil War. Southern politicians had already threatened to <i>secede</i> if a Republican candidate were elected president. Once Lincoln won the election, it was only a matter of time before southern states began to leave the Union.

2. Using a table like the one shown below, document the advantages and disadvantages of the Union versus the Confederacy when entering the Civil War.

Advantages and Disadvantages Entering the Civil War		
Army	Advantage	Disadvantage
Union	<ul style="list-style-type: none"> ■ Great enthusiasm among volunteers to enlist ■ Had four times the population of the southern states (counting non-slaves) 	<ul style="list-style-type: none"> ■ Without the advantage of slavery for labour, many able men could not enlist because they were needed for labour in agriculture and industry ■ The Union was on the offensive, which required more soldiers for a successful campaign ■ The Union had to take the South by force and then reunite (no small task) ■ With the war disrupting trade, there was the possibility that the Confederacy would get international assistance (allies)
Confederacy	<ul style="list-style-type: none"> ■ Great enthusiasm among volunteers to enlist ■ Slavery provided labour in agriculture and industry, freeing up non-slaves for service in the Confederate Army ■ The Confederacy was on the defensive, which required fewer soldiers ■ The Confederacy only had to outlast the Union to achieve victory ■ There were hopes that the British would help the Confederacy in order to restore international trade 	<ul style="list-style-type: none"> ■ The non-slave population was outnumbered 4 to 1 by the northern population ■ Only had one ironwork, while the North had many

3. Explain how *Figure 6.17* on page 193 illustrates the tactics (The Anaconda Plan) of the Union Army at the beginning of the Civil War.

The Union Army's plan was to block the ports of the southern states and seize control of the Mississippi River in order to choke them of their resources. This would hurt their ongoing efforts in the war. The cartoon shows an Anaconda snake starting at Washington and then moving around the southern ports in the Caribbean and finishing at a fork of the Mississippi River in the western territories. This cartoon of the snake illustrates the progressive plan of the Union Army.

Learning Activity 3.7: Reconstruction

1. Using a table like the one below, document the presidential (acts by the president) and the congressional (acts by Congress) actions taken to reconstruct the American South to reflect the rights gained by former slaves following the Civil War. In other words, write down the steps taken by the president and Congress to reconstruct the American South.

Steps toward Reconstruction	
Presidential Reconstruction	<ul style="list-style-type: none"> States were required to draft new constitutions and accept the 13th Amendment (acceptance and admission of the abolition of slavery) in order to be reincorporated into the Union.
Congressional Reconstruction	<ul style="list-style-type: none"> The passing of the 14th Amendment ensured the rights of former slaves were respected and also restricted the rights of former Confederate politicians to become elected to Congress.
	<ul style="list-style-type: none"> The Reconstruction Act of 1867 divided the South into military districts ruled by generals charged with the task of removing all Confederate sympathizers (people loyal to the Confederacy) from all government posts. States also drafted new constitutions that guaranteed the right to vote for former slaves.
	<ul style="list-style-type: none"> The 15th Amendment (1859) stated, "the right of citizens of the United States to vote shall not be denied or abridged...on account of race, color, or previous condition of servitude," which guaranteed the right to vote would be given to all (male) former slaves.

2. During the reconstruction of the South, what steps caused the Republican Party to become less popular?

- The actions of Andrew Johnson allowed the reincorporation of states into the Union while still allowing the persecution of former slaves. For example, the emergence of Black Codes restricted the rights of African-Americans in southern states.
 - This likely made people lose confidence in the intentions of the Republican Party.
- The radical reconstruction on behalf of Congress in the form of the 14th and 15th Amendments shifted power away from the presidency, which likely portrayed the Republicans as a weak party for leadership.
- Freedmen's Bureaus were somewhat successful, but many Republican politicians in the southern states were hassled by the public, and organizations like the Ku Klux Klan showed a great disrespect for the Republican Party in general.
- Corruption in the Republican government in the form of financial scandals discredited the party.
 - Ulysses S. Grant in the Whiskey Scandal and the association of Republican politicians in the Credit Mobilier Scandal.
 - This caused the Democratic Party to rise in popularity.
- The questionable outcome of the 1876 election raised questions about the integrity (honesty) of the Republican Party.
 - In Florida, South Carolina, and Louisiana, both the Republican and Democratic parties claimed victory, but a Republican political majority ruled in the Republican Party's favour.
 - This likely made people suspicious of the Republican Party.

3. Sharecropping: Development of sharecropping brought new opportunity to former slaves of the South with mixed results. Using a chart like the one below, outline the advantages and disadvantages for both former slaves and current landowners.

	Advantages	Disadvantages
Former Slave (sharecropper)	<ul style="list-style-type: none"> ■ Chance to cultivate own land and to keep 2/3 of the yield ■ Landowner lends the sharecropper seed and supplies 	<ul style="list-style-type: none"> ■ Sharecropping is likely the only option open for the former slave other than underpaid manual labour ■ Has to give 1/3 of the yield to the landowner ■ Easy to fall deep into debt to the landowner after borrowing seed and supplies ■ Must stay on the farm until harvest (cannot leave) ■ Sharecropper often unable to become financially independent ■ Until the debt is repaid to the landowner, the former slave must remain as a tenant and cannot leave
Landowner	<ul style="list-style-type: none"> ■ Land is cultivated for the owner by the sharecropper (no labour for the landowner) ■ The landowner does not have to plant, tend to, or harvest the crop ■ The former slave remains indebted to the landowner, ensuring a long-term commitment of labour 	<ul style="list-style-type: none"> ■ Only 1/3 of the yield for the owner

Learning Activity 3.8: Immigration, Industry, and Agriculture

1. Immigration: “Push and Pull Factors” are discussed on page 220 of *American History* to explain the rapid population increase in the United States during the second half of the 19th century (1800s). Explain what is meant by “push and pull factors” and list the different push and pull factors.

The term *push factor* refers to the aspects of European society that pushed people to move to America. The term *pull factor* refers to what might have motivated (pulled) people to move to America.

Push factors would include the following:

- Agricultural revolutions in Europe replaced family farms with commercial operations
- Rising population resulted in a shortage of farmland
- Political problems made people want to find a more stable home

Pull factors would include the following:

- Demand for unskilled labour in America’s growing industries
- Available cheap farmland

2. What new business models were created during this time in American history? How did they affect the spread of American industry?

Corporations and trusts were created at this time.

- Corporations allowed many people to own a business together with a low risk for their investment. This meant that if the corporation ended up owing a large amount of money, the investors would never have to pay any more than their original investment. This allowed people to invest in more industry without worry, causing a large expansion of industry in America.
- Trusts were also created where many businesses or corporations would join together into a single industry. This is sort of like businesses joining together as allies so they can crush their competition. By doing this, corporations were able to control their competition, protect their profits, and, most importantly, influence politics (make politicians pass laws that they wanted). For example, those in the railroad industry held great power, and so it would be easy for them to get politicians to help them with their industry by changing laws that would benefit railroad businesses.

3. How did technological advances change farming during this time?

New technologies, such as John Deere's steel plow, the McCormick reaper, windmills for pumping water, and barbed wire, helped farming to become more efficient.

- The steel plow allowed for deeper plowing, enabling the farmer to break up the tough soil.
- The McCormick reaper greatly reduced harvesting time.
- The windmill was used to pump water from underground, providing irrigation options on the semi-arid Great Plains.
- Barbed wire allowed farmers to control their own herds and also to protect their crops from wandering animals.

These technologies greatly affected agriculture by increasing the production of farmland and significantly reducing the amount of labour needed to farm.

Learning Activity 3.9: First Nations versus Manifest Destiny

1. Conflict between First Nations and the U.S. authorities renewed as the frontier expanded westward. Using a table like the one below, explain the causes of the renewed conflict and the responses by the First Nations involved.

Aboriginal Conflicts: Responses	
Causes	
Cause	Explanation
Manifest Destiny	The rising population of settlers created a need for more farmland, resulting in increased westward expansion. This often pushed existing First Nations groups further westward.
Buffalo	Expanding American industry created a need for raw materials. The demand for buffalo hides grew along with the population and industry, causing the growing population of settlers to kill large numbers of buffalo. This activity was supported by government and military officials in hopes of weakening local First Nations groups that stood in the way of western expansion.
Responses	
Response	Explanation
Reserves	The American government confined First Nations people to reserves, encouraging them to assimilate to American life by establishing new practices such as agriculture. However, the land they were provided was often not good for farming.
Acceptance	Some First Nations people decided the best action was to accept the reserve system and to attempt to survive according to the new, industrial model.
Negotiation	Some First Nations people attempted to negotiate directly with the American government, such as Red Cloud of the Sioux, who negotiated a large area of the Black Hills of South Dakota for his people.
Fighting	Some First Nations decided to fight the oncoming settlers and U.S. authorities, such as Geronimo, who continued a nomadic lifestyle and led his people in armed conflict against U.S. officials.

2. The westward expansion of the settlers caused a drastic decline in the buffalo population. Why did this occur, and why were some members of the American government and military in support of it?

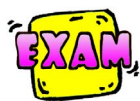
Manifest destiny pushed the western frontier forward. As the population grew, so did the demand for fresh farmland. American industry also demanded raw materials. The buffalo became a popular raw material for robes and other items. The settlers started to kill the buffalo in large numbers. The military and government officials supported this action as an attempt to weaken the local First Nations tribes. They saw the First Nations as less civilized and wished to remove them from the path of manifest destiny in order to provide for the expanding population of settlers and to add to the industry and expansion of the United States.

3. Imagine that you are a First Nations person at the western frontier. Settlers are pouring in each day, killing the buffalo (your main source of food and supplies), and U.S. officials are telling you to move away to a reserve. How would you react? What do you think would be the best plan of action for you as a First Nations person in this situation? Be sure to include a complete explanation in your answer, including an example to support your decision.

There are many ways to react to this question. A good response should include a direct statement of action, a reason for this action, an explanation of what might happen, and an example from the text of another individual or group that decided to take that action.

Notes

Midterm Examination



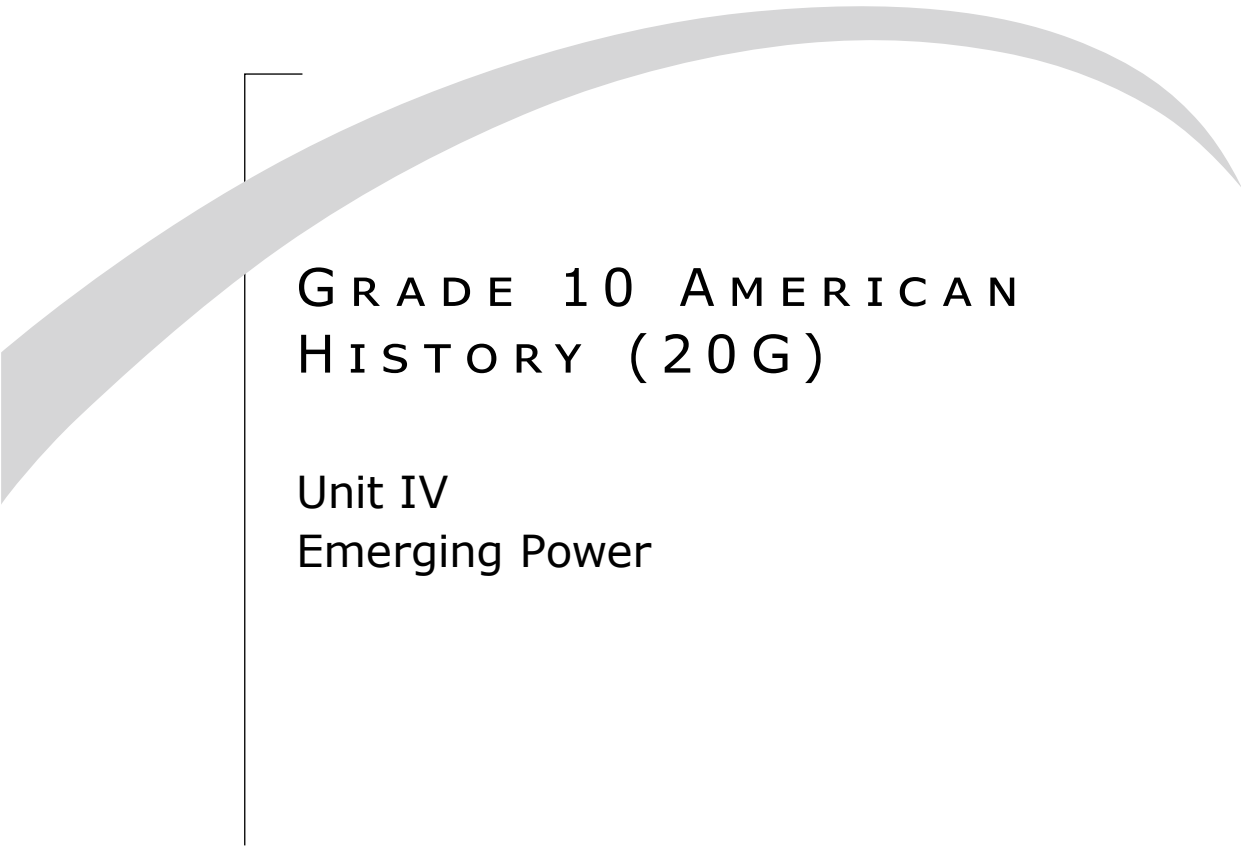
Your midterm examination will be based on Units I-III. Here are some suggestions to help you prepare to write it. Ask your learning partner to help you with this.

1. Review all of the assignments that you have received back from your tutor/ marker. Pay attention to any questions where you received an incomplete score. Make sure that you can now answer that question as completely as possible.
2. Review all of your learning activities. Review the questions and answers in the Learning Activity Answer Keys.
3. Re-read the selections from your textbook.

Your midterm examination will be in five sections. Each section will be worth 20 marks for a total of 100 marks, which will be worth 20% of your final mark. You will have a maximum of two hours to write it. The five sections are the following:

1. True or False
2. Fill-in-the-Blanks
3. Multiple Choice
4. Short Answer
5. Long Answer

Good luck on your midterm examination!



GRADE 10 AMERICAN
HISTORY (20G)

Unit IV
Emerging Power

UNIT IV: EMERGING POWER

Introduction

As the 20th century began, America was coming to the end of western expansion and becoming an emerging industrial society. With the spread of the belief in manifest destiny came the expansion of industry, imperial dreams, and a rapid rise in population. The American economy went through intense change. The industrial society introduced new technology, an expanding economy, and workers fighting for their rights.

Unit Focus

In this unit, you will learn

- how the American population grew
- how the American economy changed and adapted to a more urbanized industrial society as it entered the 20th century
- how both rural and urban workers struggled for their rights
- how racial tensions continued throughout the late 19th and early 20th century
- how rapid progress brought political and social change
- how imperial expansionism began
- how the First World War affected America
- how the rise and fall of the economy during the 1920s and 1930s changed the face of America

Unit IV consists of three chapters. Each chapter has some learning activities that you must complete. These will help you practise and review what you have learned. At the end of the unit, you will find the answer keys to the learning activities, which you can use to check your answers. Each chapter within this course is directly related to the chapters in your textbook, *American History*.

Assignments in Unit IV

When you have completed the assignments for Unit IV, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Chapter	Assignment
8	Assignment 4.1: The Gilded Age of Imperialism (1878–1901)
9	Assignment 4.2: The Progressive Era and the First World War (1900–1920)
10	Assignment 4.3: Between the Wars (1920–1940)

CHAPTER 8: THE GILDED AGE OF IMPERIALISM (1878–1901)

Chapter Focus

In this chapter, you will learn

- how the American economy changed, with industry becoming the focus
- how a shift to industry moved the majority of the American population into the cities
- how immigration caused a rapid increase in the population
- how working and living conditions led to the formation of unions and labour struggles
- how marginalization occurred within an expanding and changing society
- how a new form of expansion was born: imperialism

Introduction

The rapid westward expansion across North America was coming to a close and a modern age of industry and a changing population was taking shape. With the close of the frontier, new challenges and changes appeared. Corporate business models were shaping industries, the population was growing and moving toward cities, and new social reform was needed to meet the needs of the working classes.



Note: Now that you have completed your midterm exam, you may realize how valuable the learning activities are. They prepare you for the type of critical thinking skills needed for the exams and also give you a clue about what type of questions you will find in the final assessment. As you start the learning activities in this unit, keep in mind which parts seem like they would be essential concepts that would be on the final exam.

Now that you have completed a formal assessment, you likely have a better idea of what type of questions are likely to be on your final exam. It would be a great idea to start a study notes section of items that you think might appear again on the final. This could help to focus your studying during the rest of the course.

An Expanding Population and Economy

The population of the United States was rapidly growing, bringing with it many changes and considerations. The government needed to react quickly to accommodate the needs of this growing population. Regulation was needed to ensure the government was able to meet the needs of its people. Industry was also expanding at an alarming rate, changing the concentration of people and wealth. Immigration and a changing economy soon shifted the focus of population to urban centres (cities), while industry benefited a smaller number of people. In this activity, you will examine some of the causes and consequences of these changes.



Read the following pages in *American History*:

- pp. 248–250 and 253–255



Learning Activity 4.1

Growth: Government, Population, and Economy

1. Rutherford B. Hayes:
 - a) How did Rutherford B. Hayes attack corruption in the government?
 - b) Why did Hayes feel reform was necessary?
 2. How did the expansion and regulation of the railroad improve the standard of living for most Americans?
 3. By 1900, 1 percent of the American population held 45 percent of the nation's wealth (this means that few people were very wealthy, while most were poor). In your own words, explain some of the reasons shared in the textbook about why this happened (you may want to review Learning Activity 3.8 from Unit III to help you answer part of this question).
-

Point of Interest: Read page 251 of *American History* to see how three inventors changed the face of American industry. Also, on page 252, there is an account of Alexander Graham Bell, a brilliant Canadian who revolutionized digital communication.

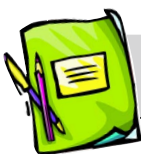
Trouble on the Farm and in the Union

With rapid industrialization and the concentration of national wealth on a small upper class, the American working class was left with difficult circumstances. The farmers were suffering from conditions outside of their control, and their attempts to improve their situations were facing further challenges. With a growing population and a changing economy, a new approach was necessary to even the odds.



Read the following pages in *American History*:

- pp. 260–263, 266, and 268–270



Learning Activity 4.2

Farm Troubles and Unions

1. Observe *Figure 8.16* on page 261 of *American History*. If you recall, when studying the introduction of new technologies in agriculture (chapter 7), the yields (amount of harvest) of individual farmers rose, causing a surplus that limited the value of crop product. This means that as production went up, the price went down. In *Figure 8.16*, it seems the opposite is happening: the yield is going down but the price is also going down. Explain why this happened.
2. Why were the Knights of Labor able to succeed at gaining workers' rights where other unions, such as the Farmer's Alliance and early craft and industrial unions, failed?

continued

Learning Activity 4.2: Questions (continued)

3. Consider the events of the Haymaker Square Riot of 1886. Now, imagine you are an American during this time. Would you have supported the actions of the anarchists? Would you have supported the verdicts handed out by the courts on the anarchists involved? On page 270 of your textbook, it says "Protests against the executions came from workers' groups around the world, whose members saw the condemned as heroes and martyrs. The majority of Americans, however, supported the executions, believing that the accused threatened the American way of life." Using a table like the one below, create an argument for each point of view.

The Haymaker Square Riot	
Point of View	Explanation of Perspective
The condemned are heroes and martyrs.	
The accused threaten the American way of life.	



Note: Historians often have the task of determining the ethical perspectives of people in the past. That means they have to consider how the people in that place and time were not the same as the people of this place and time. In order to understand the people and events of the past, we need to consider their perspectives on events. This is why it is important to consider the thinking of both sides in a historical situation, despite what you may personally feel about the event. Only by considering the thoughts of everyone can we hope to understand the events of history.

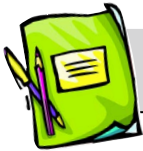
Marginalization in a Changing America

America was changing rapidly with immigrants arriving each day, industry changing the face of the economy, and the possibility of a western frontier reaching its limits. America had yet to find “equality for all,” as many examples of marginalization still existed.



Read the following pages in *American History*:

- pp. 255, 257, 258–259, and 274–275



Learning Activity 4.3

Examples of Marginalization

1. What events led to racial discrimination and the passing of the Exclusion Act in 1882 and the Contract Labor Act in 1885?
2. Booker T. Washington was known as a prominent leader to African-Americans. He was known for giving a speech called the “Atlanta Compromise.” Although he has been criticized for this approach, others argue that his attitude of slow progress and compromise may have been the best option at the time. Do you agree with Booker T. Washington? Explain why or why not.



Note: Even though you likely feel strongly about your opinion on this topic, it is always important to consider the alternative point of view. As was pointed out in Learning Activity 4.2, it is important to consider the opinions of others in order to understand why they act the way they do (or *did* when thinking of historical events).

3. What was the Dawes Act in 1887, and why was it unsuccessful?



Now that you have completed the learning activities for Chapter 5, it would be a good idea to get together with your learning partner. Many of the learning activity questions have considered the events of people with different points of view. A great topic of conversation with your learning partner would be the question, “What are the different points of view of people in this chapter?”

For example, consider the points of view of the following groups and individuals:

- J.P. Morgan versus Benjamin Harrison
- Farmers versus railroad tycoons
- Long-term American labourers versus newly arrived immigrants
- Craft and industrial union members versus business owners
- Government officials versus First Nations people

By considering different points of view, you are exercising critical thinking and coming closer to understanding the events of history.

Chapter Summary

The rapid expansion of America was coming to a close, along with sweeping changes to its government, population, and economy. Large industrial growth and immigration fueled urbanization and economic reform. Agricultural and urban working class problems set the stage for future political change. The United States continued to change over time toward the progressive era that would lead America into a world war.



Assignment 4.1

The Gilded Age of Imperialism (1878–1901) (24 marks)

Be sure to review your learning activities before completing this assignment. The learning activities in this chapter outline the events and perspectives of the people involved in American history during 1878–1901. The assignment questions are based on the learning activities and are meant to take your thinking one step further. Consider what your personal opinions are in order to understand the events of this period in American history.

Points to Consider:

- Consider your past assignments.
 - What were your strengths?
 - What were your weaknesses?
 - How can you improve on your past work?
- Review your learning activities for details that you could include in your assignment.
- Don't forget to review, revise, and edit your assignment before you decide you are finished (it's amazing how those little mistakes get through).
- Take note that there are a few pages mentioned below that you should read before you complete this assignment.



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don't send in your assignment until you have completed the entire unit.

continued

Assignment 4.1: The Gilded Age of Imperialism (1878–1901) (continued)

Imperialism



Read the following pages in *American History*:

- pp. 278–281

1. Why would the Pendleton Act be necessary for the progress of government and American society as a whole? (*4 marks*)

continued

Assignment 4.1: The Gilded Age of Imperialism (1878–1901) (continued)

2. How did the invention of new technologies change the lives of Americans? (4 marks)

3. The Populist Party represented the needs of farmers across America. What events led to the formation of the Populist Party? (4 marks)

continued

Assignment 4.1: The Gilded Age of Imperialism (1878–1901) (continued)

4. In your opinion, should the anarchists accused in the events of the Haymaker Square Riot have been found guilty? Be sure to use specific details to explain your position. (4 marks)

continued

Assignment 4.1: The Gilded Age of Imperialism (1878–1901) (continued)

5. In your opinion, was the Dawes Act a genuine attempt to assist First Nations and assimilate them into the existing American culture? (4 marks)

continued

Assignment 4.1: The Gilded Age of Imperialism (1878–1901) (continued)

6. How did going to war with the Spanish match or align with the strategic interests of the United States? (*4 marks*)

CHAPTER 9: THE PROGRESSIVE ERA AND THE FIRST WORLD WAR (1900–1920)

Chapter Focus

In this chapter, you will learn

- how progressive social change happened in the United States for many people, such as workers and women
- how Theodore Roosevelt and Woodrow Wilson fought for positive political change on behalf of American citizens
- how American international influence took a new turn in the form of imperialism
- why the First World War broke out and how it affected the United States
- what changes the end of the First World War brought about to American society

Introduction

The progressive era focused on the needs of American citizens in the form of labour rights, women's rights, and direct democracy. Heroes of the people, such as Theodore Roosevelt and Woodrow Wilson, created positive social change and a new age of international imperialism and world war. The outbreak of the First World War changed the focus for America, forcing it to choose sides and bind together in the face of new challenges. This put some progressive ideas on hold but also provided situations for new ideas and a change in international relationships.

Political and Social Progressive Change

The early years of the 20th century are sometimes referred to as the progressive era. It was a time of progress for the rights of workers, women, and the general American public. Political changes helped balance the economy in favour of the working class, and democratic ideals were used to promote social change. In this learning activity, you will explore some of the positive social changes during the progressive era.



Read the following pages in *American History*:

- pp. 286–292 and 300–304



Learning Activity 4.4

Social and Political Progress

1. In your own words, define the term *progressivism*.
2. In your own words, define the term *muckraker*.
3. Read about the individuals discussed on pages 288–289 of *American History*. Choose **one** and describe how he or she fits the description of a muckraker.
4. In your own words, define the following terms:
 - a) Referendum
 - b) Recall

continued

Learning Activity 4.4: Social and Political Progress (continued)

5. Using a chart similar to the one on the one below, explain how the reforms under Woodrow Wilson benefitted the general American public.

Reforms under Woodrow Wilson		
Reform	Explanation	Benefit for the General American Public
The Underwood-Simmons Tariff Act (1913)	Lowered tariffs on imported goods and introduced graduated income tax	This would lower the prices of everyday items so they are more accessible to the general public. <i>Graduated income tax</i> is a system where the more money someone has, the more income tax he or she must pay. This makes a fairer taxation system where the rich pay more and the poor pay less.
The Federal Reserve Act (1913)		
The 17th Amendment (1913)	Direct election of senators (no more appointed senators)	This helps to reduce nepotism and favouritism in government. All senators would now be elected by popular vote, making the senatorial system more democratic.
The Clayton Antitrust Act (1914)		
The Federal Farm Loan Act (1916)	Ensures that farmers can have access to loans	This allows farmers the opportunity to get loans to finance their farms, giving them a fair possibility of success in agriculture.
The Adamson Act (1916)		

Point of Interest: Read pages 292 and 318 of *American History* for some background information about how this period in history affected African-Americans. Although there were signs of progress, the road to equality was long.

American Imperialism and the Monroe Doctrine

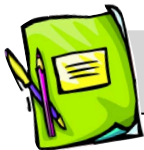
With the western expansion complete, the U.S. set its sights on imperialism: the attempt to create commonwealth states for the benefit of the U.S. government. By waging the Spanish-American War, the U.S. indicated it felt it had a moral obligation to free the Spanish colonies from European rule. This honoured the Monroe Doctrine that was created by John Quincy Adams in 1823, which asked European nations not to interfere in the affairs of newly independent nations.

A large part of the historian's craft is not only uncovering evidence of historical events but also making educated guesses about the motivations of the people involved (what caused this event in history?). As you read this section in your textbook and complete this learning activity, be sure to ask yourself questions about what caused these events and why the U.S. government chose the direction it did.



Read the following pages in *American History*:

- pp. 294, 296–299
- Also review pp. 129–130 (the origin of the Monroe Doctrine)



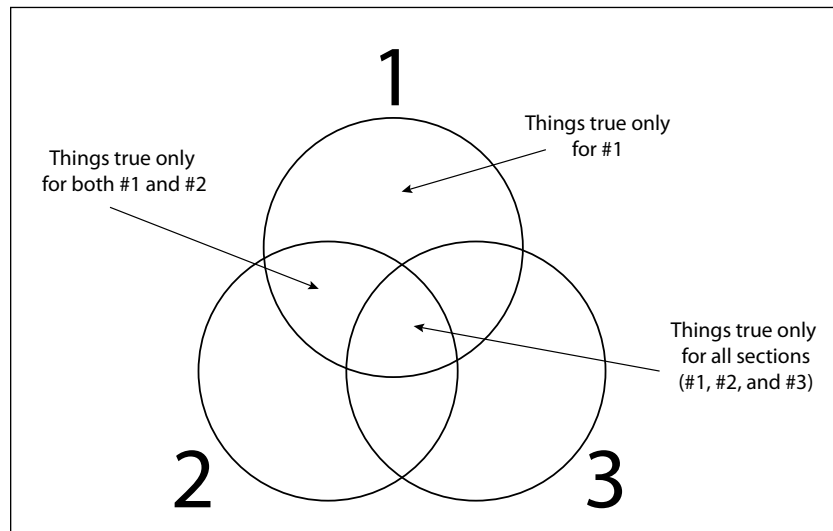
Learning Activity 4.5

American Imperialism

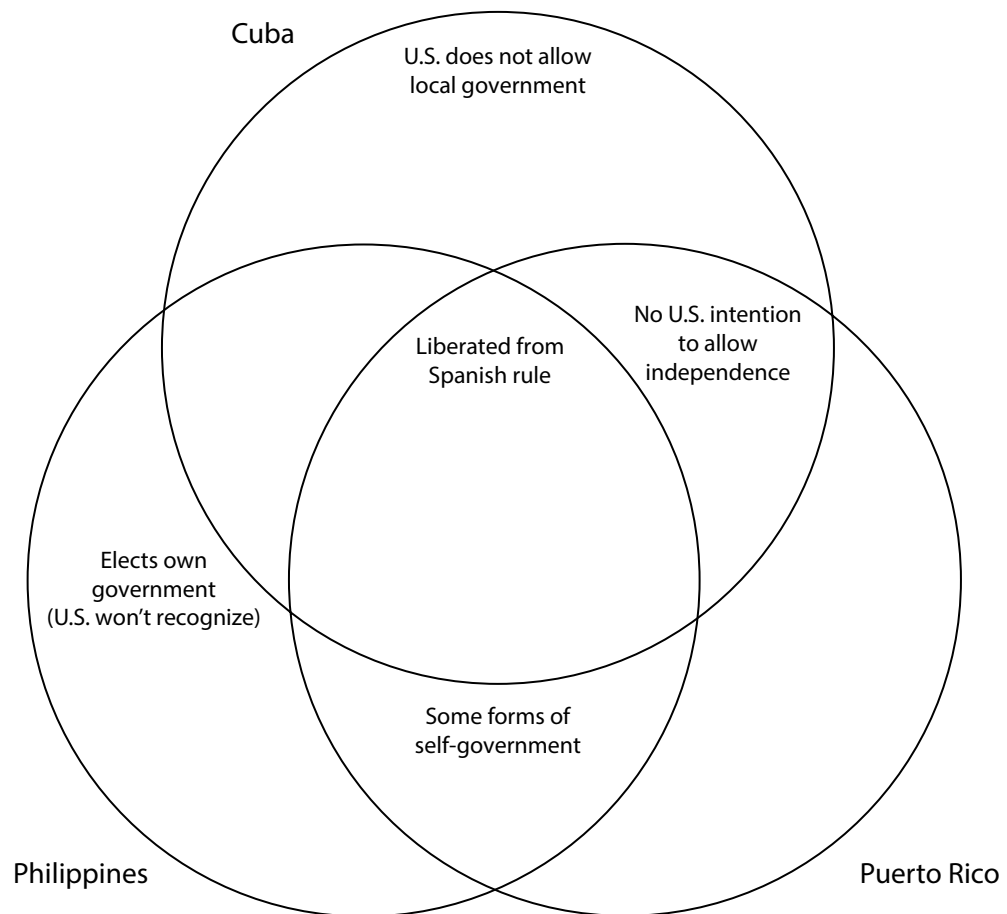
1. Look at the political cartoon on page 294 of *American History* (Figure 9.14). Based on the clues in the cartoon, explain how it represents political situations at that time in American history.
2. Make a three-way Venn diagram similar to the one shown below. Fill in the rest using information from pages 296–297 of *American History*.
Remember: The parts where circles overlap in a Venn diagram show areas that are similar. Look at the sample diagram to review how this might work.
3. Review the events surrounding the creation of the Monroe Doctrine (on pages 129–130 of *American History*).
 - a) How do the U.S. actions towards the Philippines, Cuba, and Puerto Rico during the early 20th century (1900s) relate to the Monroe Doctrine?
 - b) In your opinion, was the Monroe Doctrine being upheld?

continued

Learning Activity 4.5: American Imperialism (continued)



American Imperialism



The First World War: Politics, Economy, and Social Consideration

The progressive era was interrupted by the breakout of the First World War. As European countries allied, America needed to choose a side. Even though it was a difficult decision, economic troubles soon forced America into the First World War. Following the war, Woodrow Wilson found himself acting alone as he decided upon the new direction of American international relations. At home, Wilson met opposition based on his international actions.



Read the following pages in *American History*:

- pp. 304–306 and 312–319



Learning Activity 4.6

First World War

1. On page 304 of *American History*, it is stated "...a single spark would be all it took to set off a terrible chain reaction." What did the author mean? Explain how this statement may be true.
2. Why would average Americans be divided in opinion about which side to support in the First World War?
3. The First World War resulted in many changes that affected the lives of all Americans. Using a chart similar to the one below, document the social effects of the First World War. State whether the event was a step forward or a step back (and then explain why).

continued

Learning Activity 4.6: First World War (continued)

Social Effects of First World War (The War at Home)		
Social Effect	Step Forward or Back?	Explanation
The Espionage Act of 1917 and the Sedition Act of 1918		
Women in the Workforce		
African-Americans and the Great Migration		

4. How did Woodrow Wilson's actions in creating the Treaty of Versailles and the League of Nations bring about the end of his presidency?
-



You have now completed your learning activities for Chapter 9 and you likely feel that you are ready for the assignment. Remember that many of the questions in the assignment are directly related to the questions in the learning activities. This would be a good time to get together with your learning partner and review. Read the questions in the assignment and then relate them to the learning activities you have completed. Discuss where the connections are and what material is easily transferred to your assignment. You may find that the assignment questions often use the information from the learning activities but then ask you for a little extra in terms of personal critical thinking. Once you have reviewed your learning activities and discussed them with your learning partner, you will be ready for the assignment.

Chapter Summary

The end of the western expansion and the beginning of the progressive era saw advancements for most Americans, including improvements in labour rights and the formation of women's groups. Americans were being recognized for their needs and being given the political power to effect change in the future. On the international stage, the end of manifest destiny saw the beginning of international expansion in the form of imperialism. The outbreak of the First World War created new situations and showed the need for new international policies and tactics. As America developed alongside the world, so too did its strategy for the future as it entered a new age of prosperity between the wars.

Point of Interest: Read pages 319–321 to get an idea of the effect of the First World War on American consciousness, including the frustrations as soldiers returned home with a new bleak world view. The lost generation was born from the end of the progressive era and the First World War.



Assignment 4.2

The Progressive Era and the First World War (1900–1920) (36 marks)

When thinking about events of the past, such as the world wars, it becomes easy to think only of the factual events, such as the battles won or lost, but the task of the historian is to remember the human part of historical events. These events happened to people, each with a point of view and reasons why they acted the way they did. As you review your learning activities, consider the human element of American history. This will help you to come up with complete answers to the questions in your assignments and on your exam.



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don't submit your assignment until you have completed the entire unit.

continued

Assignment 4.2: The Progressive Era and the First World War (1900–1920) (continued)

1. In your own words, explain what Theodore Roosevelt meant by “square deal.”
(4 marks)

2. Consider current social problems in the present day and how they are reported. Identify a present-day individual who could be considered to be a “muckraker.” Justify how this person fits the description of a “muckraker,” as coined by Theodore Roosevelt. (4 marks)

continued

Assignment 4.2: The Progressive Era and the First World War (1900–1920) (continued)

3. The early years of the 20th century (1900s) are sometimes referred to as the “progressive era.” How might African-Americans view this era? (4 marks)

4. In your opinion, would women have achieved the right to vote during this era if not for the beginning of the First World War? In your opinion, was the First World War essential for women to get the right to vote during the early 20th century? (4 marks)

continued

Assignment 4.2: The Progressive Era and the First World War (1900–1920) (continued)

5. Based on the information in the text and the diagram you created in Learning Activity 4.5, do you believe that the U.S. chose to fight the Spanish in these countries in order to liberate people from unfair rulers or to serve the interests of the U.S. government (a.k.a. imperialism)? (4 marks)

6. Discuss the events surrounding how the U.S. government obtained the Canal Zone (Figure 9.18 on page 299 of *American History*). In your opinion, do you think this is a violation of the Monroe Doctrine? (4 marks)

continued

Assignment 4.2: The Progressive Era and the First World War (1900–1920) (continued)

7. In your own words, explain what started the First World War. (4 marks)

8. In your opinion, was the First World War more of a continuation of the progressive era or the end of the progressive era? (4 marks)

continued

Assignment 4.2: The Progressive Era and the First World War (1900–1920) (continued)

9. How did economic considerations help the U.S. government decide where to lend its support in the war? (4 marks)

CHAPTER 10: BETWEEN THE WARS (1920–1940)

Chapter Focus

In this chapter, you will learn

- how the economy boomed during the 1920s, causing new ways of life for many people through increased wages, new technologies, and access to personal luxuries
- how the economy increased rapidly toward a breaking point, resulting in the stock market crash of 1929
- how the failing economy of the 1930s resulted in dynamic shifts in American politics, the economy, and cultural consciousness

Introduction

During the 1920s, Americans experienced a rapidly rising economy that resulted in increased wages, new technologies, and widespread access to personal luxuries for the average American. This caused conditions of excess and wealth. Unfortunately, the rapid rise in the economy created the situations that resulted in the stock market crash of 1929. The resulting Great Depression changed the face of America as disparity spread through the nation, causing a need for sweeping economic and political change.

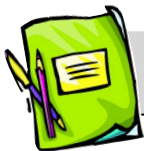
The Roaring Twenties

In the 1920s, the American economy was booming. Technology was changing the lives of the American public, and an age of success was leading America to believe that the American Dream was very real and would last forever. In this learning activity, you will see the events and social opportunities that Americans experienced during this time.



Read the following pages in *American History*:

- pp. 330–337



Learning Activity 4.7

The Roaring Twenties

1. In your own words, explain the sudden economic explosion in the 1920s.
2. How did innovations such as radio and the motion picture unite and expand American culture?
3. How did radio, sports, and the music industry break previous racial barriers and offer new opportunities for African-Americans?

Point of Interest: Read the “Culture Notes” section on page 336 of *American History* to read about the Harlem Renaissance, which was a reawakening of African-American culture in Harlem during the 1920s.

4. Why do some people consider the flapper image to be a step forward for the rights of women?
 5. One key aspect to understanding history is to attempt to understand the thinking of the people in that place and time. By questioning personal motivations, you can guess at the causes of events. Consider the mindset of some Americans who acted with racial intolerance. In your opinion, why is it that racial intolerance was present during this time? Some examples include race riots, the Ku Klux Klan, the conviction of Sacco and Vanzetti, and anti-immigration laws.
-

The Great Depression

The American economy of the 1920s led people to believe that the money and the rising stock market would continue forever, but there was a tipping point when the stock market crashed in 1929. In this learning activity, you will observe how the stock market crashed and what the effects were on American society during the 1930s.



Read the following pages in *American History*:

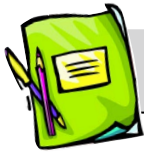
- pp. 343–347

The Great Depression: An explanation of how the stock market works

The stock market sells shares of companies. A share is like a small piece of the company. For example, if you buy a share of Apple (a major producer and retailer of electronic devices), then you actually own a small piece of the company. If the company increases its sales, your piece of the company (shares) will likely increase in value. If you choose to sell your stock (shares), you will have made a profit. Of course, if Apple sells less, then your stock will likely be worth less. But there is a twist to the value of stocks. They aren't just based on the actual sales of the company; they are only worth as much as people think they should be worth. This is like when you buy something only because you think it is worth the money you are paying for it. For example, if Apple announced it was about to release its next big product, then it is likely its stock would suddenly go up because people would assume the stocks are going to rise in value. Once everyone starts buying more stock, the value rises.

Confidence = buying of stocks = rise in value of stocks

Fear (lack of confidence) = selling of stocks = lowering in value of stocks



Learning Activity 4.8

The Great Depression

1. What were the weaknesses in the economy of the 1920s that led to the Great Depression?
2. What were the causes of the stock market crash?
3. Using a t-chart like the one shown below, compare the similarities between the stock market crash of 1929 and the bank runs that occurred in 1930, 1931, and 1933.

The Connection Between the Stock Market Crash and Bank Runs

The Stock Market Crash of 1929	The Bank Run of 1930, 1931, and 1933
<ul style="list-style-type: none">■ There was fear of potential reduction in the value of stocks (loss of money).■ More and more people started to sell stocks to avoid losing money.	<ul style="list-style-type: none">■ There was fear that banks might not be able to cover deposits.

4. Observe the picture in *Figure 10.21* on page 347 of *American History*. What clues in this picture give you an idea of who this woman is, her story, and the conditions her family is experiencing? Share your observations of this picture. How does it represent the Great Depression?
5. The terms *Hoovervilles*, *Hoover blankets*, and *Hoover wagons* were used in the Great Depression. What were these items and what do their names suggest about the attitudes of the people surviving during the Great Depression.

Point of Interest: To try and understand the mindset of people during the Depression, read the “Past Voices” section on page 348 of *American History*. This section discusses Woody Guthrie and how he played the part of a wandering folk singer, representing the feelings of many Americans as they lived through the Depression.

The New Deal

With the economy in disarray and the American Dream dying, the public needed a “new deal” to help them cope and recover. President Franklin Delano Roosevelt came to the aid of the American public with a series of “New Deals” that would forever change the economy of the United States.



Read the following pages in *American History*:

- pp. 351–359



Learning Activity 4.9

The New Deal

1. Why were the Emergency Banking Act and the formation of the Federal Deposit Insurance Corporation so successful in putting an end to the bank runs?
2. How did the use of radio assist in the successful completion of the “New Deal”?
3. Why do you think Franklin Roosevelt chose to create a bank holiday when creating the Emergency Banking Act?
4. Using a chart like the one below, identify and discuss the programs created by Franklin Roosevelt’s administration as part of the New Deal. The programs are identified in the left column. In the middle column, share what the program created. In the right column, discuss whether or not you think the program was a success, and why or why not.

continued

Learning Activity 4.9: The New Deal (continued)

The New Deal		
Program	What Did the Program Do?	Was It a Success
CCC (Civilian Conservation Corps)	Employed young men in rural construction for six months at \$1 per day	This program successfully assisted more than 3 million youths between 1933–1947
AAA (Agricultural Adjustment Administration)		
TVA (Tennessee Valley Authority)		
NRA (National Recovery Administration)		

5. Page 357 of *American History* states, “Roosevelt’s Second New Deal programs reflected his own belief that poverty was most often due to circumstances beyond one’s control rather than one’s moral failures.”
- a) Do you agree that poverty is a reflection of the person or the society?



How is your learning partner helping you? How does he or she think you are doing? You have completed almost four units and likely you are feeling two things: that you know what you are doing, but also that you are getting a little tired of your work and need a break. If this is the case, take a short break and then get together with your learning partner to discuss the learning activities and apply them to the assignments.

When you were writing your midterm exam, you likely noticed that many of the questions came straight from the learning activities and assignments. The learning activities and assignments are there to help train you for the future. Take the time to review them, discuss them with your learning partner, and compare them.

Chapter Summary

Between the First World War and the Second World War, American society endured a roller-coaster economy that changed it forever. The optimism of the 1920s saw a rise in opportunity and wages, which improved the average American's personal wealth and access to luxuries. By the end of the 1920s, most Americans thought this wealth would continue but the events leading up to the Stock Market crash in 1929 created an economic "bubble" that was bound to burst. The Depression caught America off guard and created a poverty state that is unparalleled in American history. With the coming of the Second World War, America was about to witness more changes.

Notes



Assignment 4.3

Between the Wars (1920–1940) (24 marks)

Points to Consider:

- Remember that some of the questions on each assignment are likely to appear on the final exam.
- Take time to compare the questions in the assignments to the learning activities. This will help you to see the relation and build upon your thinking in the units.
- Consider the answer once you have finished: you may have some further insight with a second look.
 - Remember what the rubric is looking for (are you doing that?).



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

continued

Assignment 4.3: Between the Wars (1920–1940) (continued)

1. Why did the standard of living for Americans increase during the 1920s? (4 marks)

Standard of living: the level of wealth and luxury that people enjoy

2. How did the expanding entertainment industry, including radio, motion pictures, sports, and music, enable many Americans opportunities for success? How did these opportunities give examples of “the American dream”? (4 marks)

According to page 530 of your textbook, the **American dream** is defined as “the American belief that everyone in the United States has the chance to achieve success and material prosperity.”

continued

Assignment 4.3: Between the Wars (1920–1940) (continued)

3. In your own words, give a summary of what caused the stock market to crash in 1929. (4 marks)

4. I have a vivid memory of my own grandmother clearing the table after dinner and storing an extremely small amount of peas to save for a future dinner. I puzzled over the fact that she would go to the trouble of saving so few leftover peas until many years later when I realized that she had survived the Great Depression. Thinking back now, I realize that my grandmother was never wasteful with anything. No item would go unused, no penny left upon the ground. Explain how her actions of saving a tiny amount of peas and never wasting items would connect to her experiences during the Great Depression. (4 marks)

continued

UNIT IV SUMMARY

Now that you have completed over half of the course and your midterm exam, you likely have a good handle on things. You are about to consider the conditions of present-day America.



Submitting Your Assignments

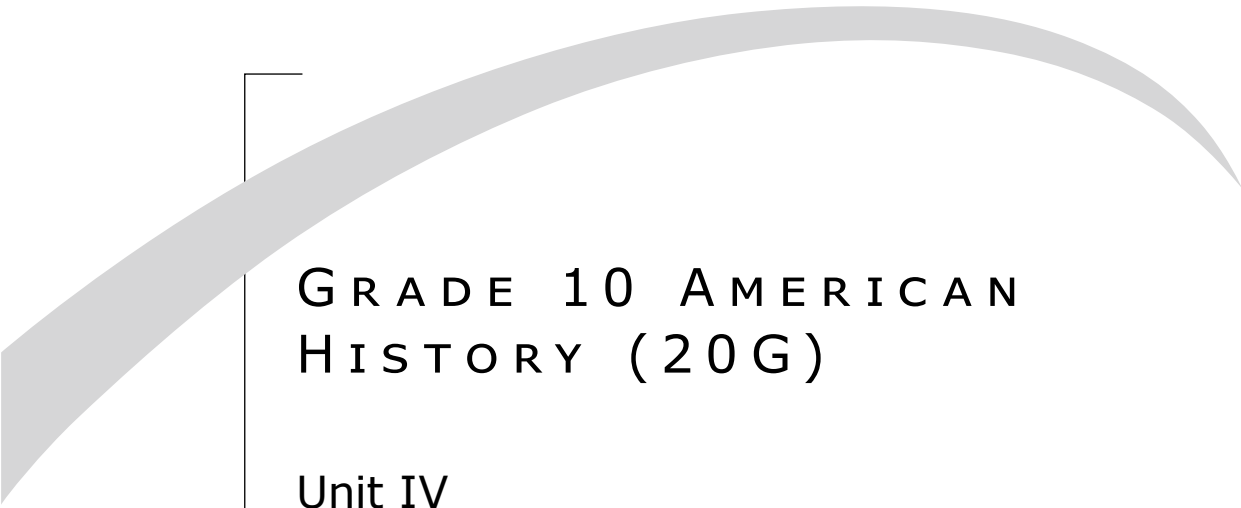
It is now time for you to submit Assignments 4.1 to 4.3 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Unit IV assignments and organize your material in the following order:

- Unit IV Cover Sheet (found at the end of the course Introduction)
- Assignment 4.1: The Gilded Age of Imperialism (1878–1901)
- Assignment 4.2: The Progressive Era and the First World War (1900–1920)
- Assignment 4.3: Between the Wars (1920–1940)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit IV
Emerging Power

Learning Activity Answer Key

UNIT IV: EMERGING POWER

Learning Activity 4.1: Growth: Government, Population, and Economy

1. Rutherford B. Hayes:

a) How did Rutherford B. Hayes attack corruption in the government?

- He did away with patronage (appointing friends and political supporters to public office).
 - He stopped civil servants from participating in politics.
 - He blocked appointments made by Congress.
 - He blocked appointments made in the interior.
 - He called for testing to ensure that civil servants were competent and that they did not get their positions through patronage.

b) Why did Hayes feel reform was necessary?

Hayes recognized that with the rapid expansion of the United States there were many government positions being created. This made it easy for corruption in the form of patronage to occur. He believed that patronage threatened the strength of the government, and that by protecting against it the United States would progress.

2. How did the expansion and regulation of the railroad improve the standard of living for most Americans?

The expansion and regulation of the railroad system made it possible to connect raw materials to production and products to markets. This allowed the transportation of items and people across America. This caused increased production of products and an increase in the markets available to various industries. This helped the gross national product (GNP) of the United States to rise. This means that there were more goods and services produced per person, allowing all Americans to have access to more technological innovations such as the electric stove, telephone, typewriter, and the sewing machine. Having items like these available at a cheap price allowed greater productivity for all Americans, and a further growth in GNP.

3. By 1900, 1 percent of the American population held 45 percent of the nation's wealth (this means that few people were very wealthy, while most were poor). In your own words, explain some of the reasons shared in the textbook about why this happened (you may want to review Learning Activity 3.8 from Unit III to help you answer part of this question).

Simplified answer: Large industries were created in America due to the growing population, the railroad, and the expanding western frontier. Industry leaders gained power over the markets by creating corporations, trusts, and holding companies. These business models gave the industry leaders the power to control the American economy by controlling the markets. Since trusts and holding companies controlled markets, there was little competition, creating a system of high prices and concentrated wealth.

Complete answer: With the rapid expansion of population and the western frontier, a large working class was created. This helped the expansion of the railroad and large industry. The leaders of American industries created corporations and trusts in order to improve the growth of their industries. The spread of trusts and holding companies helped to control markets and concentrate wealth. Trusts were originally developed as groups of corporations, and by working together they could pressure the government to make laws that suited the needs of their industries. Once trusts were outlawed, an alternative strategy was the holding company. According to page 535 of your textbook, a holding company is "a company that operates by buying enough stocks or bonds in one or more other companies to give it a controlling interest." This means that the company buys enough of the voting power of the companies in an industry where they can control the entire market. This type of business model made it easy to corner a market by not allowing any competition. With no competition, the industry is able to charge any price it wishes. Trusts and holding companies gave great power to businesses to control markets and concentrate national wealth.

Learning Activity 4.2: Farm Troubles and Unions

1. Observe *Figure 8.16* on page 261 of *American History*. If you recall, when studying the introduction of new technologies in agriculture (chapter 7), the yields (amount of harvest) of individual farmers rose, causing a surplus that limited the value of crop product. This means that as production went up, the price went down. In *Figure 8.16*, it seems the opposite is happening: the yield is going down but the price is also going down. Explain why this happened.
 - There were several reasons why this happened including natural disasters, business policies, and the end of the Grange.
 - *Natural Disasters:* The introduction of the boll weevil during the 1890s devastated cotton crops, and the grasshopper was to blame for the destruction of grain. The drought during the 1890s also damaged wheat and corn production.
 - *Business Policies:* Many farmers had taken large loans to finance purchases of land and equipment, but banks charged high interest rates due to the risky climate of the Midwest. This left many farmers in debt and many more losing their farms. Rail companies also added to the difficulties by charging farmers higher prices than corporate clients.
 - *The Demise of the Grange:* The Grange had previously defended farmers because it created state legislation that regulated railroad prices for farmers. The Grange was lost, however, when the federal government overturned the state legislation and denied their progress.
2. Why were the Knights of Labor able to succeed at gaining workers' rights where other unions, such as the Farmer's Alliance and early craft and industrial unions, failed?
 - There are many ways to answer this question but a good response would likely include some of the points made below:
 - The Knights of Labor were not divided in their actions. This allowed them to focus their actions and achieve results.
 - Members of the Farmer's Alliance were divided in their opinions as to whether to focus on local or federal policies. The craft and industrial unions were divided as well: craft unions focused on working conditions and industrial unions focused on social aims.

- The Knights of Labor were not as divided on issues of membership. This allowed them to focus on the issues at hand with a unified effort.
 - The Farmer’s Alliance had divisions of opinion about whether membership should include certain minorities. The craft and industrial unions also had different policies on membership.
 - By allowing almost all minorities within their ranks, their membership rose to a staggering 700,000, giving them strength in numbers.
- The main restriction to membership in the Knights of Labor was that they did not accept bankers, lawyers, or stockholders (members whose interests were against the working classes). This allowed their members to fight for causes that were common among them, as they were all members of a similar economic group.

3. Consider the events of the Haymaker Square Riot of 1886. Now, imagine you are an American during this time. Would you have supported the actions of the anarchists? Would you have supported the verdicts handed out by the courts on the anarchists involved? On page 270 of your textbook, it says “Protests against the executions came from workers’ groups around the world, whose members saw the condemned as heroes and martyrs. The majority of Americans, however, supported the executions, believing that the accused threatened the American way of life.” Using a table like the one below, create an argument for each point of view.

Although there are many ways to answer this question, some examples have been included below.

The Haymaker Square Riot	
Point of View	Explanation of Perspective
<p>The condemned are heroes and martyrs.</p>	<p>The condemned were there to fight for the rights of labourers. The American government and the Supreme Court sided with the wealthy, such as the large business leaders and the banks, and did not protect the rights of the labourers. Due to lack of evidence, the anarchist members who were at the protest were not directly linked to the bombing and so could not be considered guilty. And yet, the police, who were directly connected to killing innocent people, were not arrested. The anarchists’ only crime was fighting on behalf of the American public.</p>
<p>The accused threaten the American way of life.</p>	<p>The American way of life was threatened by people like the anarchists who were involved in the Haymaker Square Riot. America was built on ideals of freedom and liberty, which include the rights of business in a free market system. The American government and Supreme Court protect these freedoms and liberties, and people like the anarchists in the riot threaten the system and the American way of life. They insisted that revolution was the only way for social change, but by using violence they have no argument for people’s rights. They are only a threat.</p>

Learning Activity 4.3: Examples of Marginalization

1. What events led to racial discrimination and the passing of the Exclusion Act in 1882 and the Contract Labor Act in 1885?

Rapid increase in industry created an unskilled job market in urban centres. Many of these jobs were filled by immigrants arriving in America. Immigration was increasing over time and the influx of immigrants was seen as a threat to those already working in America. This led to resentment and violent opposition as time went on. Examples of violence occurred in California in 1885 when white Americans attacked Chinese miners, killing 20 of them. These events caused Congress to pass the Exclusion Act in 1882 to limit the number of “less desirable” immigrants. Congress also later passed the Contract Labor Act in 1885, which specifically targeted Chinese immigrants.

2. Booker T. Washington was known as a prominent leader to African-Americans. He was known for giving a speech called the “Atlanta Compromise.” Although he has been criticized for this approach, others argue that his attitude of slow progress and compromise may have been the best option at the time. Do you agree with Booker T. Washington? Explain why or why not.



Note: Even though you likely feel strongly about your opinion on this topic, it is always important to consider the alternative point of view. As was pointed out in Learning Activity 4.2, it is important to consider the opinions of others in order to understand why they act the way they do (or *did* when thinking of historical events).

There are several possibilities to this answer. An example of either view has been included.

- Yes, I agree with Booker T. Washington. Although true equality would have been the greatest outcome, it may not have been an option at the time. The issues of slavery and equality were ingrained in the culture of early America and it would take a long time—perhaps even generations—to create a change toward complete equality. Booker chose instead to fight for the self-respect of African-Americans so they could accomplish as much as possible given the current circumstances. By arguing against equality and focusing on current efforts, Booker T. Washington accomplished as much as he possibly could have in his time.
- No, I don't agree with Booker T. Washington. By not arguing for true equality, he was backing down from the challenge, which would only serve to weaken the argument to eliminate racial inequality. Many people likely felt that he was weak and would have become angry for his lack of leadership. Booker was a prominent leader in the African-American community and therefore he had a responsibility to fight to eliminate oppression immediately, not wait for circumstances to slowly change over time.

3. What was the Dawes Act in 1887, and why was it unsuccessful?

The Dawes Act attempted to assimilate First Nations into the existing American culture by having them abandon traditional First Nations lifestyles and move toward a small farm lifestyle. The Dawes Act parceled out land by creating small family holdings to each family with the hope that First Nations families would transform their land into small farming operations. Once 25 years had passed, the possessor of the land would gain full ownership and American citizenship.

The Dawes Act was unsuccessful for several reasons.

- The land that was parceled out was often not farmable land (was desert or near-desert land).
- Most First Nations had no way of obtaining seed, tools, or animals to begin a small farm.
- Within 40 years, most of the allotted land had been swindled from the First Nations by corrupt government officials.

The Dawes Act was meant to assimilate First Nations people into American culture, without any respect for the existing cultural contributions of First Nations to America.

Learning Activity 4.4: Social and Political Progress

1. In your own words, define the term *progressivism*.

Page 536 of the textbook defines progressivism as “...an early 20th-century political movement that promoted policies such as slum improvement, public health, and women’s suffrage, intended to reform the U.S. government, economy, and society.”

Progressivism is a belief that a government should be responsible for the social well-being of its citizens. It should do this by creating programs that look after the basic human rights of the public, such as in social and health initiatives.

2. In your own words, define the term *muckraker*.

Page 535 of the textbook defines muckraker as “...a critic who spreads information about real or alleged scandals, usually for political purposes.”

A muckraker is someone who points out what is wrong in society but largely ignores the positive aspects. Their goal is to raise public anger about negative topics in order to create political reform to address the problem.

3. Read about the individuals discussed on pages 288–289 of *American History*. Choose **one** and describe how he or she fits the description of a muckraker.

- **Ida Tarbell** could be considered a muckraker because she directly attacked the business tactics of John D. Rockefeller in obtaining a monopoly over the oil industry. Although Rockefeller is also known for his positive social donations through community projects such as educational institutions, hospitals, and other charities, Tarbell's publishing focused on the negative aspects of his business practices, prompting people to view his actions with a critical eye.
- **Frank Norris** would be considered a muckraker because he exposed the hardships of farmers in the face of large transit fees charged by the railroads to farmers across the Midwest. He enlightened the public to the situation in order to promote political change. However, he also focused on the hardships of the farmers against the railroad without examining the possible benefits the railroad offered.
- **John Spargo** could be considered a muckraker because he exposed the terrible working conditions being forced on children through child labour in coal mines in the U.S. Accounts such as this would likely anger the public and create an outcry for social change in the form of political action.
- **Lincoln Steffens** exposed political corruption, hoping to raise public opinion to promote political change. By publishing *The Shame of the Cities*, he focused on the negative aspects of local politics. By comparing the local political corruption to the disenfranchised blacks of the Jim Crow South, he ignited negative public opinion and promoted political action and change.
- **Upton Sinclair** could be considered a muckraker because he exposed worker exploitation in the meatpacking industry. By pointing out the unfair working conditions, Sinclair likely hoped to promote a common public opinion that could bring about political change and labour reform. Although the effect was not labour reform but food-quality regulation, Sinclair's actions did serve to point out a negative aspect in society and served to promote social change.

All of these individuals would be considered muckrakers because they attempted to promote positive social change by primarily focusing on the negative aspects in each case.

4. In your own words, define the following terms:

a) Referendum

- The textbook defines the term *referendum* as "...a direct yes-no vote by the electorate on a policy proposal."
- When it is determined that a public vote is needed to make a decision on an issue, a referendum may be called as a yes/no vote where the public makes its interests known.

b) Recall

- The textbook defines a *recall* as "...a voting mechanism that allows citizens to remove from office a politician who has been unresponsive to the needs of constituents."
- When a politician is determined to be not representative of his or her constituents (voters), the constituents may request the politician step down until a re-election may take place to either reinstate or replace him or her in office, based on popular democratic vote.

5. Using a chart similar to the one on the one below, explain how the reforms under Woodrow Wilson benefitted the general American public.

Reforms under Woodrow Wilson		
Reform	Explanation	Benefit for the General American Public
The Underwood-Simmons Tariff Act (1913)	Lowered tariffs on imported goods and introduced graduated income tax	This would lower the prices of everyday items so they are more accessible to the general public. <i>Graduated income tax</i> is a system where the more money someone has, the more income tax he or she must pay. This makes a fairer taxation system where the rich pay more and the poor pay less.
The Federal Reserve Act (1913)	Makes the banking system responsible to and regulated by the federal government	This helps to ensure the banking system of Americans is secure, which helps Americans by providing for a stable economy.
The 17th Amendment (1913)	Direct election of senators (no more appointed senators)	This helps to reduce nepotism and favouritism in government. All senators would now be elected by popular vote, making the senatorial system more democratic.
The Clayton Antitrust Act (1914)	Helps the previous Sherman Antitrust Act by allowing labour unions to strike, picket, and boycott without being arrested	This law protects the working class by giving them the right to strike when they feel that working conditions are unfair. This ensures that workers' rights are respected as labour unions will exist to protect them.
The Federal Farm Loan Act (1916)	Ensures that farmers can have access to loans	This allows farmers the opportunity to get loans to finance their farms, giving them a fair possibility of success in agriculture.
The Adamson Act (1916)	Regulated working hours and overtime pay for railroad workers	This is the first example of the federal regulation of working hours and overtime pay. This is a major step forward for the workers' right to a fair workplace.

Learning Activity 4.5: American Imperialism

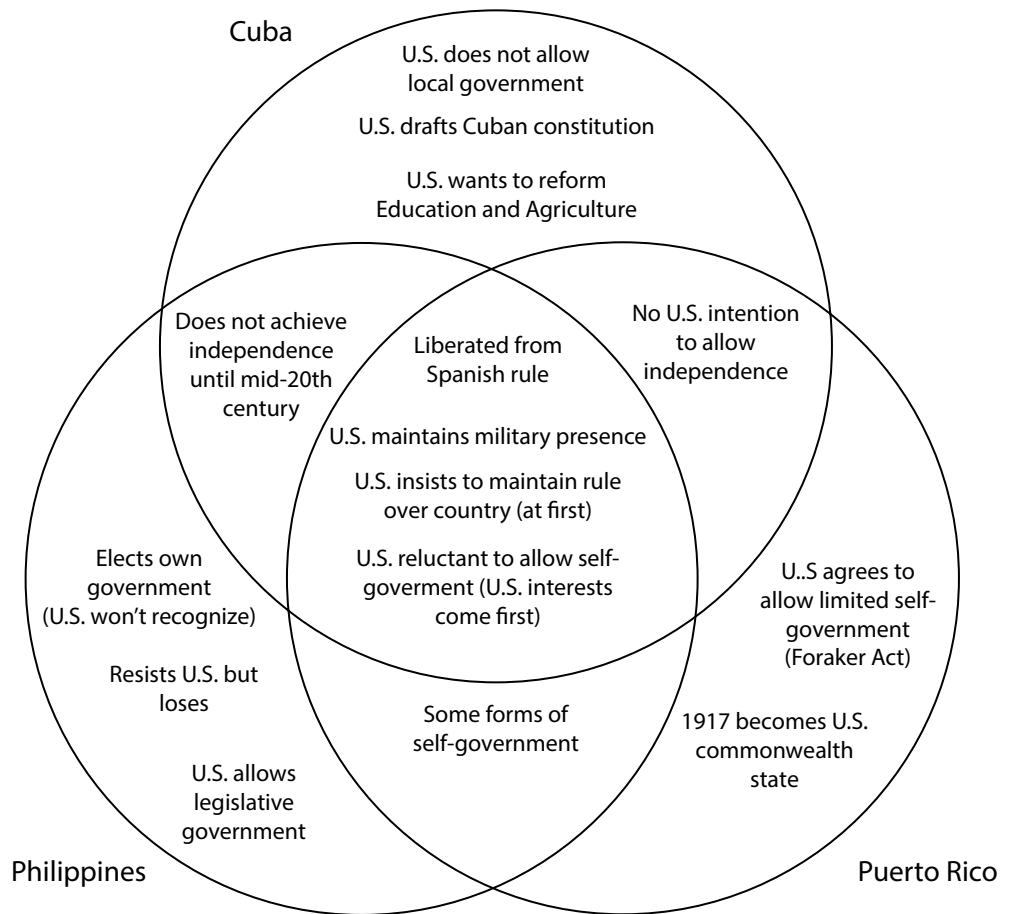
1. Look at the political cartoon on page 294 of *American History* (Figure 9.14). Based on the clues in the cartoon, explain how it represents political situations at that time in American history.

The cartoon shows Theodore Roosevelt aboard a U.S. Navy vessel with a large gun pointed at the head of a European king while the island republic of Santo Domingo rests between them. This represents how the U.S. Navy grew substantially under the leadership of Roosevelt, particularly with the building of many large warships. The fact that the man on the Republic of Santo Domingo is sitting and rubbing his eyes may represent the American attitude/role of the protector. This reflects the stated reason for the Spanish-American War: to liberate people from the injustices of Spanish rule. The Monroe Doctrine is on the end of the gun that is pointed at the European king. This could mean that Roosevelt is willing to defend the statements made in the Monroe Doctrine, which asserted America's intentions that European powers should not interfere with the independence of emerging nations. This could also mean that Roosevelt was willing to stand behind the Monroe Doctrine in order to wage war on Spanish colonies. The Monroe Doctrine appears larger than the claim being held by the European king, perhaps indicating that it is of more importance or stronger. This cartoon generally represents the international policies of the United States under the Monroe Doctrine and Roosevelt's willingness to defend against interference from European powers.

2. Make a three-way Venn diagram similar to the one shown below. Fill in the rest using information from pages 296–297 of *American History*.

Remember: The parts where circles overlap in a Venn diagram show areas that are similar. Look at the sample diagram to review how this might work.

American Imperialism



3. Review the events surrounding the creation of the Monroe Doctrine (on pages 129–130 of *American History*).
- How do the U.S. actions towards the Philippines, Cuba, and Puerto Rico during the early 20th century (1900s) relate to the Monroe Doctrine?
 - In your opinion, was the Monroe Doctrine being upheld?

There are many possible answers to this question. A sample of two opinions has been included below.

In my opinion, **the Monroe Doctrine was not upheld** in the events surrounding the U.S. and these territories. In the early 20th century, the U.S. government took control of these territories by defeating the Spanish in the Spanish-American War. At the time that the Monroe Doctrine was formed, the stated intent was to leave emerging nations alone so they could gain independence. It encouraged emerging nations to pursue self-government and was opposed to European powers establishing colonial rule over them. Although the U.S. originally entered into the Spanish-American War to liberate these countries from the Spanish, it did not make any early attempts to promote independence. Instead, the U.S. chose to become the new ruling powers within the “liberated” nations. The Philippines attempted to create its own government, but this was not recognized by the U.S. government. Cuba did not achieve independence until it rose up in revolution. Puerto Rico did not achieve independence and continues to serve as a U.S. commonwealth state. The original Monroe Doctrine advised European powers not to create new colonies or to interfere with independence, but that appears to be exactly what the U.S. government did once the Spanish were defeated.

In my opinion, **the Monroe Doctrine was upheld** in the events surrounding the U.S. and these territories. In the early 20th century, the U.S. government took control of these territories by defeating the Spanish in the Spanish-American War. By doing this, it was upholding the original intent of the Monroe Doctrine by eliminating the Spanish rule from these colonies and respecting the sovereignty of these nations. Although the U.S. did not take early action toward the independence of these states, it did allow local legislative and/or self-government in both the Philippines and Puerto Rico so that they could consider themselves independent while under the “protection” of the United States.

Learning Activity 4.6: First World War

1. On page 304 of *American History*, it is stated "...a single spark would be all it took to set off a terrible chain reaction." What did the author mean? Explain how this statement may be true.

Europe was divided up into groups of allies with Germany, Austria-Hungary, and Italy allied together into the Central Powers and Britain, France, and Russia allied as the Triple Entente. Each of these countries was involved in a campaign of imperialism in Africa. This means that each of them controlled colonies in Africa and were competing against each other. Due to this competition, each nation had been expanding their armed forces and devising secret military plans. With the tension mounting and each country involved in a three-way alliance, a single incident could start a chain reaction resulting in large-scale war. In this sense, it would only take "a single spark" to begin the chain of events.

2. Why would average Americans be divided in opinion about which side to support in the First World War?

Many Americans felt ready to support the British due to shared culture and language, and also felt compelled to support the French in memory of French support during the War of Independence. This meant that many Americans were in support of the allied powers but many Americans descended and emigrated from countries that were part of the Central Powers. Americans of German, Italian, and Austro-Hungarian origin were likely to support the Central Powers. As well, immigrants and descendants of Irish settlers resented the British for their oppression of Irish nationalists. With such a large base of opinion, the debate of support in the war was not easily answered.

Note: Here is the above answer broken down into a table for an answer at a glance:

Which Side Should I Support (as an American)?	
The Triple Entente (England, France, and Russia)	Central Powers (Germany, Austria-Hungary, and Italy)
<ul style="list-style-type: none"> ■ Shared culture and language. ■ Support the French in memory of support during the War of Independence. 	<ul style="list-style-type: none"> ■ Many Americans were immigrants and descendants from countries of the Central Powers. ■ Some descendants of Irish settlers resented the British for oppression of Irish nationalists.

3. The First World War resulted in many changes that affected the lives of all Americans. Using a chart similar to the one below, document the social effects of the First World War. State whether the event was a step forward or a step back (and then explain why).

Social Effects of First World War (The War at Home)		
Social Effect	Step Forward or Back?	Explanation
The Espionage Act of 1917 and the Sedition Act of 1918	Back	The Espionage and Sedition Acts took away the right to freedom of speech and beliefs that were guaranteed to Americans in the Bill of Rights. The rights to freely believe what you wish, to speak your mind, and to publish your thoughts without fear were taken away by these acts, causing a step back for the social justice of the American people.
Women in the Workforce	Forward and Back	For women, this could be seen as a step forward, as it opened up opportunities for women in the workforce. It gave them an opportunity to show their obvious abilities to fill many positions in the workforce that were not traditionally filled by women. By supporting the war effort, women were able to get the support of Woodrow Wilson in getting the right to vote. Unfortunately, many women worked for reduced wages, which was a step back for workers' rights in terms of regulated wages.
African-Americans and the Great Migration	Back	Many African-Americans migrated north to take advantage of the wealth of jobs in industrial centres in the northern states, but many were greeted with racism and outright discrimination. This showed a clear sign that true equality was still many years away.

4. How did Woodrow Wilson's actions in creating the Treaty of Versailles and the League of Nations bring about the end of his presidency?

Woodrow Wilson was focused on creating the League of Nations but did not include Republican members in his decision making. This made them not support Wilson, bringing about his downfall.

Wilson divulged his Fourteen Points without consulting fellow leaders. When he went to the negotiations, he did not take a single Republican Party member despite the fact that the Republican Party had achieved a majority in both Houses of Congress. By not including the opinions of his Republican leaders, Wilson likely caused great resentment, which led the Republican Party to end all support for Wilson. The Republican members did not support the Treaty of Versailles or want to participate in the League of Nations.

Without the support of the Republican members of government, Wilson was sure to lose the presidency.

Learning Activity 4.7: The Roaring Twenties

1. In your own words, explain the sudden economic explosion in the 1920s.
 - Increased production of manufactured goods raises the gross national product (GNP).
 - Unemployment was low and wages rose because of the rise in GNP.
 - More money was available to spend on luxuries.

With a rapid increase in production of manufactured goods, the gross national product (GNP) went up. This increased production created more jobs, lowering the unemployment rate and raising wages. With low unemployment, rising wages, and expanding industry, luxuries became less expensive and more people had money to buy them. In this way, the economy rose rapidly and Americans suddenly had a rapidly improving standard of living.

2. How did innovations such as radio and the motion picture unite and expand American culture?

Radio connected people to events in real time, making them feel more connected across the country. This allowed politicians and advertisers to connect directly with people across America. People could also now experience special events in real time. The motion picture industry gave people a common experience, and it became a part of American culture. As the industry grew, the motion picture helped American culture spread across the globe as movie-goers from around the world watched Hollywood productions. Radio and motion pictures provided Americans with common experiences that connected them while expanding the influence of American culture beyond the U.S. borders.

3. How did radio, sports, and the music industry break previous racial barriers and offer new opportunities for African-Americans?

With the expansion of these industries came opportunities for African-Americans to play prominent roles. For example, Joe Louis became the first black heavyweight boxing champion and held the title from 1937–1949. Although African-Americans were blatantly left out of major-league baseball, the African-American baseball leagues succeeded in attracting tens of thousands of spectators. Music, specifically jazz, brought with it the opportunities for many African-Americans to become stars of the industry as the art form spread across America. Radio brought many Americans together to experience these events and witness the change in opportunity and roles, which may have changed the mindset of Americans when it came to future challenges to racial ideals.

4. Why do some people consider the flapper image to be a step forward for the rights of women?

The flapper image liberated women from traditional images of women to be reserved, conservative, and subservient. The flapper image was one of liberal lifestyle, rebellious fashion, and an attitude of equal rights to men. This notion of equality would have been a motivator for the future liberation of women, as it encouraged them to push for greater achievements in a male-dominated society.

5. One key aspect to understanding history is to attempt to understand the thinking of the people in that place and time. By questioning personal motivations, you can guess at the causes of events. Consider the mindset of some Americans who acted with racial intolerance. In your opinion, why is it that racial intolerance was present during this time? Some examples include race riots, the Ku Klux Klan, the conviction of Sacco and Vanzetti, and anti-immigration laws.

- Of course, there is no right or wrong answer to this question, but answers may include some of the points listed below:
 - Fear of what is different than what one knows (This is known as **xenophobia**.)
 - The feeling that one culture is more important than another, whether evidence of it exists or not
 - Pressure from family, friends, neighbours, and various other members of the immediate community
 - Financial interests (By protecting one group of people and exploiting another, economic benefits can be concentrated on the few.)
 - Violent tendencies taken out on another without apparent cause (misplaced aggression)
 - Personal insecurity taken out on a recognizable minority (By blaming a recognized group for one's own personal difficulties, it lessens feelings of personal guilt.)
 - Following a tradition of learned behaviour
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Learning Activity 4.8: The Great Depression

1. What were the weaknesses in the economy of the 1920s that led to the Great Depression?

- The American economy was unbalanced, with the top 1 percent of the population enjoying wealth equal to the combined wealth of the lower 42 percent.
- Products became more costly while wages did not rise in proportion.
 - People started to buy products on credit (borrowed money).
 - Consumer debt more than doubled between 1925 and 1929
- Industries were too dependent on each other. For example, the auto industry created the need for roadside industry, rubber, and gasoline. If the auto industry falters, so do the related industries (like dominoes).
- The economy was based on confidence. As long as Americans are confident in the economy, they spend money; if they lose confidence, they stop buying, which slows down (weakens) the economy.

Confidence in economy = spending = strong economy

2. What were the causes of the stock market crash?

There are many causes to the Great Depression and most of them are speculative points (educated guesses), but the points below summarize what factors are considered to have caused the economic collapse:

- As the stock market experienced rapid growth, people began purchasing stocks by leveraging their investments. Americans were buying on margin (borrowed money). This means they would buy a small amount of stock outright, and then pay for the rest with borrowed money.
- This rapid buying of stock made a “speculative bubble,” which means that since so many stocks were being purchased, people assumed the stocks would continue to rise. This made people assume they should buy more stocks, because then they would make money when the stock continued to go up.
- The Federal Reserve Board increased interest on loans to try to stop people from continuing to buy stocks on credit. This caused people to stop making everyday purchases in stores.
- Since sales were slowing down, the big corporate stockholders quickly sold their stocks.
- When Americans saw the stocks getting sold, they panicked and many people started to hurry to sell all their stocks. As more and more people sold stock, values went down, causing even more people to sell. Like a domino effect, the values of stocks plummeted and everyone lost their investments.

3. Using a t-chart like the one shown below, compare the similarities between the stock market crash of 1929 and the bank runs that occurred in 1930, 1931, and 1933.

The Connection Between the Stock Market Crash and Bank Runs	
The Stock Market Crash of 1929	The Bank Run of 1930, 1931, and 1933
<ul style="list-style-type: none"> ■ There was fear of potential reduction in the value of stocks (loss of money). ■ More and more people started to sell stocks to avoid losing money. ■ The rapid selling of stocks lowered the value of the stock market. ■ Losses in value caused further panic and more selling of stock. ■ The stock market crashed. 	<ul style="list-style-type: none"> ■ There was fear that banks might not be able to cover deposits. ■ People started to rapidly pull money out of the bank to avoid potential money loss. ■ The bank runs caused the banks to fail. ■ The failure of the banks caused further panic and more bank runs occurred. ■ Many banks failed and \$2 billion in deposits were lost.

4. Observe the picture in *Figure 10.21* on page 347 of *American History*. What clues in this picture give you an idea of who this woman is, her story, and the conditions her family is experiencing? Share your observations of this picture. How does it represent the Great Depression?

There are many ways to answer a question such as this one, but a quality answer should

- point out specific aspects of the picture
- directly tie the identified aspects to factual events of the Great Depression
- mention at least three different points about the picture
- summarize the argument in a closing thought

A sample answer has been provided below:

This picture shows a woman caring for her family. Her children are attempting to take comfort in her by staying close. She looks off in the distance as if looking for any opportunity to survive and to help her children survive. The clothing of the family is very worn, which is a clue as to the hardship they have endured. Yet, there is sign that care has been taken to maintain them despite their ragged appearance. This shows the pride of self-sustainability. This represents the attitude of many people, such as the mother of U.S. journalist Lindsey Williams, who did not want to “go on welfare” (p. 345). The background of this photo appears to have them sitting in a tent of some sort, which represents the shanty towns that many found themselves living in during the 1930s. The weathered lines on the woman’s face reflect hardship, and yet the stalwart but worried look in her eyes creates a sense of focus. This could come to represent the strong spirit of survival of those who lived through the Great Depression.

5. The terms *Hooverilles*, *Hoover blankets*, and *Hoover wagons* were used in the Great Depression. What were these items and what do their names suggest about the attitudes of the people surviving during the Great Depression.

“Hooverilles” were shanty towns populated by those who couldn’t afford to live in their homes (or were forced out of their homes as banks repossessed them). “Hoover blankets” were newspaper blankets. “Hoover wagons” were cars that were drawn by horses because the owners couldn’t afford gasoline. “Hoover” represented President Herbert Hoover, the U.S. president during the early 1930s. This likely reflects the attitude of the people who were suffering from the Depression and felt that Hoover was somewhat responsible for their conditions. They blamed him for the fact that they had to live in “Hooverilles,” sleep with “Hoover blankets,” and drive “Hoover wagons.”

Learning Activity 4.9: The New Deal

1. Why were the Emergency Banking Act and the formation of the Federal Deposit Insurance Corporation so successful in putting an end to the bank runs?

These acts restored the public’s confidence in the banking system. The Emergency Banking Act assured people that the banks were federally approved as financial institutions, which gave them confidence that the banks would look after their money. The Federal Deposit Insurance Corporation further restored the public’s confidence in the banks because it assured them that even if a bank were to fail, their money was insured and so there was no need to worry.

Confidence = investment = growing economy

2. How did the use of radio assist in the successful completion of the “New Deal”?

President Franklin Roosevelt used radio to reach the general public to calm them and explain the aspects of the New Deal. His broadcasts were called “fireside chats.” During these broadcasts, Roosevelt would use his confident, reassuring tone to bring relief to Americans and affirm that actions were being taken by the government toward economic recovery.

3. Why do you think Franklin Roosevelt chose to create a bank holiday when creating the Emergency Banking Act?

The holiday gave the public the impression that the banks were somehow being inspected by the government to assure their ability to handle America's money. The Emergency Banking Act was a way of giving the government's "seal of approval" so that the public could extend their confidence of the government to the banks. This gave them greater confidence in the American banking system.

Once more:

Confidence = investment = growing economy

4. Using a chart like the one below, identify and discuss the programs created by Franklin Roosevelt's administration as part of the New Deal. The programs are identified in the left column. In the middle column, share what the program created. In the right column, discuss whether or not you think the program was a success, and why or why not.

The New Deal		
Program	What Did the Program Do?	Was It a Success
CCC (Civilian Conservation Corps)	Employed young men in rural construction for six months at \$1 per day	This program successfully assisted more than 3 million youths between 1933–1947
AAA (Agricultural Adjustment Administration)	This program asked farmers to destroy their crops in the hope of creating a perceived shortage that would raise the price of farm products.	This program was not successful. People were angry at the wastefulness of the program. Instead of creating a perceived shortage and raising prices, farm commodity prices remained stagnant.
TVA (Tennessee Valley Authority)	This program was an attempt to revitalize the economy by building low-cost electrical power, flood control, river navigation, and regional economic planning.	This program successfully provided low-cost electricity through the construction of dams; it employed thousands of workers.
NRA (National Recovery Administration)	This program tried to create "fair competition" to rejuvenate the prices of industrial products and raise wages.	Although wages did rise, a rise in the prices of industrial products kept them outside of consumer budgets.

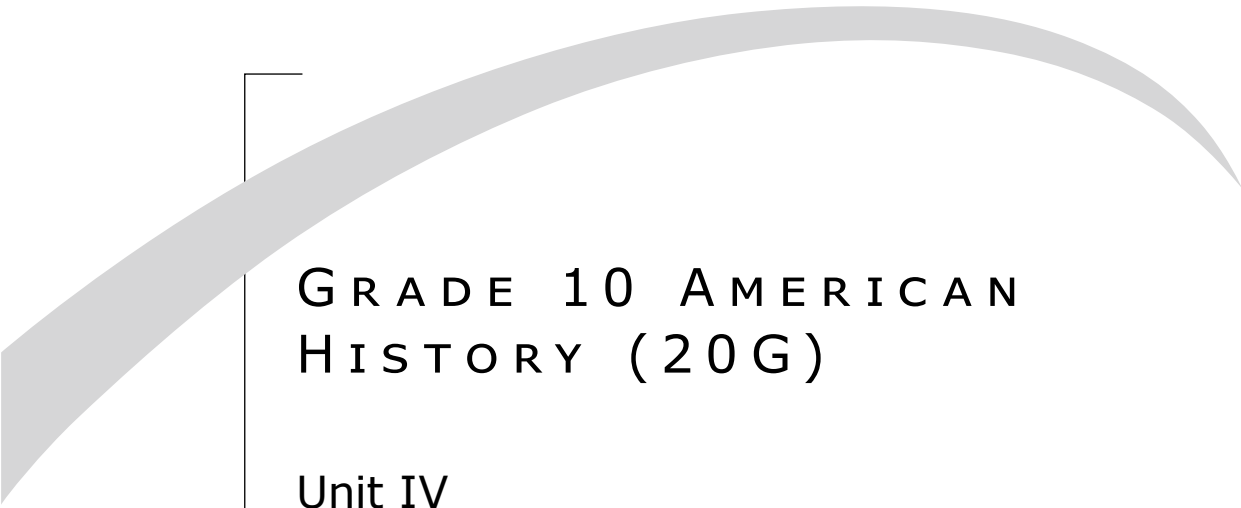
5. Page 357 of *American History* states, "Roosevelt's Second New Deal programs reflected his own belief that poverty was most often due to circumstances beyond one's control rather than one's moral failures."

a) Do you agree that poverty is a reflection of the person or the society?

Of course, the student may agree or disagree. A sample answer has been included below.

- *I agree: There are often situations where people just aren't given opportunities that enable them to get the money they need (e.g., new immigrants in 19th century America or people during the Depression). It wasn't their fault; it was an unfortunate event that caused a recession.*
 - *I disagree: I think that a person's actions determine the level of her or his success. The American economy is a free market economy with equal opportunity and it allows every citizen to determine his or her own fate.*
-

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit IV
Emerging Power

Learning Activity Answer Key

UNIT IV: EMERGING POWER

Learning Activity 4.1: Growth: Government, Population, and Economy

1. Rutherford B. Hayes:

a) How did Rutherford B. Hayes attack corruption in the government?

- He did away with patronage (appointing friends and political supporters to public office).
 - He stopped civil servants from participating in politics.
 - He blocked appointments made by Congress.
 - He blocked appointments made in the interior.
 - He called for testing to ensure that civil servants were competent and that they did not get their positions through patronage.

b) Why did Hayes feel reform was necessary?

Hayes recognized that with the rapid expansion of the United States there were many government positions being created. This made it easy for corruption in the form of patronage to occur. He believed that patronage threatened the strength of the government, and that by protecting against it the United States would progress.

2. How did the expansion and regulation of the railroad improve the standard of living for most Americans?

The expansion and regulation of the railroad system made it possible to connect raw materials to production and products to markets. This allowed the transportation of items and people across America. This caused increased production of products and an increase in the markets available to various industries. This helped the gross national product (GNP) of the United States to rise. This means that there were more goods and services produced per person, allowing all Americans to have access to more technological innovations such as the electric stove, telephone, typewriter, and the sewing machine. Having items like these available at a cheap price allowed greater productivity for all Americans, and a further growth in GNP.

3. By 1900, 1 percent of the American population held 45 percent of the nation's wealth (this means that few people were very wealthy, while most were poor). In your own words, explain some of the reasons shared in the textbook about why this happened (you may want to review Learning Activity 3.8 from Unit III to help you answer part of this question).

Simplified answer: Large industries were created in America due to the growing population, the railroad, and the expanding western frontier. Industry leaders gained power over the markets by creating corporations, trusts, and holding companies. These business models gave the industry leaders the power to control the American economy by controlling the markets. Since trusts and holding companies controlled markets, there was little competition, creating a system of high prices and concentrated wealth.

Complete answer: With the rapid expansion of population and the western frontier, a large working class was created. This helped the expansion of the railroad and large industry. The leaders of American industries created corporations and trusts in order to improve the growth of their industries. The spread of trusts and holding companies helped to control markets and concentrate wealth. Trusts were originally developed as groups of corporations, and by working together they could pressure the government to make laws that suited the needs of their industries. Once trusts were outlawed, an alternative strategy was the holding company. According to page 535 of your textbook, a holding company is "a company that operates by buying enough stocks or bonds in one or more other companies to give it a controlling interest." This means that the company buys enough of the voting power of the companies in an industry where they can control the entire market. This type of business model made it easy to corner a market by not allowing any competition. With no competition, the industry is able to charge any price it wishes. Trusts and holding companies gave great power to businesses to control markets and concentrate national wealth.

Learning Activity 4.2: Farm Troubles and Unions

1. Observe *Figure 8.16* on page 261 of *American History*. If you recall, when studying the introduction of new technologies in agriculture (chapter 7), the yields (amount of harvest) of individual farmers rose, causing a surplus that limited the value of crop product. This means that as production went up, the price went down. In *Figure 8.16*, it seems the opposite is happening: the yield is going down but the price is also going down. Explain why this happened.
 - There were several reasons why this happened including natural disasters, business policies, and the end of the Grange.
 - *Natural Disasters:* The introduction of the boll weevil during the 1890s devastated cotton crops, and the grasshopper was to blame for the destruction of grain. The drought during the 1890s also damaged wheat and corn production.
 - *Business Policies:* Many farmers had taken large loans to finance purchases of land and equipment, but banks charged high interest rates due to the risky climate of the Midwest. This left many farmers in debt and many more losing their farms. Rail companies also added to the difficulties by charging farmers higher prices than corporate clients.
 - *The Demise of the Grange:* The Grange had previously defended farmers because it created state legislation that regulated railroad prices for farmers. The Grange was lost, however, when the federal government overturned the state legislation and denied their progress.
2. Why were the Knights of Labor able to succeed at gaining workers' rights where other unions, such as the Farmer's Alliance and early craft and industrial unions, failed?
 - There are many ways to answer this question but a good response would likely include some of the points made below:
 - The Knights of Labor were not divided in their actions. This allowed them to focus their actions and achieve results.
 - Members of the Farmer's Alliance were divided in their opinions as to whether to focus on local or federal policies. The craft and industrial unions were divided as well: craft unions focused on working conditions and industrial unions focused on social aims.

- The Knights of Labor were not as divided on issues of membership. This allowed them to focus on the issues at hand with a unified effort.
 - The Farmer’s Alliance had divisions of opinion about whether membership should include certain minorities. The craft and industrial unions also had different policies on membership.
 - By allowing almost all minorities within their ranks, their membership rose to a staggering 700,000, giving them strength in numbers.
- The main restriction to membership in the Knights of Labor was that they did not accept bankers, lawyers, or stockholders (members whose interests were against the working classes). This allowed their members to fight for causes that were common among them, as they were all members of a similar economic group.

3. Consider the events of the Haymaker Square Riot of 1886. Now, imagine you are an American during this time. Would you have supported the actions of the anarchists? Would you have supported the verdicts handed out by the courts on the anarchists involved? On page 270 of your textbook, it says “Protests against the executions came from workers’ groups around the world, whose members saw the condemned as heroes and martyrs. The majority of Americans, however, supported the executions, believing that the accused threatened the American way of life.” Using a table like the one below, create an argument for each point of view.

Although there are many ways to answer this question, some examples have been included below.

The Haymaker Square Riot	
Point of View	Explanation of Perspective
<p>The condemned are heroes and martyrs.</p>	<p>The condemned were there to fight for the rights of labourers. The American government and the Supreme Court sided with the wealthy, such as the large business leaders and the banks, and did not protect the rights of the labourers. Due to lack of evidence, the anarchist members who were at the protest were not directly linked to the bombing and so could not be considered guilty. And yet, the police, who were directly connected to killing innocent people, were not arrested. The anarchists’ only crime was fighting on behalf of the American public.</p>
<p>The accused threaten the American way of life.</p>	<p>The American way of life was threatened by people like the anarchists who were involved in the Haymaker Square Riot. America was built on ideals of freedom and liberty, which include the rights of business in a free market system. The American government and Supreme Court protect these freedoms and liberties, and people like the anarchists in the riot threaten the system and the American way of life. They insisted that revolution was the only way for social change, but by using violence they have no argument for people’s rights. They are only a threat.</p>

Learning Activity 4.3: Examples of Marginalization

1. What events led to racial discrimination and the passing of the Exclusion Act in 1882 and the Contract Labor Act in 1885?

Rapid increase in industry created an unskilled job market in urban centres. Many of these jobs were filled by immigrants arriving in America. Immigration was increasing over time and the influx of immigrants was seen as a threat to those already working in America. This led to resentment and violent opposition as time went on. Examples of violence occurred in California in 1885 when white Americans attacked Chinese miners, killing 20 of them. These events caused Congress to pass the Exclusion Act in 1882 to limit the number of “less desirable” immigrants. Congress also later passed the Contract Labor Act in 1885, which specifically targeted Chinese immigrants.

2. Booker T. Washington was known as a prominent leader to African-Americans. He was known for giving a speech called the “Atlanta Compromise.” Although he has been criticized for this approach, others argue that his attitude of slow progress and compromise may have been the best option at the time. Do you agree with Booker T. Washington? Explain why or why not.



Note: Even though you likely feel strongly about your opinion on this topic, it is always important to consider the alternative point of view. As was pointed out in Learning Activity 4.2, it is important to consider the opinions of others in order to understand why they act the way they do (or *did* when thinking of historical events).

There are several possibilities to this answer. An example of either view has been included.

- Yes, I agree with Booker T. Washington. Although true equality would have been the greatest outcome, it may not have been an option at the time. The issues of slavery and equality were ingrained in the culture of early America and it would take a long time—perhaps even generations—to create a change toward complete equality. Booker chose instead to fight for the self-respect of African-Americans so they could accomplish as much as possible given the current circumstances. By arguing against equality and focusing on current efforts, Booker T. Washington accomplished as much as he possibly could have in his time.
- No, I don’t agree with Booker T. Washington. By not arguing for true equality, he was backing down from the challenge, which would only serve to weaken the argument to eliminate racial inequality. Many people likely felt that he was weak and would have become angry for his lack of leadership. Booker was a prominent leader in the African-American community and therefore he had a responsibility to fight to eliminate oppression immediately, not wait for circumstances to slowly change over time.

3. What was the Dawes Act in 1887, and why was it unsuccessful?

The Dawes Act attempted to assimilate First Nations into the existing American culture by having them abandon traditional First Nations lifestyles and move toward a small farm lifestyle. The Dawes Act parceled out land by creating small family holdings to each family with the hope that First Nations families would transform their land into small farming operations. Once 25 years had passed, the possessor of the land would gain full ownership and American citizenship.

The Dawes Act was unsuccessful for several reasons.

- The land that was parceled out was often not farmable land (was desert or near-desert land).
- Most First Nations had no way of obtaining seed, tools, or animals to begin a small farm.
- Within 40 years, most of the allotted land had been swindled from the First Nations by corrupt government officials.

The Dawes Act was meant to assimilate First Nations people into American culture, without any respect for the existing cultural contributions of First Nations to America.

Learning Activity 4.4: Social and Political Progress

1. In your own words, define the term *progressivism*.

Page 536 of the textbook defines progressivism as “...an early 20th-century political movement that promoted policies such as slum improvement, public health, and women’s suffrage, intended to reform the U.S. government, economy, and society.”

Progressivism is a belief that a government should be responsible for the social well-being of its citizens. It should do this by creating programs that look after the basic human rights of the public, such as in social and health initiatives.

2. In your own words, define the term *muckraker*.

Page 535 of the textbook defines muckraker as “...a critic who spreads information about real or alleged scandals, usually for political purposes.”

A muckraker is someone who points out what is wrong in society but largely ignores the positive aspects. Their goal is to raise public anger about negative topics in order to create political reform to address the problem.

3. Read about the individuals discussed on pages 288–289 of *American History*. Choose **one** and describe how he or she fits the description of a muckraker.

- **Ida Tarbell** could be considered a muckraker because she directly attacked the business tactics of John D. Rockefeller in obtaining a monopoly over the oil industry. Although Rockefeller is also known for his positive social donations through community projects such as educational institutions, hospitals, and other charities, Tarbell's publishing focused on the negative aspects of his business practices, prompting people to view his actions with a critical eye.
- **Frank Norris** would be considered a muckraker because he exposed the hardships of farmers in the face of large transit fees charged by the railroads to farmers across the Midwest. He enlightened the public to the situation in order to promote political change. However, he also focused on the hardships of the farmers against the railroad without examining the possible benefits the railroad offered.
- **John Spargo** could be considered a muckraker because he exposed the terrible working conditions being forced on children through child labour in coal mines in the U.S. Accounts such as this would likely anger the public and create an outcry for social change in the form of political action.
- **Lincoln Steffens** exposed political corruption, hoping to raise public opinion to promote political change. By publishing *The Shame of the Cities*, he focused on the negative aspects of local politics. By comparing the local political corruption to the disenfranchised blacks of the Jim Crow South, he ignited negative public opinion and promoted political action and change.
- **Upton Sinclair** could be considered a muckraker because he exposed worker exploitation in the meatpacking industry. By pointing out the unfair working conditions, Sinclair likely hoped to promote a common public opinion that could bring about political change and labour reform. Although the effect was not labour reform but food-quality regulation, Sinclair's actions did serve to point out a negative aspect in society and served to promote social change.

All of these individuals would be considered muckrakers because they attempted to promote positive social change by primarily focusing on the negative aspects in each case.

4. In your own words, define the following terms:

a) Referendum

- The textbook defines the term *referendum* as "...a direct yes-no vote by the electorate on a policy proposal."
- When it is determined that a public vote is needed to make a decision on an issue, a referendum may be called as a yes/no vote where the public makes its interests known.

b) Recall

- The textbook defines a *recall* as "...a voting mechanism that allows citizens to remove from office a politician who has been unresponsive to the needs of constituents."
- When a politician is determined to be not representative of his or her constituents (voters), the constituents may request the politician step down until a re-election may take place to either reinstate or replace him or her in office, based on popular democratic vote.

5. Using a chart similar to the one on the one below, explain how the reforms under Woodrow Wilson benefitted the general American public.

Reforms under Woodrow Wilson		
Reform	Explanation	Benefit for the General American Public
The Underwood-Simmons Tariff Act (1913)	Lowered tariffs on imported goods and introduced graduated income tax	This would lower the prices of everyday items so they are more accessible to the general public. <i>Graduated income tax</i> is a system where the more money someone has, the more income tax he or she must pay. This makes a fairer taxation system where the rich pay more and the poor pay less.
The Federal Reserve Act (1913)	Makes the banking system responsible to and regulated by the federal government	This helps to ensure the banking system of Americans is secure, which helps Americans by providing for a stable economy.
The 17th Amendment (1913)	Direct election of senators (no more appointed senators)	This helps to reduce nepotism and favouritism in government. All senators would now be elected by popular vote, making the senatorial system more democratic.
The Clayton Antitrust Act (1914)	Helps the previous Sherman Antitrust Act by allowing labour unions to strike, picket, and boycott without being arrested	This law protects the working class by giving them the right to strike when they feel that working conditions are unfair. This ensures that workers' rights are respected as labour unions will exist to protect them.
The Federal Farm Loan Act (1916)	Ensures that farmers can have access to loans	This allows farmers the opportunity to get loans to finance their farms, giving them a fair possibility of success in agriculture.
The Adamson Act (1916)	Regulated working hours and overtime pay for railroad workers	This is the first example of the federal regulation of working hours and overtime pay. This is a major step forward for the workers' right to a fair workplace.

Learning Activity 4.5: American Imperialism

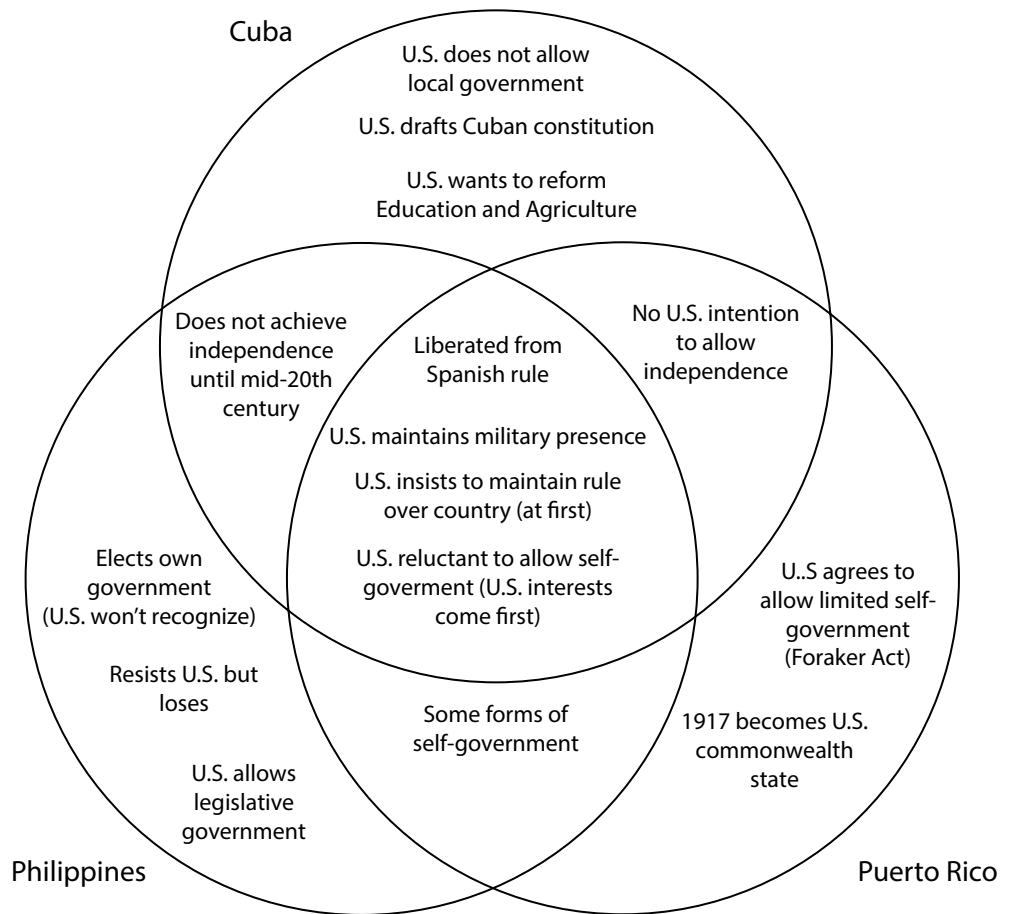
1. Look at the political cartoon on page 294 of *American History* (Figure 9.14). Based on the clues in the cartoon, explain how it represents political situations at that time in American history.

The cartoon shows Theodore Roosevelt aboard a U.S. Navy vessel with a large gun pointed at the head of a European king while the island republic of Santo Domingo rests between them. This represents how the U.S. Navy grew substantially under the leadership of Roosevelt, particularly with the building of many large warships. The fact that the man on the Republic of Santo Domingo is sitting and rubbing his eyes may represent the American attitude/role of the protector. This reflects the stated reason for the Spanish-American War: to liberate people from the injustices of Spanish rule. The Monroe Doctrine is on the end of the gun that is pointed at the European king. This could mean that Roosevelt is willing to defend the statements made in the Monroe Doctrine, which asserted America's intentions that European powers should not interfere with the independence of emerging nations. This could also mean that Roosevelt was willing to stand behind the Monroe Doctrine in order to wage war on Spanish colonies. The Monroe Doctrine appears larger than the claim being held by the European king, perhaps indicating that it is of more importance or stronger. This cartoon generally represents the international policies of the United States under the Monroe Doctrine and Roosevelt's willingness to defend against interference from European powers.

2. Make a three-way Venn diagram similar to the one shown below. Fill in the rest using information from pages 296–297 of *American History*.

Remember: The parts where circles overlap in a Venn diagram show areas that are similar. Look at the sample diagram to review how this might work.

American Imperialism



3. Review the events surrounding the creation of the Monroe Doctrine (on pages 129–130 of *American History*).
- How do the U.S. actions towards the Philippines, Cuba, and Puerto Rico during the early 20th century (1900s) relate to the Monroe Doctrine?
 - In your opinion, was the Monroe Doctrine being upheld?

There are many possible answers to this question. A sample of two opinions has been included below.

In my opinion, **the Monroe Doctrine was not upheld** in the events surrounding the U.S. and these territories. In the early 20th century, the U.S. government took control of these territories by defeating the Spanish in the Spanish-American War. At the time that the Monroe Doctrine was formed, the stated intent was to leave emerging nations alone so they could gain independence. It encouraged emerging nations to pursue self-government and was opposed to European powers establishing colonial rule over them. Although the U.S. originally entered into the Spanish-American War to liberate these countries from the Spanish, it did not make any early attempts to promote independence. Instead, the U.S. chose to become the new ruling powers within the “liberated” nations. The Philippines attempted to create its own government, but this was not recognized by the U.S. government. Cuba did not achieve independence until it rose up in revolution. Puerto Rico did not achieve independence and continues to serve as a U.S. commonwealth state. The original Monroe Doctrine advised European powers not to create new colonies or to interfere with independence, but that appears to be exactly what the U.S. government did once the Spanish were defeated.

In my opinion, **the Monroe Doctrine was upheld** in the events surrounding the U.S. and these territories. In the early 20th century, the U.S. government took control of these territories by defeating the Spanish in the Spanish-American War. By doing this, it was upholding the original intent of the Monroe Doctrine by eliminating the Spanish rule from these colonies and respecting the sovereignty of these nations. Although the U.S. did not take early action toward the independence of these states, it did allow local legislative and/or self-government in both the Philippines and Puerto Rico so that they could consider themselves independent while under the “protection” of the United States.

Learning Activity 4.6: First World War

1. On page 304 of *American History*, it is stated "...a single spark would be all it took to set off a terrible chain reaction." What did the author mean? Explain how this statement may be true.

Europe was divided up into groups of allies with Germany, Austria-Hungary, and Italy allied together into the Central Powers and Britain, France, and Russia allied as the Triple Entente. Each of these countries was involved in a campaign of imperialism in Africa. This means that each of them controlled colonies in Africa and were competing against each other. Due to this competition, each nation had been expanding their armed forces and devising secret military plans. With the tension mounting and each country involved in a three-way alliance, a single incident could start a chain reaction resulting in large-scale war. In this sense, it would only take "a single spark" to begin the chain of events.

2. Why would average Americans be divided in opinion about which side to support in the First World War?

Many Americans felt ready to support the British due to shared culture and language, and also felt compelled to support the French in memory of French support during the War of Independence. This meant that many Americans were in support of the allied powers but many Americans descended and emigrated from countries that were part of the Central Powers. Americans of German, Italian, and Austro-Hungarian origin were likely to support the Central Powers. As well, immigrants and descendants of Irish settlers resented the British for their oppression of Irish nationalists. With such a large base of opinion, the debate of support in the war was not easily answered.

Note: Here is the above answer broken down into a table for an answer at a glance:

Which Side Should I Support (as an American)?	
The Triple Entente (England, France, and Russia)	Central Powers (Germany, Austria-Hungary, and Italy)
<ul style="list-style-type: none">■ Shared culture and language.■ Support the French in memory of support during the War of Independence.	<ul style="list-style-type: none">■ Many Americans were immigrants and descendants from countries of the Central Powers.■ Some descendants of Irish settlers resented the British for oppression of Irish nationalists.

3. The First World War resulted in many changes that affected the lives of all Americans. Using a chart similar to the one below, document the social effects of the First World War. State whether the event was a step forward or a step back (and then explain why).

Social Effects of First World War (The War at Home)		
Social Effect	Step Forward or Back?	Explanation
The Espionage Act of 1917 and the Sedition Act of 1918	Back	The Espionage and Sedition Acts took away the right to freedom of speech and beliefs that were guaranteed to Americans in the Bill of Rights. The rights to freely believe what you wish, to speak your mind, and to publish your thoughts without fear were taken away by these acts, causing a step back for the social justice of the American people.
Women in the Workforce	Forward and Back	For women, this could be seen as a step forward, as it opened up opportunities for women in the workforce. It gave them an opportunity to show their obvious abilities to fill many positions in the workforce that were not traditionally filled by women. By supporting the war effort, women were able to get the support of Woodrow Wilson in getting the right to vote. Unfortunately, many women worked for reduced wages, which was a step back for workers' rights in terms of regulated wages.
African-Americans and the Great Migration	Back	Many African-Americans migrated north to take advantage of the wealth of jobs in industrial centres in the northern states, but many were greeted with racism and outright discrimination. This showed a clear sign that true equality was still many years away.

4. How did Woodrow Wilson's actions in creating the Treaty of Versailles and the League of Nations bring about the end of his presidency?

Woodrow Wilson was focused on creating the League of Nations but did not include Republican members in his decision making. This made them not support Wilson, bringing about his downfall.

Wilson divulged his Fourteen Points without consulting fellow leaders. When he went to the negotiations, he did not take a single Republican Party member despite the fact that the Republican Party had achieved a majority in both Houses of Congress. By not including the opinions of his Republican leaders, Wilson likely caused great resentment, which led the Republican Party to end all support for Wilson. The Republican members did not support the Treaty of Versailles or want to participate in the League of Nations.

Without the support of the Republican members of government, Wilson was sure to lose the presidency.

Learning Activity 4.7: The Roaring Twenties

1. In your own words, explain the sudden economic explosion in the 1920s.
 - Increased production of manufactured goods raises the gross national product (GNP).
 - Unemployment was low and wages rose because of the rise in GNP.
 - More money was available to spend on luxuries.

With a rapid increase in production of manufactured goods, the gross national product (GNP) went up. This increased production created more jobs, lowering the unemployment rate and raising wages. With low unemployment, rising wages, and expanding industry, luxuries became less expensive and more people had money to buy them. In this way, the economy rose rapidly and Americans suddenly had a rapidly improving standard of living.

2. How did innovations such as radio and the motion picture unite and expand American culture?

Radio connected people to events in real time, making them feel more connected across the country. This allowed politicians and advertisers to connect directly with people across America. People could also now experience special events in real time. The motion picture industry gave people a common experience, and it became a part of American culture. As the industry grew, the motion picture helped American culture spread across the globe as movie-goers from around the world watched Hollywood productions. Radio and motion pictures provided Americans with common experiences that connected them while expanding the influence of American culture beyond the U.S. borders.

3. How did radio, sports, and the music industry break previous racial barriers and offer new opportunities for African-Americans?

With the expansion of these industries came opportunities for African-Americans to play prominent roles. For example, Joe Louis became the first black heavyweight boxing champion and held the title from 1937–1949. Although African-Americans were blatantly left out of major-league baseball, the African-American baseball leagues succeeded in attracting tens of thousands of spectators. Music, specifically jazz, brought with it the opportunities for many African-Americans to become stars of the industry as the art form spread across America. Radio brought many Americans together to experience these events and witness the change in opportunity and roles, which may have changed the mindset of Americans when it came to future challenges to racial ideals.

4. Why do some people consider the flapper image to be a step forward for the rights of women?

The flapper image liberated women from traditional images of women to be reserved, conservative, and subservient. The flapper image was one of liberal lifestyle, rebellious fashion, and an attitude of equal rights to men. This notion of equality would have been a motivator for the future liberation of women, as it encouraged them to push for greater achievements in a male-dominated society.

5. One key aspect to understanding history is to attempt to understand the thinking of the people in that place and time. By questioning personal motivations, you can guess at the causes of events. Consider the mindset of some Americans who acted with racial intolerance. In your opinion, why is it that racial intolerance was present during this time? Some examples include race riots, the Ku Klux Klan, the conviction of Sacco and Vanzetti, and anti-immigration laws.

- Of course, there is no right or wrong answer to this question, but answers may include some of the points listed below:
 - Fear of what is different than what one knows (This is known as **xenophobia**.)
 - The feeling that one culture is more important than another, whether evidence of it exists or not
 - Pressure from family, friends, neighbours, and various other members of the immediate community
 - Financial interests (By protecting one group of people and exploiting another, economic benefits can be concentrated on the few.)
 - Violent tendencies taken out on another without apparent cause (misplaced aggression)
 - Personal insecurity taken out on a recognizable minority (By blaming a recognized group for one's own personal difficulties, it lessens feelings of personal guilt.)
 - Following a tradition of learned behaviour
-

Learning Activity 4.8: The Great Depression

1. What were the weaknesses in the economy of the 1920s that led to the Great Depression?

- The American economy was unbalanced, with the top 1 percent of the population enjoying wealth equal to the combined wealth of the lower 42 percent.
- Products became more costly while wages did not rise in proportion.
 - People started to buy products on credit (borrowed money).
 - Consumer debt more than doubled between 1925 and 1929
- Industries were too dependent on each other. For example, the auto industry created the need for roadside industry, rubber, and gasoline. If the auto industry falters, so do the related industries (like dominoes).
- The economy was based on confidence. As long as Americans are confident in the economy, they spend money; if they lose confidence, they stop buying, which slows down (weakens) the economy.

Confidence in economy = spending = strong economy

2. What were the causes of the stock market crash?

There are many causes to the Great Depression and most of them are speculative points (educated guesses), but the points below summarize what factors are considered to have caused the economic collapse:

- As the stock market experienced rapid growth, people began purchasing stocks by leveraging their investments. Americans were buying on margin (borrowed money). This means they would buy a small amount of stock outright, and then pay for the rest with borrowed money.
- This rapid buying of stock made a “speculative bubble,” which means that since so many stocks were being purchased, people assumed the stocks would continue to rise. This made people assume they should buy more stocks, because then they would make money when the stock continued to go up.
- The Federal Reserve Board increased interest on loans to try to stop people from continuing to buy stocks on credit. This caused people to stop making everyday purchases in stores.
- Since sales were slowing down, the big corporate stockholders quickly sold their stocks.
- When Americans saw the stocks getting sold, they panicked and many people started to hurry to sell all their stocks. As more and more people sold stock, values went down, causing even more people to sell. Like a domino effect, the values of stocks plummeted and everyone lost their investments.

3. Using a t-chart like the one shown below, compare the similarities between the stock market crash of 1929 and the bank runs that occurred in 1930, 1931, and 1933.

The Connection Between the Stock Market Crash and Bank Runs	
The Stock Market Crash of 1929	The Bank Run of 1930, 1931, and 1933
<ul style="list-style-type: none"> ■ There was fear of potential reduction in the value of stocks (loss of money). ■ More and more people started to sell stocks to avoid losing money. ■ The rapid selling of stocks lowered the value of the stock market. ■ Losses in value caused further panic and more selling of stock. ■ The stock market crashed. 	<ul style="list-style-type: none"> ■ There was fear that banks might not be able to cover deposits. ■ People started to rapidly pull money out of the bank to avoid potential money loss. ■ The bank runs caused the banks to fail. ■ The failure of the banks caused further panic and more bank runs occurred. ■ Many banks failed and \$2 billion in deposits were lost.

4. Observe the picture in *Figure 10.21* on page 347 of *American History*. What clues in this picture give you an idea of who this woman is, her story, and the conditions her family is experiencing? Share your observations of this picture. How does it represent the Great Depression?

There are many ways to answer a question such as this one, but a quality answer should

- point out specific aspects of the picture
- directly tie the identified aspects to factual events of the Great Depression
- mention at least three different points about the picture
- summarize the argument in a closing thought

A sample answer has been provided below:

This picture shows a woman caring for her family. Her children are attempting to take comfort in her by staying close. She looks off in the distance as if looking for any opportunity to survive and to help her children survive. The clothing of the family is very worn, which is a clue as to the hardship they have endured. Yet, there is sign that care has been taken to maintain them despite their ragged appearance. This shows the pride of self-sustainability. This represents the attitude of many people, such as the mother of U.S. journalist Lindsey Williams, who did not want to “go on welfare” (p. 345). The background of this photo appears to have them sitting in a tent of some sort, which represents the shanty towns that many found themselves living in during the 1930s. The weathered lines on the woman’s face reflect hardship, and yet the stalwart but worried look in her eyes creates a sense of focus. This could come to represent the strong spirit of survival of those who lived through the Great Depression.

5. The terms *Hooverilles*, *Hoover blankets*, and *Hoover wagons* were used in the Great Depression. What were these items and what do their names suggest about the attitudes of the people surviving during the Great Depression.

“Hooverilles” were shanty towns populated by those who couldn’t afford to live in their homes (or were forced out of their homes as banks repossessed them). “Hoover blankets” were newspaper blankets. “Hoover wagons” were cars that were drawn by horses because the owners couldn’t afford gasoline. “Hoover” represented President Herbert Hoover, the U.S. president during the early 1930s. This likely reflects the attitude of the people who were suffering from the Depression and felt that Hoover was somewhat responsible for their conditions. They blamed him for the fact that they had to live in “Hooverilles,” sleep with “Hoover blankets,” and drive “Hoover wagons.”

Learning Activity 4.9: The New Deal

1. Why were the Emergency Banking Act and the formation of the Federal Deposit Insurance Corporation so successful in putting an end to the bank runs?

These acts restored the public’s confidence in the banking system. The Emergency Banking Act assured people that the banks were federally approved as financial institutions, which gave them confidence that the banks would look after their money. The Federal Deposit Insurance Corporation further restored the public’s confidence in the banks because it assured them that even if a bank were to fail, their money was insured and so there was no need to worry.

Confidence = investment = growing economy

2. How did the use of radio assist in the successful completion of the “New Deal”?

President Franklin Roosevelt used radio to reach the general public to calm them and explain the aspects of the New Deal. His broadcasts were called “fireside chats.” During these broadcasts, Roosevelt would use his confident, reassuring tone to bring relief to Americans and affirm that actions were being taken by the government toward economic recovery.

3. Why do you think Franklin Roosevelt chose to create a bank holiday when creating the Emergency Banking Act?

The holiday gave the public the impression that the banks were somehow being inspected by the government to assure their ability to handle America's money. The Emergency Banking Act was a way of giving the government's "seal of approval" so that the public could extend their confidence of the government to the banks. This gave them greater confidence in the American banking system.

Once more:

Confidence = investment = growing economy

4. Using a chart like the one below, identify and discuss the programs created by Franklin Roosevelt's administration as part of the New Deal. The programs are identified in the left column. In the middle column, share what the program created. In the right column, discuss whether or not you think the program was a success, and why or why not.

The New Deal		
Program	What Did the Program Do?	Was It a Success
CCC (Civilian Conservation Corps)	Employed young men in rural construction for six months at \$1 per day	This program successfully assisted more than 3 million youths between 1933–1947
AAA (Agricultural Adjustment Administration)	This program asked farmers to destroy their crops in the hope of creating a perceived shortage that would raise the price of farm products.	This program was not successful. People were angry at the wastefulness of the program. Instead of creating a perceived shortage and raising prices, farm commodity prices remained stagnant.
TVA (Tennessee Valley Authority)	This program was an attempt to revitalize the economy by building low-cost electrical power, flood control, river navigation, and regional economic planning.	This program successfully provided low-cost electricity through the construction of dams; it employed thousands of workers.
NRA (National Recovery Administration)	This program tried to create "fair competition" to rejuvenate the prices of industrial products and raise wages.	Although wages did rise, a rise in the prices of industrial products kept them outside of consumer budgets.

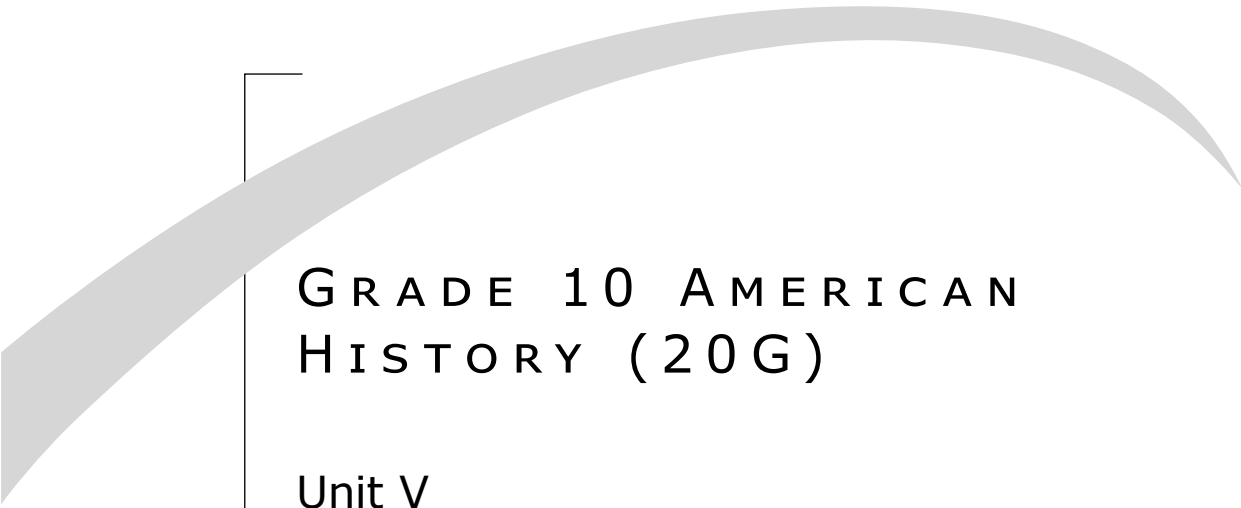
5. Page 357 of *American History* states, "Roosevelt's Second New Deal programs reflected his own belief that poverty was most often due to circumstances beyond one's control rather than one's moral failures."

a) Do you agree that poverty is a reflection of the person or the society?

Of course, the student may agree or disagree. A sample answer has been included below.

- *I agree: There are often situations where people just aren't given opportunities that enable them to get the money they need (e.g., new immigrants in 19th century America or people during the Depression). It wasn't their fault; it was an unfortunate event that caused a recession.*
 - *I disagree: I think that a person's actions determine the level of her or his success. The American economy is a free market economy with equal opportunity and it allows every citizen to determine his or her own fate.*
-

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit V
World Power

UNIT V: WORLD POWER

Introduction

The Second World War provided proof that the world had become a global entity. As America navigated toward the modern age, Americans found themselves questioning the morals of international relations, their opinions about their own society, and the possibilities of the future.

The years following the Second World War were mixed with economic prosperity and global fear. America became a dominant international economy, but the Cold War threatened the well-being of the entire planet. America took the role of global protector and defender of democracy, creating proxy wars and a distinct international image. As Americans monitored their country's actions, they questioned their government and international policies. The Vietnam War, in particular, caused great rifts in opinion among the public.

The American economy went through great changes. The post-Second World War period had brought prosperity and wealth, but the 1970s and the OPEC crisis created a shift from industry to commercial employment, reducing the income of many Americans. The age of "Reaganomics" and "stagflation" that followed further hurt the American economy.

The development of the new world order established America once more in the role of international protector, yet Americans were divided in public opinion and felt a general sense of unease. They felt disillusioned by their government and uncertain about their future.

Unit Focus

In this unit, you will learn

- how the Second World War changed the face of war
- how the effects of the Second World War established America as a global power and brought about the Cold War
- how Americans became disillusioned with their government and were divided in opinion due to the events of the Vietnam War
- how the events of the 1970s and the 1980s could be seen either as times of progress or crisis for Americans
- how the events entering the 21st century can be seen as setting the stage for future events

Unit V consists of four chapters. Each chapter has some learning activities that you must complete. These will help you practise and review what you have learned. At the end of the unit, you will find the answer keys to the learning activities, which you can use to check your answers. Each chapter within this course is directly related to the chapters in your textbook, *American History*.

Assignments in Unit V

When you have completed the assignments for Unit V, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Chapter	Assignment
11	Assignment 5.1: Second World War and the Cold War (1941–1960)
12	Assignment 5.2: A Time of Hope, Disillusionment, and Protest (1960–1975)
13	Assignment 5.3: A Time of Crisis (1972–1989)
14	Assignment 5.4: Into a New Century (1989–Present)

CHAPTER 11: THE SECOND WORLD WAR AND THE COLD WAR (1941–1960)

Chapter Focus

In this chapter, you will learn

- what role America played in the events leading up to the Second World War
- how the allied countries fought the war
- how the Second World War affected American life during and after the war
- how the introduction of atomic weapons changed the face of war forever
- how the Cold War erupted and a new international age began

Introduction

The First World War had taught Americans that their policy of neutrality could not stand in the emerging global community. The Second World War would once more challenge the global ideals of America and launch them into a new world where global conflict and international relations were forever changed due to the introduction of atomic weapons.

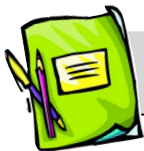
Events and Considerations Leading Up to the Second World War

America's longstanding international policy of neutrality was about to meet another challenge with the outbreak of the Second World War. Observe the events leading up to the Second World War and make a judgment call: could America have maintained neutrality in the face of the Second World War?



Read the following pages in *American History*:

- pp. 364–369

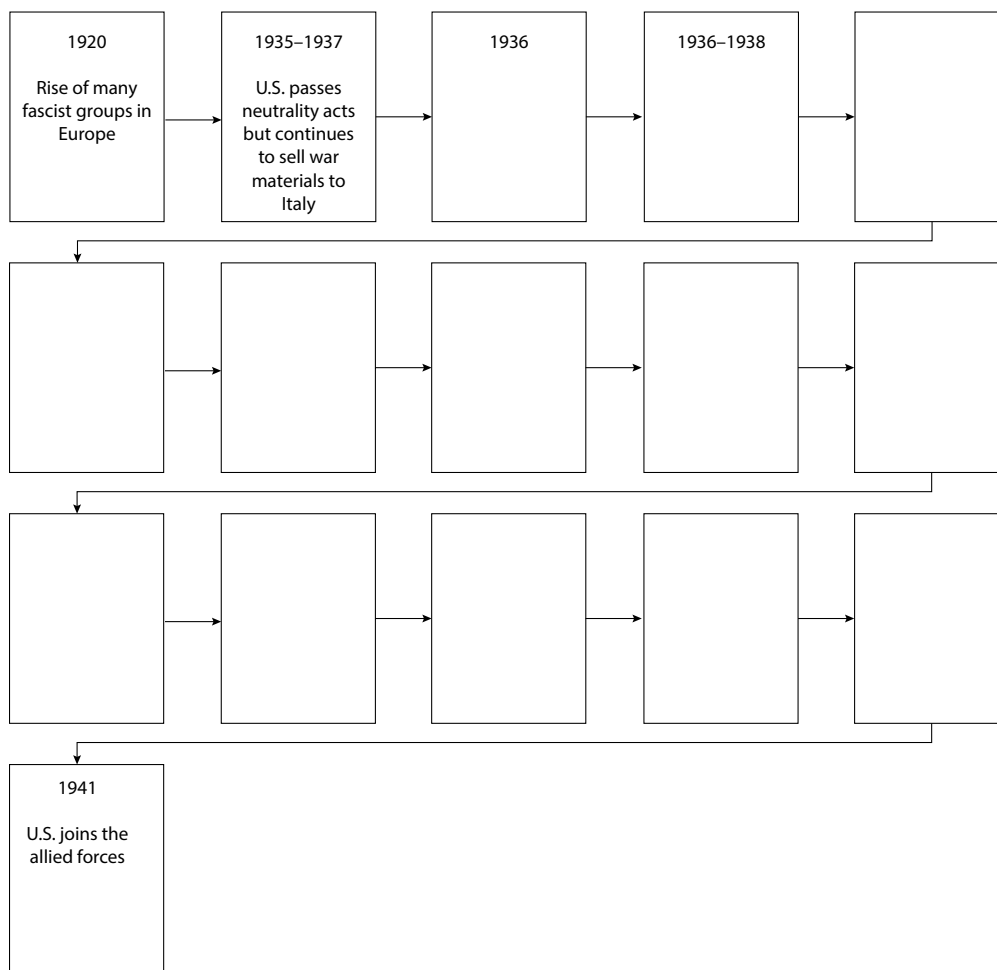


Learning Activity 5.1

Events Leading Up to the Second World War

1. Many events had set the stage prior to the United States entering the war. Read pages 364–369 of *American History*, and make a timeline of events in Europe leading up to the beginning of America entering the war. Highlight the actions of the United States leading up to their official entry into the war. (See the example started below.)

WWII Timeline Prior to American Involvement



2. Considering the events leading to the United States entering the war, was it possible for the U.S. to maintain neutrality?

America and the Second World War

The Second World War brought America into a global-scale international conflict. The events of the Second World War changed the world, including America. The challenges created conditions for future historical development. Particularly, the first use of atomic weapons in war was the first example that would spark fear for many years to come during the Cold War.



Read the following pages in *American History*:

- pp. 370–376 and 378



Learning Activity 5.2

The Events of the Second World War and America

1. How did the Second World War finally pull America out of the economic recession of the Depression?
2. How did the Second World War affect minorities?
3. How did the Second World War affect women?
4. What was the motivation for the use of atomic weapons? Was it necessary? Could it have been avoided? Using a chart similar to the one below, fill out and explain the reasons Truman may have used to drop atomic weapons on Japan.

Possible Reasons Harry S. Truman Chose to Use Atomic Weapons	
Reason	Explanation
To Frighten Stalin and Declare War on Communism	Stalin was known to be a ruthless and violent leader. His international influence was feared and many questioned what his actions following the war might bring. By using atomic weapons on Japan, Truman may have been trying to frighten Stalin in order to intimidate him from declaring war on the U.S. This would also give America the advantage in any future conflict between America as a champion of democracy and the Soviet Union as a representative of communism.
Pre-empt Soviet Invasion of Japan	
Avoid Need to Invade Japan	

5. Do you think the use of atomic weapons on Japan at the close of the Second World War was necessary?

The Cold War: The Beginning of the End?

With the end of the Second World War and the introduction of atomic weaponry, different sides of a new era of war began to take shape. The Cold War was an atomic stand-off between democracy and Soviet communism. Suddenly the word “communist” was chanted across America as the “red scare” spread. As countries allied and tensions rose, a new age of modern warfare would begin changing how Americans lived their lives.



Read the following pages in *American History*:

- pp. 379–381, 383, 390, 392, 394–395, and 397



Learning Activity 5.3

The Post War/Cold War World

1. Explain the term *iron curtain*.
2. How did the Marshall Plan make money and get influence for America?
3. Describe the rise of the “Red Scare” and “McCarthyism,” as illustrated on pages 385 and 387–388 of *American History*.
4. Using a table similar to the one below, relate some of the social changes that were occurring in American society during the Cold War.

American Social Changes During the Cold War	
Area of Social Change	Explanation of Social Change
Consumerism and automobile culture	Owning an automobile symbolized for Americans an ability to have luxury and achieve a piece of the “American dream.” This created a need for increased cultural focus on a mobile public, including motels, gas stations, fast-food restaurants, and other services.
Television	
Status of women	
Rock and roll	
American fine arts	

Point of Interest: For more information about the development of social and commercial culture at this time, read the following sections:

- The 49th Parallel section on page 393 of *American History* relating John Kenneth Galbraith's prediction regarding American consumerism and its effects
- The Culture Notes section about "The Beats" on page 396 of *American History* (This section describes the counter-movement to American consumerism and desires.)



What did your learning partner think of America's role in the Second World War? Did she or he agree with your opinion on the use of atomic weapons? Trying to consider why people act the way they do is all part of history.

If you haven't gotten together with your learning partner lately, you should do this soon so you can discuss your learning activities before completing the assignment.

Chapter Summary

The Second World War would forever change how the world approached war and international communications. The Axis threat rallied the Allies together and forced their union, which not only resulted in the allied victory but in the formation of the United Nations to replace the League of Nations. The introduction of the atomic bomb changed the face of war forever, adding with it a new consideration of destruction. Diplomacy would become the first tool of war in the future. With the launch of the Cold War, an age of fear would engulf Americans, encouraging them to live with new passion as the everyday life and popular culture of America shifted to a new age.

Notes



Assignment 5.1

The Second World War and the Cold War (1941–1960) (24 marks)

Welcome to the first assignment of your final unit. By now, you have completed many assignments and likely received a few of them back.

Points to Consider:

- How have your conversations with your tutor/marker gone? Before completing this assignment, think about the following questions:
 - What feedback has your tutor/marker given you about your work?
 - What type of answer will address everything the question is asking for?
 - How would a historian answer this question?
- Once you have finished your assignment, review your answers and ask yourself the questions above to be sure that you have provided quality answers in your assignment.



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don't submit your assignment until you have completed the entire unit.

continued

Assignment 5.1: The Second World War and the Cold War (1941–1960) (continued)

1. The United States did not officially enter the Second World War until 1941, following the Japanese attack on Pearl Harbor. In your opinion, did the United States maintain its neutrality until 1941? (4 marks)

Note: You might want to refer to the chart used in Learning Activity 5.1 to help you consider this question.

2. Why do you think Harry S. Truman chose to use atomic weapons at the end of the Second World War? Although Truman made official statements saying why he decided to use them, many think he had other motives. Share and explain what you think Truman's reasons were for using atomic weapons on Japan in 1945. (4 marks)

continued

**Assignment 5.1: The Second World War and the Cold War (1941–1960)
(continued)**

3. In your opinion, did the Second World War advance the rights and roles of women and racial minorities? (4 marks)

4. Why do you think “McCarthyism” and the “Red Scare” appealed to so many Americans during the Cold War? (4 marks)

continued

Assignment 5.1: The Second World War and the Cold War (1941–1960) (continued)

5. How did the development of long-range missiles and NORAD introduce Canada to the Cold War? (4 marks)

6. How did everyday life and popular culture in America change during the Cold War? (4 marks)

CHAPTER 12: A TIME OF HOPE, DISILLUSIONMENT, AND PROTEST (1960–1975)

Chapter Focus

In this chapter, you will learn

- the events leading up to the Vietnam War
- how the war in Vietnam affected the American public
- how the American public came to question the morality of war, the truth of their government, and the civil rights of a nation
- how civil rights movements spread across America, resulting in widespread awareness and change

Introduction

The close of the Second World War brought about a time of prosperity mixed with fear. The 1960s followed with the challenges of a growing baby-boom population deciding what their roles would be amidst the emerging global community. The ideals of Americans were being challenged, both externally by threats of war and international relations and also internally by social divisions and civil rights. A new world and way of thinking was on the horizon for all Americans.



Note: “Baby Boomer” is a term given to people who were born after the Second World War. They are called this because the rapid rise in the birth rate after soldiers returned home from the war was called the “Baby Boom.”

Point of Interest: Start this chapter by reading the introduction on page 402 of *American History*. This section sets the stage for this chapter by giving you some insight about what it may have been like to be a teenager during the early 1960s.

Civil Rights Movements: African-Americans

There are instances of racism against African-Americans throughout American history. In the early days of the Union, the issue of slavery was very controversial, and people on both sides of the issue had strong opinions on the subject. In the 20th century, equality was a hot-button issue that came to a boiling point. In this learning activity, you will explore how African-Americans faced adversity and, through various means, were able to gain some positive results. Although the issue of racism would not come to a close during this era, the civil rights changes made at this time will forever remain an example of social progress.



Read the following pages in *American History*:

- pp. 407-410 and 412-414



Learning Activity 5.4

The Civil Rights Movement

1. How did Rosa Parks start a mass movement of non-violent protest?
2. Using a chart similar to the one below, document some of the key aspects of the civil rights movement.

continued

Learning Activity 5.4: The Civil Rights Movement (continued)

Civil Rights Moments	
Civil Rights Moment	Explanation
Lawful and de Facto Segregation	Southern states had lawful segregation, including separate schools, churches, restaurants, and more. Although northern states did not have lawful segregation, it still occurred. There are many examples, such as limited employment, housing, and education opportunities.
Rosa Parks	
Non-Violent Protest Movement	
Martin Luther King Jr.	
Voting Rights	
Race Riots	
Black Power	

Point of Interest: Read the “We the People” section on page 411 of *American History* to learn about Martin Luther King Jr., who is famous for leading non-violent protest during the 1960s to achieve equal rights for African-Americans.

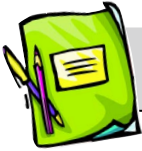
Vietnam: Conflict and Effect

International conflicts during the 1960s caused great concern among the American public. As people considered America’s international role in the emerging global society, they questioned the motives and actions of their government as it started proxy wars with the claimed intent of spreading democracy and protecting the American way of life. After viewing coverage of these events in the mass media, Americans developed their own opinions and divisions arose within American society.



Read the following pages in *American History*:

- pp. 416–422 and 424



Learning Activity 5.5

The Vietnam War

1. In your own words, explain why the U.S. became involved in Vietnam during the Diem period (1955–1963).
 2. Observe *Figure 12.19* on page 420 of *American History*. Explain the results of this graph. What does this graph represent in American history at this time?
 3. What role did mass media play in the Vietnam War? How did mass media affect what Americans thought of the war? Take a look at *Figures 12.18, 12.19, 12.20, and 12.21* on pages 420–422 in *American History* to help you consider your response.
 4. Imagine you are an American teenager during the late 1960s. What would your opinion be about the Vietnam War? What would you do about your opinion? How would you feel if you received a letter in the mail informing you that you have been drafted for the war?
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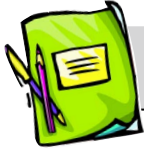
Widespread Civil Rights

The 1960s was a time of mass movements for civil rights. As the civil rights movement spread across America, its success gained momentum, inspiring others to try to effect positive change. Soon, there were civil rights struggles representing all kinds of minorities that felt compelled to make progress in advancing the social ideals of the nation.



Read the following pages in *American History*:

- pp. 424–430



Learning Activity 5.6

The Struggles for Civil Rights

1. Using tables similar to the ones below, reflect on the events of each civil rights struggle, as outlined on pages 424–430 in *American History*. For each example, share the changes that the movement caused, the related events, and the perceptions of American society and of the minorities themselves. What attitudes do these events suggest?

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Women's Rights	<ul style="list-style-type: none">▪ Equal Pay Act (1963) promises equal pay▪ The Civil Rights Act (1964) prevents discrimination▪ Equal Rights Amendment almost passes			

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Lesbian and Gay Rights		<ul style="list-style-type: none">▪ The Stonewall Riots in June 1969 create opposition and public outcry▪ Annual rallies commemorate the Stonewall riots▪ Pride parades		

continued

Learning Activity 5.6: The Struggles for Human Rights (continued)

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
First Nations Rights			<ul style="list-style-type: none"> ■ Public image is divided between impoverished situations in the early 20th century and stereotypes shown in popular media ■ Increased media attention creates some public sympathy toward First Nations concerns 	

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Hispanic American Rights				<ul style="list-style-type: none"> ■ Focus on improving wages and benefits for farm workers



Now is a good time to connect with your learning partner to discuss how the learning activities are going. Learning partners are invaluable, especially when considering moral questions such as the ones posed in this chapter. Their opinions can help you not only to learn what other people may think but also to compare your own thoughts against someone else's. You can learn and form opinions through discussion. Discuss with your learning partner some of the moral questions posed in this chapter:

- Were the conflicts in Cuba and Vietnam necessary?
- Would you have supported the Vietnam War if you were alive during the 1960s?
- How has the role of mass media changed how people see their world?
- Has the fight for civil rights come to an end or is there still work to be done?
- Is violence an answer to solving conflicts?

By asking yourself these questions and discussing them with your learning partner, you will gain some insight into what it may have been like to live as an American citizen in that place and time. True historians try to put themselves in the actual situations in order to better understand history and consider not only the events, but also the people who experienced them.

Chapter Summary

The 1960s have often been referred to as a time of social awakening, a time when American society reevaluated itself by questioning internal and external conflicts. The way Americans viewed themselves was changing rapidly as people questioned war, their government, and morality on a national scale.

Notes



Assignment 5.2

A Time of Hope, Disillusionment, and Protest (1960–1975) (16 marks)

Before taking on this assignment, review some of the moral dilemmas from this chapter by reviewing the questions outlined within the learning partner section on the previous page. Consider the people in that place and time so you can come to a genuine response to the questions below. Would you have supported the events in this chapter? What role would you have played? How did these events change American culture?



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

Remember: Don't submit your assignment until you have completed the entire unit.

continued

Assignment 5.2: A Time of Hope, Disillusionment, and Protest (1960–1975) (continued)

1. Describe the struggle among African-Americans during the 1950s–1960s. (4 marks)

2. Define what a “proxy war” is and give examples from this chapter. Be sure to explain why your example would be considered a proxy war. (4 marks)

continued

Assignment 5.2: A Time of Hope, Disillusionment, and Protest (1960–1975) (continued)

3. How did the Vietnam War divide public opinion in America? (4 marks)

4. How did the Vietnam War cause Americans to become disillusioned? (4 marks)

The definition of *disillusion* is “to end an illusion when one feels deceived.” When people believe in something or someone and then feel deceived or disappointed by it, they feel disillusioned.

Notes

CHAPTER 13: A TIME OF CRISIS (1972–1989)

Chapter Focus

In this chapter, you will learn

- how political crisis affected America
- the themes of American foreign policy during the 1970s and 1980s
- how civil rights were affected by times of crisis (progress or pessimism?)

Introduction

America had gone through a time of disillusionment, reawakening, and change; now it would face a series of crises that would test and shape it for the future. Foreign policy and the Watergate scandal would cause continued questioning of the government. The need to survive caused a focus on immediate needs at the expense of civil rights and social considerations. In a time of crisis, America evolved as a divided nation and, at the same time, an emerging global community was approaching a new world order.



Note: The assignment for this chapter is in essay format. Be sure to pay close attention to detail as you complete the following learning activities. This will help you to prepare a proper essay for your assignment.

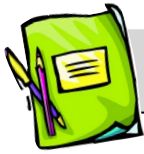
Political and Economic Crisis

Different forms of crisis were about to hit America. Emerging from an era of disillusionment, the American public found itself with more questions than answers. Events such as the Watergate scandal, the OPEC energy crisis, and economic stagflation left American society scrambling to understand how their American dream had suffered so much. In this learning activity, you will not only observe the crisis that affected America at the time, but also how they were related to the future events.



Read the following pages in *American History*:

- pp. 440–446



Learning Activity 5.7

Crises

1. “...I am not a crook” is a famous phrase said by President Nixon in response to the Watergate scandal. In your personal opinion, was Nixon a “crook”?
2. What is “stagflation”?
3. Why would a limited supply of something (like oil) and raised government spending (like on domestic services and war) cause stagflation?



Note: A large part of what a historian does involves considering *cause and consequence* relationships. By understanding events as a chain of related events, it becomes easy to see how different events in history are connected through cause and effect.

Foreign Policy: Détente and Conflict in the Name of America

Amid all the crises facing the United States, the international community gave America the opportunity to establish itself as an ongoing world power. American foreign policy included different methods ranging from détente (diplomatic relations) to direct conflict. Finding a balance would not be easy, and many common negative elements would surface, causing Americans to continue to question the actions of their government.



Read the following pages in *American History*:

- pp. 446, 448–453, and 467–470



Learning Activity 5.8

Examples of Foreign Policy

1. What are some of the common policies that the United States adopted in its foreign policy during the 1970s and 1980s?
 2. On page 469 of *American History*, it states that Ronald Reagan used “hard-line rhetoric” because he “...refused to discuss arms limitation agreements unless the Soviets agreed to end their involvement in the affairs of other nations.” Why would this statement be considered ironic (that is, why is it odd or funny that the American President Ronald Reagan would make this statement)?
 3. Observe *Figure 13.1* on page 439 and *Figure 12.23* on page 470 of *American History*. How do these photos represent a “new world order”?
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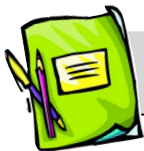
Progress or Pessimism: Social Issues

Civil rights issues occur again and again in American history. How did this time of crisis affect various minorities and civil rights groups? During times of crisis, issues such as social concerns and civil rights can easily be forgotten in the face of more immediate concerns. What is your opinion about the progress or pessimism of social America during this period of history?



Read the following pages in *American History*:

- pp. 453–455, 457–461, 463–464, and 466–467



Learning Activity 5.9

Social Issues and Civil Rights

1. In your own words, give a summary of “Reaganomics.”
 2. What were the effects of Reaganomics?
 3. In your opinion, did Affirmative Action help establish equality for African-Americans?
 4. Answer the following questions by sharing the events connected to the conflict between religion and women’s civil rights. Then put yourself in the shoes of a member of each side of the argument and explain what you think their thoughts may have been.
 - a) How did religion in the 1970s and 1980s affect women’s civil rights?
 - b) On behalf of the women’s groups, how did the members of women’s groups such as the National Organization for Women (NOW) view the situation?
-



What did your learning partner think of the questions in this learning activity? These types of opinions are commonly discussed among historians. By thinking about how each side views the conflict, you are able to understand the conflict and see the big picture. If you haven’t discussed these questions with your learning partner, then you should try that now. Talking about the questions may remind you of things you have forgotten to consider. Try it out.

Chapter Summary

The American public ended the 1960s with new questions and ideals. The events of the 1970s and 1980s brought many forms of crisis, including political crisis (the Watergate scandal), economic crisis (stagflation, deindustrialization, and Reaganomics), energy crisis (OPEC), and international speculation (foreign policy). Some might say the progress of the United States never stopped, but some might view this stage in American history as a time of crisis and pessimism.



Assignment 5.3

A Time of Crisis (1972–1989) (12 marks)

In this assignment, you will have a chance to practise your essay-writing skills. Study the “How to Write an Essay” section following this assignment and review the essay rubric that is shown on the following page. This will help you to get a clear picture of what is expected in your answer.

Points to Consider:

- It is always a good idea to start an essay by creating a point-form outline.
- Get together with your learning partner to do the following:
 - Discuss your thesis (argument) and supporting points
 - Create an outline for your essay
 - Review, edit, and revise your essay
- Don't forget to use materials from your learning activities. Your learning activities are there to help you prepare for your assignments and exams.



Review the rubric below to see how your tutor/marker is going to assess your work.

continued

Assignment 5.3: A Time of Crisis (1972–1989) (continued)

	3 Marks	2 Marks	1 Mark	
Introduction	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	/3
Organization of Ideas	<ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	/3
Knowledge and Information	<ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 1 or 2 of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 2 or more of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	/3
Conclusion	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	/3
Total				/12

Remember: Don't submit your assignment until you have completed the entire unit.

continued

Assignment 5.3: A Time of Crisis (1972–1989) (continued)

Essay Question

Answer the following question in the form of an essay. Be aware of the proper format of an essay.

In your opinion, were the 1970s and 1980s a time of crisis or progress?

Helpful Hints:

- Be sure to start with a solid statement for your thesis.
- Make sure you share points that cover all parts of this chapter, including American economy, foreign policy, environment, civil rights, or any other important subjects.
- Don't forget to conclude your essay by revisiting your thesis and summarizing your points.

continued

Assignment 5.3: A Time of Crisis (1972–1989) (continued)

How to Write an Essay

An essay requires a basic format including an introduction to your topic with a thesis statement, body paragraphs that contain a point(s) that supports your thesis, and a closing paragraph that reminds readers of your thesis, your main points, and also leaves them with some concluding thoughts about your topic. See the organizer below to help you visualize what this looks like.

Thesis: <ul style="list-style-type: none">■ The main point or argument.■ Introduces the topic to the reader and describes what to expect in the rest of the essay.■ It should also “hook” the reader’s interest in reading the rest of the essay.
Body Paragraphs: <ul style="list-style-type: none">■ Each body paragraph contains a point that supports your thesis or topic.■ Or, each paragraph may compare or contrast a pair of points.■ Each paragraph needs to have a topic sentence, an explanation of the topic sentence, evidence to support the point, and a closing thought.
Paragraph 1
Paragraph 2
Paragraph 3
Concluding Paragraph: <ul style="list-style-type: none">■ This paragraph reminds the reader of the topic or thesis, summarizes the main points made in the body paragraphs, and includes a hook at the end (a final thought by yourself or something that makes them think).
Basically, the structure of an essay is . . . <ul style="list-style-type: none">■ Tell me what you are going to say (thesis)■ Say it with solid points and evidence (body paragraphs)■ Tell me what you said and leave me thinking (conclusion)

continued

Assignment 5.3: A Time of Crisis (1972–1989) (continued)

Basic Steps to Follow When Writing Your Essay

- Start with your topic. Decide exactly what you are planning to write about.
- Review what you know about your topic and decide what your main points will be. These will become the topics of your body paragraphs.
- Create an outline. Now that you know your thesis and have some information and basic points, it is time to write down some notes in the structure of an essay. You might do this in point form or you might use a graphic organizer like the one above.
- Begin writing.
 - Sometimes it is a good idea to start by writing the individual body paragraphs and then going back to the introduction and conclusion once you have completed your individual points.
- Review what you have written.
 - Always review and revise.
 - Have you maintained the reader’s interest by having a “hook”?
 - Have you included “transition sentences” that guide the reader from one point to the next?
 - Does your essay have enough points to make a convincing argument?
 - Does each of your body paragraphs contain a statement, explanation, evidence, and a conclusion?
 - Is your thesis/topic clear?
 - Do your introduction and conclusion paragraphs introduce and summarize the main points of your essay?
- Once you have asked yourself these questions, you should make changes until your essay is finished.

Notes

CHAPTER 14: INTO A NEW CENTURY (1989 – PRESENT)

Chapter Focus

In this chapter, you will learn

- what the new world order is and how America played its role
- how the Gulf War created a sense of success
- how the events of 9/11 changed the face of America
- how the War on Terror changed domestic and international affairs for the United States
- how the American economy continued to evolve
- factors of change toward the future

Introduction

With the close of the Cold War and the emergence of a globally integrated community, America needed to define itself on the international stage. The new world order provided a role for America and ushered in a new age of global leadership. The events of the Gulf War, 9/11, and the War on Terror created a culture of military leadership, domestic fear, and a sense of international unity that defined America's ongoing global role. As Americans considered the changing world, domestic problems continued at home. Political divisions and economic changes continued as America evolved into the modern age.

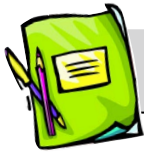
The New World Order

With the introduction of what it called the "new world order," the United States had a role to fulfill – that of a military giant and a leading nation. America established itself in the Middle East as a liberating power. Bound up with America's role in the new world order was a reliance on the military-industrial complex and a means of extending new influence in a global economy.



Read the following pages in *American History*:

- pp. 476–480



Learning Activity 5.10

Modern American Military Presence

1. What was the new world order?
 2. How was the Gulf War a success?
 3. Why would some people criticize the Gulf War in hindsight (looking back now that time has passed)?
-

9/11 and the War on Terror

The events of 9/11 ignited the War on Terror, a new set of policies for dealing with terrorism in the modern age. The War on Terror took many forms: from compromising domestic policies to a new beginning of conflict in the Middle East. As Americans dealt with the reality of 9/11, a new age of fear and conflict gripped the United States as it embraced an ongoing military presence in the Middle East.



Read the following pages in *American History*:

- pp. 495–498 and 500–501



Learning Activity 5.11

The War on Terror

1. How have the events of 9/11 shaped American international and domestic policy?
 2. Observe *Figure 12.26* on page 501 in *American History*. Why would the war in Iraq be compared to the Vietnam War?
 3. In your opinion, was the USA PATRIOT Act justified (was it necessary for the civil liberties of Americans to be sacrificed in the name of national defense)?
-

Domestic America

History is a story of people, events, continuity, and change. The economy, politics, and culture of the United States continue to develop into the modern age. In this final learning activity, you will compare some similarities to past eras, and also consider how American interests are reflected in politics.



Read the following pages in *American History*:

- pp. 479–481, 483, and 487–494



Learning Activity 5.12

Domestic America

1. Review pages 479–481, and 483 in *American History* concerning the American economy during the 1990s. Now refer to pages 442–446 from Chapter 13 concerning the American economy during the 1970s. Using a T-chart similar to the one below, compare and contrast the American economy between these two eras.

Economic Problems 1970s/1990s

1970s	1980s
<ul style="list-style-type: none">■ The OPEC energy crisis causes concern. The American economy recognizes its reliance on oil as a non-renewable source of energy that runs the infrastructure of the United States.■ American economy suffers due to large military spending.■ Deindustrialization causes a negative shift in economy.	<ul style="list-style-type: none">■ The Gulf War causes concern. There is criticism that the motivation for the war was due to the American economy's reliance on oil as a non-renewable source of energy that runs the infrastructure of the United States.■ The American economy suffers due to large military spending.

2. How did the election of Bill Clinton reflect the thinking of Americans?
3. How does the election of Bill Clinton in 1992 relate to the election of Obama in 2008?

continued

Learning Activity 5.12: Domestic America (continued)

4. Who is the current president of the United States? How did the election of this president represent the wishes and thinking of the American public? Try using a search engine like Google to help you (you might use words like the name of the current president and the president's "platform" to find what parts of the election campaign were attractive to the American voters).



Congratulations on completing your final set of learning activities. If you have taken the time to complete all the learning activity sections properly, then you will be well prepared for your final examinations. Take some time to discuss this last set of learning activities with your learning partner. Don't forget to compare them to the questions in the assignment, as there is usually a close relation between the materials.

Point of Interest: Be sure to read pages 503–509 to get a sense of contemporary America and the issues facing Americans at the time your *American History* textbook was published. Consider the time you are in now. How are these issues still prevalent (common) during the present time? What has stayed the same? What is different?

Chapter Summary

The 1990s and early 2000s held many similarities to the past, but new challenges faced the United States in the modern world including a changing economy, political divisions, and new approaches to international relations in the form of the new world order. America was a strong global military power that would come to define its role in the global community. The Gulf War and the War on Terror outlined a clear international role for America that would establish an international precedent and cause drastic changes of current and future domestic policies. As the world entered the 21st century, America found itself amidst a global economy, a War on Terror, and evolving problems to be considered in the future. American history continues to evolve.



Assignment 5.4

Into a New Century (1989–Present) (16 marks)

This is the final assignment in this course. By now you should be clear on the expectations of the assignment and of what works well for you. Don't forget to review the learning activities for clues on the assignment.

Points to Consider:

- Review your previous assignments to see what has worked well for you.
- Consider your conversations with your learning partner. Your learning partner's insights will help you to write great assignments.
- As you complete your assignments, consider what types of questions might be represented on your final exam.
- Never forget to proofread for errors and to make sure you have included everything in your answer.



Review the rubric below to see how your tutor/marker is going to assess your work.

Marks	Statement that best reflects the student's response.
1	The response demonstrates very little understanding of the important information and/or lacks detail and/or contains severe misconceptions.
2	The response demonstrates some understanding of the important information, lacks detail, and contains misconceptions.
3	The response demonstrates a fair understanding of the important information, but does not contain enough detail and/or contains some misconceptions.
4	The response demonstrates a complete understanding of the important information in sufficient detail.

continued

Assignment 5.4: Into a New Century (1989–Present) (continued)

1. How did the United States represent and enforce the new world order? *(4 marks)*

2. In your opinion, is the United States justified in creating and enforcing the new world order? *(4 marks)*

continued

Assignment 5.4: Into a New Century (1989–Present) (continued)

3. Why was George W. Bush heavily criticized for the war in Iraq? (4 marks)

4. What created a rise in the American economy during the late 1990s?
(Hint: Check out pages 488–489 to help you find information for this.) (4 marks)

Notes

UNIT V SUMMARY

Congratulations on finishing the learning activities and assignments for this course. You have completed a journey of over 1000 years. Now it is time to collect your work and start highlighting what you think will be on the final exam (but don't worry too much; if you completed the learning activities and assignments, then you are already on the path to success).



Submitting Your Assignments

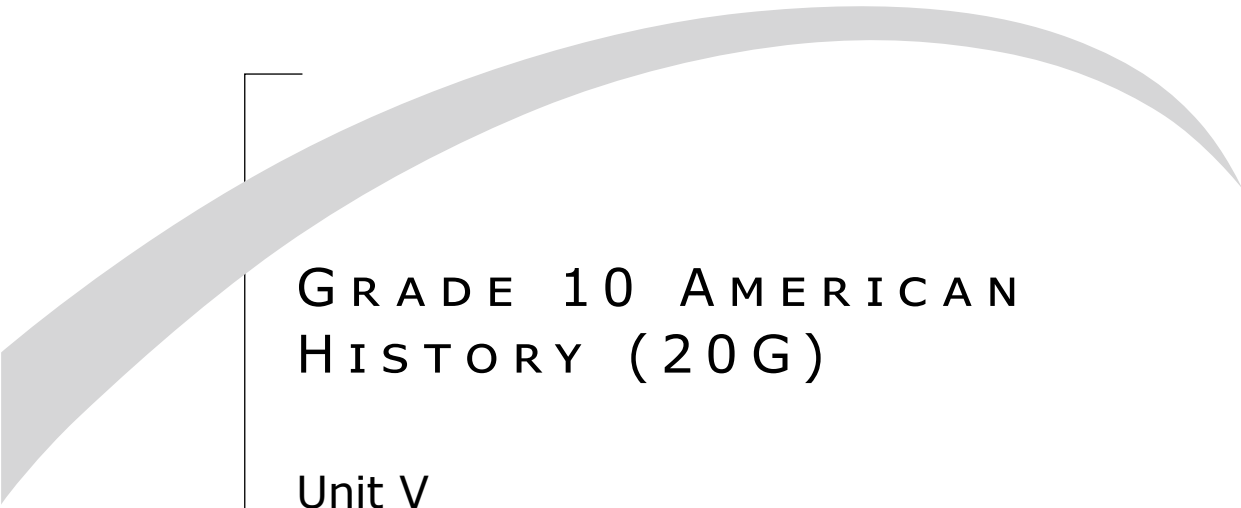
It is now time for you to submit Assignments 5.1 to 5.4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Unit V assignments and organize your material in the following order:

- Unit V Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: Second World War and the Cold War (1941-1960)
- Assignment 5.2: A Time of Hope, Disillusionment, and Protest (1960-1975)
- Assignment 5.3: A Time of Crisis (1972-1989)
- Assignment 5.4: Into a New Century (1989-Present)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 10 AMERICAN
HISTORY (20G)

Unit V
World Power

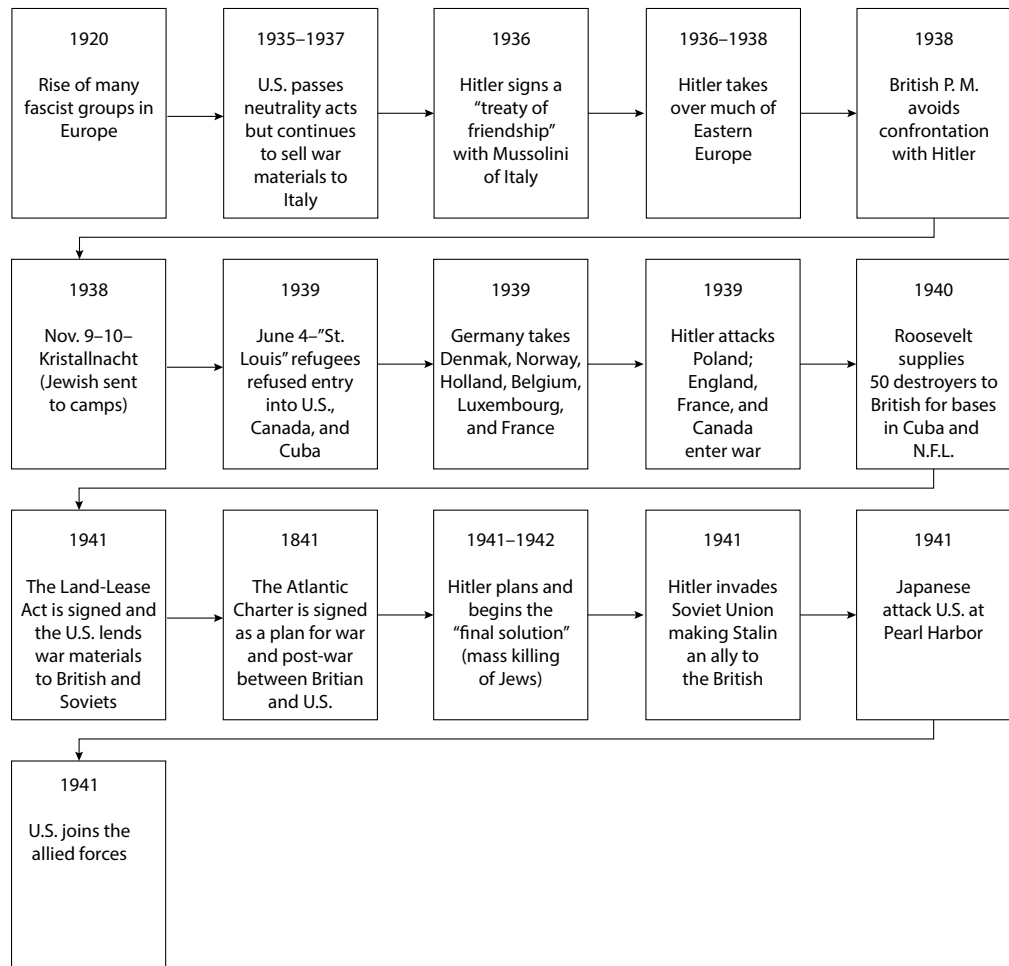
Learning Activity Answer Key

UNIT V: WORLD POWER

Learning Activity 5.1: Events Leading Up to the Second World War

- Many events had set the stage prior to the United States entering the war. Read pages 364–369 of *American History*, and make a timeline of events in Europe leading up to the beginning of America entering the war. Highlight the actions of the United States leading up to their official entry into the war. (See the example started below.)

WWII Timeline Prior to American Involvement



2. Considering the events leading to the United States entering the war, was it possible for the U.S. to maintain neutrality?

Note: Refer to the timeline from question #1 as the answer key for the first part of this question.

There is more than one way to answer this question, but some sample answers have been included below. It should be noted, however, that the evidence against the U.S. being able to maintain neutrality far outweighs the evidence that it could have remained neutral.

- Yes, it would have been possible for the United States to maintain neutrality because of the geographic advantage of being across the ocean from any of the Axis forces. This allowed it the ability to delay action. If the U.S. had chosen not to become involved with the Allied and Axis powers by supplying them with war materials or by involving themselves through actions such as the Atlantic Charter, it could have maintained neutrality for a much longer time.
 - No, it was not possible for the United States to maintain its neutrality so long as it insisted on becoming involved in the war through actions such as supplying war materials to countries involved in the conflict. The United States was deeply involved with the Second World War prior to the Japanese attack on Pearl Harbor. By supplying war efforts and creating plans such as the Atlantic Charter, the United States was already a central power involved in the action. Neutrality only works if a country truly maintains neutrality through inactivity, and this is unlike the U.S. in the Second World War. One could also argue that the war would have inevitably reached the U.S. at some point unless the Allies gained the assistance of the U.S. forces.
-

Learning Activity 5.2: The Events of the Second World War and America

1. How did the Second World War finally pull America out of the economic recession of the Depression?

The war effort included a focus on production and created many jobs for Americans who previously had none. This gave every American a source of money and the ability to re-enter the American markets. The strength of an economy relies on the ability of the people to create services, get money, and spend money. So long as money is moving (exchanging hands), an economy remains strong. The war effort created jobs, which maintained the strength of the American economy.

2. How did the Second World War affect minorities?

Racism and prejudice remained rampant during this time in American history. The U.S. Army was segregated with white and black squadrons serving separately and black squadrons being led by white commanders. Many black soldiers were subjected to disrespect in many forms, including segregation from areas where even German soldiers of war were allowed. Other forms of prejudice occurred in America at this time, as people of German, Italian, and Japanese descent were marginalized. The U.S. even authorized internment of 120,000 Japanese men, women, and children.

3. How did the Second World War affect women?

Women were given opportunities during the war that they otherwise would not have had, such as entering the workforce in jobs related to the war effort (e.g., the manufacture of weapons). Women also served in the army as part of the war effort. Although the war effort allowed certain opportunities, they were limited and women were expected to return to traditional roles once more when the war was over. This short-lived opportunity may have provided an example of the competency of women in non-traditional roles, but the underlying expectation of subservience remained.

4. What was the motivation for the use of atomic weapons? Was it necessary? Could it have been avoided? Using a chart similar to the one below, fill out and explain the reasons Truman may have used to drop atomic weapons on Japan.

Possible Reasons Harry S. Truman Chose to Use Atomic Weapons	
Reason	Explanation
To Frighten Stalin and Declare War on Communism	Stalin was known to be a ruthless and violent leader. His international influence was feared and many questioned what his actions following the war might bring. By using atomic weapons on Japan, Truman may have been trying to frighten Stalin in order to intimidate him from declaring war on the U.S. This would also give America the advantage in any future conflict between America as a champion of democracy and the Soviet Union as a representative of communism.
Pre-empt Soviet Invasion of Japan	Truman may have used atomic weapons to ensure that they would have a foothold in Japan. With the Soviet Union entering the war, Truman may have wanted to beat the Soviets by invading Japan first. The U.S. had been trying to gain influence in Asia as part of its imperial expansion, and using atomic weapons may have helped it gain an advantage in securing Japan as its doorway to the continent.
Avoid Need to Invade Japan	During the Pacific battles, the Japanese fought fiercely, causing high American casualties. If the U.S. had invaded Japan, it is very likely that the casualties would have been massive. By using atomic weapons, Truman may have avoided the need to invade Japan and spared the lives of countless American soldiers.

5. Do you think the use of atomic weapons on Japan at the close of the Second World War was necessary?

There are many ways to answer this question. Some possible points for each reaction have been listed below.

- Yes, I think the use of atomic bombs was necessary:
 - The number of American lives that would have been lost in the invasion of Japan would have been unacceptable.
 - If the Russians had invaded, they would have had a greater influence in Asia, which would have had very negative effects in the years following the war.
 - Although Japan was already willing to discuss surrendering, Truman was after an unconditional surrender in order to ensure that Japan would not pose a threat in the years following the war. By using atomic bombs, Truman assured the unconditional surrender of Japan and eliminated the future threat of military force in the near future.
 - By using atomic weapons, it gave a clear example of the power held by the Allies and put an end to the war.

- No, I do not think the use of atomic bombs was necessary:
 - Although many American casualties may have been avoided, the staggering number of innocent Japanese civilian lives lost does not compare.
 - The use of weapons of mass destruction such as atomic weapons cannot be justified under any circumstance due to the great ethical problem they pose.
 - Japan had already expressed willingness to surrender, and so the use of atomic weapons was not necessary to bring a close to the war.
 - It is very possible that Truman chose to use atomic weapons only for the benefit of the United States by gaining advantage over the Soviet Union. If this is the case, then the use of atomic weapons was only an opportunity exploited by the United States and is not justified in terms of the benefit to the international community.

The above list is only a few of the possible points to be considered.

Learning Activity 5.3: The Post War/Cold War World

1. Explain the term *iron curtain*.

The term *iron curtain* was coined by Winston Churchill to describe the spread of communism in Central and Eastern Europe following the Second World War. Stalin had promised to promote democracy in Eastern Europe, but instead he set up communist states under Soviet control. Soon, any instances of communism, including independent revolutionary movements, were considered an example of Soviet expansionism. The term *iron curtain* was a broad statement that included all instances of “Soviet satellite nations” in Europe, and referred to them as a front or “curtain” spreading across Eastern Europe.

2. How did the Marshall Plan make money and get influence for America?

By lending large amounts of money to the European countries ravaged from the Second World War, America was able to make money. This was because the loans were often spent on American products. Since America was an industrial nation, many of its products were in demand in the same countries that were borrowing money. Now these countries owed America money and spent the money they borrowed in America. This helped to establish an American influence in Europe, as most of Europe was in debt to the U.S.

3. Describe the rise of the “Red Scare” and “McCarthyism,” as illustrated on pages 385 and 387–388 of *American History*.

With the formation of the North American Treaty Organization (NATO) and the Warsaw Pact, lines had been drawn outlining the democratic and communist allies. This started a fear of the spread of communism. As proxy (foreign, yet related) wars, such as the Korean War, were waged, Americans saw it as evidence of Soviet expansionism and feared that communism could spread across the globe. The Republican Party adopted the slogan “Korea, communism, and corruption” and this got Dwight D. Eisenhower (a career soldier) elected to the presidency. Anti-communism rhetoric, originating with Joseph McCarthy, included the rumour of communists infiltrating the American government. Soon, any connection to communism could ruin a person. The House of Un-American Activities Committee (HUAC) would apprehend and question Americans about possible communist ties.

4. Using a table similar to the one below, relate some of the social changes that were occurring in American society during the Cold War.

American Social Changes During the Cold War	
Area of Social Change	Explanation of Social Change
Consumerism and automobile culture	Owning an automobile symbolized for Americans an ability to have luxury and achieve a piece of the “American dream.” This created a need for increased cultural focus on a mobile public, including motels, gas stations, fast-food restaurants, and other services.
Television	Television became the next widespread form of media, influencing people in their homes by displaying projected cultural norms such as traditional family roles. This type of common media also united Americans with common ideas about life in general, and included political changes.
Status of women	Although women’s presence in the workplace increased during the Second World War, they were expected to continue in their traditional roles in addition to working in the workplace. The baby boom during the 1950s further reinforced this.
Rock and roll	Rock and roll was a musical development in the 1950s that was derived from popular African-American rhythm and blues music. It appealed to teenagers, but their parents were unsure about its effects and often disapproved of it. This caused tension between adults and teenagers of the time, as well as between white people and African-Americans.
American fine arts	During the pre-war and war years, America experienced an invasion of abstract-expressionists who rejected traditional styles of visual arts, insisting on more pure expressions of art. This rejection of tradition and embrace of the individual could be considered symbolic of certain parts of American culture at this time.

Learning Activity 5.4: The Civil Rights Movement

1. How did Rosa Parks start a mass movement of non-violent protest?

Rosa Parks was sitting in the section of a bus reserved for African-Americans. When asked to give up her seat for a white person, she refused and was arrested, found guilty of disorderly conduct, and was fined. The Montgomery Improvement Association (MIA) organized a bus boycott in response to Rosa's arrest and conviction. Martin Luther King (as the leader of MIA) assisted to lead the boycott and fought back by getting the U.S. Supreme Court to rule against the segregation of buses. This event prompted the creation of the Southern Christian Leadership Conference (SCLC) and further actions of non-violent protest. Rosa Parks was the first action that later spawned an entire non-violent protest movement for the rights of African-Americans.

2. Using a chart similar to the one below, document some of the key aspects of the civil rights movement.

Civil Rights Moments	
Civil Rights Moment	Explanation
Lawful and de Facto Segregation	Southern states had lawful segregation, including separate schools, churches, restaurants, and more. Although northern states did not have lawful segregation, it still occurred. There are many examples, such as limited employment, housing, and education opportunities.
Rosa Parks	Rosa Parks refused to give up her seat on a public bus and was arrested and convicted on charges of public misconduct. This spawned a mass non-violent protest movement.
Non-Violent Protest Movement	Many non-violent protest movements were created, including a bus boycott and sit-ins across America, in an attempt to point out injustice and create equality.
Martin Luther King Jr.	Martin Luther King Jr. became the figurehead of the civil rights movement, basing his philosophies of disobedience of unjust laws (Thoreau) and non-violent resistance (Gandhi). King's famous speech from in front of the Lincoln Memorial was attended by more than 250,000 people.
Voting Rights	Campaigns to encourage the registration of black voters were met with violent resistance. Abuse of non-violent protesters by authorities was televised and caused widespread public outcry in favour of the civil rights movement.
Race Riots	During 1964–1970, over 750 riots occurred, killing over 200 people, injuring thousands, costing hundreds of millions of dollars in damages, and leading to the arrest of many innocent civilians. The government blamed racial tension as the cause and passed the Civil Rights Act of 1968, banning discrimination in the sale and renting of housing and protecting protestor rights.
Black Power	African-Americans adopted a positive self-image to promote the black identity as an empowering ideal.

Learning Activity 5.5: The Vietnam War

1. In your own words, explain why the U.S. became involved in Vietnam during the Diem period (1955–1963).

Vietnam had partially liberated itself from French rule and was currently involved in a civil war with the Viet Minh in the North and the French, who were in temporary possession of the South. According to the Geneva agreement, there should have been elections in 1956 but U.S. calculations showed 80 percent of Vietnamese were in favour of electing the northern leader Ho Chi Minh and the communists. This made Americans fearful of the communist domino effect (described last chapter), causing Eisenhower to provide military support to Diem's government in South Vietnam. The U.S. wanted to avoid having the communists elected in Vietnam. CIA operatives encouraged Vietnamese generals to kill Diem so that the U.S. could take over the South Vietnam government.

2. Observe *Figure 12.19* on page 420 of *American History*. Explain the results of this graph. What does this graph represent in American history at this time?

The American public initially supported the war, as it was seen as the defense of democracy across the world. Despite the evidence that about 80 percent of Vietnamese supported the Viet Cong, Americans thought they were involved in order to defend the Vietnamese. The war was televised and the press exposed the “credibility gap” between real situations of war and the reports shared by the army. This caused disillusionment in the American public and resentment of the war effort. Public anti-war protests represented a cross-section of American society.

3. What role did mass media play in the Vietnam War? How did mass media affect what Americans thought of the war? Take a look at *Figures 12.18, 12.19, 12.20, and 12.21* on pages 420–422 in *American History* to help you consider your response.

Mass media greatly affected how Americans viewed the Vietnam War. The Vietnam War was the first war to be televised. People were able to see first-hand the horrors of war. The American government received general support from the public in entering the Vietnam War; however, public opinion soon dropped. As mass media shared the true stories of the Vietnam War, a “credibility gap” occurred, causing people to see how the American government was misleading in their information. As Americans engaged in anti-war protests, many examples of violence occurred. Mass media reported on these events, causing shock among the American public. The release of information about government secrecy, such as the invasion of Cambodia and the release of the “Pentagon Papers,” enraged and disillusioned the American public, causing them to question the motives and actions of their government. The Vietnam War caused people to question their leaders, international policies, and the morality of proxy wars.

4. Imagine you are an American teenager during the late 1960s. What would your opinion be about the Vietnam War? What would you do about your opinion? How would you feel if you received a letter in the mail informing you that you have been drafted for the war?

There are many responses to this question but some common points are shared below:

- I am against the war in Vietnam.
 - Why?
 - It is wrong to draft Americans and force them to fight.
 - I don't believe we are helping the Vietnamese people.
 - I think it is wrong for the United States to invade another country to serve its own interests.
 - I think America should pay more attention to fixing the problems at home in America before going overseas.
 - War is not the way to solve conflict.
 - What will I do?
 - I will protest the war whenever possible.
 - I will tell others my opinion.
 - I will try to tell the government that it should change its strategy.
 - I will dodge the draft.
 - Response to draft letter:
 - I will not follow the instructions. I will dodge the draft and maybe go to Canada.
- I support the war in Vietnam.
 - Why?
 - I think Americans need to defend their way of life by stopping the spread of communism.
 - I think it is right for America to help the Vietnamese to settle this conflict.
 - America is a world leader and has a responsibility to the international community.
 - They started it with the Gulf of Tonkin incident.
 - What will I do?
 - I will support the war effort.
 - I will encourage others to support the war.
 - I will do my part by signing up voluntarily for service in the armed forces.
 - Response to draft letter:
 - I am happy to serve and will enlist immediately.
 - Now that I have been drafted, I suddenly changed my mind about the war.

Learning Activity 5.6: The Struggles for Human Rights

- Using tables similar to the ones below, reflect on the events of each civil rights struggle, as outlined on pages 424–430 in *American History*. For each example, share the changes that the movement caused, the related events, and the perceptions of American society and of the minorities themselves. What attitudes do these events suggest?

Civil Rights Movements				
Group	Change/Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Women's Rights	<ul style="list-style-type: none"> Equal Pay Act (1963) promises equal pay The Civil Rights Act (1964) prevents discrimination Equal Rights Amendment almost passes 	<ul style="list-style-type: none"> <i>The Feminine Mystique</i> is published State-run "status of women" commissions are created National Organization for Women (NOW) is founded <i>Ms. Magazine</i> is published 	<ul style="list-style-type: none"> Women are seen only according to traditional roles defined by husbands and children Women enjoy growing respect, improved opportunities, and perceived capabilities 	<ul style="list-style-type: none"> Women are equal to men in all aspects (economic, political, cultural, and social)

Civil Rights Movements				
Group	Change/Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Lesbian and Gay Rights	<ul style="list-style-type: none"> No official changes General awareness and growing public support 	<ul style="list-style-type: none"> The Stonewall Riots in June 1969 create opposition and public outcry Annual rallies commemorate the Stonewall riots Pride parades 	<ul style="list-style-type: none"> Face exclusion from families and neighbours, and various forms of discrimination in jobs and justice Army and Navy openly anti-gay Growing public awareness gains some acceptance in public opinion 	<ul style="list-style-type: none"> Celebration of pride in a positive self-image of being gay or lesbian Celebrating diversity becomes a positive focus

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
First Nations Rights	<ul style="list-style-type: none"> ■ American government refuses to meet with Trail of Broken Treaties March representatives ■ Indian Civil Rights Act (1968) respects laws and customs and extends the Bill of Rights to reservations ■ Indian Education Act (1972) recognizes unique educational needs of First Nations 	<ul style="list-style-type: none"> ■ First Nations civil rights movement begins in 1960s inspired by the success of other civil rights movements ■ Declaration of Indian Purpose (1961) fights for cultural freedom ■ American Indian Movement (AIM) is founded (1968), modelled after the Black Panthers ■ Occupations of Alcatraz, Plymouth Rock, Mount Rushmore, and Wounded Knee ■ Trail of Broken Treaties March 	<ul style="list-style-type: none"> ■ Public image is divided between impoverished situations in the early 20th century and stereotypes shown in popular media ■ Increased media attention creates some public sympathy toward First Nations concerns 	<ul style="list-style-type: none"> ■ Ideal of equality alongside want of reparation for past history of poor relations and broken treaties

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Hispanic American Rights	<ul style="list-style-type: none"> ■ United Farm Workers (UFW) recognized as a union and gains rights to make contracts with California growers ■ Agricultural Relations Act (1975) grants farm workers rights to bargain and hold union elections 	<ul style="list-style-type: none"> ■ Five year strike of California grape pickers ■ Chávez fasts for 25 days ■ Boycott of grapes across America 	<ul style="list-style-type: none"> ■ Viewed as inexpensive labour for farming and related jobs ■ Hispanic farm workers gain respect through confirmation of union rights 	<ul style="list-style-type: none"> ■ Focus on improving wages and benefits for farm workers

Learning Activity 5.7: Crises

1. “...I am not a crook” is a famous phrase said by President Nixon in response to the Watergate scandal. In your personal opinion, was Nixon a “crook”?

There is more than one possible response to this. Some examples have been included below.

- No, I don't think Nixon was a crook. He said himself that he never profited from the crime, which is what a crook does. He claims that he acted in the service of the country, and perhaps he did. Being the president, he has the responsibility of looking after the interests of all Americans. Although he technically was guilty of violating certain laws, he likely did what he did in the best interests of Americans and so he shouldn't be considered a “crook.”
- Yes, I think Nixon was a crook. As the president, he must uphold the laws of the United States and he didn't. He was found guilty by the Supreme Court because he did not uphold the law and was abusing his power for personal interests. His actions were not acceptable for a president of the United States and therefore he should be held accountable.

2. What is “stagflation”?

According to page 444 of your textbook, stagflation is “...an economic condition characterized by simultaneous inflation, slow growth, and high unemployment.”

3. Why would a limited supply of something (like oil) and raised government spending (like on domestic services and war) cause stagflation?



Note: A large part of what a historian does involves considering *cause and consequence* relationships. By understanding events as a chain of related events, it becomes easy to see how different events in history are connected through cause and effect.

When there is a limited supply of something, the price usually goes up. When it is something that everybody uses in all parts of the economy (like oil), the limited supply and price rise will result in growing costs everywhere. Increased government spending can also cause an economic problem for a nation because all government programs are paid for by the citizens: more government spending means more taxes. When these are put together, the price of industry goes up, which causes layoffs and unemployment. With high government spending, inflation of prices, and high unemployment, there is stagflation.

Learning Activity 5.8: Examples of Foreign Policy

1. What are some of the common policies that the United States adopted in its foreign policy during the 1970s and 1980s?

There are a great number of possible responses to this question. Responses may include some of the points included below:

- Diplomacy/détente seems to be the first option.
- When diplomacy has failed, it appears the U.S. will take whatever means necessary to ensure its interests are met.
- U.S. forces often encourage conflict from within before directly attacking (such as supporting a regime or encouraging a coup).
- The U.S. is likely to support any individual that serves the purposes of America. There is little regard for the well-being of the foreign country. Even a dictator will be supported, so long as American interests are served.
- Local democracy is often ignored if it does not fit with the side that supports American interests.
- There is little support for the needs or wishes of the people who live in the foreign countries.

2. On page 469 of *American History*, it states that Ronald Reagan used “hard-line rhetoric” because he “...refused to discuss arms limitation agreements unless the Soviets agreed to end their involvement in the affairs of other nations.” Why would this statement be considered ironic (that is, why is it odd or funny that the American President Ronald Reagan would make this statement)?

Throughout Reagan’s administration, the United States engaged in many direct and indirect interventions into the affairs of other countries. This was often done by financing internal forces that were more in favour of American policies (e.g., the U.S. support of the Contras in Nicaragua during the early 1980s). A common theme of American foreign policy during the Reagan administration was to attempt diplomacy and, if that failed, to do whatever it took to intervene in the country’s politics with little to no regard for the well-being or wishes of the local people. Examples of U.S. intervention (during the Reagan administration) include El Salvador, Honduras, Grenada, Nicaragua, Saudi Arabia, Iraq, Lebanon, and Afghanistan. After surveying the results of American intervention in foreign nations, it is easy to see why Reagan telling the Soviets not to do the same is rather ironic.

3. Observe *Figure 13.1* on page 439 and *Figure 12.23* on page 470 of *American History*. How do these photos represent a “new world order”?

There are many possible answers to this question. A sample has been provided below.

- The period after the Second World War ushered in the age of nuclear weapons and the battle between Soviet communism and American democracy. The Cold War was the front line of the battle between the polar opposite ideals. With America able to overwhelm the Soviet Union in the arms race, Russia had to shift focus away from its satellite states, bringing about a rapid decline of Soviet communism in Europe. Figure 13.1 shows the crumbling of the Berlin Wall, symbolizing the fall of the “Iron Curtain” and Soviet communist influence in Europe. Figure 12.23 is a picture that could be considered a symbol of unity amidst the liberty of the American democracy. With Gorbachev, Reagan, and Bush, it brings together a sense of unity between the three, time passing from one president to the other, and the Statue of Liberty ushering them all toward a new age. With all these elements tied together, it gives a sense of a “new world order,” with America at the helm.

Learning Activity 5.9: Social Issues and Civil Rights

1. In your own words, give a summary of “Reaganomics.”

Reaganomics was a continuation of tax cuts in response to the tax revolts of the 1970s. Reaganomics included supply-side economics, which claims that excessive taxation causes economic problems and that if taxes are decreased, people will have more money to invest in the economy and will therefore initiate growth.

Taxation = economic problems

Less taxation = more investment = economic growth

Ronald Reagan cut taxes and promoted a tight money policy that restricted credit and increased interest. This benefited the wealthy by allowing them to collect great amounts of interest on their money. Although this helped the economy in the short run, the high military spending by the Reagan administration and the rising costs of Medicare and Social Security caused the deficit to increase. Unemployment rose and health care declined; average Americans were getting left behind.

2. What were the effects of Reaganomics?

The shift in the American economy from industrial production to the service industry resulted in many Americans taking lower-level jobs and pay; however, Americans continued to live a materialistic lifestyle (often buying luxuries even though they couldn’t afford them). Americans were making less money but spending more on luxuries. The use of credit and the decline of savings resulted in America living far beyond its means.

3. In your opinion, did Affirmative Action help establish equality for African-Americans?

There are many possible responses to this question. Two examples have been given below.

- I think Affirmative Action helped establish equality for African-Americans. During the previous decades, African-Americans had often been prevented from equal opportunities. Affirmative Action was a way to level the playing field for African-Americans by allowing them to have the same opportunities as any other American. Through Affirmative Action, African-Americans were able to become active members of all levels of American society, showing that they are as capable as any American, regardless of race. In this way, Affirmative Action helped to establish equality for African-Americans.
- I don't think Affirmative Action helped establish equality for African-Americans. Although it allowed for opportunities to be given to African-Americans, it caused further racial divisions in American society. Affirmative Action was often viewed as simply a form of preferential treatment based solely on race and was seen as an example of reverse racism. This outraged many Americans who felt that Affirmative Action was a violation of their constitutional rights and also the Civil Rights Act (1964). Affirmative Action likely did more damage than good and so was not a step toward equality.

4. Answer the following questions by sharing the events connected to the conflict between religion and women's civil rights. Then put yourself in the shoes of a member of each side of the argument and explain what you think their thoughts may have been.

a) How did religion in the 1970s and 1980s affect women's civil rights?

Although civil rights for women had seen many advancements during recent times, such as approval for the Equal Rights Amendment (ERA) in 1972, religious movements were about to deal a negative blow to women's movements. They did this indirectly by reinforcing traditional roles for women and directly by promoting the pro-life movement.

Religious groups started to apply political pressure to reverse progress for women's civil rights. One example was the lack of support for ERA, resulting in its termination. The effects of this backlash were reflected in many aspects of American society from the workplace to the home.

The pro-life versus pro-choice movements directly clashed as religious groups rallied against abortion and women's groups rallied for a woman's right to choose. Women's rights were reversed due to the actions of religious groups during this time.

- b) On behalf of the women’s groups, how did the members of women’s groups such as the National Organization for Women (NOW) view the situation?

Most women would undoubtedly be opposed to the reinforcement of traditional roles for women and would view those that encouraged them as old fashioned or ignorant. Women involved in the pro-choice movement likely felt that the issue was not focused on the defense of life but on the right of the woman to choose. Their focus was on the empowerment of the individual to decide her path and maintain the right to that freedom. Religious groups likely appeared narrow-minded to those who fought for choice because their considerations were based on a group decision, not on an individual’s choice.

Learning Activity 5.10: Modern America Military Presence

1. What was the new world order?

According to page 479 of your textbook, the new world order was the ideal that leading nations should act as protectors of smaller nations by taking “...decisive action in leading other nations to intervene for what is ‘right,’ or at least what the U.S. decided was right.” It became the new international role for the United States—that of international leader and protector.

2. How was the Gulf War a success?

The U.S. had objectives including the unconditional withdrawal of Saddam Hussein’s forces from Kuwait, the restoration of the Kuwaiti government, security and protection of U.S. citizens, and the establishment of a “new world order.” Most of these objectives were met. Saddam withdrew his forces once Kuwait City was liberated, casualties were low, and America established itself as a strong enforcer of international law to protect the weak. In comparison to past American conflicts, such as the Vietnam War, the Gulf War was a resounding success.

3. Why would some people criticize the Gulf War in hindsight (looking back now that time has passed)?

The coverage of the Gulf War was very favourable to America at the time, but hindsight later revealed a negative side. Many Americans openly protested the war, including Vietnam veterans. People were critical about America’s motivation for the war, noting that oil interests may have been a factor. The fact that the American government had been providing military support to Saddam Hussein for years added to the criticism. The war was declared over before the threat had been neutralized; Hussein’s regime was allowed to survive and thrive in Iraq following the Gulf War.

Learning Activity 5.11: The War on Terror

1. How have the events of 9/11 shaped American international and domestic policy?

The events of 9/11 caused a backlash of fear in America. This created a situation that allowed drastic changes to domestic policy: the creation of the Department of Homeland Security (DHS) and the USA PATRIOT Act. The USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools to Intercept and Obstruct Terrorism) made it possible for the American government to search, wiretap, seize records, and detain individuals without charge. This act alone violated many rights guaranteed to Americans in the Bill of Rights and has been heavily contested among civil libertarians. These rights were taken away as part of the War on Terror.

International policy was also affected in response to the events of 9/11 and, indirectly, the war in Iraq. Detainees captured in the War on Terror were considered “illegal combatants” in order to classify them differently from other prisoners, allowing for more severe treatment. Many of these “illegal combatants” were kept in Guantanamo Bay. Rendition was brought into effect (rendition: the practice of transporting prisoners to countries where Americans knew they would be tortured). The events of 9/11 introduced an immediate element of fear into American life and caused many drastic changes in domestic and international policy.

2. Observe *Figure 12.26* on page 501 in *American History*. Why would the war in Iraq be compared to the Vietnam War?

There are many similarities between the war in Iraq and the Vietnam War. Both wars were criticized as examples of American intervention in order to secure trading interests. In each situation, the American president was heavily scrutinized for various reasons while he struggled to defend the situation to Americans. Each war showed little understanding of the local culture, resulting in a quagmire that involved a large-scale military conflict that consumed mass amounts of military spending and divided public opinion across America.

3. In your opinion, was the USA PATRIOT Act justified (was it necessary for the civil liberties of Americans to be sacrificed in the name of national defense)?

There are many ways to answer this question. Some sample answers have been included.

- Yes, I think the USA PATRIOT Act was justified. The events of 9/11 showed how close the War on Terror really was, making it obvious that Americans needed to take drastic steps towards fighting terrorism on all fronts, including the home soil of America. Although some of the freedoms of Americans are compromised by the USA PATRIOT Act, it is in the name of freedom that they are being denied. In a changing world, people need to adapt to confront evolving dangers. The USA PATRIOT Act is a modern response to addressing the pressing concern of terrorism.
 - No, I don't think the USA PATRIOT Act was justified. Although the events of 9/11 created a culture of fear across America, it is not a justification for taking away the very freedoms that the country was founded on. Americans separated from the British because they felt their rights, liberties, and freedoms were not being respected. The USA PATRIOT Act is a direct violation of those ideals. By denying Americans their guaranteed rights, the very foundation of American ideals is shaken and weakened. The USA PATRIOT Act may be considered an appropriate response by some, but most Americans will agree that a fundamental aspect of democracy is the rights, freedoms, and liberties of the citizens.
-

Learning Activity 5.12: Domestic America

- Review pages 479–481, and 483 in *American History* concerning the American economy during the 1990s. Now refer to pages 442–446 from Chapter 13 concerning the American economy during the 1970s. Using a T-chart similar to the one below, compare and contrast the American economy between these two eras.

Economic Problems 1970s/1990s	
1970s	1980s
<ul style="list-style-type: none"> ■ The OPEC energy crisis causes concern. The American economy recognizes its reliance on oil as a non-renewable source of energy that runs the infrastructure of the United States. ■ American economy suffers due to large military spending. ■ Deindustrialization causes a negative shift in economy. ■ Economic divisions widen in America as the wealthy obtain increasingly more wealth while the working class remains low (wages rise slowly while salaries rise quickly). ■ Rising taxes (in response to the ailing economy) cause concern from the public. ■ Major tax cuts create further division between the rich and the poor. 	<ul style="list-style-type: none"> ■ The Gulf War causes concern. There is criticism that the motivation for the war was due to the American economy's reliance on oil as a non-renewable source of energy that runs the infrastructure of the United States. ■ The American economy suffers due to large military spending. ■ Deindustrialization continues to cause a negative shift in the economy. ■ Economic divisions widen in America as the wealthy obtain increasingly more wealth while the working class remains low (wages rise slowly while salaries rise quickly). ■ Rising taxes (in response to ailing economy) cause concern from the public. ■ The growing gap between the rich and the poor causes tension. ■ Loosened financial regulations (from Reaganomics) cause unprecedented lending and low interest rates, creating an inflated economy.

- How did the election of Bill Clinton reflect the thinking of Americans?

Clinton focused on the need for change, including a focus on domestic matters that were important to the larger working class of America. He proposed an increased role in the government for fixing the needs of American society, including increased health care. The fact that President Bush was declining in popularity helped the American public support Clinton's platform of change. The election of Clinton reflects the wants of Americans of the time. They felt disillusioned about the government's lack of positive change on domestic affairs. They were upset at the widening gap between the rich and the poor, especially in light of the military spending and rising taxes. Clinton gave Americans a sense of hope.

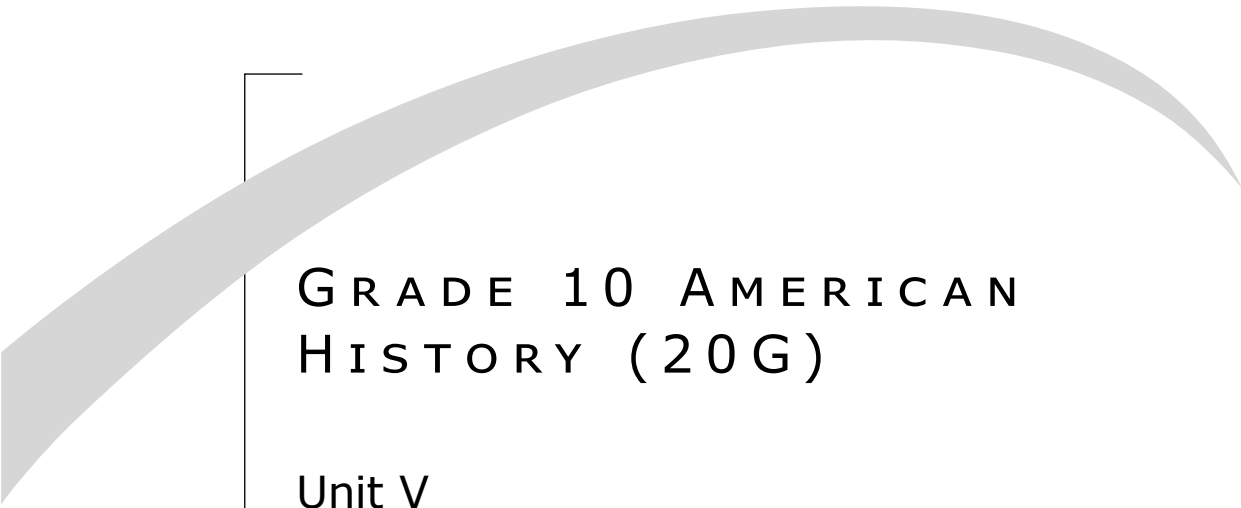
3. How does the election of Bill Clinton in 1992 relate to the election of Obama in 2008?

Obama was extremely similar to Clinton. His platform also focused on change and addressed the concerns of the American public. He gave Americans the hope that the problems of the previous Republican administration could be addressed and improved upon. He gave a sense of hope to Americans that the concerns of the working-class American would be addressed on a federal level, including those related to education and health care.

4. Who is the current president of the United States? How did the election of this president represent the wishes and thinking of the American public? Try using a search engine like Google to help you (you might use words like the name of the current president and the president's "platform" to find what parts of the election campaign were attractive to the American voters).

There are many possible answers to this question but a quality answer should include the following points:

- *The name of the current president*
 - *Some of the characteristics of the president's election campaign that Americans found attractive for getting their votes*
 - *Perhaps a relation to some current event(s) that would create the wishes or needs for Americans that relate to the campaign (How did the president's campaign relate to current needs of Americans?)*
-



GRADE 10 AMERICAN
HISTORY (20G)

Unit V
World Power

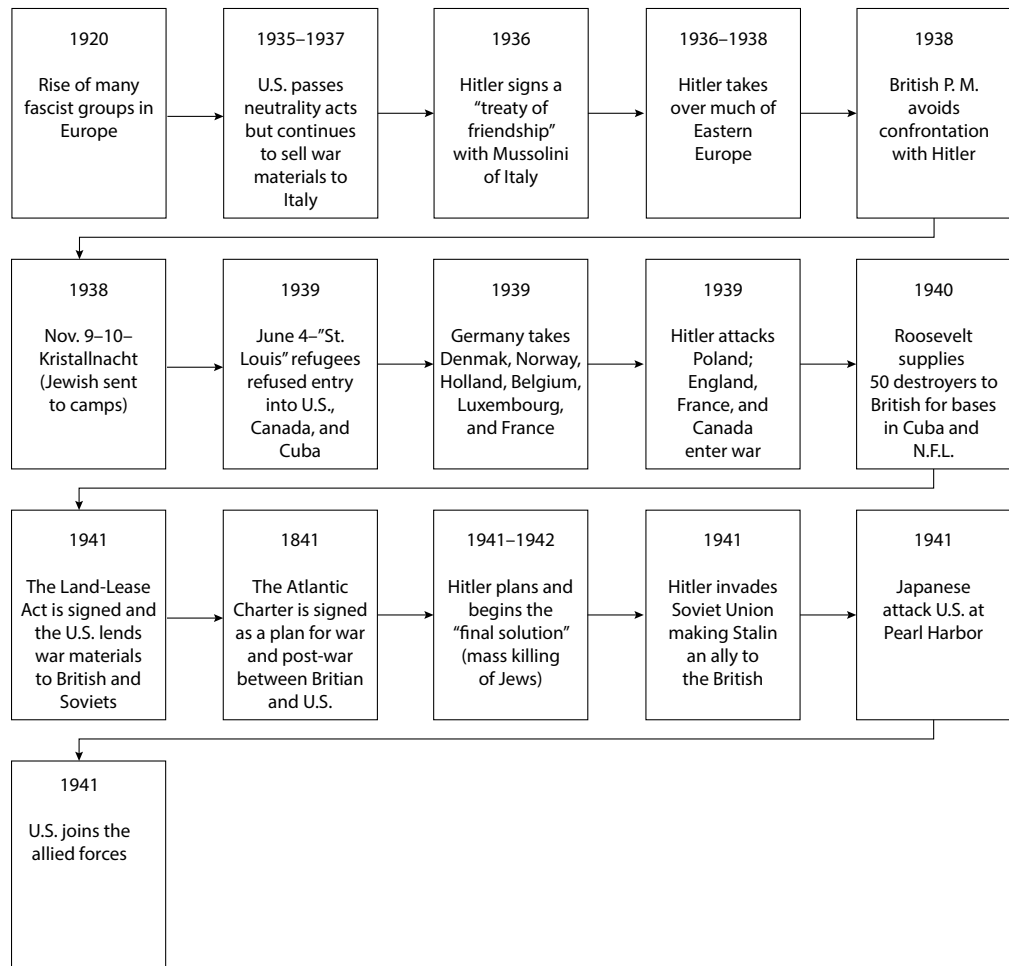
Learning Activity Answer Key

UNIT V: WORLD POWER

Learning Activity 5.1: Events Leading Up to the Second World War

- Many events had set the stage prior to the United States entering the war. Read pages 364–369 of *American History*, and make a timeline of events in Europe leading up to the beginning of America entering the war. Highlight the actions of the United States leading up to their official entry into the war. (See the example started below.)

WWII Timeline Prior to American Involvement



2. Considering the events leading to the United States entering the war, was it possible for the U.S. to maintain neutrality?

Note: Refer to the timeline from question #1 as the answer key for the first part of this question.

There is more than one way to answer this question, but some sample answers have been included below. It should be noted, however, that the evidence against the U.S. being able to maintain neutrality far outweighs the evidence that it could have remained neutral.

- Yes, it would have been possible for the United States to maintain neutrality because of the geographic advantage of being across the ocean from any of the Axis forces. This allowed it the ability to delay action. If the U.S. had chosen not to become involved with the Allied and Axis powers by supplying them with war materials or by involving themselves through actions such as the Atlantic Charter, it could have maintained neutrality for a much longer time.
 - No, it was not possible for the United States to maintain its neutrality so long as it insisted on becoming involved in the war through actions such as supplying war materials to countries involved in the conflict. The United States was deeply involved with the Second World War prior to the Japanese attack on Pearl Harbor. By supplying war efforts and creating plans such as the Atlantic Charter, the United States was already a central power involved in the action. Neutrality only works if a country truly maintains neutrality through inactivity, and this is unlike the U.S. in the Second World War. One could also argue that the war would have inevitably reached the U.S. at some point unless the Allies gained the assistance of the U.S. forces.
-

Learning Activity 5.2: The Events of the Second World War and America

1. How did the Second World War finally pull America out of the economic recession of the Depression?

The war effort included a focus on production and created many jobs for Americans who previously had none. This gave every American a source of money and the ability to re-enter the American markets. The strength of an economy relies on the ability of the people to create services, get money, and spend money. So long as money is moving (exchanging hands), an economy remains strong. The war effort created jobs, which maintained the strength of the American economy.

2. How did the Second World War affect minorities?

Racism and prejudice remained rampant during this time in American history. The U.S. Army was segregated with white and black squadrons serving separately and black squadrons being led by white commanders. Many black soldiers were subjected to disrespect in many forms, including segregation from areas where even German soldiers of war were allowed. Other forms of prejudice occurred in America at this time, as people of German, Italian, and Japanese descent were marginalized. The U.S. even authorized internment of 120,000 Japanese men, women, and children.

3. How did the Second World War affect women?

Women were given opportunities during the war that they otherwise would not have had, such as entering the workforce in jobs related to the war effort (e.g., the manufacture of weapons). Women also served in the army as part of the war effort. Although the war effort allowed certain opportunities, they were limited and women were expected to return to traditional roles once more when the war was over. This short-lived opportunity may have provided an example of the competency of women in non-traditional roles, but the underlying expectation of subservience remained.

4. What was the motivation for the use of atomic weapons? Was it necessary? Could it have been avoided? Using a chart similar to the one below, fill out and explain the reasons Truman may have used to drop atomic weapons on Japan.

Possible Reasons Harry S. Truman Chose to Use Atomic Weapons	
Reason	Explanation
To Frighten Stalin and Declare War on Communism	Stalin was known to be a ruthless and violent leader. His international influence was feared and many questioned what his actions following the war might bring. By using atomic weapons on Japan, Truman may have been trying to frighten Stalin in order to intimidate him from declaring war on the U.S. This would also give America the advantage in any future conflict between America as a champion of democracy and the Soviet Union as a representative of communism.
Pre-empt Soviet Invasion of Japan	Truman may have used atomic weapons to ensure that they would have a foothold in Japan. With the Soviet Union entering the war, Truman may have wanted to beat the Soviets by invading Japan first. The U.S. had been trying to gain influence in Asia as part of its imperial expansion, and using atomic weapons may have helped it gain an advantage in securing Japan as its doorway to the continent.
Avoid Need to Invade Japan	During the Pacific battles, the Japanese fought fiercely, causing high American casualties. If the U.S. had invaded Japan, it is very likely that the casualties would have been massive. By using atomic weapons, Truman may have avoided the need to invade Japan and spared the lives of countless American soldiers.

5. Do you think the use of atomic weapons on Japan at the close of the Second World War was necessary?

There are many ways to answer this question. Some possible points for each reaction have been listed below.

- Yes, I think the use of atomic bombs was necessary:
 - The number of American lives that would have been lost in the invasion of Japan would have been unacceptable.
 - If the Russians had invaded, they would have had a greater influence in Asia, which would have had very negative effects in the years following the war.
 - Although Japan was already willing to discuss surrendering, Truman was after an unconditional surrender in order to ensure that Japan would not pose a threat in the years following the war. By using atomic bombs, Truman assured the unconditional surrender of Japan and eliminated the future threat of military force in the near future.
 - By using atomic weapons, it gave a clear example of the power held by the Allies and put an end to the war.

- No, I do not think the use of atomic bombs was necessary:
 - Although many American casualties may have been avoided, the staggering number of innocent Japanese civilian lives lost does not compare.
 - The use of weapons of mass destruction such as atomic weapons cannot be justified under any circumstance due to the great ethical problem they pose.
 - Japan had already expressed willingness to surrender, and so the use of atomic weapons was not necessary to bring a close to the war.
 - It is very possible that Truman chose to use atomic weapons only for the benefit of the United States by gaining advantage over the Soviet Union. If this is the case, then the use of atomic weapons was only an opportunity exploited by the United States and is not justified in terms of the benefit to the international community.

The above list is only a few of the possible points to be considered.

Learning Activity 5.3: The Post War/Cold War World

1. Explain the term *iron curtain*.

The term *iron curtain* was coined by Winston Churchill to describe the spread of communism in Central and Eastern Europe following the Second World War. Stalin had promised to promote democracy in Eastern Europe, but instead he set up communist states under Soviet control. Soon, any instances of communism, including independent revolutionary movements, were considered an example of Soviet expansionism. The term *iron curtain* was a broad statement that included all instances of “Soviet satellite nations” in Europe, and referred to them as a front or “curtain” spreading across Eastern Europe.

2. How did the Marshall Plan make money and get influence for America?

By lending large amounts of money to the European countries ravaged from the Second World War, America was able to make money. This was because the loans were often spent on American products. Since America was an industrial nation, many of its products were in demand in the same countries that were borrowing money. Now these countries owed America money and spent the money they borrowed in America. This helped to establish an American influence in Europe, as most of Europe was in debt to the U.S.

3. Describe the rise of the “Red Scare” and “McCarthyism,” as illustrated on pages 385 and 387–388 of *American History*.

With the formation of the North American Treaty Organization (NATO) and the Warsaw Pact, lines had been drawn outlining the democratic and communist allies. This started a fear of the spread of communism. As proxy (foreign, yet related) wars, such as the Korean War, were waged, Americans saw it as evidence of Soviet expansionism and feared that communism could spread across the globe. The Republican Party adopted the slogan “Korea, communism, and corruption” and this got Dwight D. Eisenhower (a career soldier) elected to the presidency. Anti-communism rhetoric, originating with Joseph McCarthy, included the rumour of communists infiltrating the American government. Soon, any connection to communism could ruin a person. The House of Un-American Activities Committee (HUAC) would apprehend and question Americans about possible communist ties.

4. Using a table similar to the one below, relate some of the social changes that were occurring in American society during the Cold War.

American Social Changes During the Cold War	
Area of Social Change	Explanation of Social Change
Consumerism and automobile culture	Owning an automobile symbolized for Americans an ability to have luxury and achieve a piece of the “American dream.” This created a need for increased cultural focus on a mobile public, including motels, gas stations, fast-food restaurants, and other services.
Television	Television became the next widespread form of media, influencing people in their homes by displaying projected cultural norms such as traditional family roles. This type of common media also united Americans with common ideas about life in general, and included political changes.
Status of women	Although women’s presence in the workplace increased during the Second World War, they were expected to continue in their traditional roles in addition to working in the workplace. The baby boom during the 1950s further reinforced this.
Rock and roll	Rock and roll was a musical development in the 1950s that was derived from popular African-American rhythm and blues music. It appealed to teenagers, but their parents were unsure about its effects and often disapproved of it. This caused tension between adults and teenagers of the time, as well as between white people and African-Americans.
American fine arts	During the pre-war and war years, America experienced an invasion of abstract-expressionists who rejected traditional styles of visual arts, insisting on more pure expressions of art. This rejection of tradition and embrace of the individual could be considered symbolic of certain parts of American culture at this time.

Learning Activity 5.4: The Civil Rights Movement

1. How did Rosa Parks start a mass movement of non-violent protest?

Rosa Parks was sitting in the section of a bus reserved for African-Americans. When asked to give up her seat for a white person, she refused and was arrested, found guilty of disorderly conduct, and was fined. The Montgomery Improvement Association (MIA) organized a bus boycott in response to Rosa's arrest and conviction. Martin Luther King (as the leader of MIA) assisted to lead the boycott and fought back by getting the U.S. Supreme Court to rule against the segregation of buses. This event prompted the creation of the Southern Christian Leadership Conference (SCLC) and further actions of non-violent protest. Rosa Parks was the first action that later spawned an entire non-violent protest movement for the rights of African-Americans.

2. Using a chart similar to the one below, document some of the key aspects of the civil rights movement.

Civil Rights Moments	
Civil Rights Moment	Explanation
Lawful and de Facto Segregation	Southern states had lawful segregation, including separate schools, churches, restaurants, and more. Although northern states did not have lawful segregation, it still occurred. There are many examples, such as limited employment, housing, and education opportunities.
Rosa Parks	Rosa Parks refused to give up her seat on a public bus and was arrested and convicted on charges of public misconduct. This spawned a mass non-violent protest movement.
Non-Violent Protest Movement	Many non-violent protest movements were created, including a bus boycott and sit-ins across America, in an attempt to point out injustice and create equality.
Martin Luther King Jr.	Martin Luther King Jr. became the figurehead of the civil rights movement, basing his philosophies of disobedience of unjust laws (Thoreau) and non-violent resistance (Gandhi). King's famous speech from in front of the Lincoln Memorial was attended by more than 250,000 people.
Voting Rights	Campaigns to encourage the registration of black voters were met with violent resistance. Abuse of non-violent protesters by authorities was televised and caused widespread public outcry in favour of the civil rights movement.
Race Riots	During 1964–1970, over 750 riots occurred, killing over 200 people, injuring thousands, costing hundreds of millions of dollars in damages, and leading to the arrest of many innocent civilians. The government blamed racial tension as the cause and passed the Civil Rights Act of 1968, banning discrimination in the sale and renting of housing and protecting protestor rights.
Black Power	African-Americans adopted a positive self-image to promote the black identity as an empowering ideal.

Learning Activity 5.5: The Vietnam War

1. In your own words, explain why the U.S. became involved in Vietnam during the Diem period (1955–1963).

Vietnam had partially liberated itself from French rule and was currently involved in a civil war with the Viet Minh in the North and the French, who were in temporary possession of the South. According to the Geneva agreement, there should have been elections in 1956 but U.S. calculations showed 80 percent of Vietnamese were in favour of electing the northern leader Ho Chi Minh and the communists. This made Americans fearful of the communist domino effect (described last chapter), causing Eisenhower to provide military support to Diem's government in South Vietnam. The U.S. wanted to avoid having the communists elected in Vietnam. CIA operatives encouraged Vietnamese generals to kill Diem so that the U.S. could take over the South Vietnam government.

2. Observe *Figure 12.19* on page 420 of *American History*. Explain the results of this graph. What does this graph represent in American history at this time?

The American public initially supported the war, as it was seen as the defense of democracy across the world. Despite the evidence that about 80 percent of Vietnamese supported the Viet Cong, Americans thought they were involved in order to defend the Vietnamese. The war was televised and the press exposed the “credibility gap” between real situations of war and the reports shared by the army. This caused disillusionment in the American public and resentment of the war effort. Public anti-war protests represented a cross-section of American society.

3. What role did mass media play in the Vietnam War? How did mass media affect what Americans thought of the war? Take a look at *Figures 12.18, 12.19, 12.20, and 12.21* on pages 420–422 in *American History* to help you consider your response.

Mass media greatly affected how Americans viewed the Vietnam War. The Vietnam War was the first war to be televised. People were able to see first-hand the horrors of war. The American government received general support from the public in entering the Vietnam War; however, public opinion soon dropped. As mass media shared the true stories of the Vietnam War, a “credibility gap” occurred, causing people to see how the American government was misleading in their information. As Americans engaged in anti-war protests, many examples of violence occurred. Mass media reported on these events, causing shock among the American public. The release of information about government secrecy, such as the invasion of Cambodia and the release of the “Pentagon Papers,” enraged and disillusioned the American public, causing them to question the motives and actions of their government. The Vietnam War caused people to question their leaders, international policies, and the morality of proxy wars.

4. Imagine you are an American teenager during the late 1960s. What would your opinion be about the Vietnam War? What would you do about your opinion? How would you feel if you received a letter in the mail informing you that you have been drafted for the war?

There are many responses to this question but some common points are shared below:

- I am against the war in Vietnam.
 - Why?
 - It is wrong to draft Americans and force them to fight.
 - I don't believe we are helping the Vietnamese people.
 - I think it is wrong for the United States to invade another country to serve its own interests.
 - I think America should pay more attention to fixing the problems at home in America before going overseas.
 - War is not the way to solve conflict.
 - What will I do?
 - I will protest the war whenever possible.
 - I will tell others my opinion.
 - I will try to tell the government that it should change its strategy.
 - I will dodge the draft.
 - Response to draft letter:
 - I will not follow the instructions. I will dodge the draft and maybe go to Canada.
- I support the war in Vietnam.
 - Why?
 - I think Americans need to defend their way of life by stopping the spread of communism.
 - I think it is right for America to help the Vietnamese to settle this conflict.
 - America is a world leader and has a responsibility to the international community.
 - They started it with the Gulf of Tonkin incident.
 - What will I do?
 - I will support the war effort.
 - I will encourage others to support the war.
 - I will do my part by signing up voluntarily for service in the armed forces.
 - Response to draft letter:
 - I am happy to serve and will enlist immediately.
 - Now that I have been drafted, I suddenly changed my mind about the war.

Learning Activity 5.6: The Struggles for Human Rights

- Using tables similar to the ones below, reflect on the events of each civil rights struggle, as outlined on pages 424–430 in *American History*. For each example, share the changes that the movement caused, the related events, and the perceptions of American society and of the minorities themselves. What attitudes do these events suggest?

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Women's Rights	<ul style="list-style-type: none"> ■ Equal Pay Act (1963) promises equal pay ■ The Civil Rights Act (1964) prevents discrimination ■ Equal Rights Amendment almost passes 	<ul style="list-style-type: none"> ■ <i>The Feminine Mystique</i> is published ■ State-run “status of women” commissions are created ■ National Organization for Women (NOW) is founded ■ <i>Ms. Magazine</i> is published 	<ul style="list-style-type: none"> ■ Women are seen only according to traditional roles defined by husbands and children ■ Women enjoy growing respect, improved opportunities, and perceived capabilities 	<ul style="list-style-type: none"> ■ Women are equal to men in all aspects (economic, political, cultural, and social)

Civil Rights Movements				
Group	Change/ Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Lesbian and Gay Rights	<ul style="list-style-type: none"> ■ No official changes ■ General awareness and growing public support 	<ul style="list-style-type: none"> ■ The Stonewall Riots in June 1969 create opposition and public outcry ■ Annual rallies commemorate the Stonewall riots ■ Pride parades 	<ul style="list-style-type: none"> ■ Face exclusion from families and neighbours, and various forms of discrimination in jobs and justice ■ Army and Navy openly anti-gay ■ Growing public awareness gains some acceptance in public opinion 	<ul style="list-style-type: none"> ■ Celebration of pride in a positive self-image of being gay or lesbian ■ Celebrating diversity becomes a positive focus

Civil Rights Movements				
Group	Change/Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
First Nations Rights	<ul style="list-style-type: none"> ■ American government refuses to meet with Trail of Broken Treaties March representatives ■ Indian Civil Rights Act (1968) respects laws and customs and extends the Bill of Rights to reservations ■ Indian Education Act (1972) recognizes unique educational needs of First Nations 	<ul style="list-style-type: none"> ■ First Nations civil rights movement begins in 1960s inspired by the success of other civil rights movements ■ Declaration of Indian Purpose (1961) fights for cultural freedom ■ American Indian Movement (AIM) is founded (1968), modelled after the Black Panthers ■ Occupations of Alcatraz, Plymouth Rock, Mount Rushmore, and Wounded Knee ■ Trail of Broken Treaties March 	<ul style="list-style-type: none"> ■ Public image is divided between impoverished situations in the early 20th century and stereotypes shown in popular media ■ Increased media attention creates some public sympathy toward First Nations concerns 	<ul style="list-style-type: none"> ■ Ideal of equality alongside want of reparation for past history of poor relations and broken treaties

Civil Rights Movements				
Group	Change/Progress/Rights	Related Events and Efforts	Public Perception (before and after)	Self-Perception
Hispanic American Rights	<ul style="list-style-type: none"> ■ United Farm Workers (UFW) recognized as a union and gains rights to make contracts with California growers ■ Agricultural Relations Act (1975) grants farm workers rights to bargain and hold union elections 	<ul style="list-style-type: none"> ■ Five year strike of California grape pickers ■ Chávez fasts for 25 days ■ Boycott of grapes across America 	<ul style="list-style-type: none"> ■ Viewed as inexpensive labour for farming and related jobs ■ Hispanic farm workers gain respect through confirmation of union rights 	<ul style="list-style-type: none"> ■ Focus on improving wages and benefits for farm workers

Learning Activity 5.7: Crises

1. “...I am not a crook” is a famous phrase said by President Nixon in response to the Watergate scandal. In your personal opinion, was Nixon a “crook”?

There is more than one possible response to this. Some examples have been included below.

- No, I don't think Nixon was a crook. He said himself that he never profited from the crime, which is what a crook does. He claims that he acted in the service of the country, and perhaps he did. Being the president, he has the responsibility of looking after the interests of all Americans. Although he technically was guilty of violating certain laws, he likely did what he did in the best interests of Americans and so he shouldn't be considered a “crook.”
- Yes, I think Nixon was a crook. As the president, he must uphold the laws of the United States and he didn't. He was found guilty by the Supreme Court because he did not uphold the law and was abusing his power for personal interests. His actions were not acceptable for a president of the United States and therefore he should be held accountable.

2. What is “stagflation”?

According to page 444 of your textbook, stagflation is “...an economic condition characterized by simultaneous inflation, slow growth, and high unemployment.”

3. Why would a limited supply of something (like oil) and raised government spending (like on domestic services and war) cause stagflation?



Note: A large part of what a historian does involves considering *cause and consequence* relationships. By understanding events as a chain of related events, it becomes easy to see how different events in history are connected through cause and effect.

When there is a limited supply of something, the price usually goes up. When it is something that everybody uses in all parts of the economy (like oil), the limited supply and price rise will result in growing costs everywhere. Increased government spending can also cause an economic problem for a nation because all government programs are paid for by the citizens: more government spending means more taxes. When these are put together, the price of industry goes up, which causes layoffs and unemployment. With high government spending, inflation of prices, and high unemployment, there is stagflation.

Learning Activity 5.8: Examples of Foreign Policy

1. What are some of the common policies that the United States adopted in its foreign policy during the 1970s and 1980s?

There are a great number of possible responses to this question. Responses may include some of the points included below:

- Diplomacy/détente seems to be the first option.
- When diplomacy has failed, it appears the U.S. will take whatever means necessary to ensure its interests are met.
- U.S. forces often encourage conflict from within before directly attacking (such as supporting a regime or encouraging a coup).
- The U.S. is likely to support any individual that serves the purposes of America. There is little regard for the well-being of the foreign country. Even a dictator will be supported, so long as American interests are served.
- Local democracy is often ignored if it does not fit with the side that supports American interests.
- There is little support for the needs or wishes of the people who live in the foreign countries.

2. On page 469 of *American History*, it states that Ronald Reagan used “hard-line rhetoric” because he “...refused to discuss arms limitation agreements unless the Soviets agreed to end their involvement in the affairs of other nations.” Why would this statement be considered ironic (that is, why is it odd or funny that the American President Ronald Reagan would make this statement)?

Throughout Reagan’s administration, the United States engaged in many direct and indirect interventions into the affairs of other countries. This was often done by financing internal forces that were more in favour of American policies (e.g., the U.S. support of the Contras in Nicaragua during the early 1980s). A common theme of American foreign policy during the Reagan administration was to attempt diplomacy and, if that failed, to do whatever it took to intervene in the country’s politics with little to no regard for the well-being or wishes of the local people. Examples of U.S. intervention (during the Reagan administration) include El Salvador, Honduras, Grenada, Nicaragua, Saudi Arabia, Iraq, Lebanon, and Afghanistan. After surveying the results of American intervention in foreign nations, it is easy to see why Reagan telling the Soviets not to do the same is rather ironic.

3. Observe *Figure 13.1* on page 439 and *Figure 12.23* on page 470 of *American History*. How do these photos represent a “new world order”?

There are many possible answers to this question. A sample has been provided below.

- The period after the Second World War ushered in the age of nuclear weapons and the battle between Soviet communism and American democracy. The Cold War was the front line of the battle between the polar opposite ideals. With America able to overwhelm the Soviet Union in the arms race, Russia had to shift focus away from its satellite states, bringing about a rapid decline of Soviet communism in Europe. Figure 13.1 shows the crumbling of the Berlin Wall, symbolizing the fall of the “Iron Curtain” and Soviet communist influence in Europe. Figure 12.23 is a picture that could be considered a symbol of unity amidst the liberty of the American democracy. With Gorbachev, Reagan, and Bush, it brings together a sense of unity between the three, time passing from one president to the other, and the Statue of Liberty ushering them all toward a new age. With all these elements tied together, it gives a sense of a “new world order,” with America at the helm.

Learning Activity 5.9: Social Issues and Civil Rights

1. In your own words, give a summary of “Reaganomics.”

Reaganomics was a continuation of tax cuts in response to the tax revolts of the 1970s. Reaganomics included supply-side economics, which claims that excessive taxation causes economic problems and that if taxes are decreased, people will have more money to invest in the economy and will therefore initiate growth.

Taxation = economic problems

Less taxation = more investment = economic growth

Ronald Reagan cut taxes and promoted a tight money policy that restricted credit and increased interest. This benefited the wealthy by allowing them to collect great amounts of interest on their money. Although this helped the economy in the short run, the high military spending by the Reagan administration and the rising costs of Medicare and Social Security caused the deficit to increase. Unemployment rose and health care declined; average Americans were getting left behind.

2. What were the effects of Reaganomics?

The shift in the American economy from industrial production to the service industry resulted in many Americans taking lower-level jobs and pay; however, Americans continued to live a materialistic lifestyle (often buying luxuries even though they couldn’t afford them). Americans were making less money but spending more on luxuries. The use of credit and the decline of savings resulted in America living far beyond its means.

3. In your opinion, did Affirmative Action help establish equality for African-Americans?

There are many possible responses to this question. Two examples have been given below.

- I think Affirmative Action helped establish equality for African-Americans. During the previous decades, African-Americans had often been prevented from equal opportunities. Affirmative Action was a way to level the playing field for African-Americans by allowing them to have the same opportunities as any other American. Through Affirmative Action, African-Americans were able to become active members of all levels of American society, showing that they are as capable as any American, regardless of race. In this way, Affirmative Action helped to establish equality for African-Americans.
- I don't think Affirmative Action helped establish equality for African-Americans. Although it allowed for opportunities to be given to African-Americans, it caused further racial divisions in American society. Affirmative Action was often viewed as simply a form of preferential treatment based solely on race and was seen as an example of reverse racism. This outraged many Americans who felt that Affirmative Action was a violation of their constitutional rights and also the Civil Rights Act (1964). Affirmative Action likely did more damage than good and so was not a step toward equality.

4. Answer the following questions by sharing the events connected to the conflict between religion and women's civil rights. Then put yourself in the shoes of a member of each side of the argument and explain what you think their thoughts may have been.

a) How did religion in the 1970s and 1980s affect women's civil rights?

Although civil rights for women had seen many advancements during recent times, such as approval for the Equal Rights Amendment (ERA) in 1972, religious movements were about to deal a negative blow to women's movements. They did this indirectly by reinforcing traditional roles for women and directly by promoting the pro-life movement.

Religious groups started to apply political pressure to reverse progress for women's civil rights. One example was the lack of support for ERA, resulting in its termination. The effects of this backlash were reflected in many aspects of American society from the workplace to the home.

The pro-life versus pro-choice movements directly clashed as religious groups rallied against abortion and women's groups rallied for a woman's right to choose. Women's rights were reversed due to the actions of religious groups during this time.

- b) On behalf of the women’s groups, how did the members of women’s groups such as the National Organization for Women (NOW) view the situation?

Most women would undoubtedly be opposed to the reinforcement of traditional roles for women and would view those that encouraged them as old fashioned or ignorant. Women involved in the pro-choice movement likely felt that the issue was not focused on the defense of life but on the right of the woman to choose. Their focus was on the empowerment of the individual to decide her path and maintain the right to that freedom. Religious groups likely appeared narrow-minded to those who fought for choice because their considerations were based on a group decision, not on an individual’s choice.

Learning Activity 5.10: Modern America Military Presence

1. What was the new world order?

According to page 479 of your textbook, the new world order was the ideal that leading nations should act as protectors of smaller nations by taking “...decisive action in leading other nations to intervene for what is ‘right,’ or at least what the U.S. decided was right.” It became the new international role for the United States—that of international leader and protector.

2. How was the Gulf War a success?

The U.S. had objectives including the unconditional withdrawal of Saddam Hussein’s forces from Kuwait, the restoration of the Kuwaiti government, security and protection of U.S. citizens, and the establishment of a “new world order.” Most of these objectives were met. Saddam withdrew his forces once Kuwait City was liberated, casualties were low, and America established itself as a strong enforcer of international law to protect the weak. In comparison to past American conflicts, such as the Vietnam War, the Gulf War was a resounding success.

3. Why would some people criticize the Gulf War in hindsight (looking back now that time has passed)?

The coverage of the Gulf War was very favourable to America at the time, but hindsight later revealed a negative side. Many Americans openly protested the war, including Vietnam veterans. People were critical about America’s motivation for the war, noting that oil interests may have been a factor. The fact that the American government had been providing military support to Saddam Hussein for years added to the criticism. The war was declared over before the threat had been neutralized; Hussein’s regime was allowed to survive and thrive in Iraq following the Gulf War.

Learning Activity 5.11: The War on Terror

1. How have the events of 9/11 shaped American international and domestic policy?

The events of 9/11 caused a backlash of fear in America. This created a situation that allowed drastic changes to domestic policy: the creation of the Department of Homeland Security (DHS) and the USA PATRIOT Act. The USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools to Intercept and Obstruct Terrorism) made it possible for the American government to search, wiretap, seize records, and detain individuals without charge. This act alone violated many rights guaranteed to Americans in the Bill of Rights and has been heavily contested among civil libertarians. These rights were taken away as part of the War on Terror.

International policy was also affected in response to the events of 9/11 and, indirectly, the war in Iraq. Detainees captured in the War on Terror were considered “illegal combatants” in order to classify them differently from other prisoners, allowing for more severe treatment. Many of these “illegal combatants” were kept in Guantanamo Bay. Rendition was brought into effect (rendition: the practice of transporting prisoners to countries where Americans knew they would be tortured). The events of 9/11 introduced an immediate element of fear into American life and caused many drastic changes in domestic and international policy.

2. Observe *Figure 12.26* on page 501 in *American History*. Why would the war in Iraq be compared to the Vietnam War?

There are many similarities between the war in Iraq and the Vietnam War. Both wars were criticized as examples of American intervention in order to secure trading interests. In each situation, the American president was heavily scrutinized for various reasons while he struggled to defend the situation to Americans. Each war showed little understanding of the local culture, resulting in a quagmire that involved a large-scale military conflict that consumed mass amounts of military spending and divided public opinion across America.

3. In your opinion, was the USA PATRIOT Act justified (was it necessary for the civil liberties of Americans to be sacrificed in the name of national defense)?

There are many ways to answer this question. Some sample answers have been included.

- Yes, I think the USA PATRIOT Act was justified. The events of 9/11 showed how close the War on Terror really was, making it obvious that Americans needed to take drastic steps towards fighting terrorism on all fronts, including the home soil of America. Although some of the freedoms of Americans are compromised by the USA PATRIOT Act, it is in the name of freedom that they are being denied. In a changing world, people need to adapt to confront evolving dangers. The USA PATRIOT Act is a modern response to addressing the pressing concern of terrorism.
 - No, I don't think the USA PATRIOT Act was justified. Although the events of 9/11 created a culture of fear across America, it is not a justification for taking away the very freedoms that the country was founded on. Americans separated from the British because they felt their rights, liberties, and freedoms were not being respected. The USA PATRIOT Act is a direct violation of those ideals. By denying Americans their guaranteed rights, the very foundation of American ideals is shaken and weakened. The USA PATRIOT Act may be considered an appropriate response by some, but most Americans will agree that a fundamental aspect of democracy is the rights, freedoms, and liberties of the citizens.
-

Learning Activity 5.12: Domestic America

- Review pages 479–481, and 483 in *American History* concerning the American economy during the 1990s. Now refer to pages 442–446 from Chapter 13 concerning the American economy during the 1970s. Using a T-chart similar to the one below, compare and contrast the American economy between these two eras.

Economic Problems 1970s/1990s	
1970s	1980s
<ul style="list-style-type: none"> ■ The OPEC energy crisis causes concern. The American economy recognizes its reliance on oil as a non-renewable source of energy that runs the infrastructure of the United States. ■ American economy suffers due to large military spending. ■ Deindustrialization causes a negative shift in economy. ■ Economic divisions widen in America as the wealthy obtain increasingly more wealth while the working class remains low (wages rise slowly while salaries rise quickly). ■ Rising taxes (in response to the ailing economy) cause concern from the public. ■ Major tax cuts create further division between the rich and the poor. 	<ul style="list-style-type: none"> ■ The Gulf War causes concern. There is criticism that the motivation for the war was due to the American economy's reliance on oil as a non-renewable source of energy that runs the infrastructure of the United States. ■ The American economy suffers due to large military spending. ■ Deindustrialization continues to cause a negative shift in the economy. ■ Economic divisions widen in America as the wealthy obtain increasingly more wealth while the working class remains low (wages rise slowly while salaries rise quickly). ■ Rising taxes (in response to ailing economy) cause concern from the public. ■ The growing gap between the rich and the poor causes tension. ■ Loosened financial regulations (from Reaganomics) cause unprecedented lending and low interest rates, creating an inflated economy.

- How did the election of Bill Clinton reflect the thinking of Americans?

Clinton focused on the need for change, including a focus on domestic matters that were important to the larger working class of America. He proposed an increased role in the government for fixing the needs of American society, including increased health care. The fact that President Bush was declining in popularity helped the American public support Clinton's platform of change. The election of Clinton reflects the wants of Americans of the time. They felt disillusioned about the government's lack of positive change on domestic affairs. They were upset at the widening gap between the rich and the poor, especially in light of the military spending and rising taxes. Clinton gave Americans a sense of hope.

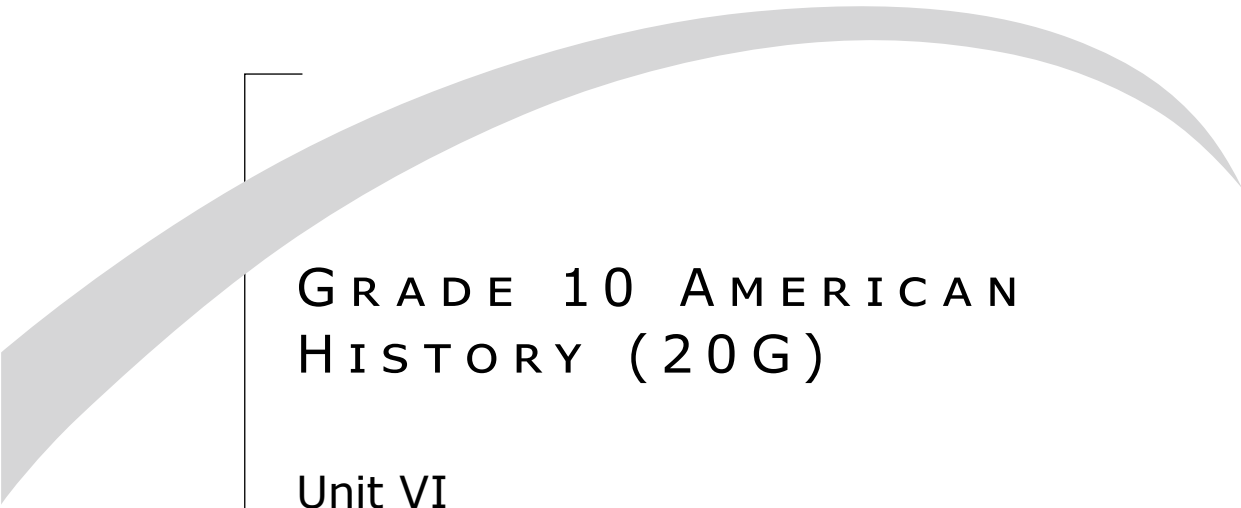
3. How does the election of Bill Clinton in 1992 relate to the election of Obama in 2008?

Obama was extremely similar to Clinton. His platform also focused on change and addressed the concerns of the American public. He gave Americans the hope that the problems of the previous Republican administration could be addressed and improved upon. He gave a sense of hope to Americans that the concerns of the working-class American would be addressed on a federal level, including those related to education and health care.

4. Who is the current president of the United States? How did the election of this president represent the wishes and thinking of the American public? Try using a search engine like Google to help you (you might use words like the name of the current president and the president's "platform" to find what parts of the election campaign were attractive to the American voters).

There are many possible answers to this question but a quality answer should include the following points:

- *The name of the current president*
 - *Some of the characteristics of the president's election campaign that Americans found attractive for getting their votes*
 - *Perhaps a relation to some current event(s) that would create the wishes or needs for Americans that relate to the campaign (How did the president's campaign relate to current needs of Americans?)*
-



GRADE 10 AMERICAN
HISTORY (20G)

Unit VI
Connections to the
Modern United States

UNIT VI: CONNECTIONS TO THE MODERN UNITED STATES

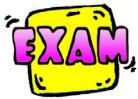
Introduction

After completing Units I–V, you have become familiar with many aspects of American history. By now you have likely identified certain themes within American history (patterns in the events you have studied). Now it is time to take the patterns of American history and relate them to the modern world.

Since the time this course was written, there have likely been many changes across the United States, ranging from local social changes to global political and economic events. The presidency has likely changed hands and the perspectives of the average American have likely adapted to the many changes in the modern world. As a historian, it is now your task to ask “How does the United States of today relate to the United States of the past?”

The assignment for this unit is to identify a common theme you have studied throughout this course and find several current events that reflect this theme in the modern United States.

Writing Your Final Examination



You will write the final examination when you have completed Unit VI of this course. The final examination is based on Units IV to VI, and is worth 20 percent of your final mark in the course. To do well on the final examination, you should review all the work you complete in Units IV to VI, including all the learning activities and assignments. You will write the final examination under supervision.

Notes



Assignment 6.1

Connections to the Modern United States (12 marks)

Assignment Summary

America, like all countries, has a continually developing history. The America you know today is a product of its past and is in a state of ongoing development toward the future. It is now time to connect current America to the history you have studied.

Things have changed in the United States since your textbook was published in 2007. Here are a few of the things that were going on in the United States when this course was released in 2015:

- Barack Obama was in his last year of his presidency.
- Campaigning had begun for the November 8, 2016, election.
 - Hillary Clinton was among the candidates for the Democratic Party.
 - Donald Trump and Ben Carson were among the candidates for the Republican Party.
- There were still U.S. troops in Afghanistan, making it the longest war in U.S. history.
- The U.S. military was still involved in fighting against the Islamic State in the Middle East.
- Refugees from Syria and other war-torn Middle Eastern countries began to trickle into the United States.

Here are some questions to consider as you start on this assignment.

- What has changed since this course was written?
- Who is the current president? What political party does the president represent?
- How stable is the current economy of America?
- Is America engaged in any international conflicts?
- How does the United States of today relate to the United States of the past? How is it different?

continued

Assignment 6.1: Connections to the Modern United States (continued)

For this assignment, you will write an argumentative essay (an essay that argues a certain point). You will identify a theme of American history that you believe is strongly reflected in the current events of the modern United States.

For example: One might argue that the idea of the “American dream” has been a common characteristic driving many events in American history. If you notice that the American dream shows up in many current events, then you might choose this as the theme of American history that connects to modern America.

Steps to Completing this Assignment Include the Following:

1. Choosing a common theme of American history
 - This can be done by either
 - reviewing the course content and identifying a common theme you notice in the events of American history
 - reading through this assignment and choosing one of the suggested themes found on page 9 of this module
2. Research evidence of this common theme in the modern United States
 - Research current media such as
 - news stories
 - published articles
 - Internet sites
 - recent events
 - recent publications
 - television and online newscasts
 - first-hand witnesses
 - and more
 - Highlight specific points in these sources that show direct evidence of your identified theme.
3. Create an outline for your assignment.
 - Be sure to outline your introduction, body paragraphs, and conclusion. You may wish to refer to the essay-writing guide below to help you organize this project.
4. Complete a rough draft for editing and revisions.
5. Write your final draft.
6. Submit your work.

continued

Assignment 6.1: Connections to the Modern United States (continued)

Basic Essay Structure

Thesis: <ul style="list-style-type: none">■ The main point or argument.■ Introduces the topic to the reader and describes what to expect in the rest of the essay.■ It should also “hook” the reader’s interest in reading the rest of the essay.
Body Paragraphs: <ul style="list-style-type: none">■ Each body paragraph contains a point that supports your thesis or topic.■ Or, each paragraph may compare or contrast a pair of points.■ Each paragraph needs to have a topic sentence, an explanation of the topic sentence, evidence to support the point, and a closing thought.
Paragraph 1
Paragraph 2
Paragraph 3
Concluding Paragraph: <ul style="list-style-type: none">■ This paragraph reminds the reader of the topic or thesis, summarizes the main points made in the body paragraphs, and includes a hook at the end (a final thought by yourself or something that makes them think).
Basically, the structure of an essay is . . . <ul style="list-style-type: none">■ Tell me what you are going to say (thesis)■ Say it with solid points and evidence (body paragraphs)■ Tell me what you said and leave me thinking (conclusion)

Basic Structure to Follow

For this assignment, you will follow a basic essay format.

- In your thesis:
 - Identify your main argument.
 - Using the earlier example of the theme of the “American dream,” you might argue a thesis such as “The American dream has been a common theme in American history and is still alive today in modern America.” This is a clearly stated theme for your essay. Be sure to include a clear thesis statement such as this to start you off.
 - Be sure to follow up your thesis statement with a few sentences that explain what you will be writing about.
 - Identify how your stated theme fits into American history and what types of current evidence you will be sharing to show it still exists in modern America.

continued

Assignment 6.1: Connections to the Modern United States (continued)

- In your body paragraphs:
 - Each paragraph should highlight a certain point you are making.
 - For example, to follow the “American dream” theme, you might state that the American dream helped motivate immigration to the United States during the first half of the 18th century and, more directly, during the second half of the 19th century. Then you could connect these events to the current day by directly sharing evidence from the modern United States that supports the American dream. These sources might include
 - a recent article about the American economy
 - a news report about American business with a focus on small entrepreneurs
 - a recent immigration report
- Your conclusion:
 - You need to summarize your arguments in this section, leaving the reader with a clear picture of your argument.
 - You need to close your argument with a summary point or factor for the reader to consider.

Important Points to Consider

- Be sure to follow a proper essay format so your argument is strongly supported and clearly stated.
- The theme you claim as a common part of American history should be properly proven in your essay by making direct connections to modern sources.
- Be sure to share your ideas with your learning partner. Your partner will likely share feedback on your work and make some important suggestions for changes.
- Double-check your Works Cited section to make sure you have included any sources that you used. This section will be explained further.
- Don't forget to include your textbook *American History* in your Works Cited section.



This might be a good time to place a call to your tutor/marker so you can ask any final questions about this course, this assignment, or your thoughts on the possible theme you are considering to use for this assignment.



You should discuss your essay project with your learning partner to get feedback on your essay. Your learning partner will be able to offer advice that will be helpful, and your project will likely improve as you discuss it.

continued

Assignment 6.1: Connections to the Modern United States (continued)

Suggested Themes

There are many possible themes to choose from in American history, and you are encouraged to think of your own themes from this course. However, if you are a bit uncertain about what to choose, you might consider some of the suggestions below. Remember to focus on what is happening in the **United States today**:

1. Attitudes towards sexual orientation and gender identity
2. Racial issues and divisions
3. Refugees
4. Immigration (legal and illegal)
5. Civil rights movements
6. Affirmative Action and related legislation
7. Corporate business versus the working class
8. Unionism and workers' rights
9. Failing economy and tax revolts
10. International Policy
11. Disparities between rich and poor
12. The military-industrial complex and its effect on the international community
13. Modern imperialism, including international military ventures, dominance of foreign markets, and proxy wars
14. The New World Order
15. Modern wars, including the war in the Middle East and the War on Terror
16. The American dream
17. The American economy
18. Political distrust and change
19. Religious influences
20. Rebellion and change
21. Human rights
22. Changing demographics

continued

Assignment 6.1: Connections to the Modern United States (continued)

What to Know about Essay Citation (how to document the sources you use within your essay)

When using sources of information (to help argue points in an essay), you need to use a proper format of documenting your sources both within your essay and in your Works Cited section. There are many accepted styles for doing this. Most universities and colleges follow either MLA or APA format. For the purpose of this essay, use MLA format for both the written portion of your essay and for your Works Cited section. See the examples below for American history.

■ Format for in-text citation:

All references to modern sources that you make in your essay must be documented directly in the text. This helps identify the sources that support your points. When using a point in your essay that comes from another source/author, you need to give credit by using an in-text citation. See the example below, which uses your *American History* textbook as an example.

Example

MLA format:

Once trusts were outlawed, an alternative strategy was developed called the holding company. A holding company is “a company that operates by buying enough stocks or bonds in one or more other companies to give it a controlling interest” (Carter et al. 535).

■ Format for your Works Cited section:

Your Works Cited section has a complete list of all the resources you have used in your essay. It will include all the bibliographical information from those sources. For example, you will be using your textbook *American History* as one of your sources. See the sample MLA format below.

Example

MLA format:

Carter, Patrick, Fiorella Finelli, Derek Grant, and David Nagy. *American History*. Toronto, ON: Emond Montgomery Publications Limited, 2008. Print.

Note: Use the website *OWL Purdue* (<https://owl.english.purdue.edu/owl/>) to help you cite and document your sources properly.

continued

Assignment 6.1: Connections to the Modern United States (continued)

Assignment Criteria (rules of the assignment to follow)

- Your assignment must be in proper essay format.
- Your essay must argue a theme of American history.
- Your essay should use at least two current sources that connect your theme to modern America (the America of your time).
- Your essay must be a minimum of 500 words. You will need to include at least this much content to make a complete argument and fulfill the requirements of this assignment.
- You must include a Works Cited section that contains all the bibliographic information of the sources you have used for this essay.

continued

Assignment 6.1: Connections to the Modern United States (continued)

Essay Writing Rubric

	3 Marks	2 Marks	1 Mark	
Introduction	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides overview ■ Explains purpose of essay 	/3
Organization of Ideas	<ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Paragraphs are logically ordered ■ Paragraphs start and end with effective transitions ■ Topics and subtopics are clearly identified 	/3
Knowledge and Information	<ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 1 or 2 of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	Missing 2 or more of the following: <ul style="list-style-type: none"> ■ All information is correct ■ Degree of knowledge is above average ■ Complex ideas are readily understood ■ Complex terms are clearly defined 	/3
Conclusion	<ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 1 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	Missing 2 of the following: <ul style="list-style-type: none"> ■ Engages reader's interest ■ Provides review of the essay ■ Summarizes the theme 	/3
Total				/12

UNIT VI SUMMARY

Congratulations on completing the final project for your American history course. Best wishes on your final examination and future history studies.



Submitting Your Assignments

It is now time for you to submit Assignment 6.1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Unit VI assignment and organize your material in the following order:

- Unit VI Cover Sheet (found at the end of the course Introduction)
- Assignment 6.1: Connections to the Modern United States

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Final Examination



Your final examination will be based on Units IV to VI. Here are some suggestions to help you prepare to write it. Ask your learning partner to help you with this.

1. Review all of the assignments that you have received back from your tutor/marker. Pay attention to any questions where you received an incomplete score. Make sure that you can now answer that question as completely as possible.
2. Review all of your learning activities. Review the questions and answers in the Learning Activity Answer Keys.
3. Reread the selections from your textbook.

Your final examination will be in five sections. It is organized the same as your midterm examination. Each section will be worth 20 marks, for a total of 100 marks, which will be worth 20% of your final mark. You will have a maximum of two hours to write it. The five sections are:

1. True and False
2. Fill-in-the-Blanks
3. Multiple Choice
4. Short Answer
5. Long Answer

Good luck on your final examination!

Final Examination




Your final examination will be based on Units IV to VI. Here are some suggestions to help you prepare to write it. Ask your learning partner to help you with this.

1. Review all of the assignments that you have received back from your tutor/marker. Pay attention to any questions where you received an incomplete score. Make sure that you can now answer that question as completely as possible.
2. Review all of your learning activities. Review the questions and answers in the Learning Activity Answer Keys.
3. Reread the selections from your textbook.

Your final examination will be in five sections. It is organized the same as your midterm examination. Each section will be worth 20 marks, for a total of 100 marks, which will be worth 20% of your final mark. You will have a maximum of two hours to write it. The five sections are:

1. True and False
2. Fill-in-the-Blanks
3. Multiple Choice
4. Short Answer
5. Long Answer

Good luck on your final examination!



GRADE 10 AMERICAN
HISTORY (20G)

Appendices

APPENDIX A: INSTRUCTIONS FOR CREATING A BIBLIOGRAPHY

The following citing method is from a style called MLA, which is outlined in detail in the book *MLA Handbook for Writers of Research Papers*, published by the Modern Language Association. There are several different citation styles. If your tutor/marker tells you to cite differently, please respect this.

Quotations

When you want to use information or ideas that are written concisely and clearly and maybe even artfully (in especially vivid or inventive language) in the original source, you may quote the passage word for word.

Pretend that you want to use the underlined section of the following text in your essay. The text is found on page 439 of *Geographic Issues of the 21st Century*, by Bruce Clark and John Wallace.

Although you could survive without food for several weeks, you could not survive without water for more than a few days. Humans require about 2.5 litres per day of drinking water to remain healthy. In fact, two thirds of the human body is made of water.

In dry areas of the world, people view water as a resource more valuable than gold. In Canada, most people take water for granted. Studies show that the average Canadian uses about 330 litres per day for personal use.

If you use the exact words found in the book, you put quotation marks at the beginning and end of the text you are quoting. Write a lead-in to the quotation or integrate it into your sentence. After the quoted text, put an opening parenthesis, the author's name, a space, the page number on which the writing was found, and a closing parenthesis. Note the location of the period in the example that follows.

Water is so important to human survival that "in dry areas of the world, people view water as a resource more valuable than gold" (Clark and Wallace 439).

Paraphrasing

You can also paraphrase, or write this information in your own words. Paraphrasing is appropriate when you want to follow the basic ideas of a source, but you don't think the exact words are especially worth quoting.

After your paraphrase, you cite the author and page number in parentheses, as you do with quotations.

Example:

People need about two and a half litres of drinking water every day to stay in good health. People who live in dry areas of the world recognize the value of water, whereas in Canada, many people use vast amounts of water without even thinking about it (Clark and Wallace 439).

Bibliography

Each source (book, article, website, etc.) you use when writing your paper must be included in a bibliography.

- The bibliography is a section by itself.
- The sources are listed in alphabetical order by the last name of first author/editor.
- All book/journal/website names are in italics.
- All titles from sections (articles, chapters, poems, stories, etc.) within a larger work are in quotation marks (" ").

How to Cite Different Sources

Books: (example below by author Bruce Clark and John Wallace)

Author's/Editor's Last Name, First Name. *Title of the Book*. Publishing city, abbreviated province or state: Publisher Name, year published. Print.

Article: (example below by author Laura Snyder)

Author's/Editor's Last Name, First Name. "Article Title." *Title of the Journal or Newspaper*. Date published: page number(s) if available. Web/Print. Date you looked up the article (if it was on the web). <URL>.

Website: (The example below has a corporate author. It is an article on water scarcity.)

Author's/Editor's Last name, First Name. *Name of Site*. Name of Publisher/Sponsor of site, day month year of creation: pages of the article. Web. Date you looked up the article. <URL>.

Bibliography

Clark, Bruce, and John Wallace. *Geographic Issues of the 21st Century*. Don Mills, ON: Pearson Education Canada Inc., 2005. Print.

Snyder, Laura. "Water Scarcity Will Create Global Security Concerns." *Medical News Today*. 7 Oct. 2009. Web. 31 Aug. 2012. <www.medicalnewstoday.com/releases/166540.php>.

United Nations. *Water Scarcity*. United Nations, 2012. Web. 31 Aug. 2012. <www.un.org/waterforlifedecade/scarcity.shtml>.

The above is **not** a complete description or list of examples because using citations could be a lesson in itself. This is a quick guide to help you document your research ethically and efficiently. When in doubt, talk to your tutor/marker, librarian, family member, or teacher.

Where Do I Find Bibliographic Information?

The information you need for the bibliography should be found on the cover and inside the first few pages of the book. Look for the © symbol, which tells you the date the book was published. The publisher name and city are usually found there as well. On websites, look for links on the home page. You may have noticed that two of the above references did not provide all the requested information. For example, the article did not have page numbers to include, as there were no page numbers provided on the website. Try to find and include as much information as possible. If you cannot find all the information, write the citation as completely as you can with the information you have.

This is a basic guide for citing references. More details can be found on the Purdue Owl Site at <<http://owl.english.purdue.edu/>> or from your tutor/marker.

Notes

APPENDIX B: A VERY BRIEF GUIDE TO WRITING AN ESSAY

Writing an essay can be divided into three stages:

Stage 1: Planning

Stage 2: Writing

Stage 3: Revising

Within each stage of the process, there are various steps to follow. Each step is important.

Stage 1: Planning

To plan out your essay, complete the following steps:

- A. **Determine what kind of essay you are writing.** Different types of essays require different approaches. Decide what your purpose is. Are you trying to explain, define, classify, argue, describe a process, compare and/or contrast, establish cause and/or effect, narrate, or describe?
- B. **Figure out your thesis.** Where do you want to “go” with your essay topic? Create a thesis statement, which is a sentence that tells the reader what the topic of the essay is and what you want to say about that topic. A good thesis statement is precise, concise, and attempts to explore or prove only one major point.
- C. **Gather ideas.** Brainstorm. Establish what you already know and what you want to know about your topic. Go to the library/Internet and do some preliminary research. Paraphrase and summarize researched material and keep track of your sources as you go.
- D. **Evaluate your ideas.** Choose which ideas you want to use to support your thesis. Make sure that you eliminate irrelevant and redundant ideas. Look at which ideas you would like to keep and group common ideas by theme. Consider how many examples and details you actually need to support your thesis. Do NOT copy and paste information from research material.
- E. **Organize your ideas.** Make an outline. Keep it in point form. Make sure it is handy as you write your essay.

Stage 2: Writing

To write your essay, complete the following steps:

- A. **Write an introduction.** Write a clear, interesting introduction to your essay, including an attention-grabbing hook, a brief outline of your main points, and your thesis statement.
- B. **Write the body paragraphs.** Ensure that each paragraph has a topic sentence and sufficient supporting details or examples so the reader can understand your main points. As you write, constantly think about whether your ideas are pointing the reader towards your thesis. Follow your outline.
- C. **Include transitions to connect your thoughts.** Ensure that your ideas connect together in a clear, smooth way by using transitions between thoughts and paragraphs.
- D. **Write a conclusion.** Complete your essay with a solid conclusion. Remind your audience why your essay was worth reading, and synthesize the important things you had to say. Leave them with an inspirational thought, a challenging question, or a call to action.

Stage 3: Revising

To revise your essay, consider the following:

- A. **Content:** Ensure your essay discusses ONE specific topic. Make sure your essay has an introduction, body, and conclusion. The introduction should have a sharp hook, a clear thesis statement, and an explanation on how the thesis will be discussed in each paragraph. Ensure body paragraphs contain topic sentences, transitions throughout, and sufficient details and examples to support the thesis. The essay should have a solid conclusion that goes beyond just repeating what the audience has already read. Be certain that every idea in the essay helps to prove or explain the thesis.
- B. **Organization:** The essay should have an introduction, body, and conclusion. The thesis should be divided into several sub-topics for the sake of explanation. Each body paragraph should contain a topic sentence to outline how that sub-topic supports the thesis, followed by specific details and examples to help the reader understand the thesis. Transitions should be present within paragraphs and from one paragraph to another. Paragraphs should be balanced in length and detail.
- C. **Style:** Proofread the essay for parallel structure. Make sure that the essay is filled with specific terms, strong verbs, precise nouns, and descriptive adjectives and adverbs. Fix any spelling errors, sentence fragments, and run-on sentences. Correct any mistakes in “agreement” (i.e., subjects and verbs all match, tenses and perspectives [1st person, 2nd person, 3rd person] are consistent throughout).

Sample Outline for Five-Paragraph Essay

Topic: _____

Purpose (position): _____

Audience: _____

Introduction:

Hook (quotation, statistic, question, quotation, fact, etc ...)

Thesis statement: _____

Supporting point A: _____

Supporting point B: _____

Supporting point C: _____

Body Paragraph A = supporting point A

Topic sentence: _____

Supporting detail/example 1: _____

Supporting detail/example 2: _____

Supporting detail/ example 3: _____

Notes: _____

Body Paragraph B = supporting point B

Topic sentence: _____

Supporting detail/example 1: _____

Supporting detail/example 2: _____

Supporting detail/ example 3: _____

Notes: _____

Body Paragraph C = supporting point C

Topic sentence: _____

Supporting detail/example 1: _____

Supporting detail/example 2: _____

Supporting detail/ example 3: _____

Notes: _____

Conclusion:

Restate the thesis IN DIFFERENT WORDS.

Summarize main points IN DIFFERENT WORDS.

Leave audience with a call for action, comment, quotation, prediction, or inspirational idea.
What is the overall message? What do you want readers to take from reading this essay?

Sample Complete Essay

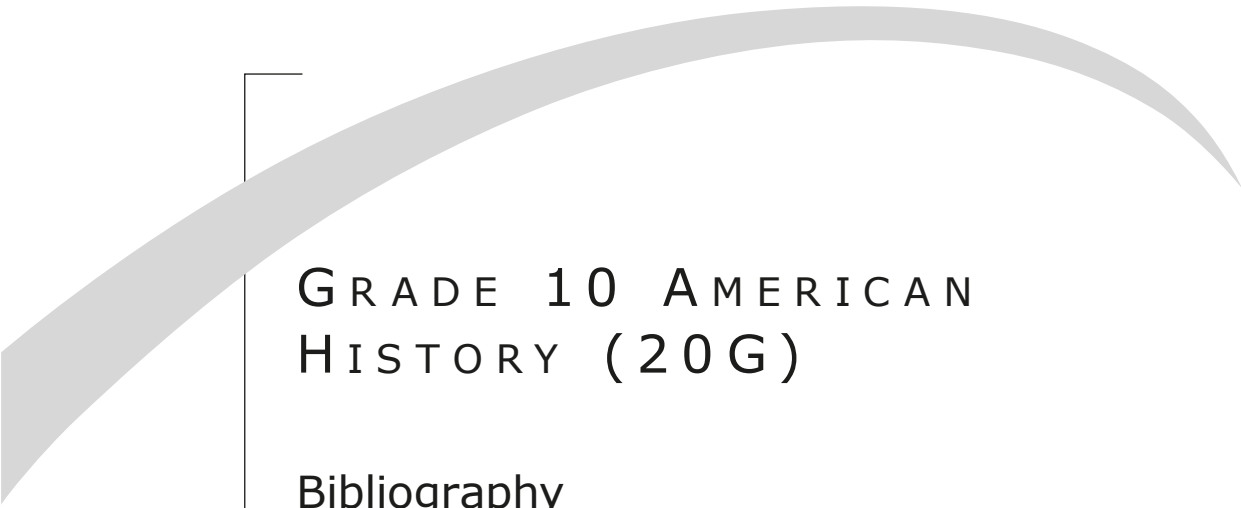
According to *The Canadian Veterinary Journal*, approximately a third of Canadian households have a cat as a pet. Why is it that these animals are so popular? Although many people prefer dogs because of their loyal natures and teachable qualities, cats make better pets. Cats are clean, low-maintenance and personable creatures that provide a great source of companionship for those who own them.

Although pets can bring a lot of joy to a home, they can also bring a lot of mess. When people are pondering which pet to choose, one of the first considerations is how much mess the pet will create. Cats are therefore an appealing choice because they are fairly clean animals. First, cats are easy to toilet train. Whereas training a puppy to do its business in the right place can feel like a tedious chore for the pet owner, training a kitten to do the same takes merely a few days. While training a puppy can involve countless trips outdoors and a great deal of carpet shampooing in the process, training a cat requires little more than showing the animal where to locate its litter box. Provided that you keep its box clean, a cat will respectfully make its deposits where it should. Cats take great pride in their personal hygiene. They groom themselves regularly, they almost never need a bath and they will never leave a puddle of drool on your floor or your furniture.

Cats are low-maintenance pets, not only because of their no-fuss bathroom routines, but also because of their independent nature. This makes them an attractive pet for people who are busy, but who like the idea of having a furry friend with whom they can cuddle at the end of the day. As opposed to their canine counterparts, cats do not require walking and they will find their own sources of exercise. They may have random bouts of energy and be seen scurrying from one corner of the house to another. Outdoor cats will roam the neighbourhood, chasing squirrels and ladybugs, and they generally return home when their adventure is done for the day. Furthermore, cats do not require human interaction for amusement, nor do they need complicated or expensive playthings to keep themselves entertained. They will find fun swatting a twist-tie across the kitchen floor or watching the birds in the trees from the living room window. Finally, for those who travel, a cat is a suitable pet because, aside from putting out a daily dose of food and fresh water and a quick tidying of the litter box, a cat can largely take care of itself for a few days.

Although a cat is a fairly self-sufficient being, it has a lot to offer in terms of companionship. Whereas a dog will demand your attention and repay you with its undying loyalty, a cat will come to you on its own terms. Their independent spirit may cause cat-skeptics to assume that cats are aloof and unfeeling. On the contrary, cats can be extremely lovable, comforting animals that bond with their owners and demonstrate affection in numerous ways. For instance, cats will rub up against people they like and purr with contentment when they are enjoying your company. As well, cats can be a source of comfort when one is feeling lonely, ill or sad. This is perhaps one reason why they are frequently chosen to grace the halls of personal care homes for elderly people. Cats can be frisky and playful or calm and consoling. Cats may take time to get to know you, but they will let you know in their own quiet ways that you are loved.

When choosing a pet, careful consideration must be made in terms of the suitability of one's lifestyle and the habits, needs and personality of the animal. For many, a cat is an ideal choice, because it offers a lot of companionship in return for relatively little care. People nowadays are busy. We rush around from school, to work, to the gym, to music lessons, and to the store. At the end of the day, it's nice to come home to the greeting of a furry friend at the door without any guilt that you don't have the time to take him for a walk or the energy to clean up the mess in the backyard. A cat is like that perfect college roommate who keeps his corner of the apartment neat and generally minds his own business, but who is still a solid friend when you need him. Next time you are looking to add to your family, consider sharing your home with a cat. You might be surprised how much these quiet, noble creatures can brighten your life.



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