

**Intermediate-Level:**

# **SOCIAL STUDIES**

**BIG 8 REVIEW**



Authors

**Paul Stich & Sue Ann Kime & Howard VanAckooy**

Editor

**Wayne Garnsey**

Artwork & Graphics

**Eugene B. Fairbanks & Wayne Garnsey**



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## DEDICATION & THANKS

This book is dedicated to all of our students, past and present, and to all students who use our book as a resource to improve their knowledge. It is our students who have inspired us to do better as teachers.

This book is also dedicated to all of our colleagues who strive to help their students with knowledge and understanding so they can become better decision-makers.

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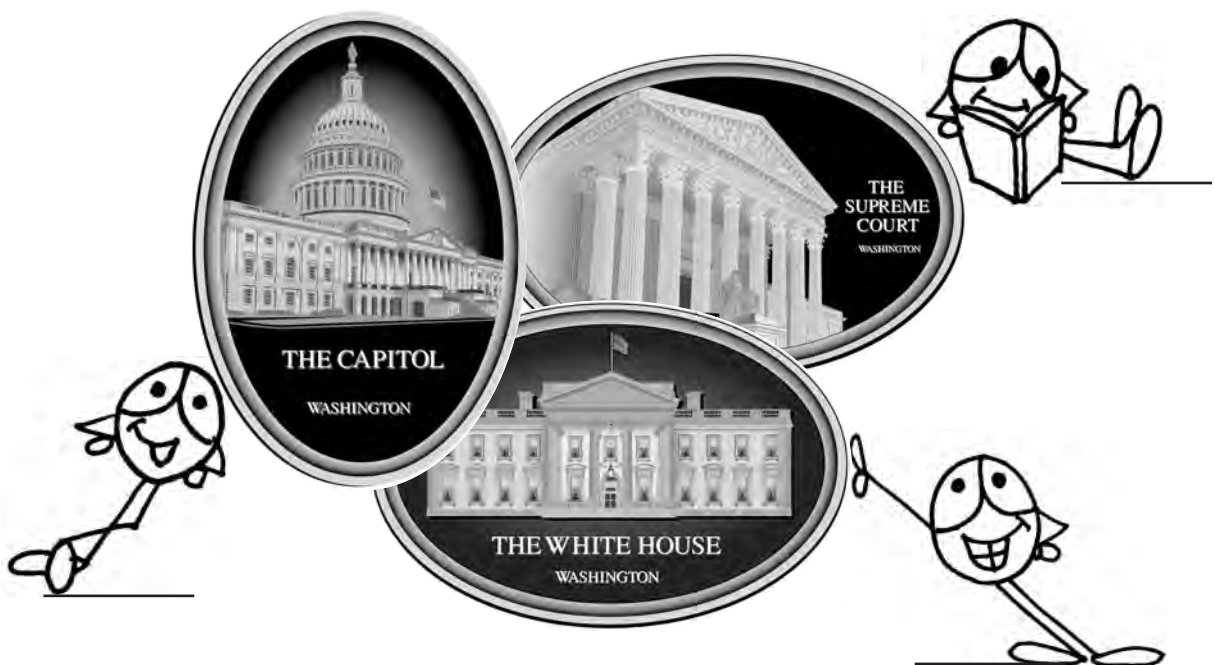
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# INTRODUCTION

## EXAM BLUEPRINT

Part I: 45 Multiple Choice (50%)

Part II: 3-4 Constructed Response (20%)

Part III: 1 Document-Based Question (30%)

10% scaffolding questions

20% essay question

## GETTING READY FOR THE EXAM

This book is designed to help you prepare for the intermediate examination in Social Studies. It can be used in many ways – among them, as a gradual term-long training or intensive end-term drill. Your teacher will explain how it is to be used and issue the appropriate assignments.

The comprehensive examination helps determine whether you have the foundation to do high school work. It evaluates your thinking and writing skills. The comprehensive examination also tests your grasp of a range of events that helped the United States develop into an industrial nation and a world power.

Keep in mind that the state has very broad goals for the examination. The test can only touch on the key ideas and events. There was a very large amount of material originally taught, but you have only a short time to review. Therefore, any review for the examination has to be on a broad, general level. Getting bogged down in detail is counter-productive. It is only possible to touch on the key ideas and events. This book helps you focus on the main ideas and the kinds of questions you can expect on the examination.

At the end of each unit in this book, there are practice questions on that unit's material. The purpose of these drills is to show you the kind of questions that will be on the examination. With practice, you will get an idea of the different styles of questions and how to answer them effectively without overdoing it.

As you go through the book, there are built-in *hints* and directions as to where to turn for help when you are doing certain *types of questions*. At the back of the book (see pages 184-188), there is a special **self-help chart** with advice on how to handle certain

types of questions. It is a valuable tool for review. It is wise to put a bookmark in the chart pages. Always look over the chart before you begin answering questions and refer to it often as you work.

Remember to check the **Index/Glossary**. It is an important tool giving you more information and showing you where in the book the term is used.

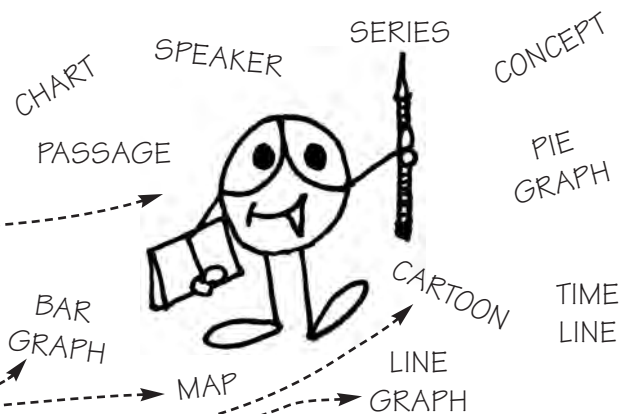


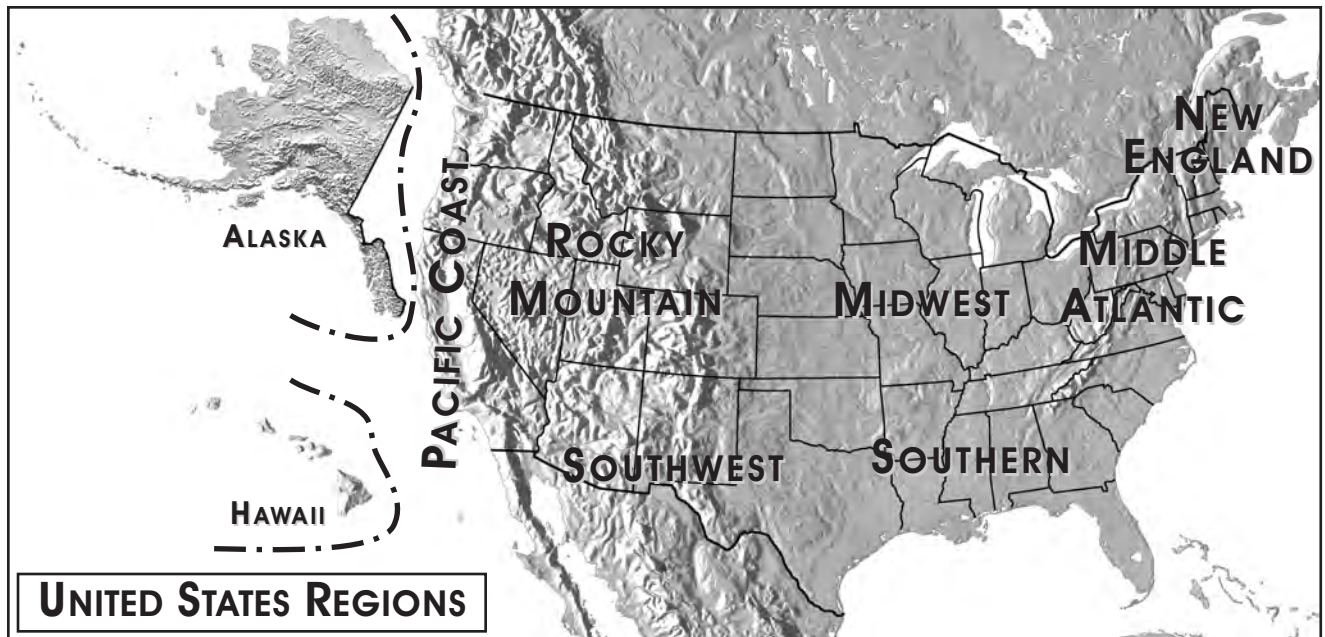
Pacific Coast, Northern California ©PhotoDisc

## A GEOGRAPHIC OVERVIEW

In your studies over the past few semesters, you have covered many ideas and events. Before you begin looking at the highlights, you should look at the stage on which the action takes place. To visualize *where* all these events occurred. In the next few pages, you can take a brief look at the geography of the United States. Visualizing the physical setting of the country is good preparation for any journey through United States history.

Geographic features have a significant impact on people. Climate, water, land forms, and mineral deposits influence where people live and how they interact with others. Distances and technology alter such relationships, too. For example, once railroads began crossing the undeveloped Western U.S., settlement and commerce increased in a very short time.





Climate plays an important role in human development. Knowing general climatic conditions can often help explain why events occurred in the region throughout history.

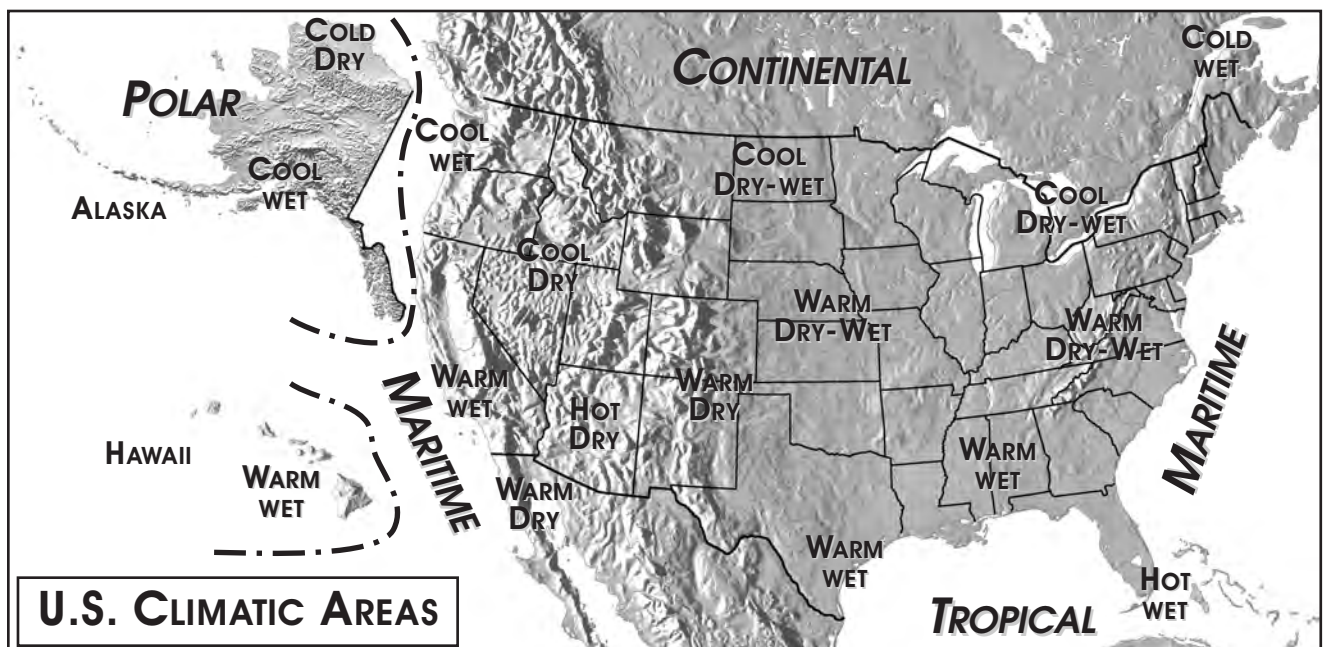
An area's livelihood may spring from geographic factors. For example, early European colonists came to New England to be farmers. The poor soils, heavy forests, and rugged coasts made them turn to fishing. It became a chief industry for New England.

### U.S. GEOGRAPHIC FACTORS

The United States is almost as large as the entire European continent. Only three countries (Russia, Canada, China) have a larger land mass. The 48 states that adjoin each other (excluding Alaska



Rocky Mountains, ©PhotoDisc



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## VEGETATION

Human settlement has swept away much of the naturally growing vegetation of the United States, especially in the areas east of the Rockies.

### General Area

### Original Vegetation

Atlantic Coast to the edge of the Great Plains . . .	evergreen forests in the northern and mountain regions
the rest of the East (southern) . . . . .	deciduous forests (broad leaf)
Great Plains . . . . .	prairie grasses
Rockies and westward . . . . .	great variations – majestic forests in the mountains; grasses and small plants in the basins and desert regions



Great Plains, ©PhotoDisc



Wisconsin Farm Land, ©PhotoDisc



Mississippi River, ©PhotoDisc

and Hawaii) extend nearly 3,000 miles in a west to east direction and over 1,200 miles north-south. The entire 4,000 mile northern border of the United States is with Canada, while Mexico comprises the 1,900 mile southern border. This southern boundary extends from the Gulf of Mexico to the Pacific Ocean. The United States is often divided into 8 regions: New England, Middle Atlantic, Midwest, Southern, Southwest, Rocky Mountain, Pacific Coast, Alaska and Hawaii.

The United States has a total of 50 states. Of the 48 states that adjoin each other (excluding Alaska and Hawaii), all are in the temperate or middle latitudes – north of the Tropic of Cancer (23° 30' N.) and

## AGRICULTURAL AREAS

The United States produces enormous surpluses of food. It produces nearly 40% of the world's corn and between 10% - 20% of the world's cotton and wheat.

### General Area

### Main Crops

New England to . . . . .	Dairy farming is common; smaller farms grow a variety
the Upper Midwest	of corn, grain, and vegetables in a short growing season.
Midwest and . . . . .	Corn, soybeans, wheat, and oats are grown in
the Plains	large quantities, and pastures are filled with cattle.
South . . . . .	A longer growing season permits cultivation of cotton, tobacco, and rice.
Florida and Texas . . . . .	Citrus fruits are grown.
California . . . . .	Irrigation and a mild climate give farmers the ability
	to grow fresh vegetables and produce a large citrus crop.

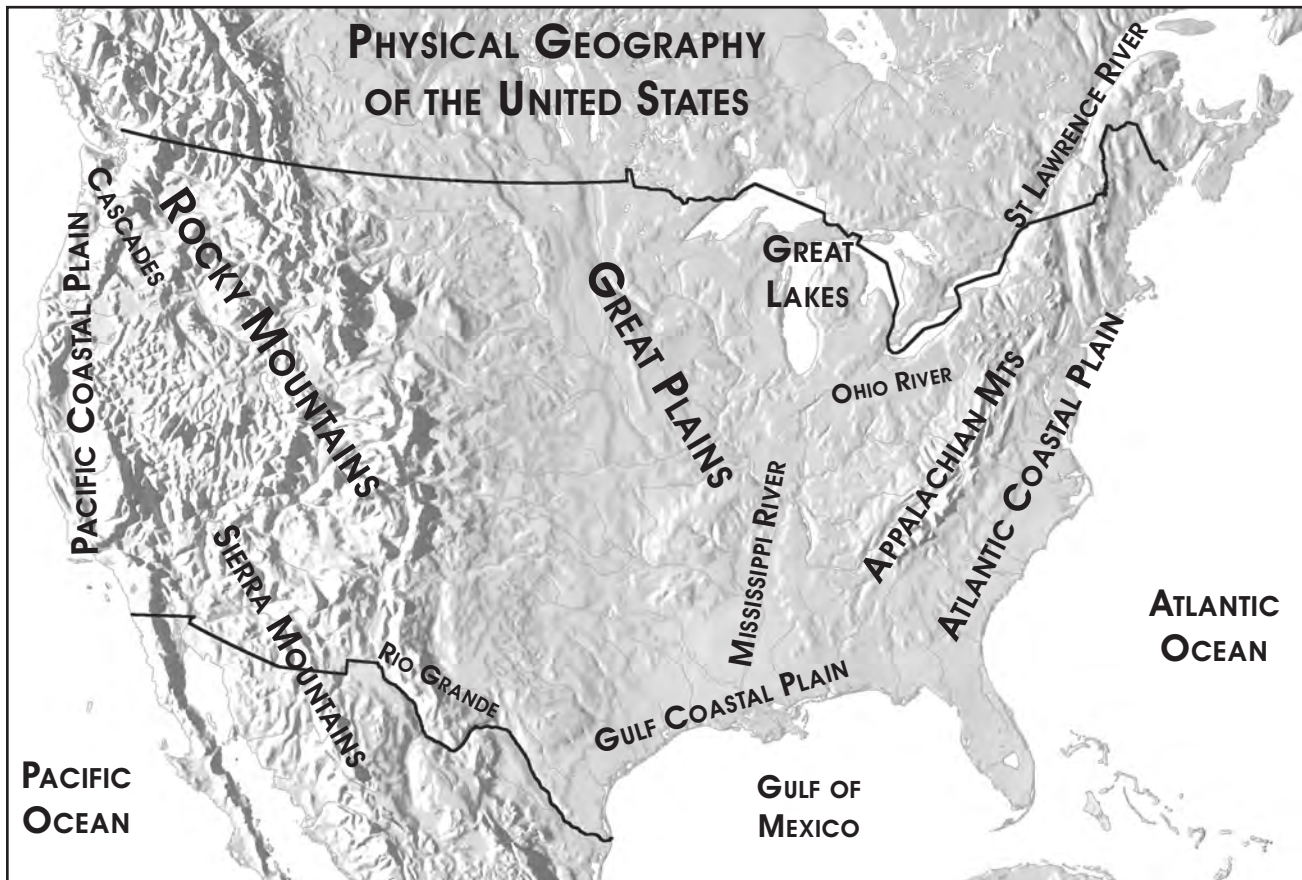
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## GEOGRAPHIC FACTORS THAT INFLUENCE THE UNITED STATES

The topography (physical features of Earth's surface) greatly influenced the settlement and development of the nation. Some features served as barriers to transportation and communication (see map on pg. 10).

<u>Topographic Factors</u>	<u>Features</u>
Major Mountain Ranges	<p>The <b>Appalachians</b> extend 1,500 miles from New England, south westward to Georgia and Alabama. These are older, eroded mountains that are relatively low when compared to other mountain ranges around the world. They form a nearly continuous chain; however, they were a formidable barrier in earlier centuries.</p> <p>The <b>Rocky Mountains</b> extend in an irregular pattern from Canada through to Northern New Mexico. Many of the mountains rise above the timber line and are snow covered for much of the year.</p> <p>The <b>Sierra Nevada, Cascades</b>, and the Pacific Coast mountains run in a general north-south arrangement, along the <b>Pacific Coast Plain</b> from the Canadian border to southern California.</p>
Intermountain Region	<p>Area between the Rockies and the Sierra Nevada and Cascades is relatively dry since moist Pacific air is stopped from advancing eastward by the mountains. Some parts of the southern region are arid deserts.</p>
Major River Systems	<p>The <b>Mississippi River</b> is served as the most vital water highway. Its main tributaries – the <b>Ohio River</b> in the east and the <b>Missouri River</b> in the west – drain the country from Appalachians to the Rockies. The delta at the mouth of the Mississippi provides for a fertile agricultural region in Louisiana.</p> <p>The <b>Delaware, Potomac, Hudson</b>, and <b>Connecticut Rivers</b> are some of the eastern rivers that flow toward the Atlantic Ocean.</p> <p>The <b>St. Lawrence River</b> (with the St. Lawrence Seaway and other locks and canals) provides a route from the Atlantic through to the Great Lakes connecting cities such as Chicago, Cleveland, Detroit, and Buffalo to the ocean.</p> <p>The <b>Columbia</b> and <b>Colorado Rivers</b> have dams that divert water to the desert areas as they flow west of the Rockies.</p>
The Great Plains	<p>Large area between the Rocky Mountains and the Appalachian Mountains is called the <b>Interior Plains</b>. In the eastern part are the Central Lowlands, a fertile area with adequate rainfall. The area west of the Mississippi to the foothills of the Rockies is the <b>Great Plains</b>. This drier grassland has been transformed for pasture land and farming.</p>
Coastal Areas	<p>The <b>Atlantic</b> and <b>Gulf Coastal Plains</b> extend in a broad sweep from New York to Texas. The gentle slope to the sea, together with the eastern rivers, give the region excellent ports for shipping and farming.</p> <p>On the <b>Pacific Coast</b>, some mountain ranges drop sharply toward the sea, providing little or no coastal plain. The battering storms make the northern part of the coastline a harsh place to live. The southern half of the California coast is usually impacted much less by storms.</p>
Atlantic/Pacific Oceans	<p>The <b>Atlantic</b> and <b>Pacific Oceans</b> created a boundary thousands of miles wide from the political, economic, and social problems of Europe and Asia. (Until the 20th century, it took weeks or even months to cross these oceans.)</p>

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south of the Arctic Circle (66° 33' N.). Because of Continental (dry) and Maritime (wet) and Polar (cold) and Tropical (warm) air influences, the climate varies greatly. The West Coast is generally wet, the eastern side of the Rocky Mountains dry, and the Midwest plains vary from stormy to dry spells. Along the Mississippi River and east to the Appalachian Mountains, it is seasonable with year round moisture. Along the Atlantic coast the climate ranges from cool and moist in New England to warm and humid in Florida. (See the climate map on page 7.)

This great variety of climate has determined agricultural zones since the earliest times. Colonial Americans stayed near the moderating influence of the Atlantic. In the 19th century, settlers battled bliz-



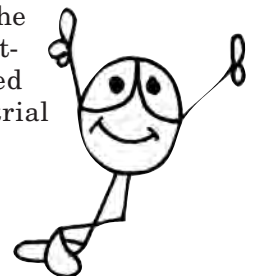
Portland Head Light, Maine ©PhotoDisc

zards and droughts as they moved west. Recently, climate has been one of the factors in the movement of people to the southern and southwestern states, popularly called the "Sunbelt."

### NATURAL RESOURCES

The United States became a leading industrial nation because of its substantial natural resources. While gold and silver rushes in California, Nevada, and Alaska drew thousands to claim their fortune, most came away disappointed. More important in the long run have been other natural resources, such as petroleum, natural gas, iron ore, and coal.

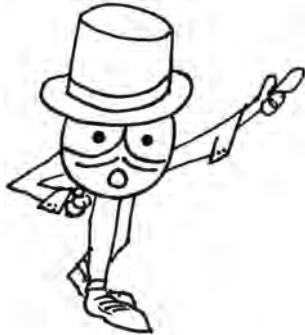
Petroleum and natural gas are found mostly in Texas, Louisiana, California, and Alaska. The Mesabi region around Lake Superior provided iron ore for steel during the industrial expansion. In the Appalachian Mountains, coal has been mined for over 150 years. Arkansas provides most of the domestic production of bauxite to make aluminum. Copper comes from Arizona and Utah. The wide variety and vast supply of natural resources helped the United States grow into a major industrial nation and world power.



1898  
1901  
1913  
1917  
1917  
1919

SPANISH AMERICAN WAR  
OPEN DOOR POLICY  
PANAMA CANAL COMPLETED  
U.S. ENTERS WORLD WAR I  
REVOLUTIONS IN RUSSIA  
WORLD WAR I PEACE  
CONFERENCE AT VERSAILLES

UNIT  
8



# THE U.S. AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD



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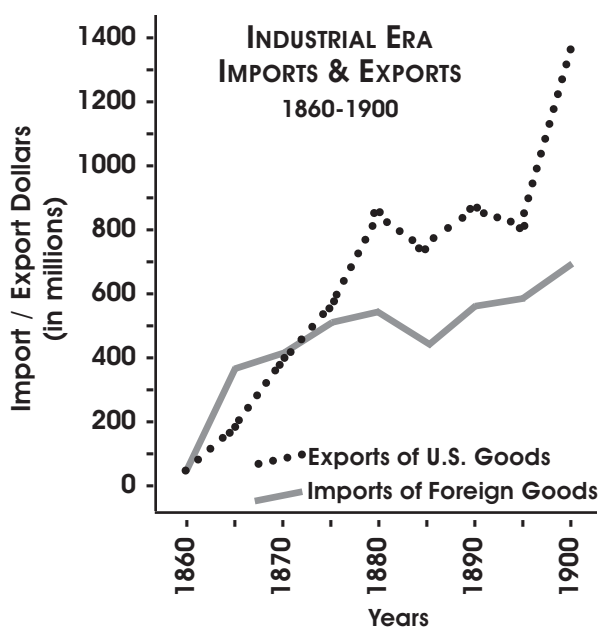
# THE U.S. AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD

## OVERSEAS TERRITORIAL EXPANSION

### IMPERIALIST SENTIMENT BUILDS

In the late 19th century, industrial expansion prompted United States business to look beyond its borders for markets and raw materials. The economic desire to expand pushed America toward **imperialism** – extending national economic or political power over other areas.

In the late 19th century, agricultural and industrial exports grew by more than 300% in value. Merchant and naval fleets were modernized to handle the surplus goods. As the 20th century opened, international commerce became an important part of the American economy.



Internal growth, the Civil War, and Reconstruction kept Americans focused on domestic affairs for much of the nineteenth century. They even ridiculed Secretary of State Seward's desire to purchase Alaska from Russia in 1867 as "Seward's Folly." However, the situation changed as America industrialized. There were economic, military, cultural, and even emotional influences that pushed Americans toward imperialism.

In 1890, a U.S. Navy officer wrote an important book – *The Influence of Sea Power Upon History, 1660-1783*. In it, Captain **Alfred Thayer Mahan** said that

nations with sea power dominated the world. He said that it was time for Americans to "look outward" for naval bases, markets, and raw materials. The increased speed of steam ships made trade more profitable. However, steam ships needed "coaling stations" to refuel on long voyages. Americans took a new view of the islands of the Pacific.

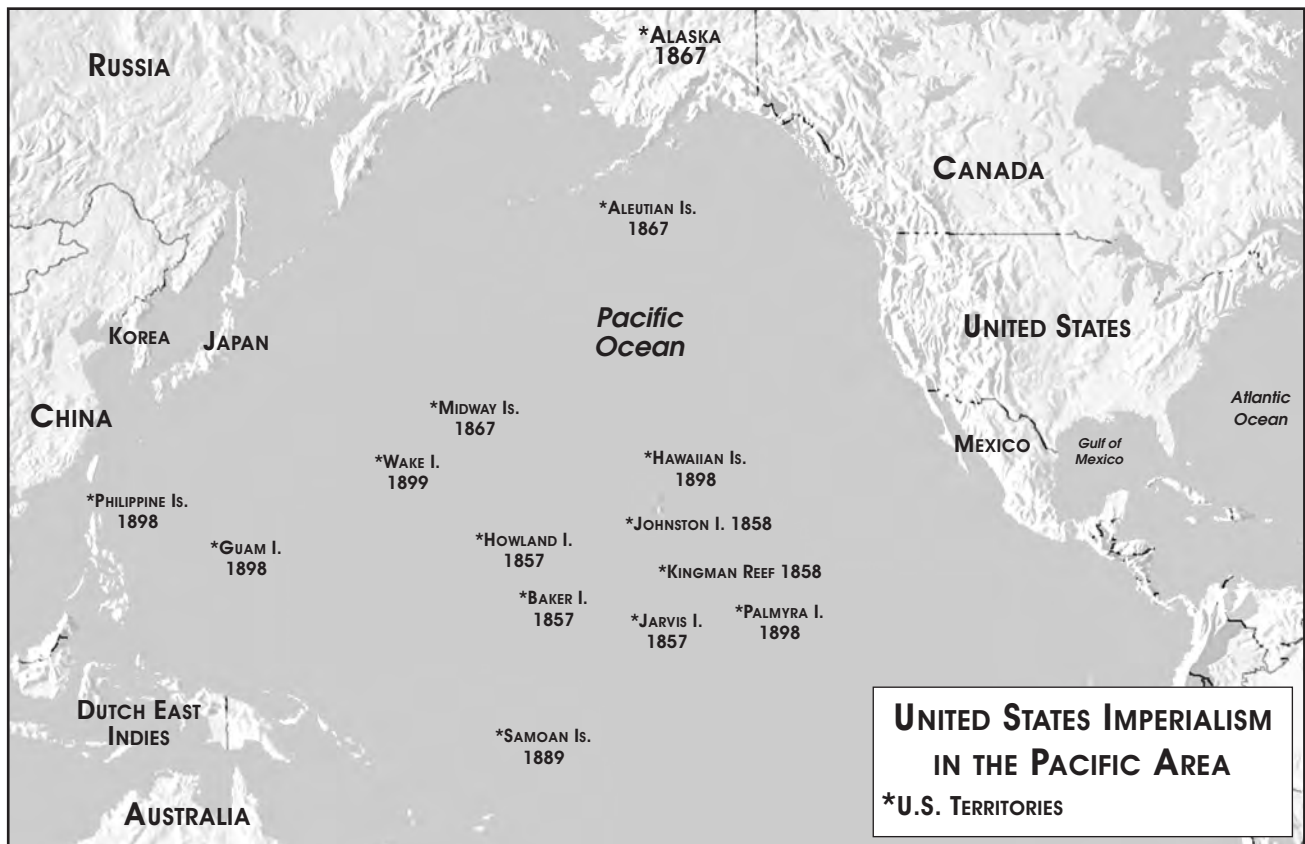
Religion was a factor, too. Christian missionaries also went into Asia and the Pacific to find converts. In *Our Country* (1885), **Rev. Josiah Strong**, claimed that it was the country's "divine mission" to spread democracy, liberty, and Christianity to less civilized people.

There was an emotional side to imperialism, too. At this time, European nations were scrambling to control colonies in Africa, India, and Indochina. They claimed it was the "White Man's Burden" to bring western civilization to less developed regions. A colonial empire also became a status symbol of a "great power."

Starting with the **annexation** (incorporation of a territory into an existing country) of Midway Island in 1867, the U.S. began building an overseas colonial empire. It was not as large as those of European powers, but it was geographically far-flung and it was ethnically diverse. Most Americans supported colonial expansion, but there was opposition to the country's growing global involvement.

New England sent Congregational missionaries to Hawaii early in the 19th century. American sugar cane growers gradually dominated affairs in the islands. In 1893, American settlers overthrew Queen **Liliuokalani** and requested annexation by the United States. President **Grover Cleveland** saw that native Hawaiians opposed annexation and he dropped the idea. Five years later, the Spanish American War convinced the imperialists that Hawaii was needed. It would be a mid-Pacific supply base. **President William McKinley** and Congress quickly approved the annexation of Hawaii in 1898.

The U.S. set up coaling operations in the Samoan Islands in the South Pacific in 1872. Britain and Germany also showed interest in the islands. In 1889, the United States and Germany each annexed part of Samoa.



## SPANISH AMERICAN WAR: U.S. FOREIGN POLICY CHANGES

In the late 19th Century, Cuba – one of Spain’s last colonies in America – was in revolt. By 1895, Cuban rebels had reopened a guerrilla war. (Guerrillas use “hit-and-run” tactics.) In Cuba, the rebels burned sugar fields, ambushed Spanish soldiers, sabotaged railroads, and blew up shipping facilities. To gain sympathy for the rebel cause, exiled leader **José Martí** gave speeches and articles in U.S. newspapers. He was popular in America. When Martí returned to Cuba in 1895, he was killed in a rebel attack. Martí became a martyr. His death aroused Spain’s critics in the United States.

The Spanish Governor-General in Cuba was Valeriano Weyler. He placed about 500,000 suspected rebels in concentration camps. About 200,000 persons died in the camps. American newspapers such as Hearst’s *New York Journal* and Pulitzer’s *New York World* referred to Weyler as a “butcher.” Americans contributed funds and guns to the rebels. The U.S. government tried to persuade Spain to negotiate with the rebels.

President McKinley sent the battleship *Maine* to Cuba to protect American citizens from the violence. The *Maine* exploded mysteriously in Havana harbor in February 1898 killing 266 U.S. sailors. Newspapers whipped up American outrage. Congress clamoured

for war. Again, McKinley wanted Spain to compromise with the rebels. Now the rebels demanded independence. Spain would not give up Cuba. Ignored by the Spanish, McKinley finally bowed to Congressional pressure. He asked for a declaration of war and Congress responded with one on 25 April 1898.

## THE DISCOMFORT OF IMPERIALISM

The fighting in the Spanish American War lasted only ten weeks. Spain asked for terms on 26 July and signed the *Treaty of Paris* in December 1898. If the Senate ratified the treaty, the U.S. would annex the Philippines and have the status of an imperial power. Some Americans who felt uneasy about having colonies formed the **Anti-Imperialist League**.

The League pressured Senators to vote against the Treaty. League members included social welfare leader Jane Addams, labor leader Samuel Gompers, educator John Dewey, author Mark Twain, and industrialist Andrew Carnegie. They were against taking overseas territories. Imperialism contradicted our Constitution and Bill of Rights by denying inhabitants their liberty. They believed the new territories should be independent.

Pro-imperialists won the treaty fight narrowly. They claimed the new people needed time and education before they could be set free. Business interests did not want to give up the profits the new colonies

## SPANISH AMERICAN WAR: APRIL - AUGUST 1898

### Causes

- Harsh treatment of Cubans by Spanish rulers
- American investors loss of profitable agricultural trade (sugar cane, tobacco)
- Yellow journalism – false and exaggerated stories published by American newspapers
- Explosion of the battleship *Maine* (incorrectly blamed on the Spanish)

### Results

- Spain gave up Cuba (placed under American supervision)
- Spain gave Puerto Rico and Guam to the U.S.
- U.S. paid \$20,000 to Spain for the Philippines

Chief organizer, Lieutenant Colonel Theodore Roosevelt, poses with the Rough Riders who fought in the battle of San Juan Hill, Cuba, 1 July 1898 (Library of Congress)



could generate. The Senate ratified the *Treaty of Paris* in February 1899 by a close vote. In the Philippines, rebels who had fought with the Americans against the Spanish now rebelled. **Emilio Aguinaldo** led a bloody four-year war. The United States lost 4,000 soldiers and nearly 20,000 Filipinos were killed. In a 1902 settlement, the U.S. pledged independence for the Philippines by 1940.

### A NEW ROLE IN WORLD AFFAIRS

With a new presence in the Caribbean and the Pacific, the U.S. embarked on a new foreign policy. From the days of George Washington, the U.S. usually kept to itself except for trade with other nations. With a colonial empire, and expanded trade, there would be more situations requiring government decisions. Presidents would have to negotiate treaties or use force to solve problems with other nations. This called for a more active diplomatic role for the President and the need for a larger, more modern navy. Very soon after the Spanish American War, Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson found themselves devoting a great deal of time to a new, more active foreign policy.

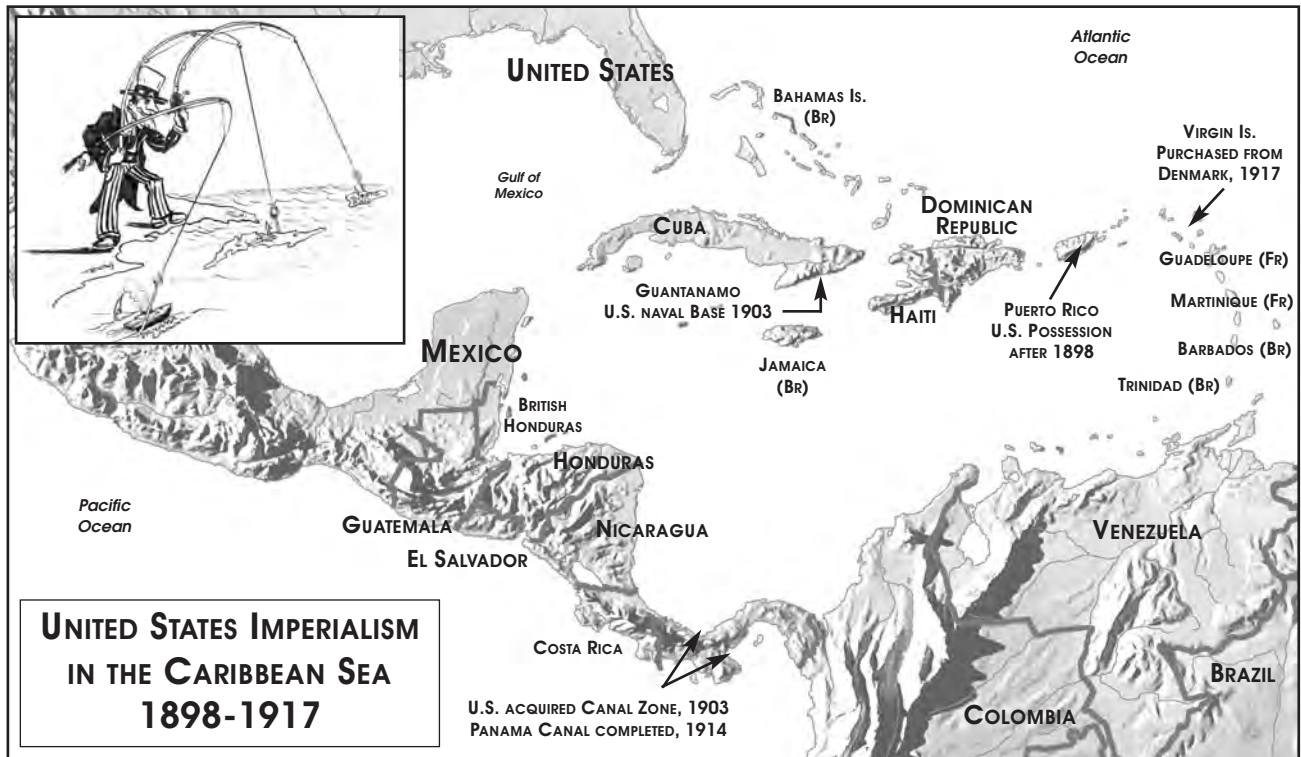
### ASIA: THE OPEN DOOR POLICY

Gaining colonies in the Pacific put the U.S. into contact with events in Asia. American merchants had

traded with China as early as the 18th century. At the end of the 19th century, Foreign powers (Britain, Germany, France, Russia, Japan) carved out exclusive areas of China they called “**spheres of influence.**” These were not full colonies. They were local areas where the foreign nations had negotiated exclusive economic rights for themselves. This “sphere” situation made it difficult for U.S. traders to do business in China.

In 1899 and 1900, Secretary of State **John Hay** sent two notes to the major powers with trading interests in China. In them, he outlined the **Open Door Policy**. His first note called for equal opportunity for all nations in trade, investments, and profits. Hay’s second note warned the imperialistic nations of Europe and Japan not to annex any Chinese territory. The Open Door Policy sounded impressive. However, the U.S. found it difficult to enforce. Other powers largely ignored it.

In 1900, Chinese groups called “righteous and harmonious fists” rebelled against the foreign powers on their soil. The press nicknamed them “Boxers.” The U.S. sent troops to help Germany, Britain, France, Belgium, Russia, and Japan put down this **Boxer Rebellion**. Afterwards, the other powers quietly accepted the U.S. presence, but never officially recognized the Open Door Policy.



### LATIN AMERICA: THE BIG STICK POLICY

In the early 19th century, the U.S. wanted no conflicts with Europe, and it wanted to trade with the newly independent nations of Latin America. In 1823, President James Monroe stated that European nations must stop any further colonization in the Western Hemisphere. Britain quietly backed Monroe's policy because it wanted trade opportunities in Latin America, too. Britain's backing was enough to keep any other powers from challenging the *Monroe Doctrine* for 40 years. Note: During the American Civil War, France tried to control Mexico through a puppet emperor. The **Maximilian Affair** (1864-1867) was condemned by the United States and eventually abandoned by the French. Maximilian was defeated and executed in 1867.

In the 1890s, U.S. business in the Caribbean increased. American citizens ran into problems with Latin American countries. They wanted more protection from the U.S. government. After the Spanish-American War, the United States began to influence and intervene in the domestic affairs of many Latin American nations. Many Latin American nations resented the increased meddling in their affairs.

After 1900, President Theodore Roosevelt took a strong position in regard to Latin America. He believed the U.S. should wave a "big stick" – make a strong show of force in foreign affairs. He felt this policy would keep Europeans out of the Western Hemisphere and bring the Latin American nations in

### PRESIDENT THEODORE ROOSEVELT'S BIG STICK POLICY

Event	Results
Venezuela (1902)	Britain and Germany asked President Roosevelt to mediate debt disputes with Venezuela. The Germans tried to use force, and Roosevelt warned he would use force to protect any Caribbean nation (reinforced the <i>Monroe Doctrine</i> ).
Dominican Republic (1903-1905)	The Dominican Republic was unable to repay debts to European nations. To keep Europe out of the Americas, the U.S. took over the Dominican economy and supervised the debt repayment.
Panama (1903)	In 1903, the Colombian Senate refused to ratify a treaty giving the U.S. land rights for a canal in Panama. U.S. naval ships helped Panamanian rebels stage a revolt that led to independence. A U.S.-Panamanian Canal Zone treaty was finalized. (Roosevelt later boasted he "took the Canal.") After ten years of construction, the Atlantic and Pacific Oceans were joined in 1914.



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## WORLD WAR I – “THE GREAT WAR”

### Background Causes of World War I

- Economic competition – industrialized nations competed for markets and raw materials.
- **Nationalism** – groups ruled by other nations struggled for independence (e.g., Austria ruled the Serbs).
- Entangling alliances – Groups of nations (**Triple Alliance** = Germany + Austria + Italy v. **Triple Entente** = Britain + France + Russia) allied themselves to balance the power of others.
- Military competition – European nations tried to build bigger and better armies and navies than their rivals (submarines, tanks, poison gas, artillery, machine guns, and airplanes made warfare much more deadly).
- Imperialism – European nations, in need of raw materials, confronted each other for colonies in Asia and Africa.



line with U.S. wishes. The energetic President saw this intervention idea as an extension of the *Monroe Doctrine*. It became known as the **Roosevelt Corollary**.

## A NEW GLOBAL ROLE

### WORLD WAR I INVOLVEMENT

The United States struggled to stay out of European affairs in the 19th century. However, its change of status to an industrial giant at the end of the century made it more important in global affairs. The expansion of overseas trade increased its contacts with other countries, especially in Europe. By 1914, a complex series of events drew Europe into a general war (see box above). When Europe became involved in World War I, the United States wanted no part of the conflict. In 1914, President Wilson issued a *Proclamation of Neutrality*. However, as neutrals, U.S. merchants wanted to continue trading with both sides.

Eventually, the label of neutrality lost its meaning. American ships were attacked. One side or the other felt the goods Americans supplied were helping the enemy. The British controlled the surface of the Atlantic and blocked American ships from trading with Germany. The Germans' submarines threatened shipping to Britain from under the waves. President Wilson protested, and the attacks stopped for a while.

Despite neutrality, the U.S. was still a nation of immigrants. There were many who were emotionally

supporting one side or another in the European conflict. Wilson urged the people to keep a neutral outlook. Still, there were cultural forces at work. America's heritage was English. The belief in democracy shifted sympathy toward Britain and France as opposed to the autocratic **Central Powers**. There was greater trade and investment with the Allies than with the Central Powers. All these factors combined to influence the nation's thinking.

By 1916, the War in Europe stalemated (no decisive victories for either side). The loss of life and the economic costs mounted, but no one could win. Desperate, the British resumed seizing American ships, but the Germans' U-boats stepped up the torpedoing of American ships. The killing and destruction by the Germans finally drove Wilson to ask Congress for a declaration of war in April of 1917.

The U.S. was unprepared to wage war. Congress had not seen much reason to build up the armed forces while the nation was neutral. The army was small and short of supplies. In 1916, Congress authorized a slight increase in manpower and equipment. Men volunteered, but nearly 4 million were drafted under the *Selective Service Act* of May 1917.

Congress granted President Wilson emergency powers to set up the economy for wartime. Wilson created boards and agencies that made key economic decisions, making it a partial **command economy**. (The basic U.S. economic system is a **market economy**. In a

### KEY ELEMENTS OF WILSON'S FOURTEEN POINTS

Early in 1918, President Wilson announced America's war aims and proposed a plan for world peace included were the following ideas:

- An end to secret diplomacy
- Freedom of the seas
- Free and open trade
- Reduction of armaments
- Consideration for native populations in colonial areas
- **Self-determination** (independence) for subject nationalities of Europe, including Poland, Czechoslovakia, and Alsace-Lorraine
- A general association of nations to protect the political independence and territorial integrity of all nations



market economy, the combined daily decisions of consumers and businesses run the economy with little governmental interference.) In a command economy, the government plans and makes the basic economic decisions for the public.

For those that did not serve in uniform, there were high-paying defense plant jobs. Women, immigrants, and African Americans easily found work. Because labor was in short supply and demand was high, wages rose. There were some strikes, but if they slowed the war effort, the strikers were arrested. Socialists and other opponents of the War were treated harshly. Some Americans, such as Socialist Party leader Eugene Debs, were arrested, fined or imprisoned. In *Schenck v. the U.S.*, the Supreme Court upheld the government's treatment of war protesters. It said the government could suppress freedom of speech when there was a "clear and present danger" to the society.

General **John J. Pershing** began organizing, equipping, and training 42 divisions. Pershing and some administrative units of the **AEF** (American Expeditionary Force) arrived in Europe in June, only two months after the declaration of war. Earlier in 1917, civil war and revolutions rocked Russia and forced the Tsar to **abdicate** (abandon the throne). Later in 1917, the communist Bolsheviks under Lenin came to power. They surrendered to Germany and dropped out of the War just as America was coming into it.

With Russia out of the War, German commanders shifted troops from the Eastern Front to the Western Front in France. They began pressing Britain and France. However, the American forces tipped the balance for the Allies. By the spring of 1918, the AEF helped to stop the German advances. America suffered 115,000 war deaths and 204,000 wounded. The Great War took 8.5 million lives worldwide, and twice as many were wounded. Germany surrendered as the Allies neared its border in November 1918.

### U.S. GOVERNMENT COMMAND DURING WW I

#### Federal Agencies

War Industries Board  
 War Labor Board  
 Shipping Board  
 Railroad Administration  
 Fuel Administration  
 Food Administration

#### Economic Sectors Managed

Allocated raw materials; supervised war production  
 Mediated labor disputes to prevent strikes  
 Built transports for men and materials  
 Controlled and unified R.R. operations  
 Increased production of coal, gas, and oil; eliminated waste  
 Increased farm output; public campaigns to conserve supplies

Raising Funds For The War Effort: Increased income and excise taxes; "Liberty Bond" and "Victory Bond" Drives

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## PEACE NEGOTIATIONS

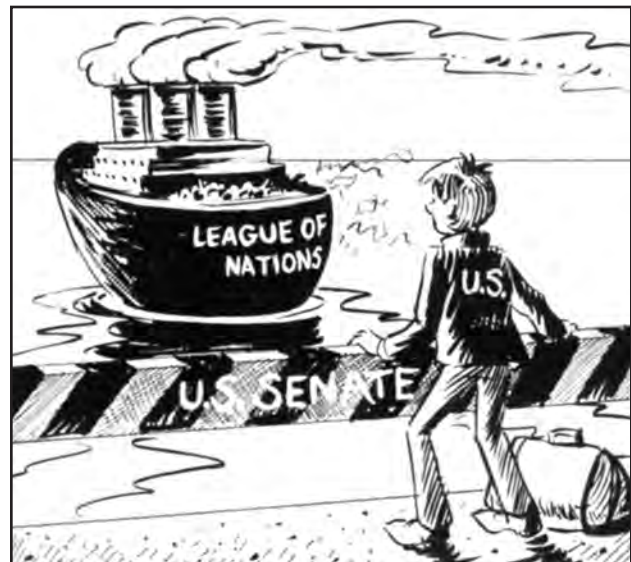
In 1919, the major powers gathered for an international peace conference that took place at the Versailles Palace outside Paris. In attending the conference, Wilson was the first President to leave the country while in office. President Wilson, David Lloyd George (Britain), Georges Clemenceau (France), and Vittorio Orlando (Italy) controlled the conference.

President Wilson hoped to negotiate a fair and just peace based on his **Fourteen Points** (see chart on page 107). However, rivalries among the European nations stood in his way. He discovered that secret treaties dividing territory had been made at the start of the War. Wilson did achieve his most important goal, the creation of a **League of Nations**. However, the President could not get the other nations to adopt other points of his plan.



After several months at Versailles, a treaty was completed. The **Treaty of Versailles** dissolved the German, Austro-Hungarian, and Ottoman Empires. In the Treaty, the European powers demanded huge **reparations** (financial payments for damages) from Germany. They demanded German disarmament. France also demanded German territory. Germany's colonies were put under the League of Nations' authority.

Returning home, the President knew the Senate had to ratify any treaty he signed in Paris. Yet, he barely consulted with the Senate during the negotiations. The nation was weary of war and reform. There were Senators such as William E. Borah and Henry Cabot Lodge, who opposed the League of Nations. They said the people did not want any more involvement in Europe. Wilson stubbornly refused to compromise. He toured the country trying to get the people to put pressure on their isolationist Senators. Wilson suffered a stroke during the tour. It crippled the President for the rest of his life. In the end, the Senate rejected the **Treaty of Versailles**. Later, to end the war, the United States signed separate peace treaties with different countries of the Central Powers.



REMINDER: For help in handling questions, see **ADVICE CHART** on page 184



## UNIT 8

### MULTIPLE CHOICE

Directions: Base your answer to questions 1 and 2 on the quotation below and on your knowledge of social studies.

“Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it. The position of the United States, between the two Old Worlds and the two great oceans, makes the same claim, which will soon be strengthened by the creation of the new link joining the Atlantic and Pacific, by the advancing civilization of Japan, and by the rapid peopling of our Pacific states.”

– Alfred Thayer Mahan, “The United States Looking Outward,” *Atlantic Monthly*, 1890

- 1 In this quotation, what position does Mahan take in regard to U.S. imperialism?
  - 1 The U.S. should remain in isolation.
  - 2 The U.S. should halt European immigration.
  - 3 There are numerous reasons why the U.S. should expand.
  - 4 Geography should have no impact on U.S. expansion.
  
- 2 Which argument does Mahan’s statement: “The growing production of the country demands it” best support?
  - 1 need for international markets
  - 2 “White Man’s Burden”
  - 3 need for military bases
  - 4 goal of limiting British expansion
  
- 3 The U.S. sought to protect its trade with China by
  - 1 proclaiming the Roosevelt Corollary to the *Monroe Doctrine*
  - 2 announcing the Open Door Policy
  - 3 aiding rebels in the Boxer Rebellion
  - 4 removing all tariff barriers for Chinese products
  
- 4 Which headline was the result of the other three?
  - 1 **Americans Lost At Sea When Ship Sunk by German U-Boat**
  - 2 **British Searching Neutral American Ships**
  - 3 **U.S. Enters World War I**
  - 4 **Russia Freed from Tsarist Control**

Directions: Base your answer to question 5 on the maps below and on your knowledge of social studies.



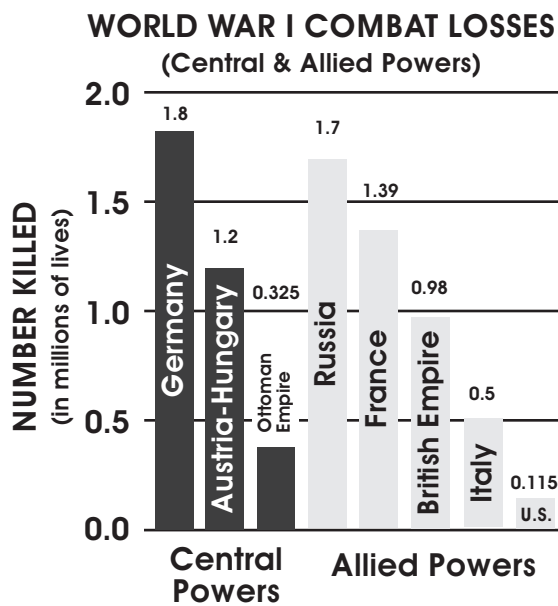
- 5 These maps indicate that the participants in the Paris Peace Conference wished to
  - 1 expand Russian influence in Eastern Europe
  - 2 provide self determination for subject peoples
  - 3 establish a German-Russian common border
  - 4 increase the size of the German Empire
  
- 6 Much of the initial U.S. expansion in the Pacific can be attributed to the
  - 1 need to import raw materials from the islands
  - 2 pressure from the islanders for annexation
  - 3 end of trade relations with China
  - 4 desire to establish coaling and supply bases

**Directions: Base your answer to question 7 on the items below and on your knowledge of social studies.**

- Harsh treatment of Cubans
- Yellow journalism
- Explosion of Maine

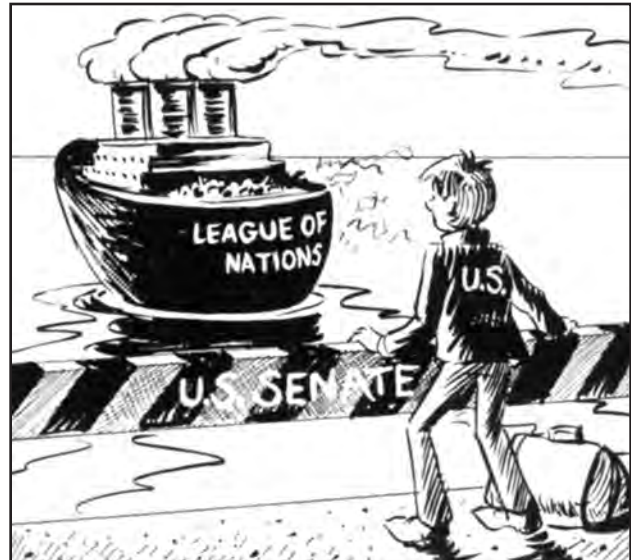
- 7 All of the above are correctly associated with the
- 1 Open Door Policy
  - 2 outbreak of World War I
  - 3 beginning of the Spanish American War
  - 4 Boxer Rebellion
- 8 In the early 20th century, a number of Latin American countries became the object of possible intervention because they
- 1 were unable to repay debts owed to European creditors
  - 2 refused to allow European imports
  - 3 revolted against their European colonial masters
  - 4 threatened to force the removal of European armies

**Directions: Base your answer to question 9 on the graph below.**



- 9 According to the information in the graph above, which statement is most accurate?
- 1 The losses of the Allied Powers exceeded those of the Central Powers.
  - 2 Only Germany and Russia had over one million combat losses.
  - 3 U.S. and British Empire losses were almost identical.
  - 4 Russian army losses were low, because Russia quit fighting in 1917.

**Directions: Base your answer to question 10 on the cartoon below and on your knowledge of social studies.**



- 10 An appropriate caption for this cartoon is
- 1 "U.S. Leaves League of Nations"
  - 2 "Senate Blocks U.S. Entrance into League of Nations"
  - 3 "U.S. Supports League Intervention in China"
  - 4 "U.S. Senate Provides League Financial Support"
- 11 Prior to American involvement in World War I in 1917, the U.S. position might best be described as
- 1 one of strict neutrality with no trade with either side
  - 2 officially neutral, but with extensive trade with the Allies
  - 3 watchful waiting with a balanced trade relationship with both sides
  - 4 one of embargo with no ships allowed to leave American shores
- 12 Both Wilson's *Fourteen Points* and the *Treaty of Versailles* contained provisions for
- 1 reduction of armaments for all nations
  - 2 an end to secret diplomacy
  - 3 freedom of the seas
  - 4 self determination for many subject peoples



**CONSTRUCTED RESPONSE**

**SET 1**

**Directions:** Base your answers to questions 1 through 3 on the chart at the right and on your knowledge of social studies.

1 What happened to U.S. trade with the major Allied Powers between 1914 and 1916?

---



---

2 What happened to U.S. trade with the major Central Powers between 1914 and 1916?

---



---

3 What does the difference in the answers to questions 1 and 2 tell you about the status of U.S. neutrality before its entrance into World War I?

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<b>U.S. EXPORTS TO THE MAJOR WARRING NATIONS, 1914-1916</b> (IN MILLIONS OF DOLLARS)			
<u>Nations</u>	<u>1914</u>	<u>1915</u>	<u>1916</u>
<b>Major Allied Powers:</b> France, United Kingdom, and Tsarist Russia	785.0	1,314.8	2,465.6
<b>Major Central Powers:</b> Germany, Turkey, and Austria-Hungary	370.7	30.9	0.3

**SET 2**

**Directions:** Base your answers to questions 4 through 6 on the quotation at the right and on your knowledge of social studies.

4 What does Du Bois say about the attitude of African-American soldiers toward fighting in World War I?

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“We (African American soldiers) are returning from war! *The Crisis* and tens of thousands of black men were drafted into a great struggle. ...We fought gladly and to the last drop of blood; for America and her highest ideals...

But today we return!  
 We sing: This country of ours ... is yet a shameful land.  
 It lynches.  
 It disenfranchises (denies the right to vote) its own citizens.  
 It encourages ignorance.  
 We return. We return from fighting. We return fighting.

Make way for Democracy! We saved it in France, and ... we will save it in the United States of America, or know the reasons why.  
 – W.E.B. Du Bois, *The Crisis* (an NAACP publication), 1919

5 What THREE (3) accusations does Du Bois make about American treatment of African Americans?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

6 What does Du Bois say African American soldiers will do on their return to the United States?

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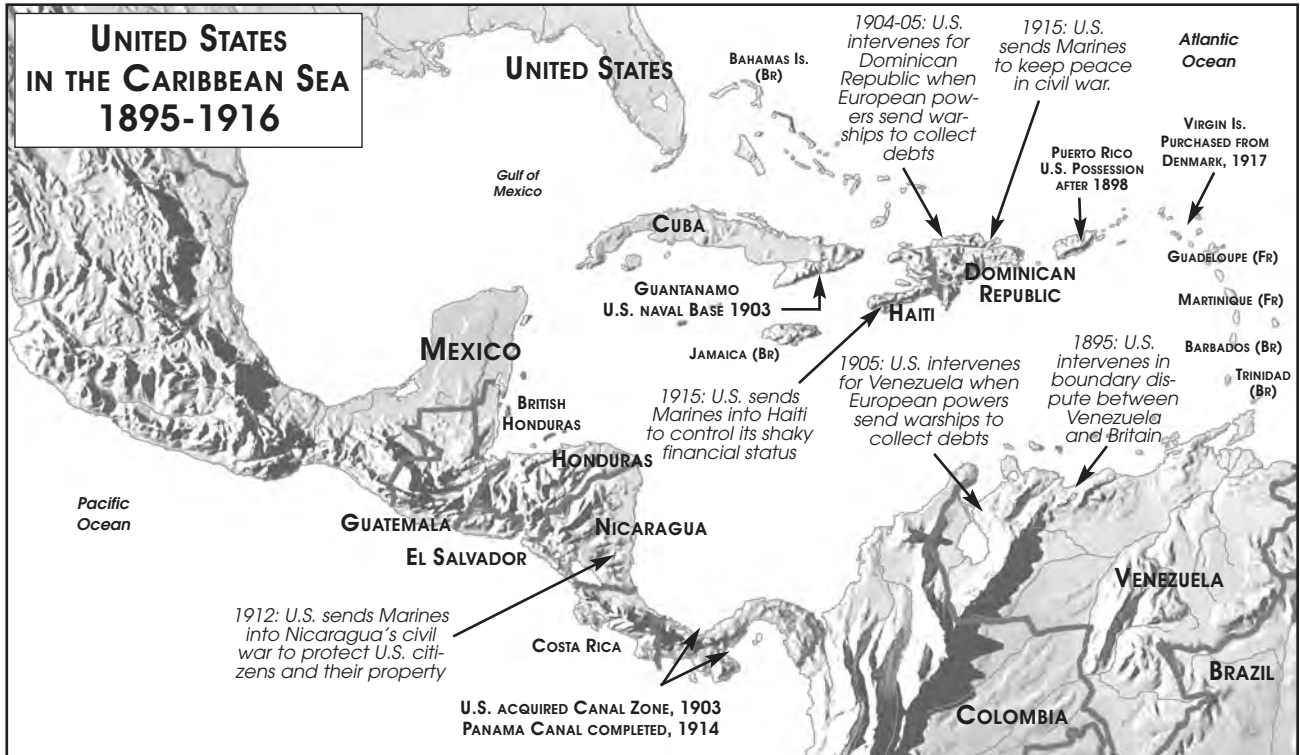
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## PRACTICE SKILLS FOR DBQ

**Directions:** The following task is based on the accompanying documents. The documents may have been edited for the purposes of this exercise. The task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and the author's point of view where relevant.

**Historical Context:** In the period after the Civil War, the U.S. joined many of the European powers in expansion abroad. Those who favored expansion cited many different reasons for imperialism including advantages for the imperialist power and the people who became subjects of another government.

### Document 1



1a What are TWO (2) reasons why the United States intervened in the affairs of Caribbean countries?

- (1) \_\_\_\_\_
- \_\_\_\_\_
- (2) \_\_\_\_\_
- \_\_\_\_\_

1b Why was a naval base in Guantánamo Bay, Cuba, important for carrying out U.S. policy?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Document 2**

“The truth is I didn’t want the Philippines and when they came to us as a gift from the gods, I did not know what to do about them. ...

“And one night late it came to me this way: (1) that we could not give them back to Spain - that would be cowardly and dishonorable; (2) that we could not turn them over to France or Germany, our commercial rivals in the Orient - that would be bad business; (3) that we could not leave them to themselves - they were unfit for self-government and they would soon have lawlessness and misrule over there worse than Spain’s was; and (4) that there was nothing left for us to do but to take them all and educate the Filipinos, and uplift and civilize and Christianize them.”

– U.S. President William McKinley, 1901

2a According to McKinley, what are TWO (2) reasons why the United States should annex the Philippines?

(1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

2b According to McKinley, what are TWO (2) advantages the Filipino people might gain from a U.S. annexation?

(1) \_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

**Part B - Essay Response**

**Task:** Discuss at least THREE reasons why the U.S. became an imperialist power in the period after the Civil War. Include SPECIFIC examples of U.S. imperialism to back up the reasons you cite. (State your thesis in the introduction.)

**ADDITIONAL SUGGESTED TASK**

From your knowledge of social studies, make a list of additional reasons for U.S. imperialism and for each reason cited, give a specific example as proof.