

**Period 7: 1890-1945, Part 1**  
**Progressivism and Imperialism**

**Part 1 Test Date: Feb. 8/9**

**Part 2 Test Date: Mar. 3/6**

**Key Concept 7.1:** Growth expanded opportunity, while economic instability led to new efforts to reform US society and its economic system.

**Key Concept 7.2:** Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

**Key Concept 7.3:** Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

**Reading Dates:** Ch. 20 – Jan. 27, Ch. 21 – Jan. 31, Ch. 22 – Feb. 10, Ch. 23 – Feb. 14, Ch. 24 – Feb. 21

**Period 7 Part 1 Reading Questions (due February 8/9 & should be answered in complete sentences ON YOUR OWN PAPER – NO DIGITAL SUBMISSIONS):**

**Chapter 20:**

- 1.** What were the main goals of the progressive movement?
- 2.** How did McKinley's assassination contribute to growing fears of anarchism and socialism among Americans?
- 3.** What progressive measures did Roosevelt take during his time in office?
- 4.** Why did Taft and Roosevelt "fall out" of friendship during Taft's presidency?
- 5.** How did the progressive movement address the issue of child labor?
- 6.** How did Booker T. Washington's approach to civil rights differ from that of W.E.B. DuBois?
- 7.** How did labor unions, such as the American Federation of Labor, become associated with anarchism and socialism? Did this connection help or hurt their cause in the eyes of most Americans?
- 8.** How was Woodrow Wilson, a democrat during the Progressive Era, able to win the presidency in 1912?
- 9.** What were the goals of Wilson's "New Freedom" policy? Were they successful?

**Chapter 21:**

- 10.** How did the theories of "Anglo-Saxonism" and Darwinism encourage/inspire Americans to support imperialism?
- 11.** How did yellow journalism and jingoism affect American support for the Spanish-American War?
- 12.** Why did the US annex Hawaii in July 1898?
- 13.** Why was the American annexation of the Philippines so controversial?
- 14.** What prevented the US from annexing Cuba after the war?
- 15.** What was the purpose of the "open door" policy with China?
- 16.** What was the long-term effect of sending the Great White Fleet to Japan?
- 17.** How was the Roosevelt Corollary an expansion of the Monroe Doctrine?
- 18.** Why did Wilson interfere in the Mexican Revolution?
- 19.** Why did Americans support isolationism during the first several years of the Great War (WWI)?
- 20.** What prohibited American neutrality and eventually led to open support of the Allies, especially Great Britain?
- 21.** Why did the United States enter the war?
- 22.** How did the federal government interfere in the US economy during the war?
- 23.** How did *Schenck v. US* challenge first amendment principles?
- 24.** What effects did the war have on women and African Americans? What roles did they serve, and what changes did they expect afterwards?
- 25.** Why didn't Americans support Wilson's desire to join the League of Nations and the signing of the Treaty of Versailles?

**Period 7, Part 1 Key Terms (Know what these terms are; you do not have to complete an assignment on them. However, they WILL be on your test and on potential pop quizzes.)**

**Chapter 20 Terms**

1. Progressivism
2. Roosevelt's "Square Deal"
3. Trust-busting
4. Socialist Party of America
5. Bull Moose Party
6. National Association for the Advancement of Colored People
7. Industrial Workers of the World
8. New Nationalism
9. Wilson's "New Freedom"
10. Children's Bureau

**Chapter 21 Terms**

11. Imperialism
12. Pan-American Conference, 1889
13. Jingoism
14. Yellow Journalism

15. Rough Riders
16. Spanish-American War
17. Open Door Policy (China)
18. Boxer Rebellion
19. Russo-Japanese War
20. Great White Fleet
21. Lusitania
22. Sussex
23. Propaganda
24. Zimmerman telegram
25. Bolshevik/Russian Revolution
26. Food Administration
27. National War Labor Board
28. War Industries Board
29. Committee on Public Information
30. *Schenck v. United States*
31. Fourteen Points
44. League of Nations

**Period 7, Part 1 Key People (Know who these people are; you do not have to complete an assignment on them. However, they WILL be on your test.)**

**Chapter 20**

1. William McKinley
2. Theodore Roosevelt
3. William Howard Taft
4. Emilio Aguinaldo
5. Sacco and Vanzetti
6. Booker T. Washington
7. W.E.B. DuBois
8. Eugene V. Debs
9. Carrie Chapman Catt

**Chapter 21**

9. Woodrow Wilson
10. Queen Liliuokalani
11. Josiah Strong
12. Alfred Thayer Mahan
13. George Dewey
14. Emilio Aguinaldo
15. Henry Cabot Lodge
16. General Huerta
17. Pancho Villa
18. John J. Pershing
19. Robert LaFollette
20. Herbert Hoover (WIB)
21. Vladimir Lenin

## NATIONAL LAWS, FOREIGN POLICIES, AND TREATIES 1890-1919

LAW / TREATY	YEAR	OUTCOME / RULING
1. Treaty of Paris	1898	
2. Teller Amendment	1890	
3. Platt Amendment	1901	
4. Newlands Reclamation Act	1902	
5. Elkins Act	1903	
6. Hay-Bunau-Varilla Treaty	1903	
7. Roosevelt Corollary	1904	
8. Pure Food and Drug Act	1906	
9. Meat Inspection Act	1906	
10. Hepburn Act	1906	
11. Payne-Aldrich Tariff	1909	
12. Mann-Elkins Act	1910	
13. Sixteenth Amendment	1913	
14. Seventeenth Amendment	1913	
15. Clayton Antitrust Act	1914	
16. Jones Act	1916	

17. Selective Service Act	1917	

18. Espionage Act	1917	
19. Sedition Act	1918	
20. Treaty of Versailles	1919	
21. Eighteenth Amendment	1919	
22. Nineteenth Amendment	1920	

## POLITICAL ELECTIONS

YEAR	PARTIES/NOMINEES	WINNER
1900	Democrat:  Republican:	
1904	Democrat:  Republican:  Socialist:	
1908	Democrat:  Republican:  Socialist:	
1912	Democrat:  Republican:  Socialist:  Bull Moose:	
1916	Democrat:  Republican:  Socialist:	



**Document 1:** *New York Journal*, February 17, 1898. The Granger Collection, NYC

**\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.**

EDITION FOR GREATER NEW YORK  
**NEW YORK JOURNAL**  
AND ADVERTISER.

NO. 4212. THURSDAY, FEBRUARY 17, 1898.—10 PAGES. PRICE ONE CENT.

**DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY**

**\$50,000!**  
**\$50,000 REWARD!**  
For the Detection of the  
Perpetrator of  
the Maine Outrage!

The New York Journal offers a reward of \$50,000 for information furnished to it which will enable it to identify the person or persons who were responsible for the destruction of the Maine. The reward will be paid to the person or persons who furnish the information, and will be paid in full when the person or persons who furnish the information are identified.

**\$50,000!**  
Assistant Secretary Roosevelt  
Convinced the Explosion of  
the War Ship Was Not  
an Accident.

The Journal Offers \$50,000 Reward for the  
Conviction of the Criminals Who Sent  
258 American Sailors to Their Death.  
Naval Officers Unanimous That  
the Ship Was Destroyed  
on Purpose.

**\$50,000!**  
**\$50,000 REWARD!**  
For the Detection of the  
Perpetrator of  
the Maine Outrage!

The New York Journal offers a reward of \$50,000 for information furnished to it which will enable it to identify the person or persons who were responsible for the destruction of the Maine. The reward will be paid to the person or persons who furnish the information, and will be paid in full when the person or persons who furnish the information are identified.

**Directions:** Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author's POV, purpose, or audience.

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**Document 2:** Principles of the Niagara Movement, July 1905

“We believe also in protest against the curtailment of civil rights... We especially complain against the denial of equal opportunities to us in economic life... We note with alarm the evident retrogression in this land of sound public opinion on the subject of manhood rights, republican government, and human brotherhood...”

“Any discrimination based simply on race or color is barbarous, we care not how hallowed it be by custom, expediency or prejudice... but discriminations based simply and solely on physical peculiarities, place of birth, [or] color [of] skin are relics of the unreasoning human savagery of which the world is and ought to be thoroughly ashamed.

“Of the above grievances we do not hesitate to complain, and to complain loudly and insistently. To ignore, overlook, or apologize for these wrongs is to prove ourselves unworthy of freedom. Persistent, many agitation is the way to liberty, and toward this goal the Niagara Movement has started and asks the cooperation of all men and all races.”

**Directions:** Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author's POV, purpose, or audience.

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**Document 3:** National Woman’s Christian Temperance Union, Annual Leaflet, 1902

“We believe that God created both man and woman in His own image, and, therefore, we believe in one standard of purity for both men and women, and in equal rights of all to hold opinions and to express the same with equal freedom.

“We believe in a living wage; in an eight-hour day; in courts of conciliation and arbitration; in justice as opposed to greed of gain; in ‘peace on earth and goodwill to men.’

“We therefore formulate and, for ourselves, adopt the following pledge, asking our sisters and brothers of a common danger and a common hope to make common cause with us in working its reasonable and helpful precepts into the practice of everyday life:

“I hereby solemnly promise, God helping me, to abstain from all distilled, fermented, and malt liquors, including wine, beer, and cider, and to employ all proper means to discourage the use of and traffic in the same.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 4:** Arthur Zimmerman, German Foreign Minister, January 19, 1917

“On the first of February, we intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America.

“If this attempt is not successful we propose an alliance on the following basis with Mexico: that we shall make war together and together make peace. We shall give financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Period 7: 1890-1945, Part 2**  
**Progressivism and Imperialism**

**Part 2 Test Date: March 3/6**

**Key Concept 7.1:** Growth expanded opportunity, while economic instability led to new efforts to reform US society and its economic system.

**Key Concept 7.2:** Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

**Key Concept 6.3:** Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

**Reading Dates:** Ch. 22 – Feb. 10; Ch. 23 – Feb. 14; Ch. 24 – Feb. 21

**Period 7, Part 2 Reading Questions (due March 3/6 & should be answered in complete sentences ON YOUR OWN PAPER – NO DIGITAL SUBMISSIONS):**

**Chapter 22:**

- 1.** What led to the Red Scare in the 1920s, and how did it effect American society and politics?
- 2.** To what extent did women achieve advancements in legal rights during the 1920s?
- 3.** What was the goal of “dollar diplomacy”?
- 4.** How effective was prohibition? What effects did it have on American society?
- 5.** What factors led to the rise in Nativism and Ku Klux Klan membership during the 1920s?
- 6.** What factors led to the Harlem Renaissance, and how did it effect American society?
- 7.** What was the UNIA, who led it, and how successful was it?
- 8.** How did the booming consumer culture lead to the economic problems that started with the stock market crashes in 1929?
- 9.** What role did Hollywood serve in American culture and politics?

**Chapter 23:**

- 10.** How did Herbert Hoover respond to the Great Depression? Were his policies successful?
- 11.** What was the Bonus Army, and why did it march on Washington in 1932?
- 12.** What did Franklin D. Roosevelt and the US Congress accomplish during the “Hundred Days” in 1933?
- 13.** What was the purpose of the Public Works Administration and the Civilian Conservation Corps?
- 14.** Why did the United States earn the title of a “welfare state” during Roosevelt’s administration?
- 15.** How did the Second New Deal differ from the Frist New Deal?
- 16.** What oppositions arose to Roosevelt’s New Deal Programs? What was their complaint?
- 17.** How does Keynesian economics propose to solve economic problems? Did Roosevelt embrace this theory?
- 18.** How did African Americans benefit under Roosevelt’s New Deal programs?
- 19.** Why didn’t FDR choose to pursue more civil rights for African Americans?
- 20.** What was the Dust Bowl, and how did it effect American society and economics?
- 21.** What was the goal of the Tennessee Valley Authority?

**Chapter 24:**

- 22.** What social and economic factors enabled the rise of fascist governments in Europe during the 1930s?
- 23.** What was the goal of the National Socialist Party when Hitler became chancellor in 1933?
- 24.** Why did the US embrace a “cash and carry” requirement on trade of military goods with European nations?
- 25.** What approach did England and France use towards Hitler’s early advancements and annexations through 1938?
- 26.** How was the American approach to war defined by Roosevelt’s “Four Freedoms” speech?
- 27.** What events led to a declaration of war on Japan? How did Germany and Italy respond?
- 28.** What role did the government take in America’s wartime economy?
- 29.** What roles did women take in America’s wartime economy? How did the war change the lives of these women?

- 30.** Did racism increase or decrease during WWII in the US? Explain your answer.
- 31.** What approaches did the US take to win the war in the European Theater AND the Pacific Theater?
- 32.** Why did Harry Truman agree to use the atomic bomb to win the war against Japan? What was at risk?
- 33.** What were the immediate political, social, and economic effects of the war on the United States?

**Period 7, Part 2 Key Terms (Know these terms. You do not have to complete an assignment on them. However, they WILL be on your test and will appear on pop quizzes.):**

### **Chapter 22 Terms**

1. Teapot Dome Scandal
2. Scientific management
3. Assembly line
4. Open shop
5. Welfare capitalism
6. Consumer Credit
7. Dollar Diplomacy
8. Red Scare
9. Palmer Raids
10. Prohibition
11. Flapper
12. Jazz Age
13. Hollywood
14. Lost Generation
15. Great Migration
16. Harlem Renaissance
17. Universal Negro Improvement Association
18. Back to Africa Movement
19. Modernism
20. Fundamentalism
21. Scopes Monkey Trial
22. Sacco and Vanzetti Trial
23. *Birth of a Nation*
24. Dawes Plan
25. Kellogg-Briand Pact/Treaty
26. Washington Conference (1921)

### **Chapter 23 Terms**

- 27.** Black Tuesday
- 28.** Buying on Margin
- 29.** Gross National Product
- 30.** Hawley-Smoot Tariff
- 31.** Farm Board
- 32.** Bonus Army
- 33.** New Deal
- 34.** Brain Trust
- 35.** Fireside Chats
- 36.** Second New Deal
- 37.** Schechter v. US
- 38.** Keynesian Economics
- 39.** Dust Bowl

### **Chapter 24 Terms**

40. Fascism
41. National Socialist Party (Nazi Party)
42. Third Reich
43. Rome-Berlin Axis
44. Italian Fascist Party
45. Axis Powers
46. Allied Powers
47. Spanish Civil War
48. Blitzkrieg
49. Kristallnacht
50. Pacific Theater
51. European Theater
52. Four Freedoms
53. Atlantic Charter
54. Pearl Harbor
55. Code Talkers
56. Executive Order 8802
57. Zoot Suits
58. Braceros Program
59. Executive Order 9066
60. D-Day
61. Holocaust
62. Manhattan Project
63. Island-Hopping
64. Kamikaze
65. Napalm
66. Yalta Conference
67. Potsdam Conference
68. United Nations



**Period 7 Key People (Know who these people are; you do not have to complete an assignment on them. However, they WILL be on your test.)**

**Chapter 22**

1. Warren G. Harding
2. Andrew Mellon
3. Calvin Coolidge
4. Alfred E. Smith
5. Henry Ford
6. Sigmund Freud
7. Margaret Sanger
8. F. Scott Fitzgerald
9. Ernest Hemingway
10. T.S. Elliot
11. Langston Hughes
12. Claude McKay
13. Duke Ellington
14. Louis Armstrong
15. Bessie Smith
16. Marcus Garvey
17. Billy Sunday
18. Clarence Darrow

**Chapter 23**

19. Herbert Hoover
20. Franklin Delano Roosevelt
21. Eleanor Roosevelt
22. Frances Perkins
23. Francis Townsend
24. Huey Long
25. John Steinbeck
26. A. Philip Randolph

**Chapter 24**

27. Adolph Hitler
28. Benito Mussolini
29. Francisco Franco
30. Joseph Stalin
31. Winston Churchill
32. Hideki Tojo
33. Harry S. Truman
34. Dwight D. Eisenhower
35. Charles Lindbergh
36. Douglas MacArthur
37. "Rosie the Riveter"

## NATIONAL LAWS (NEW DEAL, WWII) 1919-1945

LAW / TREATY	YEAR	OUTCOME / RULING
1. Volstead Act	1919	
2. National Origins Act	1924	
3. Twentieth Amendment	1933	
4. Twenty-first Amendment	1933	
5. Agricultural Adjustment Act	1933	
6. Emergency Banking Act	1933	
7. Glass-Steagall Act	1933	
8. Tennessee Valley Authority	1933	
9. Civilian Conservation Corps	1933	
10. Federal Emergency Relief Administration	1933	
11. Civil Works Administration	1933	
12. Public Works Administration	1933	
13. Securities and Exchange Commission	1934	
14. Wheeler-Howard Act	1934	
15. Wagner Act	1935	
16. Social Security Act	1935	

17. Works Progress Administration	1935	

18. Neutrality Act	1935	
19. Farm Security Administration	1937	
20. Fair Labor Standards Act	1938	
21. Selective Training and Service Act	1940	
22. Lend-Lease Act	1941	
23. War Powers Act	1941	
24. Servicemen's Readjustment Act (GI Bill)	1944	

### POLITICAL ELECTIONS

YEAR	PARTIES/NOMINEES	WINNER
1920	Democrat:  Republican:  Socialist:	
1924	Democrat:  Republican:  Progressives:	
1928	Democrat:  Republican:	
1932	Democrat:  Republican:	
1936	Democrat:  Republican:	
1940	Democrat:	

	Republican:	
1944	Democrat:	
	Republican:	

**Document 1:** Margaret Sanger, *Woman and the New Race*, 1920

“The problem of birth control has arisen directly from the efforts of the feminine spirit to free itself from bondage...

“The basic freedom of the world is woman’s freedom. A free race cannot be born of slave mothers. A woman enchained cannot choose but give a measure of that bondage to her sons and daughters. No woman can call herself free until she can choose consciously whether she will or will not be a mother.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 2:** David M. Kennedy, historian, *Freedom From Fear*, 1999

“Illumined by the stern-lantern of history, the New Deal can be seen to have left in place a set of institutional arrangement that constituted a more coherent pattern than is dreamt of in many philosophies. That pattern can be summarized in a single word: security – security for vulnerable individuals, to be sure, as Roosevelt famously urged in his campaign for the Social Security Act of 1935, but security for capitalists and consumers, for workers and builders as well. Job-security, life-cycle security, financial security, market security – however it might be defined, achieving security was the leitmotif of virtually everything the New Deal attempted.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 3:** Eleanor Roosevelt, *This I Remember*, 1949

“Though Franklin himself never tried to discourage me and was undisturbed by anything I wanted to say or do, other people were frequently less happy about my actions. I knew, for instance, that many of my racial beliefs and activities in the field of social work caused... grave concern. They were afraid that I would hurt my husband politically and socially, and I imagine they thought I was doing many things without Franklin’s knowledge and agreement. On occasion they blew up to him and to other people. I knew it at the time, but there was no use in me trying to explain, because our basic values were very different.”

**Directions:** Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.

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**Document 4:** Unattributed, 1943



**Directions:** Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.

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**Document 5:** Unknown Author, Farewell Letter, recovered among the clothes of victims from an SS extermination action against the last inhabitants of the Tarnopol ghetto, The Nazi Germany Sourcebook, April 1943

“I am still alive and I want to describe to you what happened from the 7<sup>th</sup> to this day. Now then, it is told that everyone’s turn comes up next... During the last days thousands have again been shot. Meeting point was in our camp. Here the human victims were selected. In Petrikov it looks like this: before the grave one is stripped naked, then forced to kneel down and wait for the shot. The [other] victims stand in line and await their turn. Moreover, they have to sort the first, the executed, in the graves so that the space is used well and order prevails. The entire procedure does not take long. In half an hour the clothes of the executed return to the camp. After the actions the Jewish council received a bill for 30,000 Zloty to pay for used bullets...

“Why can we not cry, why can we not defend ourselves? How can one see so much innocent blood flowing and say nothing, do nothing and await the same death oneself? We are compelled to go under so miserably, so pitilessly... Do you think we want to end this way, die this way? No! No! Despite all these experiences. The urge for self-preservation has now often become greater, the will to live stronger, the closer death is. It is beyond comprehension.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 6:** Eugene B. Sledge, *With the Old Breed: At Peleliu and Okinawa*, 1990

“To the non-combatants and those on the periphery of action, the war meant only boredom or occasional excitement, but to those who entered the meat grinder itself the war was a netherworld of horror from which escape seemed less and less likely as casualties mounted and the fighting dragged on and on. Time had no meaning, life had no meaning. The fierce struggle for survival in the abyss of Peleliu had eroded the veneer of civilization and made savages of us all.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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