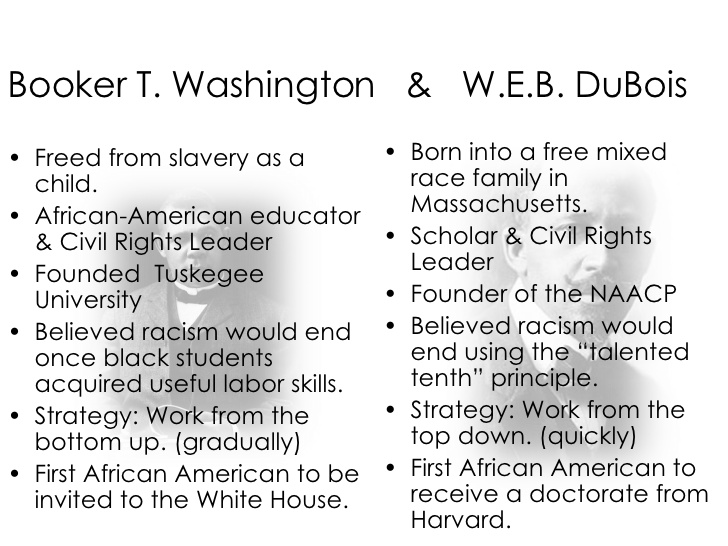
TN U.S. History Extended Response Study Guide:

US. 11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. DuBois.

-**Key Terms to consider**: “Atlanta Compromise” (Booker T. Washington); The Souls of Black Folk (W.E.B. DuBois); Gilded Age; Progressive Era; “cast down your bucket where you are”

-**Time Frame**: 1890’s-1910’s

US. 16 Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair.

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| Robert La Follette | “Fighting Bob” progressive Republican governor of Wisconsin. Pushed for many reforms like the direct primary. |
| Theodore Roosevelt | Square Deal (Control of Corporations, Consumer Protection, Conservation). Using the “bully pulpit” and power of the presidency, he fought bad trusts, took on the railroads (Hepburn Act), and enforced the Sherman Anti-trust Act (Northern Securities vs. U.S.). |
| Ida Tarbell | ***The History of the Standard Oil Company –*** helped to end the monopoly of J.D. Rockefeller |
| Lincoln Steffens | ***The Shame of the Cities-***descriptions of government corruption in cities helped to inspire change and an end to political machines. |
| Upton Sinclair | ***The Jungle-***Description of the meatpacking industry, led to the creation of the Meat Inspection Act and Pure Food and Drug Act |

**-Time Frame:** 1900-1918

US 23. Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt.

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| Interventionists | Believed that Americans should become more involved in foreign affairs. Favored imperialism – exerting influence over weaker nations and using their raw materials, controlling their economy and government, etc. |
| Non-Interventionists | Believed that Americans should not become involved in foreign affairs. Americans should only focus on our nation. Opposed imperialism. |
| Alfred Thayer Mahan | Author of the book; ***The Influence of Sea Power Upon History.*** This book influenced Teddy Roosevelt and others that America needed a strong Navy (that meant they also needed to control islands in the Pacific and have colonies to serve as ports and coaling stations). |
| Senator Albert Beveridge | Senator from Indiana, a major supporter of imperialism to provide raw materials and markets for industry and to spread democracy. One of his most famous speeches ***The March of the Flag*** in 1900 celebrated U.S. control of the Philippines (which was taken during the Spanish American War along with Cuba and Puerto Rico). |
| Mark Twain | Twain was fiercely anti-imperialist (along with Samuel Gompers, William Jennings Bryan, Andrew Carnegie and others). Twain believed that the U.S. was exploiting other nations through imperialism rather than helping them. |
| Theodore Roosevelt | Leading figure of Imperialism – Spanish American War (Rough Riders/San Juan Hill), Panama Canal, Gentleman’s Agreement, Great White Fleet. |

**Time Frame:**  1890’s-early 1900’s Imperialism (Spanish American War 1898)

US. 27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations.

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| Unrestricted Submarine Warfare | The German U-boats sank several ships with civilians aboard such as the ***Lusitania.*** After they promised not to conduct unrestricted submarine warfare in the ***Arabic*** and ***Sussex*** Pledges, the Germans broke their promise and again began targeting civilian ships. |
| Zimmerman Note | Coded message sent from German Foreign Secretary Arthur Zimmerman to Mexico. The British intercept it and decode it and pass it along to America. It basically promised the Southwestern U.S. to Mexico if they entered the war and kept America busy while Germany finished the war in Europe. |
| Defense of Democracy | After Russia pulled out of the Allied Powers in early 1917, the U.S. joined the Allies thus making a war of western democracies (the allies) vs. empires (the central powers). Woodrow Wilson famously stated that ”the world must be made safe for democracy.” |
| Economic Motivations | American businesses and banks were closely tied to the British. Weapons manufacturers and factories that made war related materials benefited greatly during the war especially by selling to the Allied Powers. Farmers also benefited from selling food overseas. |
| Time Frame: 1914-1918 |  |

US. 33 Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society.

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| Henry Ford used the assembly line to mass produce cars so that average people could afford them (in 1924 the Model T cost about $295). | The mass production of the automobile meant other industries grew like steel (car bodies), glass (windows) rubber (tires) and oil (gasoline, etc). |
| The car allowed greater mobility and freedom of travel. People could move to the suburbs and commute to work or take vacations easier. | The car meant new business opportunities like roadside gas stations, automobile mechanics and car dealerships. |
| The car meant that America’s rough road system had to be updated and miles of roads were paved making travel much easier. | The car culture eventually led to “motels,” fast food franchises, drive- in movies, drive-thru fast food and many other innovations. |
| 1920’s |  |
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US. 47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles.

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| Toll of the Great Depression: | The Great Depression lasted a very long time and people had a hard time providing for their families. It created much more government involvement than ever before and drastically changed our nation. At the same time a severe drought caused the Dust Bowl that really hurt certain farmers. |
| Massive Unemployment: | Eventually about ¼ of workers would lose their jobs. Since women rarely worked outside the home this was very difficult on the family. |
| Migration | Hobos- jobless men looking for work.  Okies- people who had to move out of the Dust Bowl areas, most went to California to try and start a new life. |
| Hoovervilles | Shacktowns on the edge of cities that were built by the many homeless people who lost their jobs, then lost their houses or apartments. |

**Time Frame:** 1929-1942

US. 51 Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography, economy and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies.

* The TVA transformed TN’s geography by creating a system of lakes and reservoirs. These dams provided electrical power to an area that did not have it before. They also controlled flooding and encouraged tourism.
* In order for the lakes to be built, however, some people had to lose their homes. Families who had lived in an area for generations saw their homes and property submerged under the lakes. This would create many battles over “**eminent domain**” – the right to private property vs. the public good. Norris Dam and Dale Hollow Lake are two prominent examples where many people did not want to leave their homes, but they had too in order for the lake to be built. On the other hand, inexpensive electricity was available for the whole Tennessee valley, ushering in a new way of life.

**Time Frame:** Mid 1930’s, part of FDR’s New Deal during the Great Depression.

US. 52 Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (The Grapes of Wrath).

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| Herbert Hoover- Rugged Individualism | Hoover warns Americans that the worst thing to do during the depression was to turn to government for handouts (direct relief)- because people may come to depend on government instead of themselves. He believes that ‘rugged individualism’ (self-reliance) has made America strong. He launched a large public-works projects but believed poverty needed to be addressed by voluntary and community organizations. |
| FDR- First Inaugural Address | “The only thing we have to fear is – fear itself” is probably the best known quote from this address. FDR tried to instill hope and confidence in the American people through this speech. He would go on to push a number of new government agencies (Alphabet Soup) as part of his New Deal that focused on relief, recovery and reform. Unlike Hoover, he did believe in direct relief for Americans suffering during the depression. |
| John Steinbeck-The Grapes of Wrath | Through the experiences of the Joad family (Okies during the Dust Bowl), the following themes are addressed: effects of poverty, survival, love of family, overcoming odds, adjusting to difficult circumstances,& the terrible treatment of migrant workers |

**Time Frame:** Early 1930’s Great Depression/Dust Bowl

US. 61 Identify the roles and sacrifices of individual American soldiers , as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat Team, the 101st Airborne, and the Navajo Code Talkers.

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| Tuskegee Airmen | African American fighter and bomber pilots during WWII. The armed forces were still segregated and the Tuskegee Airmen were educated at Tuskegee Institute (founded by Booker T. Washington) and trained near there. They distinguished themselves in battle, winning many decorations. Many painted part of their fighters red – “Red Tails” |
| 442nd Regimental Combat Team | Despite the fact that Japanese Americans were detained in internment camps, the 442nd Regimental Combat team was made up of Nisei-Americans with Japanese ancestry. It was the most highly decorated unit in WWII. Most of their fighting was done in Europe, especially Italy. |
| 101st Airborne | Trained at Fort Campbell on the TN/KY border. Nicknamed the “Screaming Eagles,” they parachuted into action at great personal risk. The 101st Airborne is known for its role in Operation Overlord (D-Day), Operation Market Garden, and the Battle of the Bulge. |
| Navajo Code Talkers | At the beginning of WWII, the Japanese were very good at breaking the allied coded messages. So, the military began using the Navajo language, that was only known by the Navajo people to code their messages – it was the only code that was never broken and saved countless lives. |

**Time Frame:** World War II 1941-1945

US. 63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America).

-In 1942, FDR signed Executive Order No. 9066 that made it legal for the government to detain Japanese Americans in internment camps. The Nisei had to quickly sell their homes or businesses at great loss and placed in camps on the West Coast, far from cities. The conditions were cramped with little privacy, and they were held there for the duration of the war. The Japanese – Americans in Hawaii were never placed in internment camps, only those on the west coast that had a long history of prejudice against Asians.

-Fred Korematsu was arrested and convicted for failing to abide by Executive Order 9066. Eventually his case made it to the Supreme Court. The Supreme Court decided that the government was right in detaining Japanese Americans in internment camps because they claimed it was based on military urgency, not race and that in times of peril, the government has the right to suspend civil rights.

**Time Frame:** 1941-1945 World War II

US. 65 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the Armed Forces by President Truman.

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| Fair Employment Practices Committee | The order banned racial discrimination in any defense industry receiving federal contracts by declaring "there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin." |
| African Americans in the Armed Forces- WWII | Over 2.5 million African-American men registered for the draft, and black women also volunteered in large numbers. While serving in the Army, Army Air Forces, Navy, Marine Corps, and Coast Guard, they experienced discrimination and segregation but met the challenge and persevered. White Americans espoused equality abroad but practiced discrimination at home. One black soldier stated "Just carve on my tombstone, here lies a black man killed fighting a yellow man for the protection of a white man." |
| African Americans in the work force - WWII | During the war, more than one million blacks migrated to the North--twice the number during World War I--and more than two million found work in defense industries. |
| Integration of the Armed Forces | In 1948, President Harry S. Truman abolished segregation in the armed forces. |

US. 68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences and Camp Forrest as a POW center.

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| Oak Ridge: “Secret City” created near Knoxville that would play a major role in the creation of the first Atomic Bomb. They separated the uranium at Oak Ridge | TVA: Headquartered in Knoxville, the TVA provided the electric power for Oak Ridge and many other defense industries across the South. |
| Alcoa: Also near Knoxville, ALCOA provided aluminum that was needed for aircraft construction in WWII. Production increased 600% during the war, and the company's Alcoa operations workforce swelled to 12,000. In the early 1940s, the company built its North Plant, which at the time of its completion was the world's largest plant under a single roof | Camp Forrest:Camp Forrest, located in Tullahoma, TN was one of the Army’s largest training bases during WW II. The camp also housed POW’s from Germany & Italy. It also housed American civilians with Japanese, German and Italian ancestry that were detained during WWII. |
| Fort Campbell: On the TN/KY border, it is the home of the 101st Airborne (see US. 61) | |

US. 69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war.

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| **Pros:** | **Cons:** |
| **1.** It prevented a massive amount of United States civilians from possibly losing their lives, along with soldiers.  **2.** The drop of atomic bomb triggered Japan to surrender and this ended the war faster.  **3.** It showed to the rest of the world that America is superior because of their possession of Atomic weapons.  **4.** This incident saves thousands of lives of American soldiers that would be killed during a land invasion of Japan & hundreds of thousands of Japanese lives that would have been lost in a land invasion.  **5.** Talks of peace where much easier to develop due to the fear the bomb dropping caused the rest of the world. | **1.** When other countries realized that America held this type of power, they began the race to develop their own.  **2.** Thousands of innocent Japanese people died from the impact of the bomb, millions more where affected by the residual radiation.  **3.** Millions of dollars were spent to develop and effectively test the Atomic bomb. Many people were subjected to dangerous radiation during the testing of the bombs.  **4.** Many cities had already been completely destroyed from fire bombing, it was unnecessary to drop the atomic bomb.  **5. It led to Nuclear Proliferation** many nations now have weapons that can destroy the world. |

U.S. 70

Examine the American reaction and response to the Holocaust

**Key Terms to consider**:

Holocaust-Nazi attempt to murder all Jews under their control

Liberate-to set free from imprisonment

War Refugee Board-along with the American Red Cross helped rescue Jewish refugees from Europe, established by FDR.

US and GB were focused more on defeating Hitler than stopping the genocide.

Liberation of the camps led to an outpouring of American sympathy and aid for the victims

“We knew a day or two before we moved that we were going to operate in Dachau, and that it was the location of one of the most notorious concentration camps, but while we expected things to be grizzly [sic], I'm sure none of us knew what was coming. It is easy to read about atrocities, but they must be seen before they can be believed. To think that I once scoffed at Valtin's book [Out of the Night](http://www.amazon.com/Out-Night-Memoir-Richard-Julius/dp/1902593863/ref=sr_1_1?ie=UTF8andqid=1399057008andsr=8-1andkeywords=out) as being preposterous! I've seen worse sights than he described.

Dead SS troopers were scattered around the grounds, but when we reached the furnace house we came upon a huge stack of corpses piled up like kindling, all nude so that their clothes wouldn't be wasted by the burning. There were furnaces for burning six bodies at once, and on each side of them was a room twenty feet square crammed to the ceiling with more bodies - one big stinking rotten mess. Their faces purple, their eyes popping, and with a hideous grin on each one. They were nothing but bones & skins.”

***Letter written by PFC. Harold Porter to his parents***

**Time Frame**: 1941-1945

U.S. 71

Explain major outcomes of the Yalta and Potsdam Conferences

**Key Terms**

Yalta Conference-“Big Three” (US, GB and Russia) met to discuss postwar Germany, and decided that Poland, Bulgaria, and Romania would have free elections. Stalin agreed to enter war against Japan. Stalin backed out on this promise of free elections.

Potsdam Conference-Truman (replaced FDR), Stalin, and Clement Atlee (replaced Churchill) divide Germany into four zones, US, GB, Russia, and France. Divided Berlin into East and West, controlled by US and Russia.

| **Yalta** | **Potsdam** |
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| Churchill, Roosevelt and Stalin sitting at the Yalta Conference  Churchill, Roosevelt and Stalin | Attlee, Truman and Stalin sitting at the Potsdam Conference  Attlee, Truman and Stalin |
| Germany to be split into **four zones**. | Arguments about the **details of the boundaries** between the zones. |
| Germany will pay **reparations**. | Disagreements about the **amount** of reparations Russia wanted to take. It was agreed that Russia could take whatever it wanted from the Soviet zone, and 10 per cent of the industrial equipment of the western zones, but Britain and the US thought this was too much. |
| A **government of 'national unity'** to be set up in Poland, comprising both communists and non-communists. | Truman was angry because **Stalin had arrested** the non-communist leaders of Poland. |
| Free elections in the countries of eastern Europe. This part of the agreement was called the **Declaration of Liberated Europe**. | America and Britain were alarmed because **communists were coming to power** in the countries of Eastern Europe. |
| **Russia would help against Japan** when Germany was defeated. | **Truman dropped the atomic bomb** so that Japan would surrender before Russian troops could go into Japan. America had the bomb in July 1945. |

**Time Frame**-1945

U.S. 75

Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response.

**Key Terms to consider:**

**A.Containment**-policy of keeping communism contained within its existing borders

1.Truman Doctrine-presidents promise to aid nations struggling against communist movements

2.Marshall Plan-offered economic aid to western European nations after WWI

**B.Retaliation**- Must maintain a massive capability to strike back, completely destroy ther nation.

**C. Brinkmanship**-belief that by only going to the brink of war could the US protect itself against communist aggression

**D. Domino theory**-idea that if a nation falls to communism, its neighboring countries will also fall under communist control

1. Vietnam War

**E. Flexible Response**-defense policy allowing for the appropriate action in any size or type of conflict

1. Cold War

-**Time Frame**:

U.S. 82

Analyze the impact of prosperity and consumerism in the 1950’s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil.

-**Key Terms to consider**:

GI Bill-led to college degrees, which led to white collar jobs, which led to more money, which led to people being able to buy more things.

Levitowns-suburbs, nuclear family,

Baby Boom-more people to buy products for, houses, cars

Consumerism-advertising, franchising, etc.

Foreign Oil-for the first time oil was the main source of energy in the US.

-**Time Frame**: 1950-1960