

THIS IS A TRADITIONAL ASSIGNMENT. PRINT AND COMPLETE IN INK.

Name: _____ Class Period: _____ Due Date: ____/____/____

Period 7 Term Part 2 (Unit 7) Review: The Great Depression and WWII, 1920-1945

Purpose:

This term review is not only an opportunity to review key concepts and themes, but it is also an exercise in historical *analysis*. This activity, **if completed *in its entirety* BOP (Beginning of Period) by the unit test date**, is worth 10 bonus points on the multiple choice test. ☺ 5 points may be earned by completing Section 1 and 5 points may be earned by completing Sections 2 & 3. **Mastery of the course and AP exam await all who choose to *process* the information as they read/receive.** This is an optional assignment. Complete it in **INK!**

Directions: Below are some key terms pulled from the College Board Concept Outline for Period 7. These include “Terms to Know,” “Important Examples,” and “Other Terms.” Complete the charts by **adding definitions** and **analysis of historical significance**. When considering significance, consider causes and effects, changes or turning points, or how the item illustrates a major theme or idea from the era. Some entries have been completed for you.

Key Concepts FOR PERIOD 7:

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. 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.

SECTION 1

The **Terms to Know** are items you are *likely* to see on a quiz or test. They are explicit in the College Board framework for the class, and you will be expected to *thoroughly* understand them on the AP exam. Complete the chart by defining and analyzing each item. Prompts are included to help you focus your analysis on the most tested concepts, but also make sure you know simple definitions of each term. **Highlight the Terms to Know in your notes.** The first one is completed for you as an example. You do not have to write in complete sentences, but be sure to answer the question and address the terms.

| Terms to Know | Definitions, Examples, Context, and Historical Significance to a changing nation |
|-----------------------------|---|
| Business cycle | How did the federal government respond to credit and market instability during the Progressive Era? |
| Great Depression | Was that similar or different to how the federal government responded during the Great Depression? |
| Financial regulatory system | |
| Franklin Roosevelt | Explain how the federal government under Franklin Roosevelt responded to economic issues. |
| New Deal | |
| Relief, recovery, reform | |

| Terms to Know | Definitions, Examples, Context, and Historical Significance to a changing nation |
|---|--|
| <p>Great Depression</p> <p>Limited Welfare State</p> <p>American liberalism</p> <p>New Deal legacy of reforms and regulatory agencies</p> <p>Democratic Party</p> <p>African Americans</p> <p>Working-class communities</p> <p>Radical, union, and populist movements</p> <p>conservatives</p> | <p><i>Explain how and why</i> the role of the federal government in regulating economic life changed from the late 19th century through the Great Depression. Cite specific examples in your answer.</p> <p>Describe how the New Deal left a legacy of reforms and agencies that continue to impact Americans today.</p> <p><i>Explain how and why</i> beliefs about the role of government in Americans' social and economic life changed during the Great Depression.</p> <p><i>Explain how</i> the New Deal impacted the Two-Party System. Consider political re-alignment as well as political party divisions over major issues.</p> <p>Analyze <i>how and why</i> the New Deal sought to change the federal government's role in U.S. political, social, and economic life.</p> <p><i>Explain how</i> the New Deal and the <i>Great Depression</i> impacted labor groups in the United States.</p> <p><i>Identify the groups and reasons</i> some praised FDR' New Deal or critiqued FDR. Cite specific evidence.</p> |

| Terms to Know | Definitions, Examples, Context, and Historical Significance to a changing nation |
|---|---|
| <p>WWII</p> <p>War production</p> <p>Economic difficulties of the 1930s</p> <p>Migration</p> <p>Urban centers</p> <p>Mexico</p> | <p><i>How did U.S. immigration policy change during the Great Depression? What impact did this change have on national identity and migration patterns?</i></p> <p><i>Describe the impact the Great Depression (economy during the 1930s) had on migration patterns.</i></p> <p><i>Explain why internal migration to urban centers increased during WWII.</i></p> <p><i>How did mobilization for WWII impact the U.S. economy?</i></p> |
| <p>Japanese attack on Pearl Harbor</p> <p>World War II</p> <p>Fascism and totalitarianism</p> <p>Nazi Germany</p> <p>Japan</p> | <p><i>Explain how ideas about national identity changed in response to U.S. involvement in World War II.</i></p> <p><i>Compare American foreign policy and popular sentiments <i>before and after</i> Pearl Harbor.</i></p> <p><i>Explain the causes of U.S. intervention in WWII.</i></p> <p><i>Evaluate the impact of U.S. intervention in WWII.</i></p> |

| Terms to Know | Definitions, Examples, Context, and Historical Significance to a changing nation |
|--|--|
| <p>World War II</p> <p>Allies</p> <p>Axis Powers</p> <p>Nazi concentration camps</p> <p>Holocaust</p> <p>Fascist and militaristic ideologies</p> <p>Japanese wartime atrocities</p> | <p><i>Explain the different viewpoints/goals of the Axis Powers and the Allies. How did these differences <i>impact</i> American identity?</i></p> <p><i>Explain the foreign policy goals (and reasons for diplomatic, economic, and military initiatives) of U.S. involvement in WWII. Be specific.</i></p> <p><i>How were the goals of U.S. intervention in WWII similar to those in WWI? Cite specific examples from both wars.</i></p> <p><i>In what ways and to what extent did the Holocaust and Japanese atrocities impact American identity and policy?</i></p> |
| <p>WWII</p> <p>Pacific Island Hopping</p> <p>D-Day</p> <p>Atomic Bombs</p> <p>[Allied] victory</p> <p>Postwar peace settlements</p> <p>Most powerful nation on earth</p> | <p><i>Evaluate the <i>impact</i> of technology --including the use of atomic bombs – on the war effort.</i></p> <p><i>Explain how U.S. military strategies during WWII helped accomplish the Allied victory. Cite specific examples.</i></p> <p><i>How did involvement in WWII <i>impact</i> popular American sentiments regarding the role of the U.S. in the world?</i></p> <p><i>Explain how and why WWII altered the U.S. role in world affairs. (foreign policy) Include the role of postwar peace settlements in your answer.</i></p> |

| Terms to Know | Definitions, Examples, Context, and Historical Significance to a changing nation |
|---|---|
| <p>Mobilization and military service</p> <p>Women and minorities</p> <p>Debates over racial segregation</p> <p>Internment of Japanese Americans</p> | <p>How did mass mobilization and participation in the war effort including military service and Home Front efforts <i>impact</i> national identity, the identity of women, and the identity of various groups including African Americans, American Indians, and Asian Americans? Cite specific examples.</p> <p>How did Japanese Internment <i>impact the debates</i> over civil liberties in the United States?</p> <p>In what ways did civil liberties improve during World War II for African Americans?</p> <p><i>Explain how</i> changing ideas about the role of women (gender roles and women's rights) <i>impacted</i> American society and politics? Cite specific examples.</p> <p><i>Overall... how</i> did the war effort <i>impact</i> debates over the meaning of the Constitution and democratic ideals (American identity)?</p> |

Before you declare victory over Section 1... make sure you answered questions thoroughly (ATFP) paying attention to the verbs and citing evidence! Section 1 should enable you to effectively analyze and review... don't just copy statements from the content outline or copy entries from sections 2 & 3! Students who effectively and thoroughly complete section 1 on Term Reviews consistently earn top scores on the tests!

End of Section 1

Know your onions, ol' chap! Fight Fiercely for a FIVE on that jolly ole AP exam. Don't let it beat you. **Victory**, I say! Nothing else is acceptable. *No skiving allowed.* Bob's your uncle.

PS- I may be British but I <3 USA



Part 2: Important Examples

These are simply examples provided on the 2012 College Board concept outline that *could be* used to illustrate key themes, BUT will *not* show up *explicitly* on the AP exam (although they may show up on class quizzes and tests); they are excellent choices for outside information on short answer or essay questions. Complete the chart by **defining** and **analyzing** these terms using the **thematic learning objectives** (MAGPIES). Some entries have been completed for you.

Highlight Key Terms in the left column as well as your Themes in your contextualizations and explanations in the right column. (just because something bold doesn't mean that's all you should focus on as key terms or key cues.)

MAGPIES

- M**igration and Settlement
- A**merica in the World
- G**eography and the Environment
- P**olitics and Power
- I**dentify; American and National
- E**conomy; Work, Exchange, & Technology
- S**ociety and Culture

| Important Examples / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
|---|--|
| <p>National Recovery Administration (NRA) aimed to eliminate "cut-throat competition" by bringing industry, labor and government together to create codes of "fair practices" and set prices. The NRA was created by the National Industrial Recovery Act (NIRA) and allowed industries to get together and write "codes of fair competition." The codes were intended to reduce "destructive competition" and to help workers by setting minimum wages and maximum weekly hours, as well as minimum prices at which products could be sold. The NRA also had a two-year renewal charter and was set to expire in June 1935 if not renewed. In 1935, the U.S. Supreme Court unanimously declared that the NRA unconstitutional, ruling that it infringed the separation of powers under the United States Constitution. The NRA quickly stopped operations, but many of its labor provisions reappeared in the National Labor Relations Act (Wagner Act), passed later the same year. The long-term result was a surge in the growth and power of unions.</p> | |
| <p>The Tennessee Valley Authority (TVA) is a federally owned corporation (still in operation) in the United States created by congressional charter in May 1933 to provide navigation, flood control, electricity generation, fertilizer manufacturing, and economic development in the Tennessee Valley. It was a relief project providing thousands with long term work and providing cheap electricity and flood protection to people in 7 states.</p> | |
| <p>Federal Writer's Project United States federal government project to fund written work and support writers during the Great Depression. It was part of the Works Progress Administration. Notable projects of the Federal Writers' Project included the Slave Narrative Collection, a set of interviews that culminated in over 2,300 first-person accounts of slavery and 500 photographs of former slaves.</p> | |
| <p>Huey Long was a politician who served as Governor of Louisiana and member of the Senate from 1932 until his assassination in 1935. A Democrat, he was an outspoken populist who denounced the rich and the banks. As the political boss of the state he commanded wide networks of supporters and was willing to take forceful action. Long is best known for his Share Our Wealth program, created in 1934 under the motto "Every Man a King." It proposed new wealth redistribution measures in the form of a net asset tax on corporations and individuals to curb the poverty and homelessness endemic nationwide during the Great Depression.</p> | |
| <p>Supreme Court Fight (court packing plan) was a legislative initiative proposed by Franklin D. Roosevelt to add more justices to the U.S. Supreme Court. Roosevelt's purpose was to obtain favorable rulings regarding New Deal legislation that the court had ruled unconstitutional. The central provision of the bill would have granted the President power to appoint an additional Justice to the U.S. Supreme Court, up to a maximum of six, for every member of the court over the age of 70 years and 6 months. In the Judiciary Act of 1869 Congress had established that the United States Supreme Court would consist of the Chief Justice and eight associate justices. During Roosevelt's first term the Supreme Court struck down several New Deal measures as being unconstitutional. Roosevelt sought to reverse this by changing the makeup of the court through the appointment of new additional justices who he hoped would rule his legislative initiatives did not exceed the constitutional authority of the government. Since the U.S. Constitution does not define the size of the Supreme Court, Roosevelt pointed out that it was within the power of the Congress to change it. Congress didn't and many saw it as a power grab. The Supreme Court seemed to be impacted, however, because they backed down from their assault on New Deal legislation.</p> | |

| Important Examples / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
|---|--|
| <p>Social Security Act provided benefits to retirees and the unemployed, and a lump-sum benefit at death. By signing this act Roosevelt became the first president to advocate federal assistance for the elderly. The act also gave money to states to provide assistance to aged individuals (Title I), for unemployment insurance (Title III), Aid to Families with Dependent Children (Title IV), Maternal and Child Welfare (Title V), public health services (Title VI), and the blind (Title X). The practical effect of this proposal was that the President would get to appoint six new Justices to the Supreme Court (and 44 judges to lower federal courts), thus instantly tipping the political balance on the Court dramatically in his favor. The debate on this proposal lasted over six months. Chief Justice Charles played a leading role in defeating the court-packing by rushing these pieces of New Deal legislation through and ensuring that the court's majority would uphold it.</p> | |
| <p>Federal Deposit Insurance Corporation (FDIC) is an independent agency created by the Banking Act of 1933 (Glass-Steagall Act). It insures deposits; intended to restore public faith in banking following a series of devastating bank panics in 1929-1933. It succeeded in encouraging most, although not all, Americans to take their cash from the coffee tin, the mattress, or other clever hiding spot... and once again trust the bank to hold it and "make it grow."</p> | |
| <p>Great Depression Era deportations of many Mexican migrants and some Mexican-American Americans due to desire to reduce job competition. During the 1920s with intense quotas and immigration restrictions for Eastern and Southern Europeans (and others who may want to come in) did not apply to Mexicans. These deportations were an extension of that effort. This is also known as the Mexican Repatriation when as many as two million people of Mexican descent were forced or pressured to leave the US. The Immigration and Naturalization Service targeted Mexicans because of the proximity of the Mexican border, the physical distinctiveness of mestizos, and easily identifiable barrios.</p> | |
| <p>Bracero Program a series of laws and diplomatic agreements, initiated by an August 1942 exchange of diplomatic notes between the United States and Mexico, for the importation of temporary contract laborers from Mexico to the United States. American president Franklin D. Roosevelt met with Mexican president Manuel Ávila Camacho in Monterrey, Mexico, to discuss Mexico as part of the Allies in World War II and the bracero program. After the expiration of the initial agreement in 1947, the program was continued in agriculture under a variety of laws and administrative agreements until its formal end in 1964.</p> | |
| <p>Luisa Moreno unionized workers, led strikes, wrote pamphlets in English and Spanish, and convened the 1939 <i>Congreso de Pueblos de Habla Española</i>, the "first national Latino civil rights assembly", before returning to Guatemala in 1950. Latinos were segregated and discriminated against in similar ways to African Americans in the South and Asians on the West Coast.</p> | |
| <p>Washington Naval Conference was a military conference called by President Warren G. Harding and held in Washington from 12 November 1921 to 6 February 1922. Conducted outside the auspice of the League of Nations, it was attended by nine nations regarding interests in the Pacific Ocean and East Asia. Soviet Russia was not invited to the conference. It was the first international conference held in the United States and the first arms control conference in history, and as Kaufman, 1990 shows, it is studied by political scientists as a model for a successful disarmament movement... resulted in three major treaties: Four-Power Treaty, Five-Power Treaty (more commonly known as the Washington Naval Treaty), the Nine-Power Treaty, and a number of smaller agreements. These treaties preserved peace during the 1920s but are also credited with enabling the rise of the Japanese Empire as a naval power leading up to World War II.</p> | |
| <p>Stimson Doctrine a policy of the United States federal government, enunciated in a note of January 7, 1932, to Japan and China, of non-recognition of international territorial changes that were executed by force, targeting mainly Japan's unilateral seizure of Manchuria in northeastern China. They also applied it to the Soviet Union's seizure of Latvia, Lithuania, and Estonia. It is a similar tactic to Woodrow Wilson's Moral Diplomacy in Mexico (refusing to recognize the new government which was seized by force rather than democratically). At this time in history, the United States did not have the power, economically or militarily, to influence foreign nations simply with a written condemnation.</p> | |
| <p>Sonar (SOund Navigation And Ranging) is a technological breakthrough that helped the Allies win WWII. It uses a technique of sound propagation (usually underwater, as in submarine navigation) to navigate, communicate with or detect objects on or under the surface of the water, such as other vessels.</p> | <p><i>Technology helped the Allies win WWII. Sonar helped to disable the surprise attacks from German U-Boats (submarines) as well as better navigate in shallow waters.</i></p> |

| Important Examples / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
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| <p>Manhattan Project was a top secret government project to research and develop an atomic bomb. Following intelligence from Albert Einstein and fear that Germany was on the verge of inventing a super-weapon, the government began this project which eventually produced three atomic bombs. One that was tested in New Mexico, where the heart of the Manhattan Project was located and the other two were used on Hiroshima and Nagasaki. This innovation marked the beginning of the atomic age and soon led to an arms race with the Soviet Union, however the fear of mutually assured destruction prevented use of the weapon (other than the two that were used on Japan).</p> | |
| <p>Neutrality Acts... passed by the United States Congress in the 1930s, in response to the growing turmoil in Europe and Asia that eventually led to World War II. They were spurred by the growth in isolationism and non-interventionism in the US following its costly involvement in World War I, and sought to ensure that the US would not become entangled again in foreign conflicts. The legacy of the Neutrality Acts is widely regarded as having been generally negative: they made no distinction between aggressor and victim, treating both equally as "belligerents"; and they limited the US government's ability to aid Britain and France against Nazi Germany. The acts were largely repealed in 1941, in the face of German submarine attacks on U.S. vessels and the Japanese attack on Pearl Harbor.</p> <p>1935, imposed a general embargo on trading in arms and war materials with all parties in a war. It also declared that American citizens travelling on warring ships travelled at their own risk. (6 month ban).</p> <p>1936, passed in February of that year, renewed the provisions of the 1935 act for another 14 months. It also forbade all loans or credits to belligerents. However, this act did not cover "civil wars," such as that in Spain (1936–1939), nor did it cover materials such as trucks and oil. U.S. companies such as Texaco, Standard Oil, Ford, General Motors, and Studebaker exploited this loophole to sell such items to General Franco on credit.</p> <p>1937, the Congress passed a joint resolution outlawing the arms trade with Spain. The Neutrality Act of 1937, passed in May, included the provisions of the earlier acts, this time without expiration date, and extended them to cover civil wars as well. Furthermore, U.S. ships were prohibited from transporting <i>any passengers or articles</i> to belligerents, and U.S. citizens were forbidden from traveling on ships of belligerent nations.</p> <p>In a concession to Roosevelt, a "cash-and-carry" provision that had been devised by his advisor Bernard Baruch was added: the President could permit the sale of materials and supplies to belligerents in Europe as long as the recipients arranged for the transport and paid immediately in cash, with the argument that this would not draw the U.S. into the conflict. Roosevelt believed that cash-and-carry would aid France and Great Britain in the event of a war with Germany, since they were the only countries that controlled the seas and were able to take advantage of the provision.</p> | |
| <p>Atlantic Charter policy statement issued in August 14, 1941 that, early in World War II, defined the Allied goals for the post-war world. It was drafted by the leaders of the United Kingdom and the United States, and later agreed to by all the Allies of World War II. The Charter stated the ideal goals of the war: no territorial aggrandizement; no territorial changes made against the wishes of the people; restoration of self-government to those deprived of it; reduction of trade restrictions; global cooperation to secure better economic and social conditions for all; freedom from fear and want; freedom of the seas; and abandonment of the use of force, as well as disarmament of aggressor nations.</p> | |

Section 3: Other Terms are simply additional facts to support your reading and review, and they MAY show up on the test. They are also valuable evidence for historical analysis (evidence for defending a thesis). If the definition is missing... YOU WRITE IT. **Highlight Key Terms as well as your Themes in your contextualizations and explanations.**

| Other Terms / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
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| <p>The CWA (Civil Works Administration) was a branch of FERA established in 1933 which was designed to create temporary jobs for the unemployed to help people get through a harsh winter. Jobs included such tasks as leaf raking.</p> | |
| <p>Authorized by Congress in 1934, the Securities and Exchange Commission (SEC) was to be a watchdog administrative agency whose job was to safeguard against fraud, deception, and inside manipulation.</p> | |

| Other Terms / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
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| <p>Preceded by the Federal Housing Administration in 1934, the United States Housing Authority loaned money to states or communities for low-cost construction. It reduced slums in the US but was assailed as frivolous spending by those opposed to the New Deal.</p> | |
| <p>FDR partially took the nation off the Gold Standard with the 1934 Gold Standard Act (we have been completely off the Gold Standard since 1971-Nixon). FDR tried to halt deflation by setting the value of the dollar at \$35 per ounce gold and removed paper currency from being redeemable in gold.</p> | |
| <p>Roosevelt's New Deal consisted of three strong policies of relief, recovery, and reform, the Three Rs. Short-range goals included relief and immediate recovery. The First Hundred Days and subsequent additions were the Recovery, however works projects also provided relief to the unemployed.</p> <p>The Second New Deal, beginning in summer 1935, included the more long-range goals ... relief and reform. Relief was about helping business and the economy, and reform was about changing policy to prevent future depression.</p> | |
| <p>The Resettlement Administration (RA) provided loans to sharecroppers, tenants, and small farmers. It built work camps where migrant workers could find jobs and housing.</p> | |
| <p>Passed in 1935, the Wagner Act, or National Labor Relations Act created a powerful new National Labor Relations Board (NLRB) for administrative purposes and reasserted the right of labor to engage in self-organization and to bargain collectively through representatives of its own choice.</p> | |
| <p>The Rural Electrification Administration (REA) created a new government agency tasked with providing loans to rural communities which enabled them to develop cooperatives to supply power.</p> | |
| <p>The Revenue Act of 1935 increased income taxes on the wealthy and increased taxes on large gifts from parent to child. It also increased taxes on capital gains (profits earned from stocks, property, and other investments).</p> | |
| <p>One of the most complicated and far-reaching laws ever to pass, the Social Security Act of 1935 provided monetary supports to select groups of American citizens: the elderly, the retired, the handicapped, delinquent children, and other dependents.</p> | |
| <p>The Fair Labor Standards Act (1938), forced industries involved in interstate commerce to establish minimum-wages and maximum hour standards. This bill forbade the labor of children under sixteen but did not take into account agricultural service, preventing certain groups, (Blacks, Mexican Americans,) from reaping the benefits.</p> | |
| <p>Fair Employment Practices Committee, formed from an executive order by FDR, set up a government committee to assist minorities in their job search. This 1941 order followed a "threat" by A. Phillip Randolph to march on D.C.</p> | |
| <p>The Wheeler-Howard Act, aka Indian Reorganization Act of 1934 repealed the 1887 Dawes Act. This allowed American Indian tribes to communally own reserved lands and actively preserve their culture.</p> | |

| Other Terms / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
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| <p>The 1934 Railroad Pension Act made prior workers eligible for pensions despite their not having contributed to the retirement funds. In addition, the law included former employees who had been fired for cause or who had worked for only a short duration to benefit from pensions.</p> | |
| <p>The Bankruptcy Act, aka Frazier-Lemke Farm Bankruptcy Act of 1934 allowed the federal government to exercise eminent domain "in the public interest" by seizing farm property owned by the banks (from foreclosures) and turning it over to the farmers.</p> | |
| <p>The Bituminous Coal Conservation Act of 1935 gave the federal government the ability to regulate coal prices and wages by empowering local boards to set minimum prices for coal and to provide collective bargaining services for employees seeking better wages and working conditions.</p> | |
| <p>In 1936, the Soil Conservation and Domestic Allotment Act increased emphasis on conservation and paid farmers to plant soil-conserving crops or to let their land lie fallow.</p> | |
| <p>The Hatch Act of 1939 was introduced to stop unreasonably large campaign treasuries in free elections. It prevented federal administrative officials from active political campaigning and soliciting, the use of government funds for political purposes, and the collection of campaign contributions from those receiving relief payments. It was elaborated upon in 1940 to restrict campaign contributions and expenditures overall, although many loopholes were exploited.</p> | |
| <p>The Good Neighbor Policy was a philosophy of Roosevelt's, regarding positive and peaceful relations with Latin America through methods such as consultation and nonintervention. Recognizing the ineffectiveness of violence in the Caribbean in the past and seeking to strengthen the Western Hemisphere, a successful compromise was reached in 1941 by use of these methods regarding Mexican seizure of Yankee oil properties.</p> | <p><i>Franklin Roosevelt reversed the foreign policy of Theodore Roosevelt and others (imperialism/BigStick) by backing off of Latin America and behaving more as a peer than the "Big Sister" or "Darwinistic" superiors. He sought America's place in the world to be one of a "good neighbor" rather than exploiter.</i></p> |
| <p>In 1933 at the seventh Pan American Conference in Montevideo, Uruguay, the US delegation formally decided upon a policy of nonintervention in the Montevideo Pact. By making such a pact previous acts and pacts such as the Monroe Doctrine were bypassed. In 1936 another Pan American Conference, this time in Buenos Aires, Argentina, FDR and other nations pledged to work together in defense of the western hemisphere from any aggression by Germany. (Following the fall of France a few years late... At the Havana Conference the United States agreed to share responsibility with the rest of the world to uphold the Monroe Doctrine.) <i>Backing off Monroe sounds good unless "bad guys" are building empires.</i></p> | |
| <p>The Civilian Conservation Corps...</p> | |
| <p>The Emergency Banking Act...</p> | |
| <p>The Civil Works Administration...</p> | |
| <p>The Securities Act of 1933...</p> | |

| Other Terms / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
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| <p>The Tydings-McDuffie Act (1934) fulfilled America's earlier promise of gradual freedom for the Philippines. America did reserve naval bases.</p> | |
| <p>Following the 1938 Mexican government seizure of American oil business in Mexico, FDR refused to use force, refused to cater to the demands of American businessmen, and instead encouraged arbitration and settlement. In 1941 a settlement was reached, but many American businesses lost much of their investments.</p> | |
| <p>In the bombshell announcement Roosevelt withdrew America from the London Economic Conference because he felt that it would hamper his ability to help the American economy by being tied to the standards of other countries.</p> | |
| <p>In 1933, Roosevelt ignored hardcore anti-communists and Roman Catholics and recognized the Soviet Union by starting diplomatic relations with the Bolshevik regime. He did so partly to increase trade and partly to balance Germany and Japan's rising power.</p> | |
| <p>Devised in 1934 by Secretary Hull and President Roosevelt, the Reciprocal Trade Agreements Act was designed to enhance and revive American export trade for purposes of relief and recovery from the Great Depression while activating low tariff policies of New Dealers. Tariffs in US and other countries lowered existing tariffs by 50 percent, breaking the precedent of a high import tax that existed since the Civil War.</p> | |
| <p>Mussolini seized power in Italy, 1922. His fascism led to a military build up, increased nationalism, decreased liberty, increased anti-communist sentiments, and destabilized the balance of power as he began to build an empire in the 1930s → including the takeover of Ethiopia in 1935.</p> <p>During the 1920s, nationalists also rose to power in Japan. Instead of fascism, Japan developed militarism which led to the building of their empire. This began with the Manchurian Crisis in 1931 and continued with the further invasion of China in 1937. ...Blatant disregard of Open Door! FDR was not happy.</p> <p>Germany also developed a fascist party, the Nazi Party, led by Adolf Hitler. He rose to power in 1933; the same year FDR became President of the U.S. Hitler began rebuilding Germany, denouncing the Treaty of Versailles, attacking Jews and other non-Aryans in a wild, nationalistic fervor. In 1936, he seized the Rhineland. In 1938, he took Sudetenland.</p> | <p><i>America's place in the world was non-interventionist, non-members of the League of Nations, isolationists. Although the ideas of these three regimes conflicted with American, democratic ideals/beliefs/culture, the U.S. did little to nothing to challenge these developments. As things deteriorated, and the Great Depression was the focus... totalitarian regimes were appeased or seen as "over there" and not a threat to the U.S.</i></p> |
| <p>The Spanish Civil War (1936-1939) proved to be a miniature World War Two. Spanish Rebels headed by General Francisco Franco intended to overthrow the established Loyalist regime, and the neutrality acts redefined so arms embargo to Loyalists and rebels, which helped condemn fellow democracies to death. The fascist party won with the help of Hitler and Mussolini.</p> | |
| <p>After signing a non-aggression pact with the Soviet Union, Germany worked with the USSR to invade Poland on September 1, 1939, ...Germany invaded Poland, truces were broken, and the dreaded World War II was under way. ... Within months Germany began invading Scandinavia, France, and then Britain with its Blitzkrieg, lightning war strategy... The months of British and French inaction following the fall of Poland were defined as the "phony war." It ended when the Soviets attacked Finland to secure buffer territory.</p> | |
| <p>France fell and Britain was under constant bombardment. The 1941 Lend-Lease Bill, patriotically numbered 1776, was entitled as "An Act Further to Promote the Defense of the United States." It would send limitless supplies of arms to the victims of aggression, who would finish the job and keep the war on their side of the Atlantic. The act was heavily debated because it was basically an indirect declaration of war and went against America's Neutrality Act.</p> | |

| Other Terms / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
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| <p>On May 21, 1941, a German submarine torpedoed the <i>Robin Moor</i>, an unarmed American merchant ship outside of a war zone. This was the response of the Germans to the Lend-Lease Bill, having decisively identified the U.S. as enemies.</p> | |
| <p>The German-Soviet Non-aggression Pact of 1939 hid uneasy relations between Hitler and Stalin, neither trusted the other, both intended to betray it eventually... When Stalin refused to accept German control of the Balkans, Hitler decided to attack the Soviet Union, seeking its oil and resources and hence being able to take out Britain more easily. On June 22, 1941, almost exactly one year following the fall of France, Hitler launched this damaging attack on the Soviets, under the impression that his armies would win over Stalin's in a matter of weeks. Contrary to Hitler's original idea (did he not learn anything from Napoleon?), the Red army could not be defeated in a matter of weeks, and the Nazi troops were not equipped for a Russian winter. Therefore, they were balked at the entrance to Moscow.</p> | |
| <p>In September of 1940, Japan joined the Axis powers. Japan was continuing its empire building with invasions of the Dutch East Indies, British Burma, and French Indochina.</p> | |
| <p>In March 1941, The ABC – 1 agreement with the British and Canadians clarified the war strategy of “getting Germany first.” This plan basically outlined U.S. entry into WWII.</p> | |
| <p>Atlantic Conference (August 1941) Who: FDR (US), Winston Churchill (GB) Where: off the coast of Newfoundland, Canada Decision: sign the <u>Atlantic Charter</u> (Provisions of AC became foundation for the UN Charter later) Provisions:</p> <ol style="list-style-type: none"> 1. no territorial gains were to be sought by the United States or UK 2. territorial adjustments must be in accord with the wishes of the peoples concerned; 3. all peoples had a right to self-determination; 4. trade barriers were to be lowered; 5. there was to be global economic cooperation and advancement of social welfare; 6. the participants would work for a world free of want and fear; 7. the participants would work for freedom of the seas; 8. there was to be disarmament of aggressor nations, and a postwar common disarmament. <p>Point Four of the AC, with respect to international trade, emphasized that both "victor [and] vanquished" would be given market access "on equal terms." This was a repudiation of the punitive trade relations that were established within Europe post-World War I.</p> | |
| <p>On September 4, 1941, after hunting for German subs, the American destroyer <i>Greer</i> was attacked by Germany. The <i>Kearny</i>, a military escort, lost 11 men while embattled with U-boats in October, 1941.</p> <p>The <i>Reuben James</i> was an American destroyer that was one of the many ships attacked by Germans. In this case, the ship was torpedoed off southwestern Iceland, killing more than a hundred officers and enlisted men. The series of attacks caused congress to repeal the Neutrality Act of 1939 in mid-November 1941.</p> <p>“Enigma” codes were used by Germans to hide the locations of their submarines in the Atlantic Ocean. Fortunately for the Allies, they were decoded most notably by the British, helping the Allies’ defense against U-boats significantly.</p> | |
| <p>From October to November, 1941, under new leadership – General Hideki Tojo – the ambassador from Japan made his final attempt to negotiate an end to American embargos. The U.S. offered a compromise.: Japan leaves China and the U.S. relents on embargoes. Japan refused this deal.</p> | |
| <p>On December 7, 1941, “Black Sunday,” the Japanese attack on Pearl Harbor was the date that would “live in infamy.” United States leaders, focused on potential attacks from Germany on the Atlantic coast, were surprised at this sudden onslaught in the Pacific that caused considerable damage and about three thousand casualties.</p> | |

| Other Terms / Definitions | Historical Significance... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme |
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| <p>The U.S. government set up several agencies to mobilize for war. The War Production Board (WPB) provided much weaponry from different factories, including bullets, aircrafts, ships, tanks, and machine guns. The board also stopped all manufacture of nonessential items such as passenger cars. When Japan took over rubber supplies in British Malaya and the Dutch East Indies, the board imposed a national speed limit and gasoline rationing to save tires, due to limited rubber.</p> | |
| <p>The Office of War Mobilization (OWM) set production priorities and controlled raw materials. The Office of Price Administration (OPA) regulated prices, wages, rents, commodities. The War Labor Board (WLB) set wage ceilings.</p> | |
| <p>The Office of War Information controlled news about troop movements and battles and created massive amounts of propaganda to maintain public morale, encourage people to conserve, and encourage increased productivity.</p> | |
| <p>The government financed WWII by increasing taxes and selling War Bonds. Propaganda encouraged Americans to buy "Liberty Bonds" to help fund the war to great success.</p> | |
| <p>Support for the war effort on the Home Front was overwhelming, including rationing and conservation efforts.</p> <p>Those who did not support the effort were often persecuted, such as Mexican migrants and/or Hispanics in L.A. who ignored wool rationing and wore oversized Zoot Suits. The Zoot Suit riot included U.S. servicemen attacking these "unpatriotic" people.</p> | |
| <p>Congress passed the Smith-Connolly Anti-Strike Act over FDR's veto in 1943 that authorized the federal government to seize and operate tied up industries. It also made strikes against federally operated industries a criminal offense.</p> | |
| <p>Women gained new opportunities both in the military and on the Home Front. WASPS, WAACs, WAVES, SPARs were women regiments in the air force, army, navy, and coast guard respectively.</p> | |
| <p>Increased food production required more labor. Braceros were Mexican farmers brought across the border to harvest the fruit and grain crops of the West. More than 300,000 Mexican Americans served in the military.</p> | |
| <p>African Americans both supported the war effort and continued the fight for equality.</p> <p>A. Phillip Randolph was a black leader who was the head of the Brotherhood of Sleeping Car Porters and threatened to organize a massive march on Washington to demand equal opportunities for blacks in war jobs and the armed forces.</p> <p>The mechanical cotton picker was introduced in and freed around 5 million black tenant farmers and sharecroppers who headed north in search of jobs, and a million joined the military.</p> | |
| <p>Navajo Code Talkers were Native Americans employed in the U.S. army to transmit radio messages in their native languages, which were indecipherable by the Japanese and Germans. Around 25,000 American Indians served in the military and thousands more left the reservations to enter the American workforce.</p> | |

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| <p>Since Japanese immigrants were barred from becoming citizens, the “lessei” (first generation of Japanese) wanted their children “Nissei” (from the Japanese word second) to reap the full benefits of their birthright. The parents encouraged their children to learn English, excel in school, and get a college education. Despite the Americanization, most were still interned. Nearly 20,000 Japanese Americans served in the military. The Korematsu v U.S. Supreme Court case ruled internment constitutional.</p> | |
| <p>Casablanca Conference (1943) Who: FDR (US), Winston Churchill (GB) Where: Casablanca, Morocco (NW Africa) Decision: sign the <u>Casablanca Declaration</u> Provisions: to accept nothing less than unconditional surrender of the Axis Powers, Allied aid to the Soviet Union, the invasion of Sicily and Italy, recognition of joint leadership of the Free French by de Gaulle and Giraud</p> | |
| <p>Cairo Conference (1943) Who: FDR (US), Winston Churchill (GB), Chiang Kai-Shek (China) Where: Cairo, Egypt (NE Africa) Decision: signed the <u>Cairo Declaration</u> and released in a <i>Cairo Communiqué</i> through radio. Provisions: Allies' to continue deploying military force until Japan's unconditional surrender. The three main clauses --"Japan be stripped of all the islands in the Pacific which she has seized or occupied since the beginning of the First World War in 1914," "all the territories Japan has stolen from the Chinese, such as Manchuria, Formosa, and the Pescadores, shall be restored to the Republic of China, " & "in due course Korea shall become free and independent".</p> | |
| <p>Teheran Conference (1943) Who: FDR (US), Winston Churchill (GB), Joseph Stalin (USSR) – <i>The Big Three</i> Where: Teheran, Iran (Middle East) Decision: sign a declaration to <u>open a second battle front in Europe</u> Provisions: The Partisans of Yugoslavia should be supported by supplies and equipment and also by commando operations; It would be desirable if Turkey should come into war on the side of the Allies before the end of the year; Took note of Stalin's statement that if Turkey found herself at war with Germany, and as a result Bulgaria declared war on Turkey or attacked her, the Soviet Union would immediately be at war with Bulgaria. The Conference further took note that this could be mentioned in the forthcoming negotiations to bring Turkey into the war; <u>Operation Overlord</u> would be launched during May 1944, in conjunction with an operation against southern France. (Invasion of Normandy; D-Day), Agreed that the military staffs of the Three Powers should keep in close touch with each other in regard to the impending operations in Europe. In particular it was agreed that a cover plan to mystify and mislead the enemy as regards these operations should be concerted between the staffs concerned, There was also a second agreement to recognize Iran's independence after the war. There was no conclusive decision made as to what to do with Germany after the war. USSR also agreed to enter the war against Japan following the defeat of Germany.</p> | |
| <p>Yalta Conference (1945) Who: FDR (US), Winston Churchill (GB), Joseph Stalin (USSR) <i>The Big Three</i> Where: Yalta, Crimea (USSR) Decision: Germany to be disarmed and divided into 4 zones of occupation Provisions: Germany divided, Veto power to Big 5 nations in UN, (France, Great Britain, China, USSR, and the U.S.), USSR to get 3 seats in UN General Assembly, USSR to gain islands, concessions in Manchuria for ports, joint control of Manchuria Railroad in exchange for helping to defeat Japan; Eastern Polish borders to be set to the advantage of the Soviets; USSR pledge to hold free elections in Eastern Europe; War crimes trials held after war</p> | |
| <p>Potsdam Conference (1945) Who: Harry Truman (US), Winston Churchill then Clement Attlee (GB), Joseph Stalin (USSR) <i>[Winston Churchill lost reelection to Clement Attlee during the Conference. The final agreement was signed by Attlee not Churchill. FDR died in April of 1945. Harry Truman took over and attended the Conference 3 months later.]</i> Where: Potsdam, Germany Decision: <u>Potsdam Agreement and Potsdam Declaration</u> Provisions: Unconditional surrender of Japan, Council set up to administer Germany, Outlined treaty negotiation processes, Transfer of Germans in Czechoslovakia, Hungary, and Poland into Germany; At this conference, Stalin announced that there would be no elections in Eastern Europe and Truman announced that America had a “weapon of awesome power.” [Stalin already knew thanks to American spies]</p> | |