

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

**ESSENTIAL TEKS**

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS  
CORRELATION TO APUSH UNIT  
(PARTIAL PERIOD 7 OF FRAMEWORK, 1929-1945 IS UNIT 7)**

**Objective:** Analyze main events from the Progressive Era through the Roaring Twenties that correlate to the specific objectives for the Texas end-of-course exam (S.T.A.A.R. Test). This is the second “essential TEKS” activity that has a major correlation to the state exam, because the grade level class begins their study with the Gilded Age. In APUSH, on the other hand, we begin with Columbus!

**Directions:** Review the T.E.K.S. by reviewing the objectives and principles outlined and completing the historical review and analysis in the spaces provided. When you finish the review, log into Canvas and take the Unit 6 TEKS review quiz.

**Period 7, 1890-1930; Progressive Era and America’s Rise to Power, and the Roaring Twenties,**

Key Concepts from the Revised 2015 College Board Framework for APUSH

**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.

**1. Complete the graphic below by identifying major characteristics for each era and identify significant turning points.**

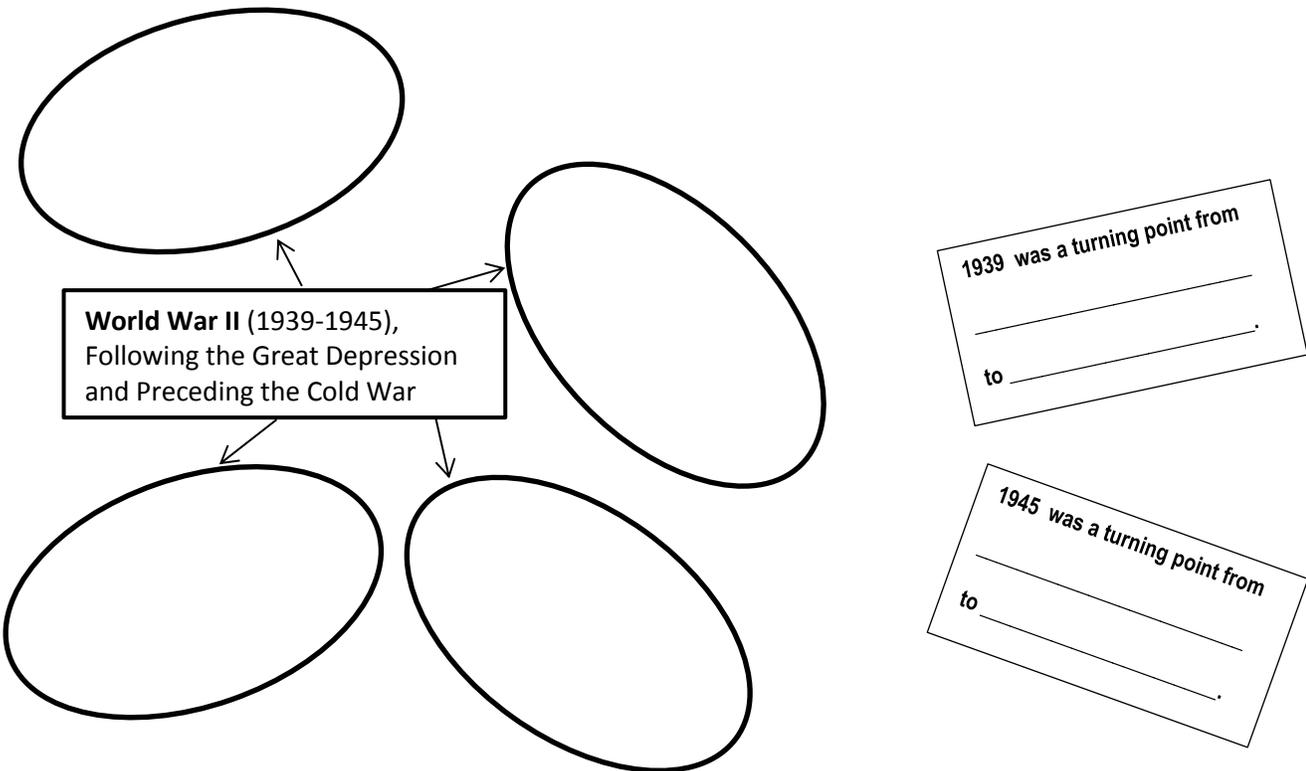
T.E.K.S.- (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present.

(A) identify the **major characteristics** that define the era.

(B) identify the **major eras** in U.S. history from 1877 to the present.

(C) apply **absolute and relative chronology** through the sequencing of significant individuals, events, and time periods.

(D) Explain the **significance** of the following years as turning points: **1914-1918 (World War I)**, **1929 (the Great Depression begins)**



2. Analyze the causes and effects of the Great Depression.

T.E.K.S. (16) Economics. The student understands significant economic developments between World War I and World War II.  
 (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System  
 (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage

The following list of key terms (highlighted in the TEKS above and in chart below as well as elaborated in course content) represent important – tested content for the end of course exam. It is important to keep in mind that knowing simple definitions (historical content) is important, however you must also be able to analyze that content on a higher level if you intend to earn a commended score. Complete the chart by finishing each topical analysis. Highlight key ideas/terms as you include them in your analysis. The entries that have been completed for you should set the standard of your entries!

Key Terms & Examples	Definitions and analysis of causes and effects of the Great Depression
<p><b>Great Depression</b></p> <p>Personal debt, buying on credit, installment plans</p> <p>Gap between rich and poor</p> <p><b>Stock market speculation</b></p> <p>Agricultural foreclosures, Unregulated banks, <b>Bank failures</b></p> <p>Global economy</p> <p><b>Monetary policy of FED</b></p> <p><b>Tariffs</b></p> <p><b>Unemployment</b></p> <p><b>Deportation and repatriation,</b> Mexican Repatriation Act, segregation</p> <p>Dust Bowl</p> <p>Dorothea Lange</p> <p>John Steinbeck</p>	<p><u>DEFINITIONS...</u></p> <p><i>The Great Depression is the era beginning with the stock market crash of 1929 and ending with WWII. There were many causes including personal debt created by buying on credit or installment plan (pre-cursor to the credit card), the gap between rich and poor which led to a significant part of the population being unable to purchase goods in a growing market and unable to save money, stock market speculation (buying stocks with hopes of reselling them at higher price) which led to over inflated prices, continued failure in the agricultural sector which led to forecloses and bank failures, lack of regulation to prevent corrupt banking practices such as using deposits to gamble on the stock market, and a global economy struggling post WWI. Unemployment is the percentage of people who want to work... and cannot find a job. During the depression this number skyrocketed to more than 25%. Anything over 10% is and indication of a severe recession or depression. The Dust Bowl was a natural disaster in the Midwest caused by drought and years of dry farming. Dorothea Lange and John Steinbeck documented life in the Great Depression through photography and literature, respectfully. The high tariff of 1930 (Smoot-Hawley) worsened the depression by reducing trade as reciprocal tariffs were placed on U.S. exports. Monetary policy of the Federal Reserve (FED) in response to the depression was to raise interest rates (shrink money supply) which lengthened the depression. Nativism worsened as jobs were fewer which led to the Mexican Repatriation Act (sending Mexicans back to Mexico) which also resulted in American citizens being deported to Mexico. Latin Americans were not included in the Immigration Acts of the 1920s, and many Mexicans had fled to America during the Mexican Revolution during the Progressive Era. Mexicans also faced discrimination and segregation as did other non-Whites.</i></p> <p><u>EXPLANATIONS OF CAUSES AND EFFECTS OF THE GREAT DEPRESSION...</u></p>







13. Analyze the impact of the war effort on the home front.

T.E.K.S. (7) History. The student understands the domestic and international impact of U.S. participation in **World War II**  
 (G) explain the **home front** and how American patriotism inspired exceptional actions by citizens and military personnel, including the bravery and contributions of the **Tuskegee Airmen**, the **Flying Tigers**, and the **Navajo Code Talkers**; and opportunities and obstacles for **women and ethnic minorities**.  
 (17) Economics. The student understands the economic effects of **World War II**  
 (A) describe the economic effects of World War II on the home front such as the **end of the Great Depression**, **rationing**, and increased **opportunity for women and minority** employment

Key Terms & Examples	Definitions and analysis of causes and effects of World War II
<p><b>World War II</b></p> <p><b>Home Front</b></p> <p><b>Tuskegee Airmen</b></p> <p><b>Flying Tigers</b></p> <p><b>Navajo Code Talkers</b></p> <p><b>Women</b>                      Rosie the Riveter                      Women's Army Corps (WACS),                      WASPS</p> <p><b>ethnic minorities</b>                      A. Philip Randolph</p> <p><b>Great Depression</b></p>	<p><b>DEFINITIONS...</b>  <i>World War II created many jobs and fueled economic recovery and the end of the <b>Great Depression</b>. Job opportunities for African Americans included war industries following A. Philip Randolph's threat to march on Washington and FDR's agreement to desegregate war industries. African American fighter group, <b>Tuskegee Airmen</b> became renowned as the most effective and trustworthy escorts/pilots. <b>Flying Tigers</b> were American and Chinese pilots working together. <b>WASPS</b> were Women Air Force Service Pilots, and <b>Rosie the Riveter</b> was a song and image celebrating the efforts of women in the workforce including factory work. Native Americans served as <b>Navajo Code Talkers</b> using their native language as an unbreakable code. Support on the Home Front was overwhelming with many efforts to conserve and support the troops.</i></p> <p><b>EXPLANATIONS OF HOW WWII IMPACTED THE HOME FRONT...</b></p>

14. Analyze major issues regarding civil liberties and racism during WWII.

T.E.K.S. (7) History. The student understands the domestic and international impact of U.S. participation in **World War II**  
 (B) evaluate the domestic and international leadership of **Franklin D. Roosevelt** during World War II  
 (D) analyze major issues of World War II, including the **Holocaust**; the internment of German, Italian, and Japanese Americans and **Executive Order 9066**;  
 (E) analyze major military events of World War II, including the **liberation of concentration camps**

Key Terms & Examples	Definitions and analysis of causes and effects of World War II
<p><b>World War II</b></p> <p><b>Franklin D. Roosevelt</b></p> <p><b>Holocaust</b>                      Zionism                      Liberation of concentration camps</p> <p><b>Executive Order 9066</b>,                      Japanese Internment,                      Korematsu v. U.S.</p>	<p><b>DEFINITIONS...</b></p> <p><b>EXPLANATIONS OF WWII IMPACT ON CIVIL LIBERTIES...</b></p>

