

Work, Exchange, Technology... *Economics*

Thematic Learning Objectives

Economics... Work, Exchange, & Technology

This theme focuses on the factors behind the **development of systems of economic exchange, particularly the role of technology, economic markets, and government.** This theme focuses on the development of **American economies** based on **agriculture, commerce, and manufacturing.** Students should examine ways that different **economic and labor systems, technological innovations, and government policies** have shaped American society. Students should explore the lives of **working people** and the **relationships among social classes, racial and ethnic groups, and men and women,** including the availability of **land and labor,** national and international **economic developments,** and the role of government **support and regulation.**

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

Past Prompts:

- 2002 Analyze the impact of the **Atlantic trade routes** established in the mid 1600's on economic development in the British North American colonies. Consider the period 1650-1750.
- 2006 Historians have argued that Progressive reform lost momentum in the 1920's. Evaluate this statement with respect to TWO of the following: **Regulation of business; Labor; Immigrants**
- 2000 DBQ How successful was **organized labor** in improving the position of **workers** in the period from 1875 to 1900? Analyze the factors that contributed to the level of success achieved.
- 2009 Choose TWO of the following organizations and explain their strategies for advancing the **interests of workers.** To what extent were these organizations successful in achieving their objectives? Confine your answer to the period from 1875 to 1925. Knights of Labor, American Federation of Labor, Socialist Party of America, Industrial Workers of the World
- 2007 To what extent did the **role of the federal government** change under President Theodore Roosevelt in regard to TWO of the following: **Labor; Trusts; Conservation; World affairs**
- 2010 Analyze the roles that women played in Progressive Era reforms from the 1880s through 1920. Focus your essay on TWO of the following. Politics, Social conditions, **Labor and working conditions**
- 2010B Analyze the effectiveness of Progressive Era reformers in addressing problems of the late nineteenth and early twentieth centuries. In your answer, focus on reform efforts in TWO of the following areas. State and federal government, **The workplace,** Living conditions in cities
- 2010B Compare and contrast the experience of **slaves on tobacco plantations** in the early seventeenth-century Chesapeake region with that of **slaves on nineteenth-century cotton plantations** in the Deep South. What forces transformed the **institution of slavery** from the early seventeenth century to the nineteenth century?

Past Prompts Continued:

- 2011 Analyze the **origins and development of slavery** in Britain's North American colonies in the period 1607 to 1776.
- 2001 How did **economic**, geographic, and social factors encourage the **growth of slavery** as an important part of the **economy** of the southern colonies between 1607 and 1775?
- 2004 Analyze the impact of the American Revolution on both **slavery** and the status of women in the period from 1775-1800.
- 2000 Assess the moral arguments and **political actions of those opposed to the spread of slavery** in the context of TWO of the following; Missouri Compromise; Mexican War; Compromise of 1850; Kansas-Nebraska Act
- 2009 From 1775 to 1830, many African Americans gained freedom from slavery, yet during the same period the **institution of slavery** expanded. Explain why BOTH of those changes took place. Analyze the ways that BOTH free African Americans and enslaved African Americans responded to the challenges confronting them.
- 1999 How were the lives of the Plains Indians in the second half of the nineteenth century affected by **technological developments** and government actions?
- 2007 DBQ Analyze the ways in which **technology**, government policy, and **economic conditions** changed American agriculture in the period 1865-1900. In your answer be sure to evaluate farmers' responses to these changes.
- 2013 Analyze the impact of **technological innovations** on the lives of TWO of the following groups. Confine your answer to the period 1865–1920. **Factory workers, Middle-class urban residents, Midwestern farmers**
- 2008 Analyze the extent to which the 1920s and 1950s were similar in TWO of the following areas. **Impact of technology**, Intolerant attitudes, Literary developments
- 2003 Analyze the ways in which **farmers and industrial workers** responded to **industrialization** in the Gilded Age (1865-1900.)
- 2006 In what ways in to what extent was **industrial development** from 1800 to 1860 a factor in the relationship between the northern and the southern states?
- 2007 Explain how TWO of the following individuals responded to the **economic** and social problems created by **industrialization** during the late nineteenth and early twentieth centuries. Jane Addams; Andrew Carnegie; Samuel Gompers; Upton Sinclair
- 2005 How successful were progressive reforms during the period 1890 to 1915 with respect to TWO of the following? **Industrial conditions**; Urban life; Politics
- 2014 Compare and contrast the Jacksonian Democratic Party and the Whig Party of the 1830s and 1840s. Focus on TWO of the following. **The role of the federal government in the economy**, social reform, westward expansion.
- 2013 Analyze the role of **trans-Atlantic trade** and Great Britain's **mercantilist policies** in the **economic development** of the British North American colonies in the period from 1650 to 1750.
- 2008 Analyze the impact of the **market revolution** (1815-1860) on the **economies** of TWO of the following regions. The Northeast; The Midwest; The South
- 2006 Analyze the differences between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in terms of TWO of the following: Politics; Religion; **Economic development**
- 2010 In what ways did ideas and values held by Puritans influence the political, **economic**, and social development of the New England colonies from 1630 through the 1660s?
- 2000 Analyze the cultural and **economic responses** of TWO of the following groups to the Indians of North America before 1750. British; French; Spanish
- 2007 The French and Indian War (1754-1763) altered the relationship between Britain and its North American colonies. Assess this change with regard to TWO of the following in the period between 1763 and 1775. Land acquisition; Politics; **Economics**
- 2004 DBQ In what ways did the French and Indian War (1754-63) alter the political, **economic** and ideological relations between Great Britain and its American colonies? Use the documents and your knowledge of the period 1740-1766 in constructing your answer.
- 2011 Analyze the ways in which the political, **economic**, and diplomatic crises of the 1780s shaped the provisions of the United States Constitution. Analyze the degree to which the Articles of Confederation provided an effective form of government with respect to any TWO of the following: Foreign relations; **Economic conditions**; Western lands
- 2006 "The United States Constitution of 1787 an **economic** and ideological victory for the traditional American political elite." Assess the validity of that statement for the period 1781 to 1789.

Past Prompts Continued:

- 2005 DBQ To what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, social, and **economic effects** of the Revolution in the period from 1775 to 1800.
- 2004 To what extent was the election of 1800 aptly named the “Revolution of 1800”? Respond with reference to TWO of the following areas: **Economics**; Foreign policy; Judiciary; Politics
- 2001 How and why did **transportation** developments spark **economic growth** during the period from 1860 to 1900 in the United States?
- ???? DBQ Jacksonian Democracy viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of **economic opportunity**. In light of the following documents and your knowledge of the 1820’s and 1830’s, to what extent do you agree with the Jacksonian’s view of themselves?
- 2001 The Jacksonian Period (1824-1848) has been celebrated as the era of the “common man.” To what extent did the period live up to its characterization? Consider TWO of the following in your response. **Economic development**; Politics; Reform movements
- 1999 How did TWO of the following contribute to the reemergence of a two party system in the period 1820 to 1840? Major political personalities; States’ rights; **Economic issues**
- 2009 Analyze the political, **economic**, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- 2004 To what extent and in what ways did the roles of women change in American society between 1790 and 1860? Respond with reference to TWO of the following areas: Domestic; **Economic**; Political; Social
- 2003 In what ways did developments in **transportation** bring about **economic** and social change in the United States in the period 1820-1860?
- 2009 Analyze the social, political, and **economic forces** of the 1840s and early 1850s that led to the emergence of the Republican Party.
- 2006 Explain why and how the **role of the federal government** changed as a result of the Civil War with respect to TWO of the following during the period 1861-1877: Race relations; **Economic development**; Westward expansion
- 2012 In the post–Civil War United States, **corporations** grew significantly in number, size, and influence. Analyze the impact of **big business** on the **economy** and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.
- 2003 Evaluate the impact of the Civil War on political and **economic developments** in TWO of the following regions: the South; the North; the West. Focus your answer on the period between 1865 and 1900.
- 1979 DBQ To what extent and for what reasons did the policies of the federal government from 1865 to 1900 violate the principles of laissez faire, which advocated minimal **governmental intervention in the economy**? Consider with specific reference to the following three areas of policy: **railroad land grants, control of interstate commerce, and antitrust activities**.
- 1999 In what ways did **economic conditions** and developments in the arts and entertainment help create the reputation of the 1920’s as the Roaring Twenties?
- 2007 DBQ In what ways did the administration of President Lyndon B. Johnson respond to the political, **economic**, and social problems of the United States? Assess the effectiveness of these responses.
- 2009 Analyze the ways in which the events and trends of the 1970s diminished the **nation’s economic power** and international influence, and challenged Americans’ confidence in both.
- 2008 Analyze the ways in which the Vietnam War heightened social, political, and **economic tensions** in the United States. Focus your answer on the period 1964 to 1975.

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery. European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

Stop and Write!

Explain why the “discovery” of America by Christopher Columbus in 1492 was a significant turning point in work, exchange, and technology in the Atlantic World.

Was the economic impact of this turning point the most significant? Or, was the most significant impact cultural, environmental, or political?

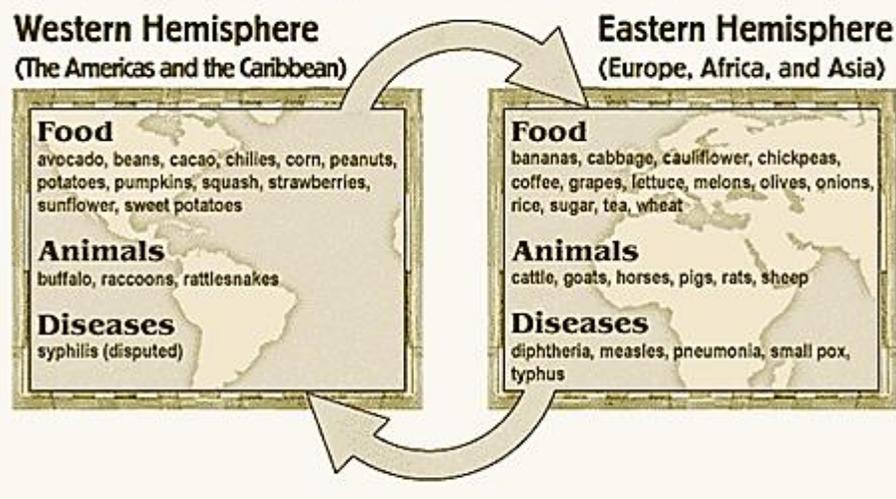
Document Analysis Practice... Work, Exchange, & Technology

Directions:

1. Examine each document and complete your basic analysis by explaining the historical context of each document along with one of the following: Author's intended audience, author's purpose, or author's point of view as indicated in the activity.
2. Use your document analysis along with your knowledge of history to address the questions that follow.

The Columbian Exchange: The Beginning of Globalization

For thousands of years, plant and animal life (including humans) in the Eastern and Western hemispheres developed in isolation from one another. After Christopher Columbus and other European voyages of exploration, plants, animals, and infectious diseases, as well as goods, ideas, and cultural traditions, began their movement across the globe.



Sources: "The Columbian Exchange (Visual)." *American History*, 2014. *BARTOLOMÉ DE LAS CASAS: A BRIEF OUTLINE OF HIS LIFE AND LABOR* David Orique, O.P., 1984

[An *encomienda* was a grant, held by an *encomendero*, of indigenous laborers made to Spanish conquerors and settlers in Spanish America. It was the earliest basis for coerced labor in Spanish colonies, whereby the indigenous population was entrusted to Spanish settlers, who often exploited and mistreated the Indians. The *encomienda* grant brought two rights, tribute and free labor, and two obligations, military service in times of emergency (there was no standing army until 1762) and support of church and priests for the instruction of the Indians.]

Fighting for the indigenous to the very end of his long and fruitful life, he [Bartolome De Las Casas] died in Madrid at the Dominican convent of *Nuestra Señora de Atocha*, at the age of eighty-two, in July of 1566. Born at the end of the fifteenth century he lived two-thirds of the sixteenth. The Spain on which he closed his aged eyes was a different country from that on which he had first opened them; the colonial development in America, the Reformation in Germany, the rise of England – all these and a hundred events of minor but far-reaching importance had changed the face of the world.[47] Bartolomé de las Casas had outlived his contemporaries; he had enjoyed the confidence and respect of sovereigns: Ferdinand of Aragon, Charles V and Philip II, all of whom received his fearless admonitions. He addressed bishops, cardinals and popes, meeting personally with Julius II early in his life, corresponding with others, most notable Paul III, (who promulgated the famous *Sublimus Deus*). Near the very end of his life, he sent a letter to the new Pope Pius V, begging him to condemn conquest as a means of conversion. Finally, in his last words, he professed that he had kept faith, during fifty years of untiring labor, with the charge that God had laid upon him to plead for the restoration of the Indians to their original lands, liberty and freedom

Address the following questions in complete sentence. Incorporate your document analysis into your answers. Remember to include historical context and ONE of the following: intended audience, purpose, or point of view. Label your answers a.-b.-c., but also consider each answer one part of a full paragraph addressing a thematic learning objective or prompt.

1. Explain ONE way patterns of exchange around the Atlantic World changed after European contact.
2. Explain ONE way your answer in part a. impacted the development of North American colonial-era societies.
3. Explain ONE way your answer in part a. impacted the development of European colonial-era societies.

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

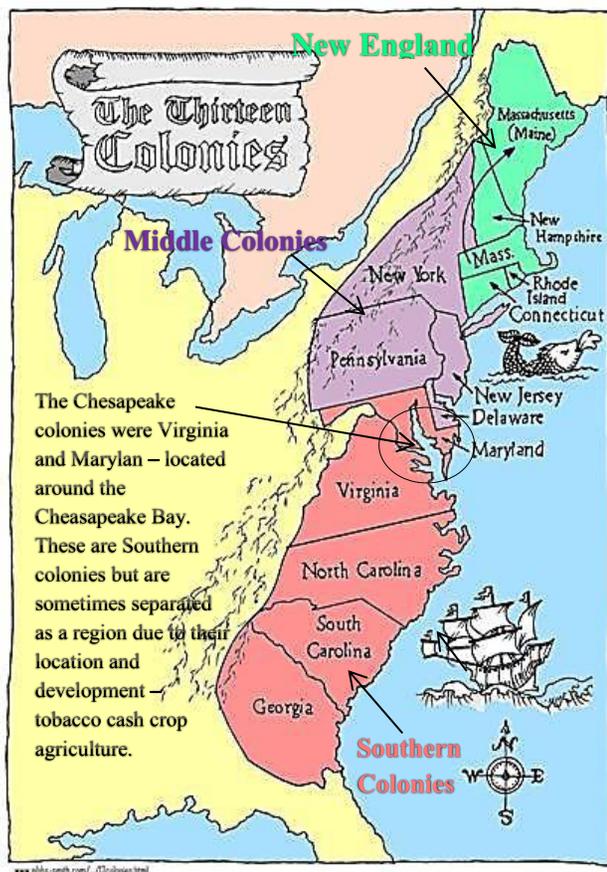
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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WXT-3.0 Analyze how technological innovation has affected economic development and society.

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals [DUTCH AND FRENCH = FUR TRADE, SPAIN = MINERAL WEALTH, ENGLISH = CASH CROP AGRICULTURE, FUR, FISHING, SHIPBUILDING], cultural assumptions, and folkways, resulting in varied models of colonization. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances [FRENCH = HURON, ENGLISH = IROQUOIS] and intermarriage with American Indians to acquire furs and other products for export to Europe. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

The British-American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain's case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.



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The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce developed including shipbuilding. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops [OATS, CORN], while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants [A worker seeking a new start in America signed an indenture agreement, which stipulated that he was borrowing money for his transportation and would repay the lender by performing labor for a set period. Skilled laborers were often indentured for four or five years, while unskilled workers often had to remain under the master's control for seven or more years. In addition to receiving passage to America, the servant would be provided with food, shelter, and clothing. Perhaps as many as 300,000 workers migrated under the terms of these agreements. Most were males, generally in their late teens and early twenties, but thousands of women also entered into these agreements and often worked off their debts as domestic servants.] and African chattel [Spain and Portugal had built a slave trading network, and by the time of English colonization it was relatively easy to tap into, the first slaves arrived in Jamestown in 1619]. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population [INDIGO, RICE, SUGAR].

Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability. As European nations competed in North America, their colonies focused on gaining new sources of labor [INDENTURED SERVANTS, SLAVES] and on producing and acquiring commodities [FUR, TOBACCO] that were valued in Europe. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

Clashes between European and American Indian social and economic values caused changes in both cultures. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes. Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldviews on land and gender roles. By supplying American Indian allies with deadlier weapons and alcohol [PART OF TRADING NETWORKS], and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare. The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.

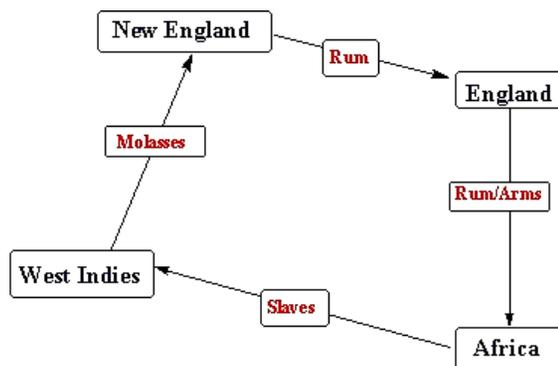
Work, Exchange, & Technology

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“Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.

Note: An important turning point in colonial labor systems and colonial culture. Following Bacon's Rebellion (Virginia colony, 1676) in which Nathaniel Bacon led a revolt of frontiersmen, former indentured servants, seeking protection and assistance from the elite in Jamestown (Tidewater elite, planter class) regarding Indian conflict over territory and resources, they Planter class began to move more toward the African chattel system of labor and decreased their demand of indentured servants. This change also reinforced the use of race as a system of class hierarchy.

1676 Bacon's Rebellion	1776 U.S. Revolution
Elite Planters	Elite Planters
	Small White Planters
	non-slaveholding
	Whites ("Yeomen")
Freedman	
Servants	
(Slaves)	
Indians	Black Slaves

(graphics captured from <http://roebuckclasses.com>)

Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.

Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government's relative indifference [salutary neglect] to colonial governance. [Dominion of New England, Navigation Acts] Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Mercantilism & Triangular Trade

Economics... Work, Exchange, & Technology

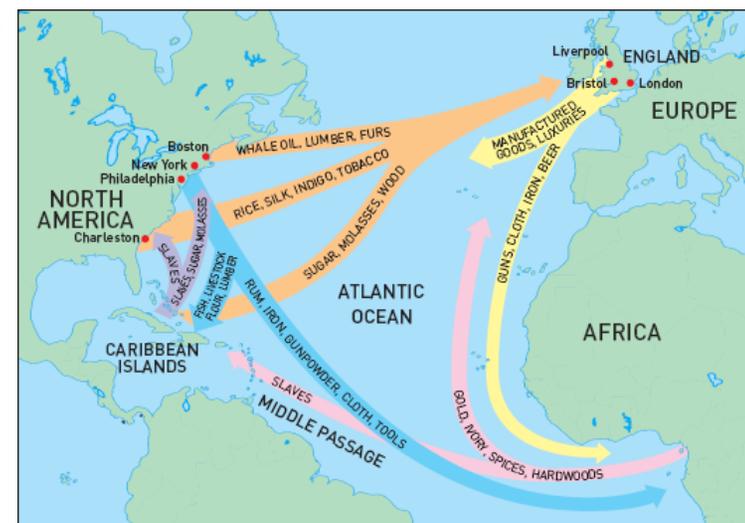
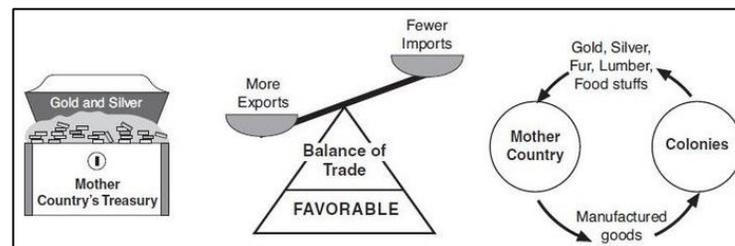
Directions: Read and analyze the three documents on this page, then explain the causes and effects of British mercantilism on the development of North American colonies. This page is VERY IMPORTANT! Students often think they understand mercantilism... but when they have to WRITE about it... they rarely go beyond a simplistic definition!

Trade and Navigation Acts- Review

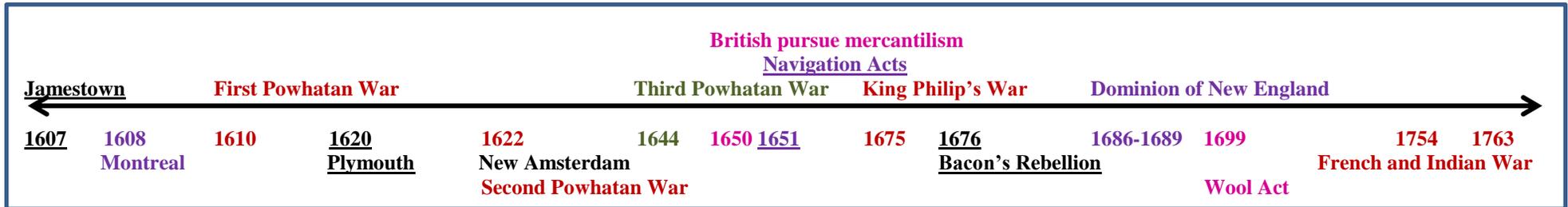
1. Parliament enacted England's first **Navigation Act in 1651** to undercut the Dutch Republic's economic preponderance. Dutch shippers and merchants then **controlled oceanic trade** and probably owned three-quarters of Northern Europe's commercial vessels; few Englishmen could compete with the well-financed and experienced Dutch traders. By the **Navigation Acts**, Parliament sought to exclude the Dutch from **English trade**. By 1750 a long series of **Navigation Acts** were in force, affecting the economy in four major ways.
2. First, the laws **limited all imperial trade to British ships**, defined as those with British ownership and whose crews were three-quarters British. (Because Parliament wanted only to exclude the Dutch, not to discriminate against Americans, it classified all colonists, even blacks, as British.) When Parliament began to strictly enforce this requirement in the late seventeenth century, American colonists and some elements of the English business community alike objected, because the Dutch offered better prices, credit, and merchandise. After 1700, however, when **Britain's merchant marine** became equal to its Dutch competitors, this cause for complaint evaporated.
3. This new shipping restriction not only contributed to Great Britain's rise as Europe's foremost shipping nation but also laid the foundations for an **American merchant marine**. By the 1750s one-third of all imperial vessels were American-owned. The swift growth of this merchant marine diversified the colonial economy and made it more self-sufficient. The expansion of colonial shipping in turn hastened urbanization by creating a need for centralized docks, warehouses, and repair shops in America. By 1770 **Philadelphia** was the British Empire's second largest port, after London, and **New York City** was not far behind. Shipbuilding emerged as a **major colonial industry** in these years, and by 1770 one-third of the "British" merchant marine was actually American-built.
4. The second major way in which the **Navigation Acts** affected the colonies lay in their barring the export of certain "**enumerated goods**" to foreign nations unless these items first passed through England or Scotland. The mainland's chief "controlled" items were **tobacco, rice, furs, indigo** (a Carolina plant that produced a blue dye), and **naval stores** (masts, hemp, tar, and turpentine). Parliament never restricted **grain, livestock, fish, lumber, or rum**, which altogether made up 60 percent of **colonial exports**. Further, American **exporters of tobacco and rice**- chief commodities affected by enumeration- had their burdens reduced by two significant concessions. First, Parliament gave Americans a monopoly over the British market by excluding foreign tobacco, even though this hurt British consumers. (Rice planters enjoyed a natural monopoly because they had no competitors.) Second, Parliament tried to minimize the added cost of landing **tobacco and rice** in Britain (where customs officials collected duties on both) by refunding these duties on all tobacco and rice that the colonists later shipped to other countries. About 85 percent of all American tobacco and rice was eventually re-exported and sold outside the British Empire.
5. The navigation system's third impact on the colonies was to **encourage economic diversification** in America. Parliament used British tax money to pay modest bounties to Americans producing such items as **silk, iron, dyes, hemp, and lumber**, which Britain would otherwise have had to import from other countries, and it raised the price of commercial rivals' imports by imposing protective tariffs on them.
6. On the surface, the trade laws' fourth consequence for the colonies was negative: they forbade Americans from competing with British manufacturers of **clothing and steel**. In practice, however, this prohibition had little effect, for it banned only large-scale manufacturing; colonial tailors, hatters, and housewives could continue to make any item of dress in their households or small shops. Manufactured by low-paid labor, British clothing imports to America generally undersold whatever the colonists could have produced at their higher labor costs. For this reason, Americans failed to establish a profitable clothing industry until after 1820. Steel manufacturing also depended on cheap labor, and not until the 1840s did either Great Britain or America develop a successful steel industry. The colonists were free to produce iron, however, and by 1770 they had built 250 **ironworks** employing thirty thousand men, a work force larger than the entire population of Georgia or of any provincial city. At the **American Iron Company's** complex of eleven forges and furnaces near Ringwood, New Jersey, five hundred workers manned eleven furnaces that annually consumed eight square miles of timber as fuel. By 1770 British North America produced more iron than England and Wales, and only Sweden and Russia exceeded the colonies' output.

Address the following prompt by writing a complete contextualization and thesis (introductory paragraph). [based on the 2013 AP exam Prompt]

Explain how trans-Atlantic trade and Great Britain's mercantilist policies impacted the economic development of the British North America colonies in the period from 1650 to 1770.



Chronological Reasoning & Review...



Work, Exchange, & Technology ... continued...

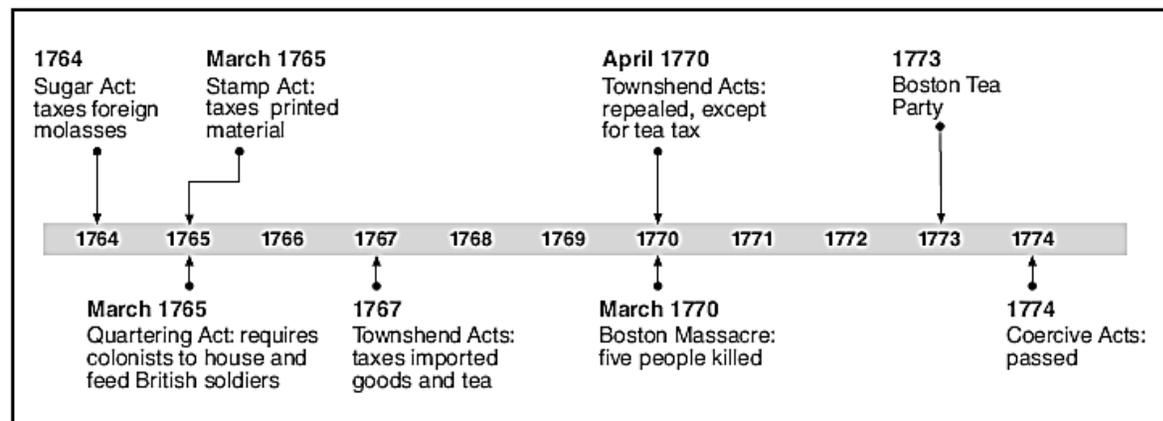
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During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies. After experiencing the limitations of the Articles of Confederation [1783-1789], American political leaders wrote a new Constitution [1787-1789] based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.



Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government. [tariff and currency disputes, Spanish restrictions on navigation of the Mississippi River] Delegates from the states worked through a series of compromises to form a Constitution for a new national government, while providing limits on federal power. Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted. As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties. As regional economies continued to develop in the United States, the expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.

Hamilton's Financial Plan: BEFAT
(During the Washington's Presidency)

BANK OF THE UNITED STATES

EXCISE TAXES ON WHISKEY

FUNDING AT PAR

ASSUMPTION OF STATE DEBTS

TARIFFS



Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.

...I consider the foundation of the Constitution as laid on this ground: That "all powers not delegated to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people." [10th amendment.] To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition. The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States, by the Constitution.

Source: Excerpts from Jefferson's Opinion on the Constitutionality of a National Bank, 1791: (Anti-Federalists)

The debate between Alexander Hamilton and Thomas Jefferson over the financial plan proposed was one cause of the first two party system (see Politics and Power review). It also impacted economic policy and began a debate that continues to this day regarding taxes and tariffs. Analyze the document above and consider memorizing the BEFAT acronym. Then, address the questions below. Write in complete sentences, and incorporate your document analysis into your answer.

- Explain ONE way the arguments about government policies during Washington's Presidency influenced economic policies of the United States.**
- Explain ONE key difference between Hamilton's vision for U.S. economic policy and Thomas Jefferson's vision.**
- Expansion ONE additional piece of information that illustrates the different viewpoints in the debate over early American economic policy.**

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South. Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.

The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest. The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations. Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

Henry Clay's "American System" (BIT)

Bank of the United States (2nd BUS – 20 year charter, 1816-1836)

Internal improvements (canals, roads, railroads – doesn't pass... except for Cumberland Road*)

Tariff (protective tariff of 1816)

Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.

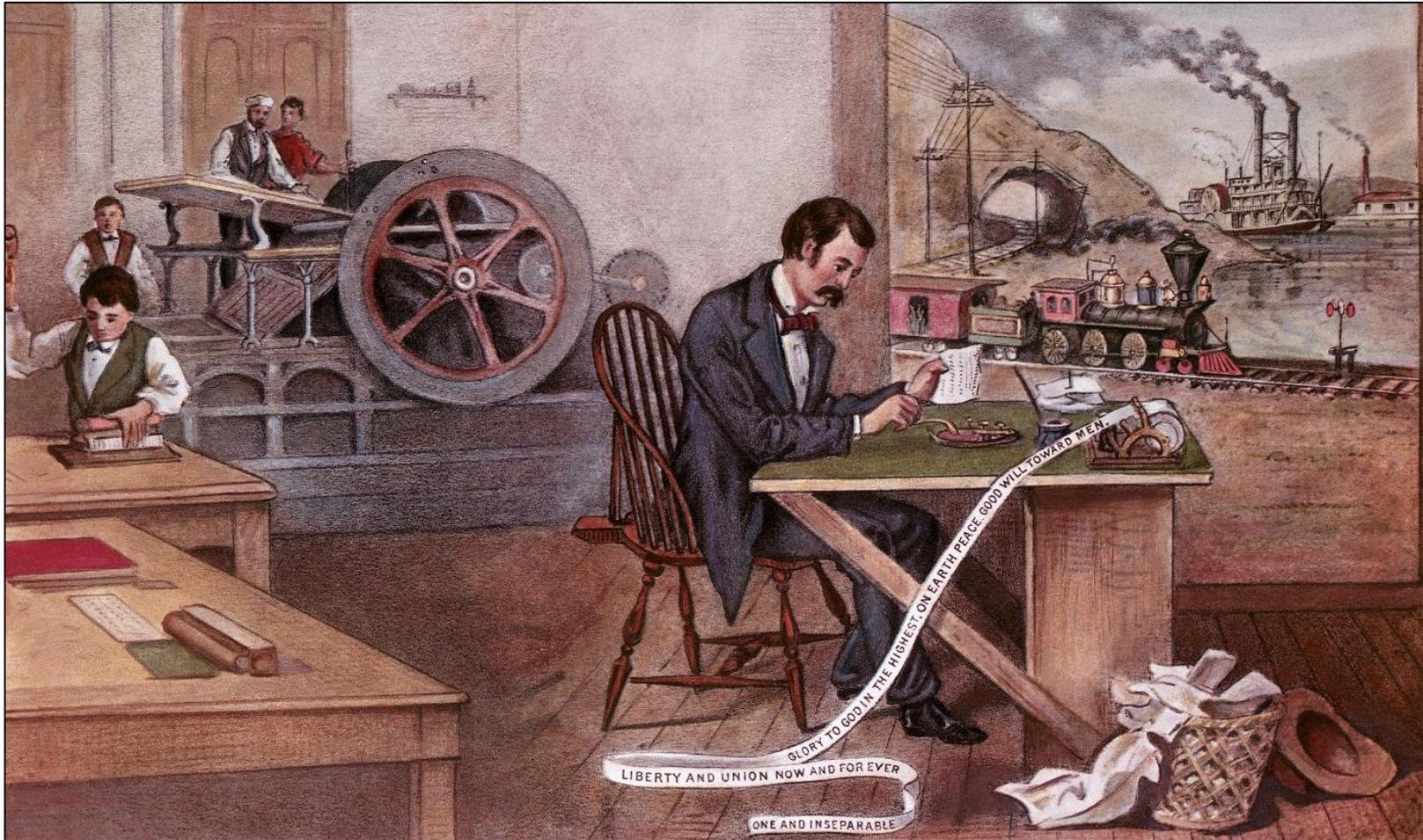


Transportation improvements in this era included the steam engine & railroad expansion (mainly in the north), ferry boats with steam engines which made navigation of rivers much easier (canals to rivers)... especially going upstream! **Innovations** such as the steel plow and mechanical reaper helped agriculture, and the factory system led to new textile mills (in the north) and expansion of free labor (wage labor) that contrasted slave labor of the South and led to early labor union movements in factories as well as mines.

The South was becoming home of **King Cotton** simultaneously. (images captured from wordpress.com)

*The National or Cumberland Road began in Cumberland, Maryland (connecting port of Baltimore to Ohio Valley eventually). By 1818 it had the Ohio River, and then eventually to southern Illinois (near St. Louis). It was the first major road built with federal funds. Other projects such as canals were left to the states. New York built the Erie Canal and Pennsylvania built the Pennsylvania Turnpike, for examples.

Document Analysis Practice... Work, Exchange, & Technology



Painting: *The Progress of the Century*, by Currier and Ives, 1876

Address the following questions in complete sentence. Incorporate your document analysis into your answers. Remember to include ONE of the following: historical context, intended audience, purpose, or point of view. Label your answers a.-b.-c.

- Explain ONE way **innovations in markets** affected the **economy** differently in the Northern, Western, and Southern regions of the United States prior to the Civil War.
- Explain ONE way **innovations transportation** affected the **economy** differently in the Northern, Western, and Southern regions of the United States prior to the Civil War.
- Explain ONE way **innovations in technology** affected the **economy** differently in the Northern, Western, and Southern regions of the United States prior to the Civil War.

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society. The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories. The desire for access to western resources led to the environmental transformation of the region, new economic activities [cattle ranching, mining, plains farming, boomtowns, railroads], and increased settlement in areas forcibly taken from American Indians. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia. [clipper ships, Commodore Matthew Perry's expedition to Japan, missionaries, Mexican-American War to secure California]

Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development [Pacific Railway Act, Homestead Act]. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights.



(image: *American Progress* by John Gast, 1872)

Stop and Write!

Explain the historical context and point of view of Gast's painting, *American Progress*. How does this analysis help you to explain HOW markets, transportation, and technology affected the economy and the different regions of North America?

Foundations of the American Economic System

A Review...

All three of the following leaders promoted policies to promote the economic development of the nation. Read, review, and highlight cues. Then, answer the question that follows.

Alexander Hamilton	Henry Clay	Abraham Lincoln
Four Reports to Congress... a Federalist Plan...to set up a mercantilist system...	American System... Continuing Hamilton's example for fueling industry...	Economic Programs... continuation of Clay's ideals... building a national economy...
Funding the national debt Protective tariff Whisky excise tax National bank	Internal improvements at government expense Protective tariff Second national bank	High tariff Transcontinental railroad Harbor improvements National banking legislation
Opposition	Opposition	Opposition
Anti-federalists feared an enlarged role for the federal government and instead preferred securing an agrarian economy. Although they rejected the plan, they had no alternative plan to propose. Thomas Jefferson repealed the whisky tax. After the first bank expired in 1811 and the Federalist party petered out, Democratic-Republicans came to realize (after the war) that the government needed the stable currency a national bank could ensure. Paired with the British dumping of goods post-war, they also saw the value of protective tariffs. Therefore, the opponents became supporters and the Era of Good Feelings began.	During the Era of Good Feelings when nationalism was heightened after the War of 1812, opponents of the American System restricted the plan rather than completely objecting. Those in the west and south generally opposed it, because they would be punished by higher tariffs (higher prices). Southerners had a secure market in England for their cotton at the time, so they saw no need to government interference... and viewed it as showing favoritism to the North. Following the Era of GF, Clay and Whigs supported the plan... President Jackson and the democrats opposed it. The part of the plan dealing with internal improvements was never adequately funded.	Opponents continued to reject the idea of using government power to promote the interests of business (or the "economic elite" as they claimed). Lincoln, a former Whig, had included important business planks in his 1860 platform to broaden the base of his minority Republican party. When the south seceded, many democrats went with them... giving Lincoln and the Republicans the ability to implement their economic plans.

Source Unknown

Evaluate the ways the U.S. government responded to economic issues from 1789-1865.

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes. The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism. [John D. Rockefeller, J.P. Morgan] As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty.

As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power. [Knights of Labor, American Federation of Labor, Mother Jones] Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.

I am not blind to the shortcomings of our own people. I am not unaware that leaders betray, and sell out, and play false. But this knowledge does not outweigh the fact that my class, the working class, is exploited, driven, fought back with the weapon of starvation, with guns and with venal courts whenever they strike for conditions more human, more civilized for their children, and for their children's children. - Mother Jones

Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water. [U.S. Fish Commission, Sierra Club, Department of the Interior] Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets. [the Grange, Las Gorras Blancas, Colored Farmers' Alliance] The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People's (Populist) Party, which called for political reform and a stronger governmental role in the American economic system. Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.

Document Analysis Practice...
Work, Exchange, & Technology

Source: Excerpt from the “The Omaha Platform “of the Populist Party, 1892

FINANCE.—We demand a national currency, safe, sound, and flexible, issued by the general government only, a full legal tender for all debts, public and private, and that without the use of banking corporations, a just, equitable, and efficient means of distribution direct to the people, at a tax not to exceed 2 per cent. per annum, to be provided as set forth in the sub-treasury plan of the Farmers' Alliance, or a better system; also by payments in discharge of its obligations for public improvements. We demand free and unlimited coinage of silver and gold at the present legal ratio of 16 to 1. We demand that the amount of circulating medium be speedily increased to not less than \$50 per capita. We demand a graduated income tax. We believe that the money of the country should be kept as much as possible in the hands of the people, and hence we demand that all State and national revenues shall be limited to the necessary expenses of the government, economically and honestly administered. We demand that postal savings banks be established by the government for the safe deposit of the earnings of the people and to facilitate exchange.

Source: Paul Johnson, *A History of the American People* , 1997

“Wilson’s arrival in the White House in 1913 was a perfect instance of Victor Hugo’s saying, ‘Nothing is more powerful than an idea whose time has come.’ Since the Civil War, the United States had become by far the world’s richest country, with an industrial economy which made all others on earth seem small, and it had done so very largely through the uncoordinated efforts of thousands of individual entrepreneurs. The feeling had grown that it was time for the community as a whole, using the resources of the United States Constitution, to impose a little order on this new giant and to dress him in suitable clothes, labeled ‘The Public Interest.’ Theodore Roosevelt had already laid out some of these clothes, and Wilson was happy to steal them.”



Source: Bernard Gillam, *Puck* magazine, August 1883

Analyze the three documents above, and address the following questions in complete sentence. Incorporate your document analysis into your answers. Remember to include ONE of the following: historical context, intended audience, purpose, or point of view. Label your answers a.-b.-c.

- Explain ONE way the viewpoint of the Populist Party differed from the viewpoint of the Gillam cartoon.
- Explain ONE way labor unions confronted big business in the late 19th century.
- Explain ONE way Progressive reformers successfully addressed the labor concerns.

Essay Practice... Economics... Work, Exchange, & Technology

Directions: Review the past prompts below. Choose the one you feel the *least* prepared for and then complete pre-writing in the space provided. Take this opportunity to fill in any content gaps for industrialization and labor... if you feel you have a large gap, read chapters 16, 17 and 21 in your AMSCO book. Indicate your choice by highlighting the prompt.

Prompts:

1. **Compare and contrast labor union strategies between the 1870s and 1920s. Be sure to address their strategies for advancing the interests of workers and their success in achieving those goals.** (2009 AP Exam prompt)
2. **Evaluate the extent to which organized labor contributed to maintaining continuity as well as fostered change in American society from 1875 to 1900.** (2000)
3. **Explain the major political and economic causes and consequences for the growth of big business in American society from 1870 to 1900.** (2012)
4. **Evaluate the extent to which advances in agriculture contributed to maintaining continuity as well as fostered change within American society during the period from 1865 to 1900.** (2007)
5. **Compare and contrast the responses of industrial leaders and progressive era reformers to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries.** (2007)
6. **Evaluate the extent to which conditions of industrial workers and urban life contributed to maintaining continuity as well as fostering change in American society from 1890 to 1920.** (2005)
7. **Evaluate the ways that farmers and industrial workers responded to industrialization in the Gilded Age (1865 to 1900).** (2003)
8. **Evaluate the impact of technological change, immigration, and unionization on the American industrial worker between 1865 and 1900.** (1998)
9. **Explain how industrialization and migration triggered a major change in American cities in the second half of the 19th century.** (2002)

Skill? What is the skill being tested? Is there a qualifier?

Explain what skill you are demonstrating and how you will tackle this prompt...

CONTEX... Define your parameters...

CONTEXT...Characterize the era(s)...

Write your thesis using your formula. Make sure to include your contextualization...

List one piece of specific evidence for each of your body paragraphs...

A/X:

B:

C:

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role. Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. The continued growth and consolidation of large corporations transformed American society and the nation's economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe [Panic of 1893, Stock Market Crash of 1929]. Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States. Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.

Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. The perception in the 1890s that the western frontier was "closed," economic motives, competition with other European imperialist ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe. The American victory in the Spanish-American War led to the U.S. acquisition of island territories, an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia. Questions about America's role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists.

Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society. Progressives promoted federal legislation to regulate abuses of the economy [Clayton Anti-Trust Act, Federal Reserve Act] and the environment, and many sought to expand democracy [17th Amendment, 19th Amendment].

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech [Espionage Act, *Schenck* case]. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants. Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor. Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems. [radio, motion pictures, automobiles]. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.

The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state. The liberalism of President Franklin Roosevelt’s New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy. [National Recovery Administration, Tennessee Valley Authority, Federal Writers’ Project] Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope. [Huey Long, Supreme Court fight] Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party. [Social Security Act, Federal Deposit Insurance Corporation (FDIC)].

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I. Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor. Many Mexicans, drawn to the U.S. by economic opportunities, faced ambivalent government policies in the 1930s and 1940s. [Great Depression—era deportations, Bracero program,]. The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.

Causes of the Great Depression

Uneven distribution of income and purchasing power
 Overexpansion/overproduction of agricultural production
 Overproduction of industry
 Unregulated banking practices
 American tariff policies
 Impact of European and world economies
 Monopolistic pricing
 Philosophy and policies of Hoover's administration
 Overexpansion of credit
 Stock speculation and market crash
 Tight money policy of the FED and gold standard

Address the following prompts in complete sentences. Consider the list of causes at left as well as your understanding of history.

- a. **Explain ONE way Franklin's Roosevelt's New Deal sought to provide relief to the unemployed during the Great Depression.**
- b. **Explain ONE way Franklin's Roosevelt's New Deal sought to facilitate economic recovery during the Great Depression.**
- c. **Explain ONE way Franklin Roosevelt's New Deal sought to reform the economic system [and the role of the government in it] in order to prevent another such catastrophe from occurring in the future.**
- d. **Explain ONE reason why Franklin Roosevelt's New Deal was criticized by those on the left.**
- e. **Explain ONE reason why Franklin Roosevelt's New Deal was criticized by those on the right.**

Essay Practice... *Economics... Work, Exchange, & Technology*

Directions: Review the past prompts below. Choose the one you feel the *least* prepared for and then complete pre-writing in the space provided. Take this opportunity to fill in any content gaps for industrialization and labor... if you feel you have a large gap, read chapters 21, 24, and 28 in your AMSCO book. Indicate your choice by highlighting the prompt.

Prompts:

1. **Compare and contrast the programs and the policies of the Progressive reformers with those of the New Deal reformers.** (2004)
2. **Evaluate the extent to which the New Deal was a turning point in American History.** (2002)
3. **Evaluate the extent to which New Deal reform measures impacted the economy and society.** (1993)
4. **Compare and contrast the origins and goals of the New Deal and the Great Society.** (1992)
5. **Evaluate the extent to which the policies of President Lyndon B. Johnson were caused by the social, economic, and political problems of the United States.** (2007)
6. **Evaluate the reasons for the loss of momentum of the Progressive Movement during 1920s.** (2006)
7. **Evaluate the causes and consequences of Progressive Era reforms in the late nineteenth and early twentieth centuries.** (2010)
8. **Evaluate the extent to which Progressive reformers and the federal government maintained continuity as well as fostered change during the period 1900-1920.** (2003)

Skill? What is the skill being tested? Is there a qualifier?

Explain what skill you are demonstrating and how you will tackle this prompt...

CONTEX... Define your parameters...

CONTEXT... Characterize the era(s)...

Write your thesis... be sure to include your contextualization...

List one piece of specific evidence for each body paragraph

A/X:

B:

C:

Work, Exchange, & Technology

Directions: Read, review, study and **highlight main ideas & cues** that support and address the objectives.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements. Liberalism reached its zenith with Lyndon Johnson’s Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad. Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority. Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture, as well as challenges to conformity by artists, intellectuals, and rebellious youth. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology. A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals [Watergate], foreign policy “failures,” and a sense of social and moral decay.

The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends. [Moral Majority, Focus on the Family]. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition. [tax cuts passed under Ronald Reagan and George W. Bush, Contract with America, *Planned Parenthood v. Casey*]. Although Republicans continued to denounce “big government,” the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate. [expansion of Medicare and Medicaid, growth of the budget deficit].

Document Analysis... Economics... Work, Exchange, & Technology

Directions:

Analyze the document, and then address the questions that follow in complete sentence. Incorporate your document analysis into your answers. Remember to include ONE of the following: historical context, intended audience, purpose, or point of view. Label your answers a.-b.-c.

“It’s been half a year since the election that charged all of us in this government with the task of restoring our economy. And where have we come in these six months? Inflation, as measured by the Consumer Price Index, has continued at a double-digit rate. Mortgage interest rates have averaged almost 15 percent for these six months, preventing families across America from buying homes. There are still almost eight million unemployed. The average worker’s hourly earnings after adjusting for inflation are lower today than they were six months ago and there having been over 6,000 business failures.”

Source: Ronald Reagan, Economic Recovery Program, 1981

- Explain ONE way the role of the federal government in regulating economic life changed in the 20th century.
- Explain how President Ronald Reagan and the Conservative Movement’s approach to the U.S. economy contrasted with ONE of the following: Progressive Era Reformers, Franklin Roosevelt’s New Deal, Lyndon Johnson’s Great Society.
- Explain ONE additional piece of evidence that illustrates the differences you addressed in part b.

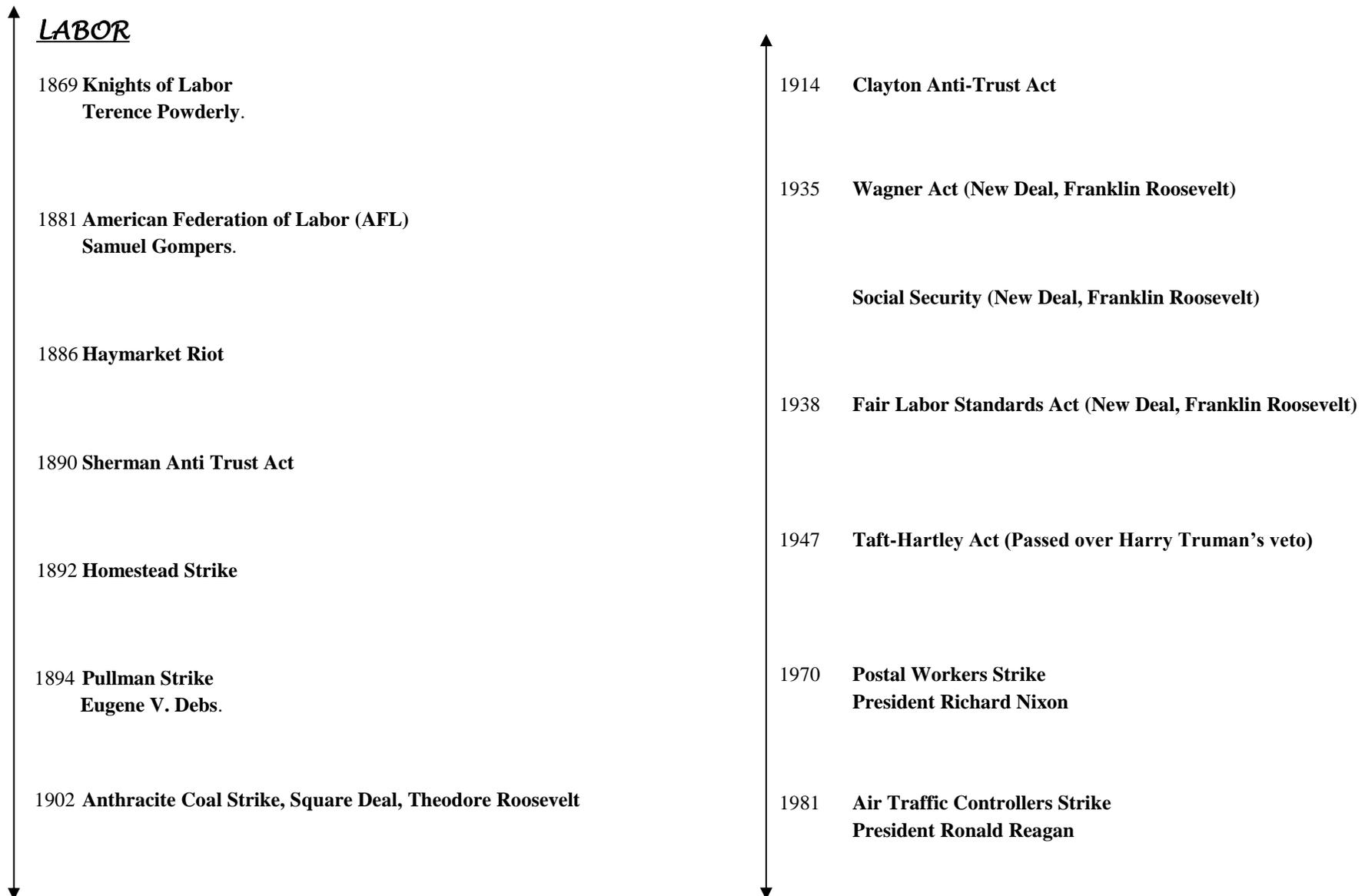
- Explain ONE way the federal government maintained continuity or fostered change in tariff policy during the 20th century.
- Explain ONE way labor unions in modern times compare or contrast with labor unions of the Gilded Age.
- Explain ONE additional piece of evidence that illustrates the similarity or difference you addressed in part b.



Source: Photograph, 1993, New York Times

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On The next three pages, create a thematic and chronological review by adding notes to each timeline. Focus on the **changing role of government policy** regarding **labor**, **agriculture**, and **business enterprise**. Consider goals, actions, reactions, and impact of each item as you analyze **change over time**.



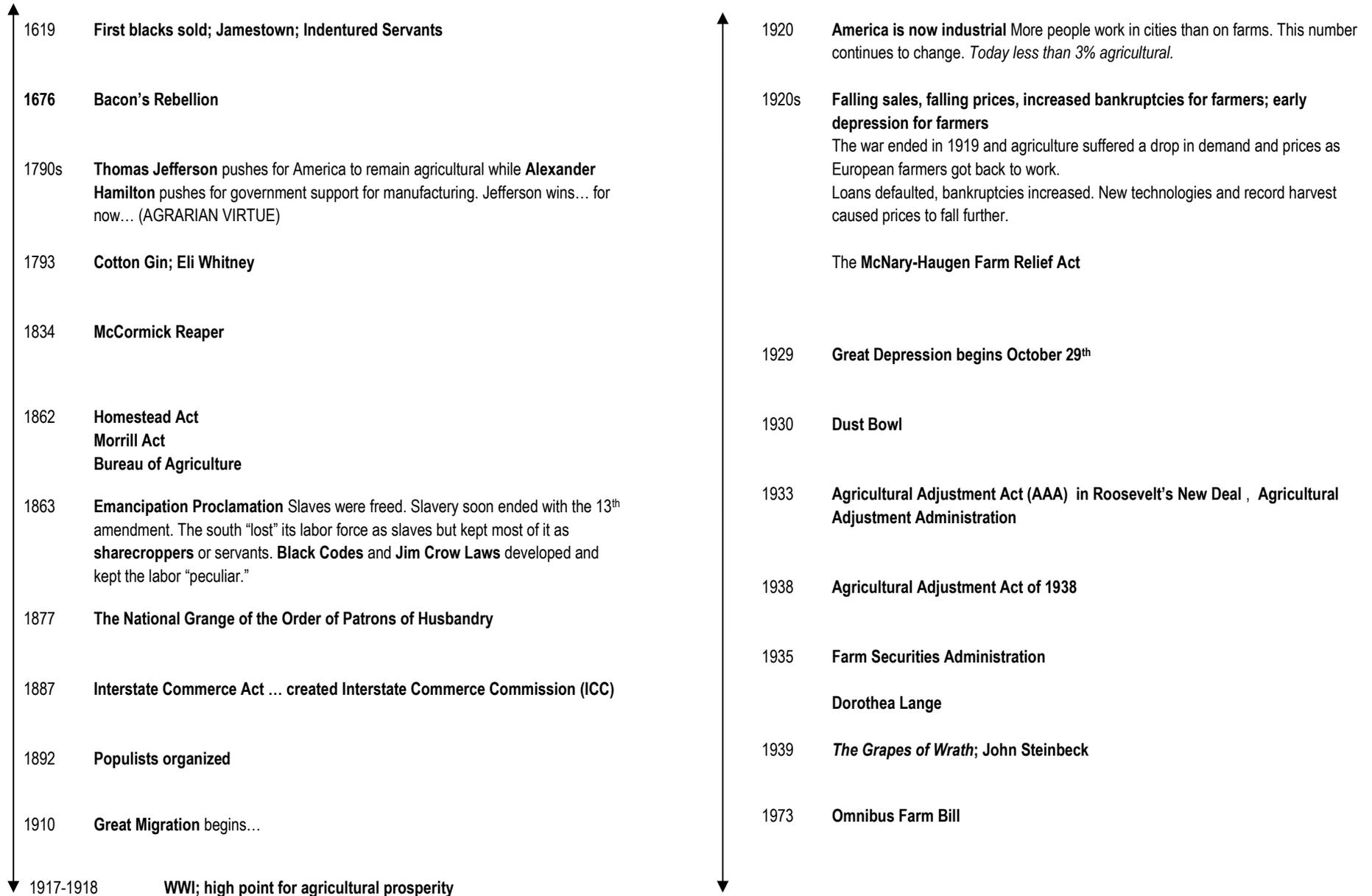
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BUSINESS

1791	First BUS (Hamilton's Plan)	1886	<i>Wabash v Illinois</i>
1816	Clay's American System Second BUS First protective tariff (Dallas Tariff); Tariff of 1816	1877	Interstate Commerce Act Interstate Commerce Commission (ICC)
1828	Tariff of Abominations Nullification Crisis	1890	Sherman Silver Purchase Act McKinley Tariff Sherman Antitrust Act
1829-1834	Bank War; Nicholas Biddle, Andrew Jackson	1902	Theodore Roosevelt's intervention in anthracite coal strike
1837	Specie Circular (Coinage Act); Panic of 1837	1903	Elkins Act & 1906 Hepburn Act Pure Food and Drug Act
1861-1865	Lincoln's pro-business platform implemented by Congress Homestead Act in 1862 Morrill Land-Grant Colleges Act Pacific Railway Acts of 1862 and 1864 Morrill Tariff (third one) Revenue Act of 1861 Revenue Act of 1862 National Banking Act & national currency Department of Agriculture	1913	Federal Reserve Act (the FED) Underwood – Simmons Tariff Sixteenth Amendment
1877	<i>Munn v Illinois</i>	1914	Clayton Anti-Trust Act Federal Trade Commission
1878	Bland-Allison Act	1930	Hawley-Smoot Tariff
		1939	Fair Labor Standards Act
		1993	North American Free Trade Agreement or NAFTA

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AGRICULTURE



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TARIFFS AND TRADE... let me do this one for you... read, review, highlight... and consider change over time!

1789 The **Tariff Act of 1789** - first national source of revenue . The new Constitution allowed only the federal government to levy tariffs, so the old system of state rates disappeared. The new law **taxed all imports** at rates from **5 to 15 percent**. These rates were primarily designed to generate revenue to pay the national debt and annual expenses of the federal government. In his **Report on Manufactures** Treasury Secretary **Alexander Hamilton** proposed a far-reaching plan to use protective tariffs as a lever for rapid industrialization. His tariff proposals were adopted (but not his schemes to subsidize factories.)

1816 **Tariff of 1816** was the first tariff that was strictly protectionist. After the War of 1812, the U.S. economy was suffering from years of embargo and Britain had dumped cheap goods onto American markets. This tariff helped protect recovering and growing business in the wake of those events. (part of the **American System**)

1820s Once industrialization started, the demand for higher and higher tariffs came from manufacturers and factory workers. They believed that Americans should be protected from the low wages of Europe. Every Congressman was eager to logroll a higher rate for his local industry. Senator Daniel Webster, formerly a spokesperson for Boston's merchants who imported goods (and wanted low tariffs), switched dramatically to represent the manufacturing interests in the **Tariff of 1824**. Rates were especially high for bolts of cloth and for bar iron, of which Britain was a low-cost producer. The culmination came in the **Tariff of 1828**, ridiculed by free traders as the "**Tariff of Abominations**", with duties averaging over **50 percent**. Intense political reaction came from South Carolinians, who concluded that they would pay more for imports and sell less cotton abroad, so their economic interest was being unfairly injured.

1830s They attempted to "**nullify**" the federal tariff and spoke of secession (see the **Nullification Crisis**). The compromise that ended the crisis included a lowering of the tariff in **1832** (not accepted by the South) then again in **1833** which set up a ten year plan to lower tariffs to a uniform **20%** by 1842. **Henry Clay** and his **Whig Party**, envisioning a rapid modernization based on highly productive factories, sought a high tariff. Their key argument was that startup factories, or "infant industries," would at first be less efficient than European (British) producers. Furthermore, American factory workers would be paid higher wages than their European competitors. The arguments proved highly persuasive in industrial districts. Clay's position was adopted in the **1828 and 1832 Tariff Acts**. The **Nullification Crisis** forced an abandonment of the Whig position of higher tariffs over ten years until 1842.

1840s When the Whigs won victories in the 1840 and 1842 elections, taking control of Congress, they re-instituted higher tariffs with the **Tariff of 1842**. The Democrats won in 1844, electing **James K. Polk** as president. Polk succeeded in passing the **Walker tariff of 1846** by uniting the rural and agricultural factions of the country for lower taxes. They sought minimal levels of a "tariff for revenue only" that would pay the cost of government but not show favoritism to one section or 1857 economic sector at the expense of another. The Walker Tariff remained in place until 1857, when a nonpartisan coalition lowered them again with the **Tariff of 1857 to 18%**. **1857 rates were the lowest in history**. The South had no complaints but the low rates angered Northern industrialists and factory workers, especially in Pennsylvania, who demanded protection for their growing iron industry. The **Republican Party replaced the Whigs in 1854** and also favored high tariffs to stimulate industrial growth; it was part of the **1860 Republican platform**. Pennsylvania iron mills and New England woolen mills mobilized businessmen and workers to call for high tariffs, but Republican merchants wanted low tariffs. The high tariff advocates lost in 1857, but stepped up their campaign by blaming the economic recession of 1857 on the lower rates. Economist Henry Carey of Philadelphia was the most outspoken advocate, along with **Horace Greeley** and his influential newspaper, the New York Tribune. Increases were finally enacted in **February 1861** after Southerners resigned their seats in Congress.

1850s The **Panic of 1857** was blamed by many former Whigs and industrialists on the free trade policy of the 1857 law. Legislators such as Justin Morrill and economist Henry Carey began to push for a restoration of the **Whig American System** program of protective tariffs. War was at hand and the Union urgently needed revenues. With the Southern senators gone, Congress passed the **Morrill Tariff** in March 1861; it took effect a few weeks before the war began, and was not collected in the South. The Confederate States of America (CSA) passed its own tariff of 15% on most items, including all items that previously were duty-free from the North.

1860s As the American Civil War became a major conflict, Washington needed vast revenues. **The Morrill Tariff was revised upward twice more between 1861 and 1862**. With the low-tariff southerners gone, the Republican-controlled Congress doubled and tripled the rates on European goods, which **topped out at 49 percent in 1868**.

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TARIFFS AND TRADE... *continued...* read, review, **highlight**... and consider change over time!

1880s Democratic president **Grover Cleveland** redefined the issue in **1887**, with his stunning **attack on the tariff** as inherently corrupt, opposed to true republicanism, and inefficient to boot: The **election of 1888** was fought primarily over the tariff issue, Cleveland lost. Republican Congressman **William McKinley** argued in 1888, "Free foreign trade gives our money, our manufactures, and our markets to other nations to the injury of our labor, our tradespeople, and our farmers. Protection keeps money, markets, and manufactures at home for the benefit of our own people."

1890s Democrats campaigned energetically against the high **McKinley tariff of 1890**, and scored sweeping gains that year; they restored Cleveland to the White House in 1892. The severe **depression that started in 1893** destroyed the Democratic Party. Cleveland and the Bourbon Democrats insisted on a much lower tariff. The **Wilson-Gorman Tariff Act of 1894** did lower overall rates from **50 percent to 42 percent**, but contained so many concessions to protectionism that Cleveland refused to sign it. McKinley campaigned heavily in 1896 on the tariff as a positive solution to depression. Promising protection and prosperity to every economic sector, he won a smashing victory. The Republicans rushed through the **Dingley tariff in 1897**, boosting rates back to the 50 percent level. Democrats responded that the high rates created "trusts" (monopolies) and led to higher consumer prices.

1900s The delicate balance flew apart on President **William Howard Taft's** watch. Taft campaigned in **1908** for tariff "reform," which everyone assumed meant lower rates. The House lowered rates with the **Payne Bill**, then sent it to the Senate where Nelson Wilmarth Aldrich worked his sleight of hand. Whereas Aldrich was a New England businessman and a master of the complexities of the tariff, the Midwestern Republican insurgents were rhetoricians and lawyers who distrusted the special interests and assumed the tariff was sheer robbery for the benefit of fat cats at the expense of the ordinary consumer. Rural America believed that its superior morality deserved special protection, while the dastardly immorality of the trusts—and cities generally—merited financial punishment. Aldrich baited them. Did the insurgents want lower tariffs? His wickedly clever **Payne-Aldrich Tariff Act of 1909** lowered the protection on Midwestern farm products, while raising rates favorable to his Northeast.

1910s Woodrow Wilson made a drastic lowering of tariff rates a major priority for his presidency. The **1913 Underwood Tariff** cut rates, but the coming of World War I in 1914 radically revised trade patterns. Reduced trade and, especially, the new revenues generated by the federal income tax made tariffs much less important in terms of economic impact and political rhetoric.

1920s When the Republicans regained power after the war they restored the usual high rates, with the **Fordney-McCumber Tariff of 1922**. When the Great Depression hit, international trade shrank drastically.

1930s The crisis baffled the GOP, and it unwisely tried its magic one last time in the **Smoot-Hawley Tariff Act of 1930**. This time it backfired, as Canada, Britain, Germany, France and other industrial countries **retaliated** with their own tariffs and special, bilateral trade deals. American imports and exports both went into a tailspin. Franklin D. Roosevelt and the **New Dealers** made promises about lowering tariffs on a reciprocal country-by-country basis (which they did), hoping this would expand foreign trade (which it did not.) Frustrated, they gave much more attention to domestic remedies for the depression; **by 1936 the tariff issue had faded from politics**, and the revenue it raised was small. In World War II both tariffs and reciprocity were insignificant compared to trade channeled through Lend Lease.

1940s After the war the U.S. promoted the **General Agreement on Tariffs and Trade (GATT) established in 1947**, to minimize tariffs and other restrictions, and to liberalize trade among all capitalist countries.

1990s **In 1995 GATT became the World Trade Organization (WTO)**; with the collapse of Communism its open markets/low tariff ideology became dominant worldwide in the 1990s. Quotas were used in the 60s and 70s. The GOP under **Ronald Reagan and George H. W. Bush abandoned the protectionist ideology, and came out against quotas and in favor of the GATT/WTO policy of minimal economic barriers to global trade**. Free trade with Canada came about as a result of the Canada-U.S. Free Trade Agreement of 1987, which led in 1994 to the **North American Free Trade Agreement (NAFTA)**. It was based on President George H. W. Bush's plan to enlarge the scope of the market for American firms to include Canada and Mexico. US President Bill Clinton, with strong Republican support, pushed NAFTA through Congress over the vehement objection of labor unions. Likewise, **in 2000 Clinton worked with Republicans to give China entry into WTO and "most favored nation" trading status** (i.e., low tariffs).

Main Idea: In the beginning, the government raised money and protected young businesses with tariffs. With the 16th Amendment and a gradual lowering of tariffs along with increase global trade, the trend reversed. Today, as a member of a global economy, lowering trade barriers means lower prices, more goods, and more markets. It also means certain jobs, such as manufacturing, are moving overseas.

Hello. I am a blank page. I would just like to say a few words to all the hard-working students out there...

This is your last review packet, and the AP exam is just around the corner. Have you been taking advantage of these reviews? Have you been taking time to read, review, study, highlight, write, practice, ask questions, etc.? If you answer *yes*, congratulations! You are on your way to earning a 4 or a 5 on the exam! If you answer *no*, stop, breathe, and go back to the first one and take time to work through each. Set aside time for each, and be sure to follow directions. Each review has been designed to help you move more content to long term memory as well as help you master the skills. *Fight Fiercely!*