

National, American, and Group Identity

Make the most of every section and of every moment of your review! *Fight Fiercely!*



(image captured from timetoast.com)

Thematic Learning Objectives

Identity... This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

We have reviewed many things related to this theme already... this review will focus like a laser beam on the main ideas for identity...

PAST PROMPTS:

Review the list below, consider your present readiness for each, and then begin your thematic review. *This theme seems to be more intertwined with others.*
(Prompts have been reworded to match the new framework by AP teachers during the summer of 2014, edited by John P. Irish)

Evaluate the extent to which a unique **sense of identity** and unity fostered change or maintained continuity in the relationship between Britain and its colonies from 1750-1776 (1999 DBQ)

Evaluate the extent to which a **sense of identity and unity** contributed to maintaining continuity as well as fostered change within the American colonies from the years 1607 to 1776. (1999)

Evaluate the effect of various European immigrant groups on the development of a distinct **American identity** in the period 1830 to 1860. (2007)

Reviewing the Content Outline... *Identity*

Directions: Read, review, study... focus your attention on the objective below... as you read the excerpts, **highlight references to ideas about democracy, freedom, and individualism...** and **underline evidence of how those ideas found expression in developing identity**

Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance. The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy. Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another. The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies. Colonists' resistance to imperial control drew on local experiences of self-government, evolving 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.

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Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain. The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment. The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty. The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's *Common Sense* and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based. During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture. The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

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Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals. Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts. Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions. A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South. The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.

The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy. Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals. Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.

Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

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As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles. Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.'s entry helped to tip the balance of the conflict in favor of the Allies. Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.

New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

Stop and Write!

Review your highlighted evidence... then explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. This should be at least one solid paragraph with evidence.

Reviewing the Content Outline... *Identity*

Directions: Read, review, study... focus your attention on the objective below... as you read the excerpts, **highlight references to interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship...** and **underline evidence of how those debates affected values, politics, and society (identity!)**

Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches. The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principals were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.

New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues. During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties — most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison. The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution. Ideas about national identity increasingly found expression in works of art, literature, and architecture.

Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states. The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict. The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North. Abraham Lincoln’s victory on the Republicans’ free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

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Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights. The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution. Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve. Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South. Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments *eventually* became the basis for court decisions upholding civil rights in the 20th century.

Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government. Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs. The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement. Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture. In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

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Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world. In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights. Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment. Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.



(Captain America image captured from popimage.com)

Stop and Write!

Review your highlighted evidence... then explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society. This should be at least one solid paragraph.

Reviewing the Content Outline... *Identity*

Directions: Read, review, study... focus your attention on the objective below... as you read the excerpts, **highlight references to U.S. involvement in international conflicts...** and **underline evidence of how those involvements affected identity!**

Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests. The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River. War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement. George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

While Americans embraced a new national culture, various groups developed distinctive cultures of their own. The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements. A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities. Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture. Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants. Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs. A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence. U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.

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Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world. Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western frontier was "closed" to argue that Americans were *destined* to expand their culture and institutions to peoples around the globe. Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the U.S. should not extend its territory overseas. The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.

World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles. Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.'s entry helped to tip the balance of the conflict in favor of the Allies. Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.

U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership. Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans. The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons. The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth.

Rebecca Richardson, Allen High School

Sources include the 2012 and 2015 Revised College Board APUSH Framework, 1999 released exam, and other sources as cited in document.

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The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world. In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights. Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment. Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

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Reviewing the Content Outline... *Identity*

Directions: Read, review, study... focus your attention on the objective below... as you read the excerpts, **highlight references to group identities (race, ethnic, class, and regional)...** and **underline evidence of how these group identities have changed over time!**

Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties. In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers. Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws. By the 1820s and 1830s, new political parties arose — the Democrats, led, by Andrew Jackson, and the Whigs, led by Henry Clay — that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements. Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

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The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West. Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific ocean. The U.S. added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic development. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

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Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. International and internal migration increased urban populations and fostered the growth of a new urban culture. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers. Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services. Corporations' need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world. Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western frontier was "closed" to argue that Americans were *destined* to expand their culture and institutions to peoples around the globe. Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the U.S. should not extend its territory overseas. The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.

Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants. Immigration from Europe reached its peak in the years before World War I. During and after World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration. The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities. In a Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination. Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

Reviewing the Content Outline... *Identity*

Directions: Read, review, study... focus your attention on the objective below... as you read the excerpts, **highlight references to group identities (race, ethnic, class, and regional)...** and **underline evidence of how these group identities have changed over time!**

Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership. Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans. The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons. The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth.

"...I do not like the world's not knowing officially that there were Negro soldiers on Bataan with General Wainwright. I do not like the constant reference to the Japs as "yellow bastards," "yellow bellies," and "yellow monkeys" as if color had something to do with treachery, as if color were the issue and the thinking we are fighting rather than oppression, slavery, and a way of life hateful and nauseating. These and other things I do not like, yet I believe in the war."

A Black American Ponders the War's Meaning (1942)

New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

Reviewing the Content Outline... *Identity*

Directions: Read, review, study... focus your attention on the objective below... as you read the excerpts, **highlight references to group identities (race, ethnic, class, and regional)...** and **underline evidence of how these group identities have changed over time!**

Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

How did Civil Rights redefine American values?

"The great phrases of that purpose still sound in every American heart, North and South: "All men are created equal." "Government by consent of the governed." "Give me liberty or give me death." And those are not just clever words, and those are not just empty theories. In their name Americans have fought and died for two centuries and tonight around the world they stand there as guardians of our liberty risking their lives. Those words are promised to every citizen that he shall share in the dignity of man. This dignity cannot be found in a man's possessions. It cannot be found in his power or in his position. It really rests on his right to be treated as a man equal in opportunity to all others. It says that he shall share in freedom. He shall choose his leaders, educate his children, provide for his family according to his ability and his merits as a human being."

- Lyndon Johnson Speech excerpt, We Shall Overcome, March 1965

Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem. Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.

Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas. International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force. Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

Stop and Write!

Review your highlighted evidence... then explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time. This should be at least one solid paragraph.

The Spirit of REBELLION... *Identity*... A Thematic Review

Rebellion is a key feature in American identity. Much of our history is marked by significant uprisings that lead to significant change to our political, economic, and social systems. The purpose of this review is remind you of some of those significant uprisings while also reinforcing some of the ways our American Identity has been shaped by the spirit of rebellion. Your content outline focuses on the role of religion, Enlightenment, republican thought, art, war, industrialization, immigration, technology.... and other ideas on the development of identity; however, don't forget one overlapping idea is rebellion. Complete this review by reading, reviewing, **highlighting cues**, and identifying significant turning points, comparisons, and causation over time. **The items that are already highlighted reflect those most likely to show up on your test. Items shaded in pink are those explicit on your outline.**

REBELLIONS	ERA/YEAR/ PLACE	KEY PLAYERS	CAUSES	EFFECTS
BACON'S REBELLION <i>Major turning point</i>	1676 Colonial Era Virginia	Nathaniel Bacon, Governor Berkley, 500 Indentured Servants	Land shortage and Indian conflicts on frontier not being address by Tidewater elite and colonial government	Jamestown burned, colony taken over briefly, Bacon died in prison (diarrhea) before he could be tried, Berkeley removed from office by King, planters changed to slavery – ditching indentured servitude due to their “bothersomeness” once freedom earned (slavery permanent)
PUEBLO REVOLT <i>Only significant Indian victory in Colonial Era</i>	1680 Colonial Era New Mexico	Spanish, Native-Americans, Pope (it is also known as Pope's Rebellion)	Spanish efforts to Christianize the natives, Encomienda system	Spanish were driven from the area until the early 1700's; Catholic Church did institute reforms for the treatment of Natives; Spain retakes region before losing it to Mexican independence.
LEISLER'S REBELLION <i>Example of class conflict</i>	1689-1691 Colonial Era New York	Jacob Leisler (NY merchant), NY Colonial Gov., King James II	Tensions between royal officials and upper class vs. middle class and masses conflict; Resentment of King James II's policies (he had been deposed before the rebellion in Glorious Revolution)	Leisler governed for 3 years before British troops arrested him, tried him for treason and executed him. William and Mary refused to recognize his service... Leisler later became tyrannical (jailing political opponents) and he was later hanged by the new royal governor
STONO REBELLION	1739 Colonial Era South Carolina	Slave Owners, 60-100 Slaves	Spain proclaimed all slaves escaping into Florida would be free; Charleston was suffering from epidemic and was unstable; the Security Act required all whites to carry guns to church and slaves were allowed to work for themselves on Sundays (freedom to assemble and plan as well as grow their own crops); Slaves met early one morning and broke into a store, killed the two shopkeepers and stole guns and ammo	Slaveowners caught up to them and a battle ensued. 20 whites and about 40 blacks were killed. South Carolina enacted harsh slave codes ; Negro Act passed which prohibited: growing own food, assembling in groups, earning their own money, learning how to read. (some of these existed before rebellion but were not enforced) Many rebellions pre-Civil War; none successful in ending labor system; all successful in worsening lot of slaves
REGULATOR MOVEMENT	1760's-1771 Colonial Era North Carolina	Backcountry Residents, Royal Govt. officials	Residents on the frontier (isolated from eastern establishment) thought they were being treated unfairly (laws, taxes, etc) by provincial government among frontiersmen... (dishonest sheriffs) and wanted to “regulate” their own affairs. Peaceful, lawful attempts at reform failed so they became lawless (refusing to pay fees, disrupting courts, terrorizing officials). Governor Tryon sent militia, Battle of Alamance Creek, 2 hours long, 18 died	Military battle occurred- British lost 9 soldiers and of the 14 regulators captured 6 were hanged. After swearing allegiance to the British life went back to normal, but the rebellion showed colonial unrest against royal governments and boldness of colonists was a part of larger movement leading to rebellion, revolution, independence Example of colonial rebelliousness, development of identity that distrusts powerful government, and spirit and ruggedness of frontiersmen (mainly Scots-Irish)
PONTIAC'S REBELLION <i>Key event in road to revolution</i>	1763 Colonial Era Ohio Valley	Confederation of Ohio Valley Native Tribes led by Ottawa leader, Pontiac, British govt	Natives were expected to switch their loyalty from the defeated French to the British. New British govt refused to supply them with tools, guns and ammo like the French had done. Natives feared further encroachment by colonists.	Hundreds of colonists were killed and many fled area, Britain sent force and changed their policy. Defeat of Natives led to Proclamation of 1763 as now Britain would protect their land from encroaching colonists, violence ended. Also, British forces distrust of local militias and local militia's feeling of betrayal (they fought F&I War largely for Ohio Territory) led to more tension between the two.

The Spirit of REBELLION... *Identity*... A Thematic Review

REBELLIONS	ERA/YEAR/ PLACE	KEY PLAYERS	CAUSES	EFFECTS
PAXTON BOYS	1764 Revolutionary Era (post F&I War) Pennsylvania	Frontiersmen-Paxton Boys, Quaker dominated government, Residents of Philadelphia, Ben Franklin and Royal Governor, American Indians	Frontiersmen angry that the pacifist Quaker government would not help them fight off Indians (they were in dangerous area, raids were frequent). Backlash from Proclamation Line; Frontiersmen lack of understanding of Quaker history and ideology (killed many Indians who were Christian, living on land given to them by William Penn, and were peaceful)	Quakers in Philadelphia protected Indians but Paxton Boys broke in and slaughtered many in their homes (including women/children). Ben Franklin met with leaders and set up time for arbitration (peaceable assembly). Minor practice for American Revolution, spirit of rebellion growing, willingness to use arms to resolve difficulties Scots-Irish, further class conflict and frontier-coast conflict Example of developing American system (peaceable assembly and willingness to use arms)
BOSTON TEA PARTY	1773 Revolutionary Era Boston	Sons of Liberty	Tea Act of 1773 (East India Company given monopoly on tea. Governor Hutchinson refused to allow tea to be returned after colonists refused to unload it or buy it (as they had in other ports) so they boarded ship dressed as Indians and dumped the load overboard. Tea Tax, No Taxation Without Representation	Britain responded with Coercive Acts (aka Intolerable Acts) which included shutting down Boston Harbor (Boston Port Act). Colonists responded to that in First Continental Congress (12 of 13 colonies present... big move) [British called them Coercive, colonists called them Intolerable] Key event in road to Revolution
SHAYS REBELLION	1786-1787 Critical Era Massachusetts	Farmers (rural), Daniel Shays, State militia (funded by private donors mainly)	Unfair taxes, farms being foreclosed, farmers imprisoned for debt, post war economic depression and state drowning in debt (thus harsh policies), class conflict between farmer and bankers	Shays and 1200 men attacked courts in western Mass. State militia ended rebellion, but it made Mass. Even more shaky than before. Only 5 deaths but dozens wounded. Two hanged afterward; Constitutional convention began same year as this ended (no military to help Mass illustrated need for stronger central government) Illustrated need for Constitution and Hamilton Plan – stronger gov't
WHISKEY REBELLION	1794-1795 Early Republic Pennsylvania	Rural farmers, Tax collectors, U.S. military, George Washington	Farmers refused to pay whiskey tax and attacked tax collectors... comparing it to the Stamp Act of 1765	George Washington sent troops, dispersed quickly (13,000 troops sent) showing force of new government... which could now enforce law not just pass law Illustrated Hamilton's idea of energetic national government was success
FRIES REBELLION	1799-1800 Early Republic Pennsylvania	Farmers (Pennsylvania Dutch; German), John Fries, John Adams	Rebelling against new taxes passed in order to fund Quasi-War (on real estate and slaves mainly)... this on top of Alien and Sedition Acts ... refused to pay taxes	Revolt ended with arrests and imprisonment, Fries and one other sentenced to be hanged but Adams pardoned all involved because he had different definition of treason and called the farmers "ignorant" of American law. German Americans voted Democratic Republican after event. Illustrate spirit of rebellion against a too powerful government still alive and well
KENTUCKY AND VIRGINIA RESOLUTIONS	1798-1799 Early Republic VA & KY	Vice President T.J. and James Madison (writers), John Adams (President)	Alien and Sedition Acts passed in response to French Revolution and Quasi-War... made residency requirements longer and limited 1 st Amendment rights	Argued that each individual state has the power to declare that federal laws are unconstitutional and void. The Kentucky Resolution of 1799 added that when the states determine that a law is unconstitutional, nullification by the states is the proper remedy; after Revolution of 1800... Alien Act changed and Sedition Act expired Illustrates continuing battle between strict and loose construction
PROSSER'S REBELLION	1800 Virginia Early Republic	Gabriel Prosser, slaves	planned a large slave rebellion in the Richmond area to protest slavery	Information regarding the revolt was leaked prior to its execution, and he and twenty-five followers were taken captive and hanged in punishment. In reaction, Virginia and other state legislatures passed restrictions on free blacks, as well as prohibiting the education, assembly, and hiring out of slaves, to restrict their chances to learn and to plan similar rebellions.

The Spirit of REBELLION... *Identity*... A Thematic Review

REBELLIONS	ERA/YEAR/ PLACE	KEY PLAYERS	CAUSES		EFFECTS
GERMAN COAST UPRISING	1811 Early Republic New Orleans	Slaves, President Madison, state militia	Between 64 and 125 enslaved men marched from sugar plantations near present-day LaPlace on the German Coast toward the city of New Orleans. They collected more men along the way. Some accounts claimed a total of 200–500 slaves participated. During their two-day, twenty-mile march, the men burned five plantation houses (three completely), several sugarhouses, and crops. They were armed mostly with hand tools.		Largest in US history, the rebels killed only two white men. Confrontations with militia and executions after trial killed ninety-five black people. Later tried and executed an additional 44 insurgents who had been captured. Executions were by hanging or decapitation. Whites displayed the bodies as a warning to intimidate slaves. The heads of some were put on pikes and displayed at plantations.
HARTFORD RESOLUTIONS	1814-1815 War of 1812- Era of Good Feelings	New England Federalists	Didn't support war against G.B., wanted to propose changes to Constitution, unhappy about balance of power, some secretly supplied British troops		Hartford Resolutions arrived in D.C. at the same time as Treaty of Ghent and news of Jackson's victory at New Orleans. Federalists look bad... party disintegrates.
DENMARK VESSEY'S REBELLION	1822 Era of Good Feelings South Carolina	Denmark Vessey and some slaves (slave who bought his own freedom)	Planned slave rebellion. News of plan leaked.	He and his 34 followers were executed... his name became rallying cry for later abolitionists. South Carolina Association was formed to provide more effective control of the black population. The African Church building was ordered destroyed by city authorities.	
NAT TURNER'S REBELLION	1831 Virginia Era of the Common Man	Nat Turner & around 70 other slaves, State militia and plantation owners	Initial group began freeing slaves house to house (killing whites) and building momentum... Rebellion succeeded in killing up to 60 whites but ended in a couple days... Nat Turner evaded arrest for 2 months.. before being executed	Widespread fear in the aftermath of the rebellion, and white militias organized in retaliation against slaves. The state executed 56 slaves accused of being part of the rebellion. In the frenzy, many innocent enslaved people were punished. At least 100 blacks, and possibly up to 200, were murdered by militias and mobs. Across the South, state legislatures passed new laws prohibiting education of slaves and free blacks, restricting rights of assembly and other civil rights for free blacks, and requiring white ministers to be present at black worship services	
SOUTH CAROLINA'S EXPOSITION AND PROTEST – Nullification Crisis	1828-1833 South Carolina Era of the Common Man	Vice President John C. Calhoun	The document was a protest against the Tariff of 1828, also known as the Tariff of Abominations . The document stated that if the tariff was not repealed, South Carolina would secede. It stated also Calhoun's Doctrine of nullification , i.e., the idea that a state has the right to reject federal law, first introduced by Thomas Jefferson and James Madison in their Kentucky and Virginia Resolutions.	On December 19, 1828, the report was presented to the South Carolina State House of Representatives, which had five thousand copies of it printed and distributed. The presidential election had occurred, and John Quincy Adams had been defeated by Andrew Jackson. Calhoun, who still had designs on succeeding Jackson as president, was not identified as the author but word on this soon leaked out. The legislature took no action on the report at that time. In 1832, as Vice President under Jackson, Calhoun went public with these ideas, during the Nullification Crisis Jackson threatened force (Force Bill) to prevent secession. Crisis ended in 1833 with compromise tariff orchestrated largely by Webster.	
UNDERGROUND RAILROAD	Revolutionary through Antebellum Era	Harriet Tubman, Abolitionists	Routes taking slaves to freedom in either Mexico or Canada		Southern plantation owners demanded stronger fugitive slave law to combat loss of "property." Up to 100,000 slaves freed in this manner.
JOHN BROWN'S RAID ON POTTAWATOMIE CREEK	1856 Antebellum Era Kansas Territory (Bleeding Kansas)	John Brown and other abolitionists	Kansas-Nebraska Act resulted in Bleeding Kansas (fighting for slave/free status). In response to pro-slaverites attacking Lawrence and destroying newspaper offices and buildings used by abolitionists, Brown killed 5 pro-slavery settlers at Pottawatomie Creek. He was also mad at abolitionists who didn't fight back... and had just received news of Brooks-Sumner caning.	Brown murdered five in a single night, and the massacre was the match to the powder keg that precipitated the bloodiest period in "Bleeding Kansas" history, a three-month period of retaliatory raids and battles in which 29 people died. Bleeding Kansas is "where the Civil War began" in the eyes of many historians. The fact that the federal government didn't intervene (Pierce then Buchanan) is often fuel for low presidential rankings.	

The Spirit of REBELLION... *Identity*... A Thematic Review

REBELLIONS	ERA/YEAR/ PLACE	KEY PLAYERS	CAUSES	EFFECTS
JOHN BROWN'S RAID ON HARPERS FERRY	1859 Antebellum Era Virginia	Brown and 20 supporters, Troops/state militia led by Robert E. Lee	Planned to raid arsenal and arm slaves for slave rebellion... believed only bloodshed/war would lead to end of slavery. He asked Tubman and Douglass to help... they believed it would fail and didn't help	Caught before battle could start (cornered at arsenal), arrested, hanged along with 6 others. Final words were, "I John Brown am now quite <i>certain</i> that the crimes of this <i>guilty, land: will never be purged away</i> ; but with Blood. I had as I now think: vainly flattered myself that without <i>very much</i> bloodshed; it might be done." Some saw him as martyr despite William Lloyd Garrison and Abraham Lincoln questioning his sanity... others saw him as treasonous criminal. He became propaganda for both sides in Civil War and is still hero today in many circles. (Painting in Kansas capital building)
SECESSION OF SOUTH CAROLINA	1860 Antebellum Era South Carolina	South Carolina... followed by several other southern states	After Lincoln won election of 1860 (wasn't on Southern ballots... and S.C. had threatened to secede if he won), S.C. seceded. President Buchanan did little to nothing as lame duck.	Lincoln tried to calm things by saying slave states could keep slavery. Inaugural address put responsibility for disunion on Southern states. Then losing Fort Sumter led to more states seceding and Civil War began.
NEW YORK DRAFT RIOTS	1863 New York Civil War	Draft dodgers	Riots were the culmination of working-class discontent with new laws passed to draft men into Union Army. rioters were overwhelmingly working-class men, primarily ethnic Irish, resenting particularly that wealthier men, who could afford to pay a \$300 (equivalent to \$5,746 in 2014) commutation fee to hire a substitute, were spared from the draft... Initially intended to express anger at the draft, the protests turned into a race riot, with white rioters, mainly but not exclusively Irish immigrants, attacking blacks wherever they could be found. At least 11 blacks are estimated to have been killed.	The riots remain the largest civil insurrection in American history, aside from the Civil War itself. Lincoln sent troops from recent Gettysburg victory to calm things; city government couldn't stop it... destroyed numerous public buildings, two Protestant churches, the homes of various abolitionists or sympathizers, many black homes, and the Colored Orphan Asylum. Around 1,000 dead and 2,000 injured... many Blacks fled N.Y. Draft resumed weeks later but wealthy Democrats paid for commutations of many. This event has been dubbed a Confederate battle victory... although not an official Civil War battle.
COLFAX MASSACRE	1873 Louisiana Reconstruction Era	Southern Democrats vs Republicans, Southerners resenting Republican influence (Radical Reconstruction), Freedmen	In the wake of the contested 1872 election for governor of Louisiana and local offices, a group of white Democrats, armed with rifles and a small cannon, overpowered Republican freedmen and state militia (also black) trying to control the Grant Parish courthouse in Colfax; white Republican officeholders were not attacked.	Worst instance of racial violence during Reconstruction... highest fatalities of any of the numerous violent events following the disputed gubernatorial contest in 1872 between Republicans and Democrats. ...every election [in Louisiana] between 1868 and 1876 was marked by rampant violence and pervasive fraud. Most of the freedmen at Colfax were killed after they surrendered; nearly 50 were killed later that night after being held as prisoners for several hours. Estimates of the number of dead have varied, ranging from 62 to 153; three whites died but the number of black victims was difficult to determine because bodies had been thrown into the river or removed for burial. There were rumors of mass graves at the site.
RAILROAD STRIKES OF 1877 West Virginia... spread to Maryland, Pennsylvania, Illinois, and Missouri	1877 End of Reconstruction ... Gilded Age	People opposing railroads (before labor unions in RR formed), Local, state militias... Federal troops	Aka... The Great Railroad Strike... following panic of 73 and economic depression... workers wages cut several times... protests as rift between business owners and workers increased... Compromise of 1877 further exacerbated things as Tilden supporters felt slighted... spontaneous strikes and riots	President Hayes sent federal troops from city to city... took 45 days or so to end. Lost wages and profits were high... as were property damages. Labor unions began to organize (leading to ten thousand strikes in next decade) and business owners and militias (and Pinkertons) changed strategies as well. Some railroads increased wages and provided other benefits like pensions after learning about the plight of RR workers.
HAYMARKET RIOT	1886 Chicago Gilded Age	Laborers meeting to discuss tactics to strike/protest for higher wages	Began as meeting... in reaction to violent reaction to striking workers at McCormick plant the previous day (strikers harassed scabs... Pinkertons attacked strikers)... at meeting someone threw bomb... 7 officers and 4 others killed... arrests led to execution of "anarchists"	15 found guilty, 4 hanged, 1 committed suicide, others later commuted. Led to May Day celebration of labor, illustrated struggle between labor and business, fueled nativism against Italians (later quotas).
MAY DAY RIOTS	1894 Ohio Gilded Age	Labor riots	Series of labor unrest and riots following Panic of 1893. [on May Day, or International Workers' Day which was a day for remembering workers who died during the Haymarket Affair of 1886.]	May Day was not Labor Day (President Cleveland made sure of that because he didn't want Americans celebrating murders). Many May-Dayers joined Socialist Party and demands for workers rights/protection bled into next era... then diminished largely with Red Scare after WWI. Increased nativism.

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Sources include the 2012 and 2015 Revised College Board APUSH Framework, 1999 released exam, and other sources as cited in document.

The Spirit of REBELLION... *Identity*... A Thematic Review

REBELLIONS	ERA/YEAR/ PLACE	KEY PLAYERS	CAUSES	EFFECTS
PULLMAN STRIKE	1894 Began in Chicago then spread east Gilded Age	American Railway Union (ARU)... founded by Eugene Debs , Pullman Company President Grover Cleveland	Nationwide railroad strike and boycott shut down much of the nation's freight and passenger traffic west of Detroit, Michigan. The conflict began in Pullman, Chicago, on May 11 when nearly 4,000 factory employees of the Pullman Company began to strike in response to recent reductions in wages following panic in 93. Railroad brotherhoods and American Federation of Labor (AFL) opposed the boycott.	Thirty people were killed in response to riots and sabotage that caused \$80 million in damages. The federal government secured a federal court injunction against the union, Debs, and the top leaders, ordering them to stop interfering with trains that carried mail cars. After the strikers refused, President Grover Cleveland ordered in the Army to stop the strikers from obstructing the trains. Violence broke out in many cities, and the strike collapsed. Defended by a team including Clarence Darrow, Debs was convicted of violating a court order and sentenced to prison; the ARU dissolved. While in prison... Debs read Karl Marx and became a socialist... ran for president in 1900 and 4 more times as a socialist. President Cleveland added Labor Day as national holiday (supported by Samuel Gompers and AFL)
COAL STRIKE	1902 Progressive Era anthracite coal fields of Pennsylvania	President Theodore Roosevelt, United Mine Workers of America Workers	Miners were on strike asking for higher wages, shorter workdays and the recognition of their union. The strike threatened to shut down the winter fuel supply to all major cities (homes and apartments were heated with anthracite or "hard" coal because it had higher heat value and less smoke than "soft" or bituminous coal).	Roosevelt set up a fact-finding commission that suspended the strike. The strike never resumed, as the miners received more pay for fewer hours; the owners got a higher price for coal, and did not recognize the trade union as a bargaining agent. It was the first labor episode in which the federal government intervened as a neutral arbitrator. Illustrates Teddy's Square Deal, Progressive approach which differed from Gilded Age.
SEATTLE GENERAL STRIKE	1919 Seattle, Washington End of Progressive Era; First Red Scare post WWI	Workers	Five-day, peaceful general work stoppage by more than 65,000 workers in the city to gain higher wages after two years of World War I wage controls. Most other local unions, including members of the American Federation of Labor (AFL) and the Industrial Workers of the World (IWW), joined the walkout.	Government officials, the press, and much of the public viewed the strike as a radical attempt to subvert US institutions. Some commentators raised alarm by calling it the work of Bolsheviks and other radicals inspired by "un-American" ideologies, making it the first concentrated eruption of the anti-Red hysteria. Illustrates end of Progressive support for labor and turning point into a more anti-labor mood until New Deal.
TULSA RACE RIOT	1921 Post WWI Era of intolerance in "Roaring Twenties" Oklahoma	Black and White residents of Tulsa	Whites attacked the black community of Greenwood District, also known as 'the Black Wall Street'. Tensions had been rising as Southern blacks moved to Oklahoma. After OK became state, state laws segregated races (including neighborhoods). Black soldiers returning from war hoped their service would help gain momentum for more Civil Rights... but it was met with a rising KKK.	The wealthiest black community in the United States was burned to the ground. 10,000 blacks were left homeless, hundreds killed, 35 city blocks destroyed... the history was hidden and few knew it occurred until efforts to uncover and educate and compensate began in the 90s. OK state troops finally ended it but then new building codes were put into place making it very expensive to rebuild, driving Blacks further away.
BONUS ARMY MARCH	1932 Great Depression Washington D.C.	43,000 marchers— 17,000, their families, and affiliated groups ... World War I veterans, Federal Troops President Herbert Hoover	Went to D.C. to demand cash-payment redemption of their WWI service certificates (early payment due to economic depression). [The World War Adjusted Compensation Act of 1924 had awarded them bonuses in the form of certificates they could not redeem until 1945.] Set up camps in D.C.	President Herbert Hoover ordered the army to clear the veterans' campsite. Army Chief of Staff General Douglas MacArthur commanded the infantry and cavalry supported by six tanks. The Bonus Army marchers with their wives and children were driven out, and their shelters and belongings burned. Sitting government and military saw it as an attempt to overthrow government. A second, smaller Bonus March in 1933 under FDR was defused with an offer of jobs for the Civilian Conservation Corps ... In 1936, Congress overrode FDR's veto and paid the veterans their bonus years early.
ZOOT SUIT RIOTS	1943 WWII Los Angeles	Anglo American sailors and Marines stationed in the city, Latino youths, (wearing zoot suits), a few African American and Filipino/Filipino American youths were involved	social conflict regarding zoot suits (was ban on producing zoot suits as part of conservation for war mobilization... War Production Board had cut back fabric) which white officers interpreted as unpatriotic... support for war high... zoot suits (not supporting rationing... bootleg tailors still producing them, Hispanics still buying them) placed them in small minority ... thousands of white servicemen entered bars and movie theaters assaulting Latino males in zoot suits.	revealed a polarization between two youth groups within wartime society: the gangs of predominantly black and Mexican youths who were at the forefront of the zoot suit subculture, and the predominantly Anglo American servicemen stationed along the Pacific coast. After several days, more than 150 people had been injured and police had arrested more than 500 Latinos... many saw it as "cleansing" and supported military men. (when Malcolm Little evades draft... he shows up in a Zoot Suit)

The Spirit of REBELLION... *Identity*... A Thematic Review

REBELLIONS	ERA/YEAR/PL ACE	KEY PLAYERS	CAUSES	EFFECTS
WATTS RIOT	1965 Watts neighborhood of Los Angeles Modern Era Civil Rights Era	Blacks, White police, CA national guard troops	Racial unrest increased in second wave of Great Migration during WWII (Blacks leaving South moving West for war jobs), police and other forms of discrimination in jobs and housing were the norm, then after police arrested drunk driver (black) and argument turned ugly... rumors led to mob forming... then violence erupted	Race riot , six-days, 34 deaths, Thousands of injuries and arrests, over \$40 million in property damage ...hundreds of buildings and businesses destroyed.. It was the most severe riot in the city's history until the Los Angeles riots of 1992. Mainstream white America viewed those actively participating in the riot as criminals destroying and looting their own neighborhood (although lots of white businesses destroyed). Many in the black community saw the rioters as taking part in an "uprising against an oppressive system." Similar divides seen in recent race riots.
DEMOCRATIC NATIONAL CONVENTION PROTEST (Chicago Police riot)	1968, Chicago, Modern Era Civil Rights Era	Protestors outside convention, Police, Mayor, Richard Daley, Illinois National Guard, SDS and other protest groups	The convention was held during a year of violence, political turbulence, and civil unrest, particularly riots in more than 100 cities following the assassination of Martin Luther King, Jr. and Democratic presidential hopeful Senator Robert F. Kennedy. Protestors inside and out tried to get attention of candidates and nation but were met with aggression. Anti-war protest mostly.	"Hell No! We Won't Go!" "The Whole World is Watching!" Famous chants televised by protesters ad police and guardsmen try to disperse them...Some inside convention urged peace outside (Daley responded with expletives) Daley claimed he received 135,000 letters supporting his actions and only 5000 condemning them. Silent majority? Public opinion polls demonstrated that the majority of Americans supported the Mayor's tactics. ... America voted for Richard Nixon in election of 68.
STONEWALL RIOT	1969 New York Modern Times, Civil Rights Era, Vietnam War	Members of gay community, police	Spontaneous, violent demonstrations protesting police raid at the Stonewall Inn... but tensions high as gays unwelcome in most establishments... police raids the norm... Stonewall Inn had clientele including gays, drag queens, and the most marginalized	... widely considered to constitute the single most important event leading to the gay liberation movement and the modern fight for gay and lesbian rights in the United States... led to increased "coming out" and new groups and the beginning of Gay Pride Parades
KENT STATE & JACKSON STATE SHOOTINGS	1970 Ohio – Kent State May 4 th Mississippi- Jackson State May 14 th Modern Era Vietnam War	Student protestors, Ohio National Guard Mississippi police	Ohio & Miss.: Students were protesting bombing of Cambodia by President Nixon.... Anti war protests were increasing (My Lai exposed in 69). Ohio: Shot fired guardsmen thought sniper and were generally afraid of violence when they arrived) Miss.: students started fires, thrown rocks at white motorists and overturned vehicles, including a large truck. Firefighters dispatched to the scene quickly requested police support. After the firefighters had left the scene, shortly before midnight, the police moved to disperse the crowd then gathered in front of Alexander Hall, a women's dormitory. Shot fired (thought it was sniper) officers opened fire on the dormitory.	Ohio: The guardsmen fired 67 rounds over a period of 13 seconds, killing four students and wounding nine others. Two of the dead were protesters, two just walking to class. Students wanted to attach guard but were talked down by faculty. Guard left. Miss.: crowd scattered and a number of people were trampled or cut by falling glass. 2 killed; twelve others wounded Both: Public opinion of government dropped. Nixon created commission to investigate, new protocols put into place
WOUNDED KNEE OCCUPATION	1973 South Dakota Modern Era Civil Rights Movement	200 Oglala Lakota and followers of the American Indian Movement (AIM)	Seized and occupied the town of Wounded Knee, South Dakota, on the Pine Ridge Indian Reservation. Protested corrupt leadership of tribe and broken treaty by government... demanded the reopening of treaty negotiations. The activists chose the site of the 1890 Wounded Knee Massacre for its symbolic value	Oglala and AIM activists controlled the town for 71 days while the United States Marshals Service, FBI agents, and other law enforcement agencies cordoned off the area.. Both sides were armed and shooting was frequent. Only a few injuries/deaths. No land was returned. Violence at Pine Ridge escalated afterward.

The Spirit of REBELLION... *Identity*... A Thematic Review

REBELLIONS	ERA/YEAR/PL ACE	KEY PLAYERS	CAUSES		EFFECTS
RODNEY KING/ Aka L.A. RIOT	1992 Los Angeles Modern Times Post Cold War	Blacks then spread into Hispanic and Asian neighborhoods, National Guard, Marines, Police	6 days... series of riots, lootings, arsons and civil disturbance following the acquittal of police officers on trial regarding a videotaped, and widely covered police brutality incident. They were the largest riots seen in the United States since the 1960s and the worst in terms of death toll after the New York City draft riots in 1863.		After the riots subsided significant actions were undertaken in the Los Angeles Police Department including the retrial of the police officers involved, increasing minority officers in the police department, analyzing excessive force, resignation of the police chief, loss of support for the Mayor of Los Angeles, and analyzing the general political and economic atmosphere that contributed to the riots. 53 killed, thousands injured, thousands arrested, hundreds of businesses/buildings destroyed
RUBY RIDGE STANDOFF	1992 Idaho Modern Era Post Cold War	Randy Weaver, his family and his friend Kevin Harris, United States Marshals Service (USMS) and Federal Bureau of Investigation (FBI)	Family moved to isolated area to home school and escape "corrupt world" and believed apocalypse near. Neighbor made false accusations they were plotting assassinations and law enforcement got involved. Spied on family for years... undercover agent bought weapons from Weaver. After Weaver arrested, he blockaded himself in home refusing to go to trial (distrusted government)		It resulted in the death of Weaver's son Sammy, his wife Vicki, and Deputy U.S. Marshal William Francis Degan. Later task force concluded law enforcement tactics questionable. Public outcry over Ruby Ridge and the subsequent Waco siege involving many of the same agencies and even the same personnel fueled the widening of the militia movement. To answer public questions about Ruby Ridge, the Senate Subcommittee on Terrorism, Technology and Government Information held a total of 14 days of hearings between September 6 and October 19, 1995, and subsequently issued a report calling for reforms in federal law enforcement to prevent a repeat of Ruby Ridge and to restore public confidence in federal law enforcement.
BRANCH DAVIDIAN STANDOFF (Waco Siege)	1993 Texas Modern Era	Branch Davidians in Waco, ATF and FBI	Religious cult believing in end times stockpiled weapons and wouldn't cooperate with law enforcement, opening fire on ATF and FBI agents.	Standoff ended with mass suicide and fire. Again government looked like overkill. [Timothy McVeigh was angry as many saw gov't as too powerful]... Four ATF agents and six Branch Davidians killed in initial raid. A 51-day siege ensued, ending with an FBI assault during which the compound burned down, killing 76 people inside including David Koresh. Eleven people who left the compound were arrested.	
OKLAHOMA CITY BOMBING	1995 Oklahoma Modern Era	Timothy McVeigh & Terry Nichols and a couple other conspirators, Federal building/workers/daycare	Former military men angry at government for Ruby Ridge and Waco. Filled truck with explosives.		Killed 168 people and injured hundreds, destroyed or damaged 324 buildings within a 16-block radius, destroyed or burned 86 cars, and shattered glass in 258 nearby buildings, causing at least an estimated \$652 million worth of damage. Led to new laws protecting federal buildings and harsher penalties on domestic terror. McVeigh executed.
CINCINNATI RIOT	2001 Ohio Modern Era	Inner city Blacks Police Mayor Luken	Three days of rioting were triggered by a fatal police shooting of an unarmed African-American teenager, Timothy Thomas. On the third night of violence, looting, and vandalizing, Charlie Luken, the mayor, issued a city-wide curfew which happened to be accompanied by rain, and the riots stopped.		Largest urban disorders in the United States since the Los Angeles riots of 1992. ..damage was estimated at \$3.6 million. Around 63 rioters arrested/tried.
FERGUSON, MISSOURI RIOTS AND UNREST	2014 Missouri Modern Era	Inner city Blacks, Police	Sparked by the police shooting of an unarmed African American, Michael Brown; second wave sparked by Darren Wilson (officer) not being charged with a crime	Raising questions about police forces' "use of force" protocols, some blame racism, some blame anti-Black stereotypes among police; illustrates continued issues of race and the battle between liberty and order. [Many riots not on list... and over time they have decreased as civil liberties have been protected... some responses to alleged racism in modern times did not result in violence; for example the response to death of Trayvon Martin didn't result in a riot... and there were only small acts following Zimmerman verdict...]	

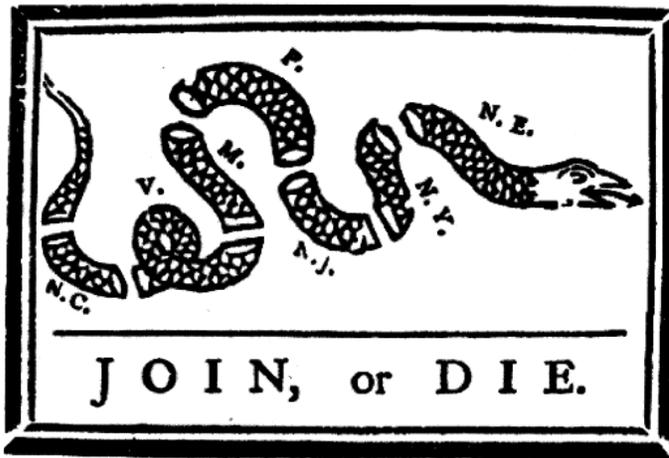
Sample DBQ

Read and evaluate the DBQ and essay sample. What grade would it earn?

Explain the reasons for the development of a unique identity and sense of unity among colonists from 1750 to 1776.

Document 1

Source: Pennsylvania Gazette, 1754



Document 2

Source: Samuel Adams, Boston Committee of Correspondence, 1764

"...For if our Trade may be taxed, why not our Lands? Why not the Produce of our Lands & everything we possess or make use of? This we apprehend annihilates our Charter Right to govern & tax ourselves. It strikes at our British privileges, which as we have never forfeited them, we hold in common with our Fellow Subjects who are Natives of Britain. If Taxes are laid upon us in any shape without our having a legal Representation where they are laid, are we not reduced from the Character of free Subjects to the miserable State of tributary Slaves?"

Document 3

Source: Declaration for the Causes of Taking up Arms, Continental Congress, 6 July 1775.

A Declaration by the Representative of the United Colonies of North America, now met in Congress at Philadelphia, setting forth the causes and necessity of their taking up arms.

... the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard, with unabating firmness and perseverance, employ for the preservation of our liberties; being with one mind resolved to die freemen, rather than live [like] slaves.

Lest this declaration should disquiet the minds of our friends and fellow-subjects in any part of the Empire, we assure them that we mean not to dissolve that union which has so long and so happily subsisted between us, and which we sincerely wish to see restored. . . We have not raised armies with ambitious designs of separating from Great Britain, and establishing independent states.

Document 4

Source: *The Origin and Progress of the American Revolution to the year 1776*, a history by Peter Oliver of Massachusetts, 1781

We [saw] a Set of Men . . . under the Auspices of the english Government; & protected by it . . . for a long Series of Years . . . rising, by easy Gradations, to such a State of Prosperity & Happiness as was almost enviable, but we [saw] them also run mad with too much Happiness, & burst into an open Rebellion against that Parent, who protected them against the Ravages of their Enemies. . . And why [was] the sudden Transition made, from Obedience to Rebellion, but to gratifye the Pride, Ambition & Resentment, of a few abandoned Demagogues, who were lost to all Sense of Shame & of Humanity? The generality of the People were not of this Stamp; but they were [weak], & unversed in the Arts of Deception.

Document 5

Source: Contributors of Donations for the Relief of Boston, 1774 and 1775, *Collections*, Massachusetts Historical Society

Connecticut

Windham	a small flock of sheep
Groton	40 bushels of grain
Farmington	300-400 bushels of Indian corn and rye
Glastonbury	"subscription for the relief of the poor"
Wethersfield	248 1/2 bushels of rye, 390 bushels of Indian corn
Hartford	1,400 bushels of grain
Middletown	600 bushels of grain
Middle Hampton	600 bushels of grain

Massachusetts

Wrentham	31 bushels of grain
Pepperall	40 bushels of grain
Charlemont	2 barrels of flour
Roxbury	258 sheep

New Jersey

Provincial Assembly	"Cash or articles of provision or other necessities we can furnish"
Committees of Correspondence, several counties of New Jersey	"moneys from subscriptions or other benefactions"

North Carolina

Cape Fear	sloop with provisions
Wilmington	£2,000

South Carolina

shipload of rice

Document 6

Source: Hector St. John Crèvecoeur, *Letters from an American Farmer*, composed in the 1770's, published, 1781.

What then is the American, this new man? He is either an European, or the descendant of an European, hence that strange mixture of blood which you will find in no other country. I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose son married a French woman. . . . He is an American, who leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced. . . . He becomes an American by being received in the broad lap of our great *Alma Mater*. Here individuals of all nations are melted into a new race of men, whose labours and posterity will one day cause great changes in the world. . . . This great metamorphosis has a double effect, it extinguishes all his European prejudices, he forgets that mechanism of subordination, that servility of disposition which poverty had taught him.

Document 7

Source: Thomas Paine, *Common Sense*, 1776

"... 'Tis not in numbers but in unity that our great strength lies: yet our present numbers are sufficient to repel the force of all the world. The Continent hath at this time the largest body of armed and disciplined men of any power under Heaven: and is just arrived at that pitch of strength, in which no single colony is able to support itself, and the whole, when united, is able to do any thing..."

Sample Essay:

Throughout the 17th and 18th centuries Americans developed a unique system of government with revolutionary ideals – never seen anywhere else before. Americans adopted representative governments with democratic principles that allowed each person to have a voice in the decisions about their country. These revolutionary ideals are communicated in the Declaration of Independence and the Constitution. This atmosphere of new ideas and new political rights was fostered by a growing sense of a unique American identity – not found anywhere else. The reasons for this identity included Enlightenment ideas and rebellion against British policies. In 1750 the prevailing sense of identity was British, not American. But by 1776, the year of the Declaration of Independence, the colonies had united and developed a unique identity and sense of unity separate from Great Britain. Although the First Great Awakening had ignited a sense of rebellion against Britain and the Anglican Church, the main reasons for the development of a unique identity and sense of unity by 1776 were Enlightenment ideas and rebellion against British taxes and other policies from 1763 to 1775. By the eve of the American Revolution, enough colonists had embraced a new Patriot identity – completely different from their English roots – even with a significant plague of Loyalist population.

In 1750, colonists had become used to “salutary neglect” which gave colonists freedom to develop their own political systems such as Virginia House of Burgesses. The House of Burgesses was created more than 100 years before 1750. Because Britain was so far away and colonists were not directly controlled by England it was necessary for colonists to develop some sort of law and order. This created a long tradition of independence even though few would have called themselves truly independent. By the time of the French and Indian war, every colony had some sort of representative assembly, and this was something cherished. However, when called by Benjamin Franklin to “Join or Die” in 1754 (Doc. 1), colonists did not have a sense of unity and did not unite under Franklin’s plan. Franklin’s point of view in

Assess the essay!

Thesis - 1 point: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, the introduction. The thesis must DO MORE than restate the question; it must have complex analysis including opposing/varying viewpoint or evaluation of significance [depending on prompt].

Did this student earn a point for their thesis?

Highlight their thesis.

Argument Development – 1 Point: Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

Is this thesis/intro. complex enough to earn the argument development point?

Did this student utilize the “X” strategy effectively?

Underline their X.

Contextualization – 1 point: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. This broad contextualization must be thoroughly explained with outside – specific evidence... in several sentences.

In the introduction, did the student thoroughly explain the context of the topic?

Did they earn this point?

"Join or Die" was that without unity, the colonies would be overtaken by the French and the Indians. Most colonists did not share his fear or his view of a united front. However, that changed during and after the French and Indian War.

After the French and Indian War, colonists had experienced some unity from the fighting in the war and then even more unity as new British taxes fell on them. Sam Adams (Doc. 2) explains how taxes had angered colonists and led to committees of correspondence which united colonies (context). Britain wanted to make the colonists pay for their fair share of the war, but colonists were furious at the attack on their freedoms. In document 4, Peter Oliver characterizes this change as one from obedience to the mother country to rebellion against it. Oliver's purpose in this document is to explain why the American Revolution occurred, and one reason was the growing sense of separate identity which allowed such rebellion to take place. Things like the Stamp Act made Enlightenment ideas come to life and more and more colonists saw their God given liberties being taken away by such policies. This created a unique identity and sense of unity. On top of that, these colonists were truly unique and pluralistic. In Letters From a Farmer (Doc 6), this unique identity is described with words such as "strange mixture of blood" and the identity of the colonists is called "American." A new, unique identity is apparent as the letter goes on to describe a group of people with a special purpose. By the time of the Revolution, a truly American identity was apparent because of these ideas and the rebellion against British policies.

During the war, people from New England all the way down to South Carolina were contributing to a united effort to rebel. In document 5, supplies from several colonies are documented illustrating this sense of unity. The purpose of this chart is to show how colonies were working together in common cause which can only happen if they share identity and sense of unity. In this case, rebellion against British taxes and other policies had brought these things together. Thomas Paine's Common Sense (Doc 7) he explains how powerful the colonies are when united. If you combine Paine's view of unity with the evidence from document 5, colonial identity and sense of unity is evident as one corroborates the other. Paine's point of view in

Read all the body paragraphs then continue your assessment...

Document Analysis and Defense of Argument – 1 point

Offers plausible analysis in support of stated thesis or relevant argument for 6 or 7 of the documents.

Did the student use 6 or 7 documents effectively?

Explain how they did this effectively and/or ineffectively...

Document Analysis - HIPP - 1 point: Offers effective analysis of at least 4 documents (author's point of view, purpose, audience, or historical context).

Which documents have effective HIPP?

Did they earn this point?

Outside Evidence - 1 point: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. This example must be thoroughly explained in several sentences. Other outside evidence assessed as parts of the introduction, conclusion, or document analysis will not count.

Is there outside evidence? If so, what is it?

Did they earn this point? Why or why not?

Common Sense was that rebellion was logical. This supports the view that Enlightenment ideas were a major reason for the development of an American identity and a sense of unity. The Continental Congress (Doc 3) communicates a united effort to fight for liberty against British policy but not a desire for independence (context and point of view). A truly American identity is evident as this Congress included representatives from almost all colonies and although they stated independence was not their goal that is what ended up happening.

Colonists had developed a strong sense of American identity by 1776 because of Enlightenment ideas and rebellion against taxes. Even though many Loyalists were still faithful and did not see themselves as separate. Therefore, it was not complete unity or homogeneous identity. This in itself is American identity. Today, Americans are often divided in their beliefs and are willing to fight for different things. We are not homogenous today. We are the most diverse country in the world just like the colonies were at the time of revolution. One can simply view the crowds outside modern day political rallies and see people scream and argue over the direction of the country and what it means to be American. Even though we are often divided, just as they were in the 1700's, there is enough to unite us such as the principles of liberty and democracy that evolved from Enlightenment thought so long ago.

Read the conclusion ...

Synthesis – 1 point: Accurately and explicitly extends the argument by explaining the connections between the argument and a development in a different historical period, situation, era, or geographical area... with specific evidence, in several sentences with both variables/eras explained.

Does this student effectively extend their argument?

Did they earn this point?

Add up your points... what did this student earn?

Identity—What does it mean and how has it changed?

(Sources: centralapush.pbworks.com, adaptations and additions by Rebecca Richardson)

Colonization

America began as a group of people fleeing persecution or seeking opportunity unavailable in their homeland. Most shared the English language, the common goal of creating an agricultural society, and English customs. “New England” and “Virginia” (named after the *Virgin* Queen Elizabeth) illustrate they were still “English.” Life in the New World so far away from the oppressive conditions of England bred in the colonists the ideas of individual liberty, democracy, religious freedom, and economic opportunities.

At the start of Colonization, most people in North America considered themselves English. By the time colonies were fully established, America had already become quite a melting pot. People still defined themselves by where they had emigrated from, or even by their religious beliefs. The vast diversity showed no signs of unity for the colonies.

Revolution

As America found itself fighting Britain, citizens were not in any way united. They were forced to band together and form a national government, but a nationalistic spirit was hardly shared by all. They fought, not for independence, but for "life, liberty, and the pursuit of happiness".

Independence

After gaining independence, the idea of statehood was established. There was no one American identity in this period, but the idea of being a member of their own state instead of the county as a whole was prevalent. This is clear in the Articles of Confederation.

Constitution

Once the Constitutional Convention met in 1789, people began to be recognized as either for a powerful federal government or for states' rights. (Federalists vs Anti-Federalists) Once the constitution was ratified and George Washington became president debates over what it meant to be a constitutional republic continued and the first two parties developed in the early 1790s (Democratic-Republicans and Federalists).

Federalist Era

Federalists were for loose interpretation, while Democratic-Republicans favored strict interpretation. The nation still was thought of as individual states instead of as a united nation, but new policies such as Hamilton’s Financial Plan and Marshall Court decisions helped pull them together. Still, those in New England viewed problems much differently than those in the South. Much of identity was regional.

War of 1812 through the Era of Good Feelings

During the War of 1812, however, and through the Era of Good Feelings, with the help of the Monroe Doctrine and the American System, the United States was much more united as a whole. The Market Revolution and the development of a truly American culture helped improve this, however, sectionalism continued especially after the Missouri Compromise of 1820.

Identity—What does it mean and how has it changed?

Jackson & Era of the Common Man

Andrew Jackson, or "Old Hickory", took control of the White House in 1829 and was portrayed as a rough-hewn frontiersman and a champion of the common man. He was the first candidate nominated at a formal party convention (1832), and only the second without a college education. He employed the Spoils System, dealt forcefully with the "Nullies" in the south and passed the Force Bill which authorized him to use force to collect the federal tariff dues. Jackson also forced the Indians out of the southern states, and into modern day Oklahoma. Next, he got rid of the National Bank, and defeated Henry Clay in the election of 1832.

An idea of mass democracy was instilled in the people as Jackson was ushered into the White House. His connection with the common people gave the masses the ability to identify with the government. The common man now had the American Identity that the upper class had for a decade. American identity in terms of democracy was changing to include more men, but sectionalism continued, Blacks and slaves and women were still excluded, and Catholic immigrants were treated poorly.

Manifest Destiny

With the idea of Manifest Destiny, the exceptional American identity came into view. Believing that they had every right to take and cultivate the western lands, Americans began removing Indians and settling in their territory. This became a major point in the campaign of 1844 between James K. Polk (Democrat), and Henry Clay (Whigs). Expansionist Democrats were heavily into the ideals of Manifest Destiny, and were strongly for the annexation of Texas and the Oregon Territory. Identity was often defined by political party and region. American Indians maintained their own identities, and slaves and slave culture and churches developed their own identity, as did some immigrants. Many immigrants and Indians did assimilate, however.

Sectionalism

The term "Americans" applied to two different factions: the South and the North, each with its own individuality and beliefs. Southern slave culture and aristocracy differed dramatically from the capitalistic, wage labor, and more socially mobile north.

Civil War and Reconstruction

As the Civil War ended, blacks were gaining more and more rights as citizens. When slavery was abolished with the Amendments, blacks were now integrated into American society (or were intended to be). The idea of an "American" was changed again, as African-Americans and mulatto people became part of the United States, protected under the Constitution, but not protected from racism and discrimination.

With sectionalism still alive and racial prejudices flowing freely, Americans in the late 1800s were very suspicious and intolerant of their neighbors. Southern Democrats were disliked by many of the Republicans, who thought that the South would come back into the U.S. too strong politically and would interfere with the Republican monopoly. Southerners equally loathed Republicans for their oppression concerning slavery and their push for stronger mandates concerning Reconstruction. Blacks were not left out of the hatred. With the KKK and discrimination still at large, blacks (though legally citizens) were shuffled down to the lowest point in society. The Black Codes almost revived slavery; Blacks and Whites were not allowed to intermarry. American Identity was changed not only physically (color, etc.) but socially (discrimination, racism).

Identity—What does it mean and how has it changed?

Gilded Age

Political corruption also increased after the civil war. Politicians started manipulating election results and were concerned with personal profit. Reforms in politics occurred after President Garfield's assassination. His assassination led to the end of the spoils system. Now jobs were given because of ability. When the masses finally did unite to get something done about corruption, monopolies, and trusts, they were first welcomed with the Sherman Anti-Trust Act of 1890. Unfortunately, this act was also used against labor unions. Also, in 1892 the People's Party, or Populists came into existence. Chinese exclusion happened in this era. The Chinese began emigrating to America in the 1850's but were not treated as Americans. They had a unique identity.

Industrialization

"The wealthy class is becoming wealthier; but the poorer class is becoming more dependent. The gulf between the employed and the employer is growing wider; social contrasts are becoming sharper; as liveried carriages appear; so do barefooted children." -Henry George, 1879. With industry growing and growing the social classes got even more separated and farther apart. A larger part of the population began to slip into the lower class as the upper class began to thin out. Group identity included socio-economic class. Large waves of immigrants to northern cities led to increased numbers of ethnic neighborhoods which maintained some aspects of culture while assimilating in other ways.

Western Settlement

The creation of railroads out west united the nation vastly. Indians were forced onto reservations and assimilated through education and other policies. American identity at this time did not include tolerance for dramatically different cultures like American Indian's tribal culture or nomadic culture.

Imperialism

American exceptionalism was blaringly obvious in the time of imperialism. Theodore Roosevelt and his "Big Stick" illustrate this... if he wanted the use of the land of another country and they wouldn't allow it, he took it (Panama Canal). We took over the islands of Hawaii through an illegal revolution and eventually made it a state in 1959 after throwing out their queen in the 1790s. Spain was making it difficult for us to trade with the oppressed Cubans so we went to war to take Cuba, though in accordance with the Teller Amendment we withdrew in 1902. Cuba wasn't completely free though, we had them write the "Platt Amendment" into their constitution guaranteeing our alliance, that we could intervene with troops in Cuba to restore order, they would sell us any needed coal-refueling or naval stations (Guantanamo). Then during that war we seized Puerto Rico for our own and made them a protectorate even though some of the people wanted freedom, though we did give them citizenship in 1917. Then after freeing the Philippines we replaced the Spanish overlords with ourselves and began fighting the resistance that had just helped us defeat the Spanish to keep control of the Philippines out anarchy and the aggressive Germans. Eventually the Philippines were freed in 1946. Imperialists and Anti-Imperialists debated this policy, and American identity was in question... American exceptionalism and expansion with superiority or America as a model of liberty and the liberator of others?

Identity—What does it mean and how has it changed?

Progressive Era

Socialism became more common during this time period. It was especially noticeable during the election of 1912, when the Socialist candidate doubled his number of popular votes from the 1908 election. Many Socialist candidates were elected to public office at local and state levels.

Government problems in Mexico during Wilson's presidency led to mass Mexican migration to the southern United States. This created further racial diversity in the South. Identity for Mexican-Americans was usually different from White Americans. American identity was pluralistic.

1920s

Anti-German propaganda was common during WWI and the 1920s. The Creel Commission published propaganda to promote the war in the United States and encourage loyalty. Fears of anarchy especially from Italy and other southern and eastern European nations led to the 1920's immigration laws were passed limiting the number of people who could enter the United States. (quotas) Many immigrant cultures were seen as “un-American” so they were unwelcome.

Depression

America went into a Great Depression after the stock market crash of 1929. America's overproduction was one cause of the depression. Factories closed which caused mass unemployment in America. Families stopped having children because of the expense of raising children. Homeless people constructed shacks all over the country. These were called "shantytowns" and “Hooverilles.” People came more and more to cities for the scarce jobs that remained. President Hoover tried to help with works (Hoover Dam) and financial help for farmers, but he also espoused the view that American identity was “rugged individualism” and did not support any sort of government “hand-out.”

New Deal

The New Deal was numerous programs to help reduce the effects of the depression. FDR focused on the 3 r's: Relief, Recovery, and Reform. The New deal helped create jobs, banking reforms, and social security among other things. He also started his fireside chats where he would address the country. He told them that the banks were safe to use again which brought many banks back after they had been forced to close. FDR was sharply criticized, for the New Deal did nothing to pull the US out of the depression and was unconstitutional. It made the national debt skyrocket. More and more Americans looked to the government for solutions, even more than in the Progressive Era, so identity was changing... less rugged individualism and more social welfare.

WWII

The United States became involved after being attacked at Pearl Harbor. With interventions in Northern Africa, Europe, and Asia we helped defeat Hitler, Mussolini, and Japan. The use of nuclear weapons would be used on the Japanese cities of Hiroshima and Nagasaki. The United States emerged as a superpower and American identity of exceptionalism was re-invigorated. We joined NATO and United Nations and worked to spread democracy and other American ideals.

Cold War

The Cold War (and, consequently, fear of Communism) contributed to the American "Red Scare" and McCarthyism. Conformity in culture and identity increased in the 1950s and then decreased in the 1960s with counterculture. In the 1950's, television shows like "Leave It To Beaver" portrayed the idealistic feelings of the nation. The majority of families were supported solely by the father, and the mother was expected to be a good little housewife. Families lived in suburban towns like Levittown.

Identity—What does it mean and how has it changed?

Legacy of slavery and the civil rights movements

Beginning in the 1950's civil rights and desegregation became very important issues. In Montgomery, Alabama Rosa Parks took a stand against segregation by sitting in the white section of a public bus and refusing to move when asked. Martin Luther King Jr. joined the bus boycott to non-violently voice his and others opinions about segregation in the United States.

Other civil rights issues were popping up all over the nation. Like in the case of *Brown v. Board of Education of Topeka, Kansas* where segregation in public schools was ruled unconstitutional, this once again opened the old wounds of Civil War times. The new decision in this case went against a previous case in 1896, *Plessy v. Ferguson* which had an outcome of "separate but equal" under the Constitution. Many southerners became angered by this and did everything they could to keep blacks and whites in separate schools. Most of the time they created private schools where the decision about segregation in schools could not be as easy to apply.

In 1957 Little Rock, Alabama Eisenhower had to use the National Guard to escort black students to school, in response to Governor Orville Faubus trying to use the National Guard to keep the students out. This was in response to the decision in the *Brown v. Board of Education Case*.

There were some civil rights activists who didn't take the peaceful approach...Malcom X, and Stokely Carmichael who believed that violence was a much more efficient way of achieving civil rights as well as the group the Black Panthers which also took a violent approach.

American identity was increasingly becoming inclusive but the change was slow as many resisted and feared integration.

Great Society

Lyndon Johnson greatly expanded government and welfare in his Great Society. The liberal belief that government could solve problems (war on poverty) redefined identity by expanding that view from New Deal times that American liberty and republicanism included social welfare. Critics of this view fueled a conservative resurgence.

Resurgence of Conservatism

American "identity" shifted from the cities to the suburbs during the "White Flight". The cities became the homes of the lower class, and the conservative suburbs flourished. Social issues such as abortion, pornography, homosexuality, feminism, and affirmative action fell out of favor with the New Right when they rose in response to the counter-culture movements of the 1960's. Again identity was often defined by political or religious beliefs.

In modern times identity continues to change and become more inclusive. The nation is multi-cultural and new definitions of what it means to be an American are evolving as liberty is expanding to those previously in the shadows such as gays, lesbians, and trans-genders.

What does it mean to be an American?

Beliefs?

Liberty?

Republicanism?

Political Party?

Ethnicity?

Culture?

Tolerance?

Socio-economic class?

Are we "exceptional?"

Are we the city on a hill?

