TEXAS ESSENTIAL KNOWLEDGE AND SKILLS CORRELATION TO APUSH UNIT 6 – 1890-1929 (PARTIAL PERIOD 7 OF FRAMEWORK)

Objective: Analyze main events from the Progressive Era through the Roaring Twenties that correlate to the specific objectives for the Texas end-of-course

exam (S.T.A.A.R. Test). This is the second "essential TEKS" activity that has a major correlation to the state exam, because the grade level class

begins their study with the Gilded Age. In APUSH, on the other hand, we begin with Columbus!

Directions: Review the T.E.K.S. by reviewing the objectives and principles outlined and completing the historical review and analysis in the spaces provided.

When you finish the review, log into Canvas and take the Unit 6 TEKS review quiz.

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

Key Concepts from the Revised 2015 College Board Framework for APUSH

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

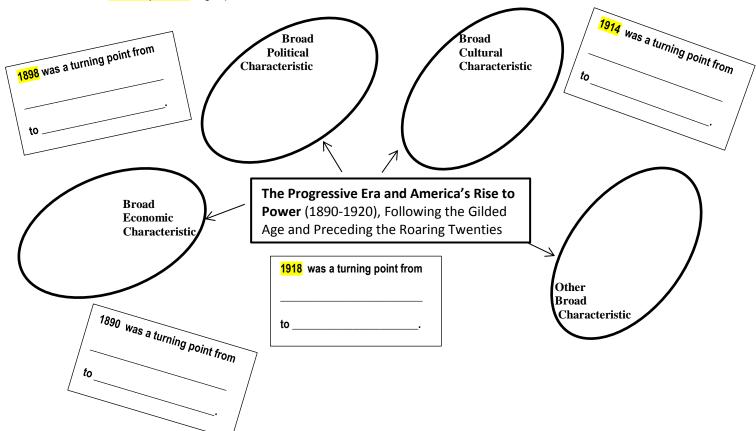
Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

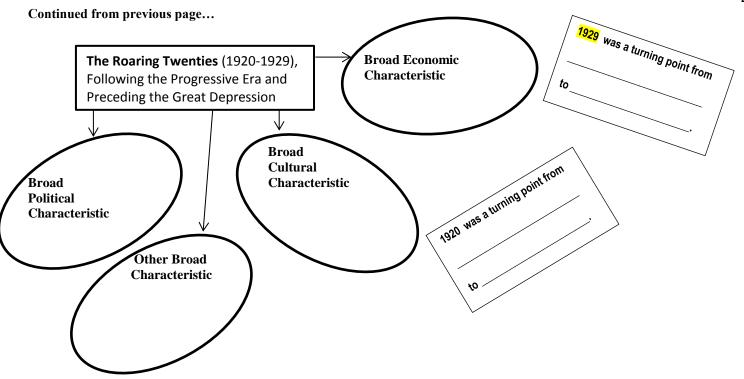
Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

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

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

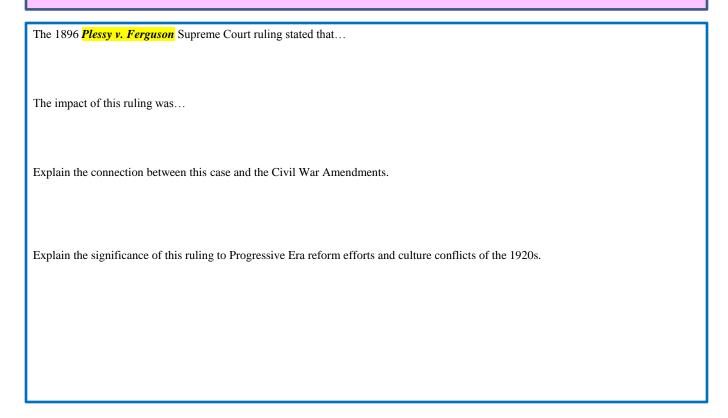
- (A) identify the major characteristics that define the era.
- (B) identify the **major eras** in U.S. history from 1877 to the present.
- (C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (D) Explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins)





2. Explain the impact and significance of the Plessy ruling.

T.E.K.S. (21) Government. The student understands the impact of constitutional issues on American society (A) analyze the effects of landmark U.S. Supreme Court decisions... such as... *Plessy v. Ferguson*



3. Explain the physical and human geographic impact of the Panama Canal and the Dust Bowl.

T.E.K.S. (12) Geography. The student understands the impact of geographic factors on major events.

(A) analyze the impact of physical and human geographic factors on the Panama Canal...

Complete the chart by defining the era for each event in the first column, and then listing and defining the items highlighted in this objective. The entries that have been completed for you should serve as examples of quality answers.

| Historical Era, Absolute and Relative | Event With Definition | Human Geography | Physical Geography |
|--|-----------------------|--|---|
| The era is | | The UC comment of the | 48 miles of |
| Absolute Chronology | | The US supported the revolution of this country and in exchange was given permission to build this and control a | international waterways between the Atlantic and Pacific Ocean that saves the 8,000 |
| Relative Chronology | | territory 5 miles around it. The US gave back control in the 1990s. | mile journey around the southern tip of South America. (Cape Horn) |

4. Explain the causes and effects of the Migration.

T.E.K.S. (13) Geography. The student understands the causes and effects of migration and immigration on American society.

(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including... western expansion, rural to urban migration, [and] the Great Migration...

| Event & <u>Definition</u> | Push/Pull Factor - cause | Consequence of Event - effect |
|---|--|---|
| Westward expansion, 1607-1890 | | |
| Rural to Urban internal migration, 1865-1920s | | |
| Great Migration (~1910-1930) | African Americans moved north and west to seek employment opportunities in industrial cities. They were escaping racism, sharecropping, and tenant farming. | Urban populations of African Americans increased dramatically. Organizations like the NAACP were formed. Some of the new neighborhoods became vibrant centers of African American culture, such as Harlem. |

5. Analyze the causes and effects of the Spanish-American War, and explain how and why America expanded overseas.

T.E.K.S. (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. (A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power; (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico; (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. (C) explain how foreign policies affected economic issues such as the Open Door Policy and Dollar Diplomacy (D) Describe the economic effects of international military conflicts, including the Spanish-American War on the United States (12) Geography. The student understands the impact of geographic factors on major events. (A) Analyze the impact of physical and human geographic factors on the Panama Canal; (B) Identify and explain reasons for changes in political boundaries such as those resulting from... international conflicts.

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

6. Explain how and why Progressives reformed society during the Progressive Era.

T.E.K.S. (5) History. The student understands the effects of reform and third-party movements in the early 20th century.

(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society

(C) evaluate the impact of third parties, including the Populist and Progressive parties.

(14) Geography. The student understands the relationship between population growth and modernization on environment.

| Key Terms & | Definitions and ambandance of account of the total December 1997 |
|------------------------------|--|
| Examples | Definitions and explanations of causes and effects of Progressive Reform |
| | <u>DEFINITIONs</u> |
| | |
| Third Party | |
| Movements | |
| III O V CI II CI II C | |
| Populists Populists | |
| [People's | |
| Party] | |
| ,, | |
| Progressive | |
| <mark>Party</mark> , | |
| Election of | EXPLANATIONS OF CAUSES AND EFFECTS OF PROGRESSIVISM |
| 1912 | EN ENWITTEND OF STREET ESTO OF TROOKESSIVISM |
| | |
| Population 1 | |
| growth, | |
| modernization, urbanization, | |
| industrialization | |
| | |
| Social Reform | |
| W.E.B. DuBois, | |
| NAACP | |
| lda B. Wells, | |
| lynching | |
| Tyricining | |
| muckrakers, | |
| Upton Sinclair | |
| Ida Tarbell, | |
| Lincoln Stefens, | |
| Jacob Riis | |
| | |
| | |
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| | ADDITIONAL INFORMATIONOMAHA PLATFORM AND GOALS explain how some GOALS REACHED IN PROGRESSIVE ERA |
| | a. Australian (or Secret) Ballotthe secret ballot was secured b. Popular Election of U.S. Senators 17th Amendment ratified |
| | c. Protection from Monopolies |
| | d. Direct Democracy |
| | e. Banking Reform |
| | f. Government Ownership of the Railroads |
| | g. Graduated Income Tax |
| | h. Free and Unlimited Coinage of Silver |
| | i. 8 hour workday |
| | j. Immigration restrictionsk. Single term for the Presidency |
| | Jan-gao coam for one freezemency |
| | |
| | TEKS correlation written by Pobacca Dichardson, Allan High School |

- T.E.K.S. (5) History. The student understands the effects of reform and third-party movements in the early 20th century.

 (A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the
 - (A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments
 - (23) Citizenship. The student understands efforts to expand the democratic process.
 - (B) evaluate various means of achieving equality of political rights, including the 19th amendment...
 - (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System...
 - (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
 - (B) describe the changing relationship between the federal government and private business, including the costs and benefits of... anti-trust acts... and the Pure Food and Drug Act
 - (E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913...

| Key Terms & Examples | Definitions and explanations of causes and effects of Progressive Reform |
|---|---|
| Liamples | DEFINITIONS |
| Federal Reform 16 th , 17 th , 18 th , & 19 th Amendments, Susan B. Anthony | |
| National Park System, Theodore Roosevelt, Pure Food and Drug Act, Meat Inspection Act | EXPLANATIONs OF CAUSES AND EFFECTS OF PROGRESSIVISM |
| Clayton Anti- Trust Act, Federal Reserve Act, Woodrow Wilson | |
| State Reform Initiative, referendum, recall | |
| Municipal Reform (City Reform) Commission System, City- Manager Plan | |
| | ADDITIONAL INFORMATION and ANALYSIS of PROGRESSIVISM AS TURNING POINT IN ROLE OF GOVERNMENT Susan B. Anthony did not live long enough to see the ratification of the 19th Amendment, but she was pivotal in the movement for women's suffrage going back to 1848 Seneca Falls. Alice Paul was instrumental in the final amendment. 1920, the year the 19th Amendment was ratified, was an important turning point for democracy in America, because it doubled potential voting pool, although many women did not begin voting independently until decades later. Jane Addams, who began the settlement house movement at the end of the Gilded Age, was also instrumental in social reform in the Progressive Era and also fought for the political enfranchisement of women. |

7. Analyze the causes and effects of World War I.

- T.E.K.S. (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920.

 (C) identify the causes of World War I and reasons for U.S. entry

 (D) understand the contributions of the American Expeditionary Forces (AEE) led by Concret John J. Berch
 - (D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing
 - (E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front
 - (G) analyze significant events such as the Battle of Argonne Forest
 - (6) History. The student understands significant events, social issues, and individuals of the 1920s
 - (B) analyze the impact of significant individuals such as Glenn Curtiss
 - (26) Culture. The student understands how people from various groups contribute to our national identity.
 - (F) Discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Alvin York.

| Key Terms & Examples | Definitions and explanations of causes and effects of WWI and analysis of this war as a turning point |
|--|--|
| Examples | DEFINITIONs |
| | |
| World War I Assassination of Ferdinand, Sussex Pledge, Lusitania, unrestricted submarine warfare, Zimmerman Note, Allies | |
| Woodrow Wilson | |
| Fourteen Points | |
| American Expeditionary Forces (AEF), General John J. Pershing, Battle of Argonne Forest Congressional Medal of Honor, Alvin York | |
| Machine guns, airplanes, tanks, poison gas, trench warfare | |
| Western Front | |
| Glenn Curtis, Naval aviation | EXPLANATIONS OF CAUSES AND EFFECTS, and ANALYSIS OF WWI AS TURNING POINT When WWI broke out in Europe (1914) following the assassination of Archduke Franz Ferdinand and the entangling alliances which quickly pulled most of Europe into war, the U.S. declared neutrality. This was a tradition set in 1793 with George Washington's Proclamation of Neutrality. Wilson won reelection in 1916 with a slogan of "He kept us out of war." American policy changed, however, following Germany's unrestricted submarine warfare and breaking of the Sussex Pledge which including the sinking of the British Lusitania killing 128 Americans. The Zimmerman Note (telegram) was the last straw, and the U.S. entered the war in 1917 on the side of the Allies. Wilson's Fourteen Points championed an anti-imperialist agenda with hopes of making the war the "war to end all wars" complete with self-determination of nations, freedom of the seas, and a League of Nations to use diplomacy to prevent future wars. General John J. Pershing led the mobilization/training effort then led troops to an impressive victory, breaking Germany's line, in the Battle of Argonne Forrest. Soldiers like Alvin York fought courageously earning York the Medal of Honor. Warfare was brutal with new technologies such as poison gas, machine guns, tanks, trench warfare, disease (especially the Spanish influenza) leading to shell shock and massive loss of life. Airplanes were used for the first time, and men like Glen Curtis who helped develop naval aviation and was influential into the 1920s. The first aircraft carrier was used in this war. The stalemate on the Western Front broken and the Allies were finally victorious. An armistice was signed on November 11, 1918 ending the war. |

- T.E.K.S. (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920.
 - (A) explain why significant individuals such as Henry Cabot Lodge
 - (F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles
 - (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
 - (D) Describe the economic effects of international military conflicts, including World War I on the United States
 - (19) Government. The student understands changes over time in the role of government
 - (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I

| ey Terms & | Definitions and explanations of causes and effects of WWI |
|--|--|
| Examples | and analysis of this war as a turning point DEFINITIONS |
| Constitutional Issues Espionage Act, Eugene Debs, Schenck v U.S. | |
| Woodrow Wilson, Fourteen Points | |
| Treaty of Versailles, League of Nations | EXPLANATIONs OF CAUSES AND EFFECTS, and ANALYSIS OF WWI AS TURNING POINT |
| Henry Cabot Lodge | |
| isolationism | |
| | |
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| | ADDITIONAL INFORMATION THE CONGRESESIONAL MEDAL OF HONOR The Congressional Medal of Honor was created during the Civil War. Thousands of soldiers have earned this prestigious recognition over the years. T.E.K.S. for United States history includes several Medal of Honor recipients. The main purpose of this is to recognize that fighting for liberty and the American way has costs the United States millions of lives and the enduring legacy of the American Republic has been and continues to be won by a diverse group of Americans. In this era, Alvin York is highlighted. He objected to war, as most Americans did support neutrality, but he fought valiantly after being drafted. He led an attack on a German machine gun nest, at the Battle of Argonne Forrest "taking 32 machine guns, killing 28 German soldiers, and capturing 132 others." (quoted from York article at Wikipedia.org) He had only one rifle and one pistol! This helped to break through the German line, ending stalemate on the Western Front and leading to the German surrender. York and many other soldiers rallied behind Wilson's call to "make the world safe for democracy." Many soldiers and American were disillusioned after the war when the idealism of war ended with Red Scare, isolationism, and increased communism and totalitarianism in the world. |

8. Analyze the cultural conflicts in the Roaring Twenties.

- T.E.K.S. (6) History. The student understands significant events, social issues, and individuals of the 1920s
 - (A) analyze causes and effects of events and social issues such as Social Darwinism, eugenics race relations
 - (B) analyze the impact of significant individuals such as Marcus Garvey
- T.E.K.S. (6) History. The student understands significant events, social issues, and individuals of the 1920s
 - (A) analyze causes and effects of events and social issues such as nativism and the Red Scare
 - (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
 - (C) explain how foreign policies affected economic issues such as immigration quotas

Key Terms & Definitions and explanations of CULTURAL conflict and change **Examples** DEFINITIONs... **Social Darwinism Eugenics** Race relations, Lynching, KKK, race riots. Chicago, Tulsa Marcus Garvey, W.E.B.Dubois, Ida B. Wells-**Barnett** Red Scare. Palmer Raids, J. **EXPLANATION OF IMPACT ON SOCIETY DURING THE ROARING TWENTIES...** Edgar Hoover **Nativism** Sacco & Vanzetti **Immigration** Quotas. Immigration Acts of 1921, 1924, 1929 **Emergency** Quota Act of 1921... aka Emergency Immigration Act of 1921 National Origins Act of 1924 aka **Immigration** Act of 1924 National Origins Act of 1929 ADDITIONAL INFORMATION... Immigration restrictions in the Gilded Age included the Chinese Exclusion Act of 1882 which made it nearly impossible for Chinese to immigrate and banned families from joining those already here. Fear of job competition in the West led to this act. In the Progressive Era, immigration restrictions were placed on the Japanese as part of Theodore Roosevelt's Gentlemen's Agreement with Japan. Japan agreed to withhold passports (prevent emigration) in exchange for reduced racial discrimination in California. Assimilation efforts and "Americanization" efforts led to literacy tests being administered beginning in 1917 to limit "un-American, uneducated, undesirable, etc." immigrants. Many believed that non-English speakers were a threat to American culture. The most restrictive acts came in the 1920s. These were the result of ongoing concerns of how the masses of new immigrants pulled into the U.S. by industrialization (jobs) and liberty were affecting culture. Eastern and Southern Europeans were targeted because they were more mostly uneducated, unskilled, poor, not Protestant, and lacked understanding or appreciation for republicanism. To White supremacists, they

were also less white than the preferred immigrants from Britain and western Europe.

Continued from #8 on previous page ...

Analyze the cultural conflicts in the Roaring Twenties.

T.E.K.S. (6) History. The student understands significant events, social issues, and individuals of the 1920s

- (A) analyze causes and effects of events and social issues such as the Prohibition, and the changing role of women
- (B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Charles A. Lindbergh.
- (25) Culture. The student understands the relationship between the arts and the times during which they were created
 - (B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley [and] the Harlem Renaissance... on American society

| Key Terms & | |
|--|---|
| Examples | Definitions and analysis of cultural changes and conflicts in the 1920s |
| Zampree | DEFINITIONs |
| Prohibition, Al Capone | |
| Women, ERA, flappers, Sigmund Freud | |
| Clarence Darrow, William Jennings Bryan, Scopes Trial | EXPLANATIONs OF CULTURAL CHANGES AND CONFICTS IN THE 1920S |
| Charles Lindbergh, Spirit of St. Louis | |
| Tin Pan Alley Harlem Renaissance, Jazz, Langston Hughes, Louis Armstrong | |
| Lost Generation | |
| Hollywood | |
| | |
| | |

9. Explain how post WWI politics "returned to normalcy" and how the American economy changed during the 1920s.

T.E.K.S. (6) History. The student understands significant events, social issues, and individuals of the 1920s

(B) analyze the impact of significant individuals such as Henry Ford

(16) Economics. The student understands significant economic developments between World War I and World War II

(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies

(19) Government. The student understands changes over time in the role of government

(C) describe the effects of political scandals, including Teapot Dome... on the views of U.S. citizens concerning trust in the federal government and its leaders

| Key Terms & Examples | Definitions and analysis of political and economic changes and conflicts in the 1920s |
|---|---|
| | DEFINITIONs |
| | |
| Laissez-faire | |
| Warren Harding, Return to Normalcy, Teapot Dome, Washington Naval Conference | |
| Henry Ford, Assembly Line | |
| Taxes | |
| Smoot-Hawley Tariff | |
| Production efficiencies | |
| Calvin Coolidge, "business of America is business" | EXPLANATIONS OF POLITICAL & ECONOMIC CHANGES IN THE 1920s |
| Herbert Hoover, rugged individualism | |
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