Lesson 1

Historical Periods

By the time you are ready to take the Advanced Placement (AP) test in May, you will have been bombarded by hundreds of facts and dates. In this blizzard of information, it is possible to lose track of the broad delineations of U.S. history. On the AP test, however, there will often be essay questions or multiple-choice questions that refer to a historical period rather than to a set of specific years. Unless you are familiar with the labels for these eras, you may misinterpret or incorrectly answer a question that you could otherwise easily master.

The following chart presents the major historical periods of U.S. history. In addition, it identifies events that roughly marked the beginning and ending of the era. You might review the chart by looking at a list of events (perhaps in the index of your primary textbook) and placing them in their appropriate historical period. This will help you develop a stronger chronological sense and decrease the likelihood of encountering unfamiliar time references on the AP test.

1. Which one of the following events did NOT occur during the antebellum period?
   (A) The ratification of the Fourteenth Amendment
   (B) The development of the cotton gin
   (C) The dispute over slavery in Missouri
   (D) The dispute over the tariff in South Carolina
   (E) The rise of the abolitionist movement

2. Federal government regulation of the meat industry and the beginnings of the Great War (World War I) occurred during
   (A) the Gilded Age
   (B) the Progressive Era
   (C) the New Deal Era
   (D) the Fair Deal Era
   (E) the New Frontier/Great Society Era

3. Which one of the following events occurred during the Gilded Age?
   (A) The end of the War of 1812
   (B) The election of Andrew Jackson as president
   (C) The end of World War II
   (D) The election of Ulysses Grant as president
   (E) The end of slavery

2 ★ Threads of History
Lesson 2

Famous Rebellions

Several armed rebellions helped shape American development before the Civil War. Three early uprisings (Bacon's, Shays's, and Whiskey Rebellions) were sparked by economic and political grievances against authority that was perceived as arbitrary and distant. Each of the clashes played a transformational role in its era: Bacon's Rebellion helped weaken the indentured servant system; Shays's Rebellion undermined the already dwindling support for the Articles of Confederation; and the Whiskey Rebellion established the authority of the new national government and moved George Washington firmly into the Federalist Party camp. The chart on the next page will help you analyze these rebellions.

As you consider the chart, you may wish to evaluate whether these early dissenters were driven by their inherently rebellious nature, the rugged frontier environment, unfair government actions, or a combination of all these factors.

Nat Turner's revolt differed significantly from the previous rebellions. It epitomized the great nightmare of the antebellum slaveocracy—a large-scale slave revolt. The uprising stands alone as the most dramatic and violent slave revolt in U.S. history. The Turner Rebellion also reinforced the South's commitment to slavery and made peaceful emancipation almost impossible. Historians have speculated about why there were no other major slave uprisings. How would you explain this lack of large-scale slave resistance?

1. The most significant result of Nat Turner's rebellion was
   (A) the South's intensified commitment to slavery
   (B) Abraham Lincoln's decision to emancipate the slaves
   (C) the formation of the American Colonization Society
   (D) the emancipation of most of the slaves in Virginia
   (E) Turner's escape to Haiti and his freedom from slavery

2. Which of the following individuals would favor the actions taken by the national government during the Whiskey Rebellion?
   (A) A backcountry farmer who supported the Articles of Confederation
   (B) A states' rights supporter who feared a strong central government
   (C) A Quaker who opposed the use of force
   (D) A supporter of law and order
   (E) An indentured servant who believed the system was biased against the poor

3. The common element of Bacon's, Shays's, and the Whiskey Rebellion was that
   (A) all resulted in changes in the economic conditions that caused them
   (B) all occurred before the American Revolution
   (C) all were challenges to perceived unfairness by a distant government
   (D) all resulted in widespread changes in American society
   (E) all were promoted by foreign agents hoping to overthrow the government

4. *Threads of History*
Religious Development 1619–1740

Religion played an important role in the founding and development of the British colonies in North America. The English Reformation generated alienation and turmoil for many religious denominations in Great Britain. Catholics were upset when Henry VIII created the Anglican Church and displaced the Pope as the religious leader of England. Other groups such as the Congregational Church (Puritans) and the Society of Friends (Quakers) challenged the beliefs and powers exercised by the new state-sponsored church. These groups began to look to North America as a place to realize their dreams of religious freedom.

These dissenters founded several colonies in the New World. For example, in New England, the Puritans settled Massachusetts Bay in hopes of purifying their church. In Maryland, the Catholics sought a place of unfettered worship, and, in Pennsylvania, the Quakers hoped to find religious freedom and noninterference.

Most historians agree that religious freedom and tolerance were stronger in the British colonies than in the mother country. As you study the chart, consider what factors contributed to this freedom. Where was religious tolerance least likely to occur in the colonies during the seventeenth century?

1. Which area of the British colonies maintained state-supported, religious practices similar to those found in the mother country?
   (A) Massachusetts and Connecticut  
   (B) Virginia and Maryland  
   (C) The frontiers of Georgia and South Carolina  
   (D) Pennsylvania and New York  
   (E) Delaware and New Jersey

2. Which religious group faced the greatest persecution in the colonies?
   (A) Congregational Church  
   (B) Presbyterian Church  
   (C) Society of Friends  
   (D) Anglican Church  
   (E) Catholic Church

3. Which of the following groups was characterized by beliefs in innate depravity, predestination, and intolerance of other religions?
   (A) Anglicans  
   (B) Catholics  
   (C) Quakers  
   (D) Puritans  
   (E) Presbyterians

6 ★ Threads of History
Presidents of the United States 1789–1989

Most classes in U.S. history are taught chronologically and organized by presidential administrations. The charts on the following two pages are designed to help review the presidential chronology you learned this year and to examine four outstanding presidents.

Though it's not necessary to memorize the charts, you should study them carefully so you can associate major events, such as wars, depressions, and land acquisitions, with various presidents. As you study the presidential charts, also consider why there were periods of undistinguished presidents. The two eras of forgotten presidents were 1837–1861 and 1865–1901. Why do you think these two periods were characterized by presidential mediocrity?

The first chart summarizes the achievements of our four greatest presidents. In all cases, these leaders achieved major domestic successes and/or promoted America's strength and security in foreign relations. In addition, each man changed American political thinking and transformed the office of president. Historians suggest that, in order to achieve presidential greatness, a president must make the office "a more splendid instrument of democracy." What do you think this means? Do you feel any other presidents deserve the label of greatness? Why?

1. Between 1861 and 1889, a common element among the presidential administrations was that most presidents
   (A) were impeached
   (B) were from the Democratic Party
   (C) were from the Republican Party
   (D) had personal scandals in their administrations
   (E) added territory to the United States

2. What common characteristic did the presidencies of Ulysses Grant, Warren Harding, and Richard Nixon have?
   (A) All had scandals during their administrations.
   (B) All were Democratic administrations.
   (C) All had wars begin during their administrations.
   (D) All were famous generals.
   (E) All were impeached, but not convicted.

3. What characteristic did the great presidents of the United States share?
   (A) Each survived a political scandal during his presidency.
   (B) Each won a foreign war during his presidency.
   (C) Each dealt with an economic depression during his presidency.
   (D) Each raised taxes to balance the budget during his presidency.
   (E) Each had a major legislative success during his presidency.
**Lesson 5**

**Coming of the American Revolution**

Although the first shots of the American Revolution were fired in 1775, trouble between England and its colonies had been building for many years. During the 1740s, European conflicts spilled into the colonies, creating continuous trouble over issues of economic, military, and political sovereignty. Some historians believe that the British policy of "salutary neglect" ended as early as 1748, at the conclusion of King George's War. Others suggest it didn't end until 1763, when British policy toward the colonies changed drastically following the French and Indian War. At that time, England sought to raise revenue in America to pay down its national debt and to provide for colonial defenses. Britain proposed to do this through a series of revenue acts and policies designed to tighten its system of mercantilism.

The chart on the next page traces the British attempt to bring the American colonies closer to the empire after 1765. As you study it, consider whether, given the British mercantilist system and the colonial mind set of the 1760s and 1770s, the American Revolution could have been avoided.

1. From 1764 to 1773, the principal British method of raising revenue in the colonies was to:
   (A) tax the trade and commerce of the colonies
   (B) tax the income of individual colonists
   (C) permit colonial legislatures to raise money for their own needs
   (D) sell land in the west
   (E) tax the slave trade in the southern colonies

2. What was the colonists' most common method of protesting British taxation policy from 1764 to 1773?
   (A) To complain but to pay the taxes
   (B) To offer Britain an alternative means of raising revenue
   (C) To refuse to import or use British products/goods
   (D) To deal with Britain on a colony-by-colony basis
   (E) To form an army to resist the taxes

3. The most common British reaction to colonial resistance from 1764 to 1773 was to pass a tax or take an action, experience colonial resistance, and then:
   (A) strongly confront the colonials
   (B) back away from the tax or action
   (C) appeal to the churches for help with enforcement
   (D) use foreign troops to overcome it
   (E) ignore it
The National Banks

The National Banks of the United States dominated American economic history from 1791 to 1840. No issue was more contentious between Federalists and Republicans as these two parties established the financial foundation of the nation. In the early years of the Republic, Alexander Hamilton's supporters clashed with Thomas Jefferson's supporters over the Bank's constitutionality and its alleged unfairness to the poor. Later, the rechartering of the Bank sparked a raging controversy between the Jacksonian Democrats and Henry Clay's Whigs. Further, it divided the country geographically as western farmers blamed the Bank for their economic woes and saw it as a symbol of eastern financial elitism and dominance.

The following chart summarizes the First and Second Banks of the United States. It can be used in conjunction with the chart on political parties (Lesson 9). As you study the Bank, consider why it was so controversial. Can you think of any other economic issue that so dominated United States history?

1. A primary reason for opposition to the National Banks was that these banks
   (A) failed to provide sound economic services to the country
   (B) contributed to foreign speculation in the American economy
   (C) promoted speculation and risk-taking in banking
   (D) supported and promoted the slave trade
   (E) were not authorized by the Constitution

2. The person most likely to support the First National Bank would be someone who
   (A) farm in the frontier regions of Tennessee
   (B) voted for Thomas Jefferson in the presidential election of 1796
   (C) lived in Philadelphia and was involved in commerce and trade
   (D) feared the rapid expansion of government power in the 1790s
   (E) supported the economic and political system of England

3. The main argument for rechartering the National Bank in 1816 was that
   (A) England had a national bank and America must remain competitive
   (B) the Bank would prevent falling land prices from hurting economic growth
   (C) the Constitution had been amended and Congress now had the power to create a Bank
   (D) the Bank could restore economic stability after the War of 1812
   (E) McCulloch v. Maryland required that the Bank be rechartered
Lesson 7

Liberal and Conservative in United States History 1790-1940

Two of the most misunderstood political terms in any U.S. history course are liberal and conservative. In general, liberals examine and challenge the existing attitudes and behaviors of their society and seek to change them. Conservatives, on the other hand, embrace the conventional wisdom of their times, accept the status quo, and support only small, incremental changes. These fundamental beliefs shaped the specific policies that liberals and conservatives endorsed during each era of U.S. history.

However, the two terms have a perplexing way of confusing students. Part of the difficulty is that their meanings have flipped throughout the decades. For example, the liberal idea of early nineteenth-century Jeffersonians that government’s involvement in society should be limited became a conservative belief during the twentieth century. And Alexander Hamilton’s conservative idea of expanding the government’s role in society during the 1790s to promote public interest was warmly endorsed by the liberals of the 1930s.

The chart on the next page will help you understand the shifting nature of liberal and conservative labels from 1790 to 1940. (The next section will examine the idea from 1940 to 1985.) As you study the chart, try to formulate clearer definitions of liberal and conservative. Also, consider why the terms have changed their meaning so often during the course of U.S. history.

1. From 1790 to 1840 a liberal would have supported
   (A) the National Bank
   (B) limiting the power of governments
   (C) secession
   (D) a strong central government
   (E) expansion overseas

2. A similarity between the conservatives of the 1790s and the liberals in the twentieth century was that both favored
   (A) government use of the spoils system
   (B) expanding the money supply by coining silver
   (C) an agrarian (farming) way of life
   (D) free trade by lowering the tariff
   (E) an active government involved in society

3. Which pair of issues divided liberals and conservatives from 1865 to 1900?
   (A) Civil rights and the tariff issue
   (B) Expansion of slavery and the National Bank
   (C) Business regulation and road/canal construction
   (D) The money supply and business regulation
   (E) Presidential authority and America’s role in the world

16 * Threads of History
Lesson 8

Liberal and Conservative in United States History 1940–1985

The division between liberals and conservatives continued after 1940. Liberals remained their desire to promote change and to challenge the conventional thinking and behavior of their times. Conservatives adhered to their beliefs in protecting current societal norms and resisting sweeping, dramatic changes.

The post-World War II world presented the United States with a host of new challenges. The New Deal, while not ending the Depression, had transformed thinking about governmental domestic policy. The wartime alliance of England, the Soviet Union, and the United States collapsed quickly into a new East-West ideological rivalry. Liberals and conservatives divided over the best ways for the nation to address these foreign and domestic changes. Both groups grappled with the role of the United States in confronting the rising communist threat, the role of the government in regulating the economic life of the nation, and the pace of advancement for women and blacks in society. These issues would shape the postwar liberal-conservative debate.

The chart on the following page outlines the differences between liberal and conservative beliefs from 1940 to 1985. As you study it, look for consistent patterns of beliefs that each group held throughout the post-World War II years. Was one philosophy more consistent than the other? Also, was there a belief that conservatives embraced in one time period that became the liberal position in another? And vice versa?

1. From 1940 to 1985, conservatives consistently believed that
   (A) civil rights was a national priority
   (B) the role of the government in society should be limited
   (C) the New Deal should become a permanent part of American society
   (D) the Soviet Union was a trustworthy and dependable ally
   (E) the traditional role of women in society must change

2. A liberal in the 1960s would have supported
   (A) a declaration of war against North Vietnam
   (B) Mississippi's right to handle its own racial problems
   (C) a federal law protecting park lands
   (D) the use of federal troops to curb civil rights protest marches
   (E) a law to prevent women from working outside the home

3. A conservative during the 1980s would have supported a law that
   (A) raised income taxes by 20 percent
   (B) reduced the defense budget by 20 percent
   (C) increased research on alternative sources of energy
   (D) increased spending on job training for inner-city residents
   (E) reduced taxes for married people

18 ★ Threads of History
Political Parties in the Nineteenth Century

The founding fathers dreaded the formation of political parties in America. They feared that factions would corrupt and compromise the integrity of the government. Men such as James Madison and George Washington believed that political parties would undermine the foundation of a successful republic—the virtue of the people.

Nevertheless, parties formed quickly. Disagreements over Hamilton's financial plan, the nature of the Constitution, and the French-English conflict of the 1790s gave rise to the Federalist and Republican Parties. Thus, despite the fears of some leaders, by 1800 the United States had developed a full-fledged political party system.

The charts on the following two pages present the principles of the political parties and trace their evolution during the nineteenth century. Because the parties divided themselves into conservative and liberal positions, these materials should be used in conjunction with the chart on liberal and conservative beliefs from 1800 to 1940. As you study these materials, think about the political issues that have consistently divided Americans over the years, and consider whether parties serve any useful function in our political system.

1. A farmer who opposed the creation of the National Bank in the 1790s would likely join the
   (A) Democratic Republican Party
   (B) Democratic Party
   (C) Free Soil Party
   (D) Whig Party
   (E) Federalist Party

2. The Federalist Party, the Whig Party, and the Republican Party of the 1850s all supported
   (A) government assistance to end slavery
   (B) government assistance to business interests
   (C) strict construction of the Constitution
   (D) an expansionistic foreign policy
   (E) an end to the spoils system

3. A businessman in the 1840s who sought government assistance in building a road through his state would support the policies of the
   (A) Democratic Republican Party
   (B) Federalist Party
   (C) Populist Party
   (D) Whig Party
   (E) Democratic Party

20 ★ Threads of History
Third Parties in United States History

Third parties have played a peripheral, but important, role in the American political process. Although no third party has ever come close to winning the White House, some have played the role of spoiler. For example, in 1844, the Liberty Party won enough votes in New York State to cost Henry Clay the presidency. And in 1912, the Progressive Party (Bull Moose Party) split the Republican vote and assured Woodrow Wilson’s election.

A more common role for third parties has been as a vehicle for groups to vent their anger and opposition to the political status quo. In many cases, third parties have introduced ideas that eventually gained acceptance by the two major parties. And once they delivered their message, these third parties faded away. Specifically, the Free Soil Party’s opposition to the spread of slavery in the 1840s influenced the Republican Party’s platform in the 1850s, and the Populist Party platform of the 1890s was a preview of the progressive Republican and Democratic Parties’ agendas of the early twentieth century. Similarly, both Democrats and Republicans embraced the American Independent Party’s law-and-order message in the late 1860s and early 1870s. In many ways, the historian Richard Hofstadter was right when he suggested that third parties are “like bass once they sing, they die.”

The charts on the following two pages look at the most influential third parties of the nineteenth and twentieth centuries. As you review them, think about ways the American political system has limited the role of third parties, yet has also created conditions that promote their formation.

1. The third party that provided the greatest influence on the progressive reformers of the early 20th century was the
(A) American Independent Party
(B) Liberty/Free Soil Party
(C) Populist Party
(D) States’ Rights Party (Dixiecrats)
(E) American Party (Know Nothings)

2. Which of the following pairs of third parties represented an attempt to prevent changes in the racial policies of their times?
(A) The States’ Rights Party (Dixiecrats) and the Populist Party
(B) The Liberty/Free Soil Party and the Populist Party

3. A factory worker in the 1840s who hoped to become a farmer in the nonslave territories of the west would likely support the ideas of the
(A) Populist Party
(B) Progressive Party (Bull Moose)
(C) States’ Rights Party (Dixiecrats)
(D) American Party (Know Nothings)
(E) Liberty/Free Soil Party

Review Activities ★ 25
Freedom of the Seas and Wars with Europe

The United States has always defended its right to sail the seas. In exercising this right, however, America has periodically encountered difficulty, especially when its claims to maritime freedom intruded into general wars on the European continent. In 1793 and 1796, President George Washington proclaimed that, during European conflicts, the United States would avoid political and military alliances but would continue sailing the seas and maintaining commercial relations with all nations (see also Lesson 14, "Cornerstones of United States Foreign Policy").

This policy, while prudent and in the national interest, led to war on two occasions. In 1812 and 1917, events forced the United States to abandon its neutrality (so-called "isolationism") and to use force to defend its rights to freedom of the seas.

The chart on the following page outlines the background and events that led to America's entry into war in 1812 and 1917. As you review it and the chart on "Cornerstones of U.S. Foreign Policy" in Lesson 14, assess the wisdom of America's decision to remain neutral while asserting its right to sail into the European war zone.

What factors did our leaders consider when they formulated and followed this policy?

How did they define our national interests in 1812 and 1917?

1. The United States' neutrality (isolationism) during the two European wars meant that America would
   (A) maintain commercial ties with Europe, but would not join military alliances
   (B) assist France, because such help was in America's national interest
   (C) join the side most likely to win the war
   (D) cease all connections with Europe until the war was over
   (E) refuse to honor a long-time, official alliance with France

2. The principal impact of the War of 1812 within the United States was the
   (A) quick uniting of the nation around the policies of President Madison
   (B) repudiation of the War Hawks in Congress
   (C) triumph of the Federalist Party in the election of 1812
   (D) repeal of the Embargo Act and the Nonintercourse Act
   (E) division of the country along regional lines

3. In declaring war in 1917, the United States hoped to
   (A) eliminate Germany as a commercial rival
   (B) promote democracy in Europe
   (C) make a permanent alliance with France and England
   (D) eliminate Mexico as a threat to America's security
   (E) stop England from interfering with America's neutrality

26 • Threads of History
Compromises and the Union

Compromise was an essential element in the creation and maintenance of American democracy during the nation's first century of existence. On four different occasions, the political process reached a critical impasse, and only through compromise was a serious crisis avoided. The issues of congressional representation, the extension of slavery, and the settlement of Reconstruction all threatened the nation's domestic tranquility and the Union itself. In each instance, however, a compromise was reached that defused the crisis and restored some measure of domestic harmony.

The chart on the next page offers an overview of the four major compromises in U.S. history through the era of Reconstruction. As you review the chart, consider whether the compromises and the temporary solutions they provided were really in the national interest at the time or whether it would have been better for the country to confront these issues directly at that moment. Also consider whether a democratic republic is more dependent on compromises than other forms of government.

1. The Great Compromise of 1787 resulted in
   (A) a legislative branch just like the one created by the Articles of Confederation
   (B) agreement on representation and taxes that counted slaves as 3/5 of a person
   (C) a national government with a two-house legislative branch
   (D) a government that gave disproportionate power to the small states
   (E) an end of the slave trade in twenty years

2. A common element in the Compromises of 1820 and 1850 was that both
   (A) dealt with land areas acquired by war
   (B) were followed by three decades of domestic peace
   (C) combined earlier proposals to end the domestic slave trade
   (D) acknowledged southern superiority on the slavery question
   (E) dealt with the extension of slavery into the territories

3. The Compromise of 1877 marked the end of
   (A) northern military occupation of the South
   (B) deep resentments over the Civil War
   (C) Republican presidential dominance
   (D) sectional discord over race issues
   (E) the electoral-college system
Judicial Nationalism 1819–1824

The Federalists' political influence declined after the election of 1800. The party lost the White House in 1800 when Thomas Jefferson defeated John Adams. The War of 1812 further eroded Federalist political strength until, by 1818, Federalists represented less than one third of the Senate and House. Finally, by the election of 1820, there was no Federalist candidate to challenge James Monroe for the presidency. Thus, during the Era of Good Feelings (a.k.a. the National Period), the Federalists ceased to be a political force. However, the Federalists' political ideology reached beyond 1820. The judiciary branch became a Federalist stronghold from 1801 to 1835, largely because of John Marshall. Appointed to the Supreme Court in 1801 by John Adams, Marshall served as Chief Justice until 1835. Throughout this time, he championed the twin Federalist goals of strengthening the central government and promoting business interests.

The Federalist philosophy was alive and well on the Supreme Court during the Era of Good Feelings (1816–1824). Three decisions in particular demonstrated how the Court strengthened the national government and encouraged business development. The chart on the following page summarizes these three important cases. As you study the chart, think about how Marshall, the lone Federalist on the Supreme Court for most of his tenure, could exert such influence in this era of Republican Party dominance. Further, how did the Supreme Court reflect the election returns from 1816–1824?

1. A significant impact of the Marshall Court decisions was to
(A) expand the power of state governments at the expense of the national government
(B) establish a confederation system of government where the states controlled the national political agenda
(C) expand the powers of the national government at the expense of state governments' powers
(D) promote economic conditions that benefited agrarian interests at the expense of mercantile interests
(E) expand state and local governments' regulation of business and commerce

2. From 1819 to 1824, the Marshall Court favored business development with rulings that
(A) put regulations into the hands of business-friendly state governments
(B) restrained the restrictive regulations of the federal government

3. The Marshall Court supported American nationalism from 1819 to 1824 by
(A) eliminating the property requirement for voting
(B) strengthening the central government's ability to direct and standardize economic policy
(C) making American business competitive with other nations around the world
(D) providing financial support for the “American System” of internal improvements
(E) freeing the federal government from the restraints of the Constitution

(C) lowered property and corporate taxes
(D) strengthened the partnership between financial interests and the federal government
(E) promoted monopolies and allowed businesses to eliminate competition

50  Threads of History
Cornerstones of United States Foreign Policy

Throughout its existence, the United States has established consistent principles of behavior toward various parts of the world. This consistency has been shaped by geography, domestic politics, and the unique features of each overseas region. During its first 150 years, America built three distinct foreign policies in Europe, Asia, and South America.

The chart on the following page provides an overview of the cornerstones of U.S. foreign policy: isolationism in Europe, the Monroe Doctrine in South America, and the Open Door in Asia. Each of these policies changed in some ways during the second half of the twentieth century as America emerged from World War II as a superpower with a dedication to containing Soviet communism. This chart should be used in conjunction with the charts on containment of communism in Lesson 29, America’s role in Vietnam in Lesson 30, and the chart of famous doctrines in Lesson 31. Together, these charts review both the continuity and change in America’s basic foreign-policy principles.

As you study this chart, consider several questions. How did the United States define its national interest in each of the three areas of the world? What specific regional and cultural conditions shaped America’s foreign-policy response in each area? Are there consistent threads of interest that run through all aspects of U.S. foreign policy?

1. One consequence of the Monroe Doctrine was that
(A) Russia decided to ally with the United States to keep other European nations out of South America
(B) England and America clashed repeatedly over their foreign interests during the nineteenth century
(C) the doctrine forced America into unwanted European alliances
(D) Japan emerged as the greatest threat to the doctrine during the twentieth century
(E) America became increasingly aggressive in enforcing the doctrine in the Western Hemisphere

2. The United States believed its Open Door Policy was threatened when countries tried to
(A) achieve exclusive trading rights in various regions of China

(B) spread foreign ideologies among the Chinese people

(C) establish multilateral trade arrangements in China

(D) spread Christianity among the Chinese people

(E) eliminate communist influence from China

5. A common characteristic of the three American foreign policy cornerstones was that all of them
(A) promoted friendships with European powers

(B) resulted in large territorial acquisitions for the United States

(C) were issued to protect American interests

(D) were directed toward American interests in Asia

(E) resulted in major wars for the United States
Expansion of the United States 1783–1853

One of the dominant forces of American history during the first half of the nineteenth century was the nation’s relentless march westward. Nearly every president from George Washington to Franklin Pierce promoted and encouraged geographic expansion. The United States sought to expand its borders through purchase and treaties, but when countries would not relinquish territory peacefully, armed force was often deployed.

Although these acquisitions were intended to strengthen and unite the nation, the new territories eventually disrupted the political process and divided the nation. By the 1840s and 1850s, “Manifest Destiny,” with its call for an empire from the Atlantic to the Pacific Oceans, became intertwined with the expansion of slavery, and this issue tore the country apart and brought on the Civil War.

As you examine the chart and map of U.S. expansion on the next two pages, think about the factors that propelled American expansion. Try to list them in order of importance and defend the hierarchy you have established. Also, consider why the United States, a country that believed in self-determination, imposed its will on areas where other governments and cultures were already established.

1. Which pair of acquisitions completed America’s Manifest Destiny?
   (A) Louisiana Purchase and Florida Purchase
   (B) Mexican Cession and Oregon Treaty
   (C) Treaty of Paris and Oregon Treaty
   (D) Florida Purchase Treaty and Mexican Cession
   (E) Mexican Cession and Annexation of Texas

2. A common characteristic of the Treaty of 1783 and the Louisiana Purchase Treaty was that both
   (A) resulted in land losses for Great Britain
   (B) cost the United States no money
   (C) led to war with France
   (D) helped secure control of the Mississippi River
   (E) prevented Spain from recolonizing in the Western Hemisphere

3. In terms of cost per square mile, which of the following acquisitions was America’s poorest land deal?
   (A) Louisiana Purchase Treaty
   (B) Florida Purchase Treaty
   (C) Gadsden Purchase Treaty
   (D) Oregon Treaty
   (E) Treaty of 1783
Wars in United States History

Although the United States has professed its dedication to peace, much of its history has been shaped by armed conflicts with other countries. Most of the nineteenth-century clashes resulted from America's attempt to establish and enhance its place in the world. On the other hand, as it matured in the twentieth century, the United States fought principally to maintain its position in the world community and to defend its many overseas interests.

The charts on the following two pages present the eight wars the United States has been involved in its 250-year history. The charts should be studied in conjunction with the materials in "Freedom of Seas" in Lesson 11, "Expansion of the United States" in Lesson 15, and "Major Treaties in United States History" in Lesson 20. As you study the two charts of warfare, compare the conflicts of the nineteenth century with those of the twentieth century. What similarities do you see in them? What differences do you notice? How did America's opponents change in the two centuries? How did the causes of the conflicts change? Would you have difficulty defending the proposition that Americans are a peaceful people?

1. Both the Mexican War and Spanish-American War resulted in
   (A) little territory lost or gained by the belligerents
   (B) completion of America's drive for Manifest Destiny
   (C) stopping European aggression in the Caribbean and South America
   (D) the United States gaining clear title to Cuba and Texas
   (E) the United States gaining significant territorial acquisitions

2. In terms of objective and outcome the war that most resembled the Korean War was
   (A) Vietnam
   (B) World War II
   (C) the Spanish American War
   (D) World War I
   (E) the Mexican War

3. The War of 1812, Spanish-American War, and World War I all involved
   (A) disputes over land claims in the Western Hemisphere
   (B) toppling foreign leaders who threatened United States security
   (C) maritime incidents that led to war
   (D) border incidents that started the conflicts
   (E) large territorial gains for the United States at the settlement of the conflict
Amendments to the Constitution

1. The first ten amendments to the Constitution were intended to
   (A) protect rights that were perceived as threatened during the colonial period
   (B) reestablish a republican form of government in the United States
   (C) strengthen the national government’s ability to protect law and order
   (D) restore the national government’s control over the economy
   (E) expand democracy to poor and disfranchised citizens

2. As a result of the Fifteenth, Nineteenth, and Twenty-sixth Amendments, the United States government
   (A) limited suffrage to white, native-born citizens
   (B) strengthened its commitment to the ideals of the Declaration of Independence
   (C) tried to increase suffrage for literate citizens
   (D) drew closer to the original intent of the Constitution regarding suffrage
   (E) tried to regulate America’s social and political behavior

3. During the 1950s and 1960s, which of the following amendments provided the basis for court action to expand and protect civil rights for African-Americans?
   (A) Thirteenth Amendment
   (B) Twenty-fourth Amendment
   (C) Eighteenth Amendment
   (D) Fourteenth Amendment
   (E) Fifteenth Amendment

40 ★ Threads of History
Expanding Democracy–The Abolitionist Movement

The period from 1830 to 1860 was a time of social and political reform in the United States. Reformers such as Dorothea Dix, Horace Mann, and Elizabeth Cady Stanton attempted to change the way the country treated the mentally ill, educated its children, and viewed women. All these efforts, however, were dwarfed by the attempt to end slavery. Produced by the British antislavery movement and the Second Great Awakening, Americans began establishing abolitionist societies during the early 1830s. The American abolitionist movement was united for a brief period of time, but, by the early 1840s, fissures had appeared in its leadership and tactics.

The chart on the next page outlines the three distinct strands of the abolitionist crusade. As you look at the chart, consider how the abolitionists found common areas of agreement with one another, yet disagreed over the means to achieve their goal of ending slavery in America.

1. Many abolitionists challenged the goals of the American Colonization Society because the organization
   (A) had the support of most freed blacks and reduced their loyalty to other abolitionist groups
   (B) was deeply religious, while most abolitionists were nonbelievers
   (C) attempted to eliminate the free black population rather than end slavery itself
   (D) called for penal and temperance reform, which detracted from abolitionism
   (E) established Liberia, which practiced slavery in Africa

2. William Lloyd Garrison clashed with the American and Foreign Anti-Slavery Society because he
   (A) supported forming a political party to end slavery
   (B) was very religious and sought close ties to the churches to end slavery
   (C) was too timid in his methods to end slavery
   (D) supported full participation for women in the crusade against slavery
   (E) hoped to form an alliance with the American Colonization Society

3. An abolitionist in the 1840s who sought to end slavery by political means and supported paying slaveholders for their lost property would join the
   (A) American Colonization Society
   (B) American and Foreign Anti-Slavery Society
   (C) American Antislavery Society
   (D) American Bible and Temperance Society
   (E) Antislavery Convention of American Women
Women's Movement during the Nineteenth Century

The nineteenth century witnessed many attempts to reform and improve America. One of the most controversial of these reforms was the women's movement. Women struggled to overcome their social, economic, and political positions of inferiority in American society. The women who led this crusade came mainly from the ranks of the abolitionists. In fact, before the Civil War, the three most significant women leaders—Elizabeth Cady Stanton, Susan B. Anthony, and Lucretia Mott—focused most of their efforts on the battle against slavery.

Women faced many hurdles in their quest for full citizenship. Legal barriers prevented women from voting or serving on juries, and economic laws and traditions, such as coverture, gave husbands complete control over their wives' economic lives. Moreover, women had to combat not only legal obstacles but psychological ones, because most women accepted their inferior place and status in American society. Stanton, Mott, and others faced great difficulty in raising women's awareness of the injustice of a male-dominated society.

The chart on the following page outlines the three major strands of the women's movement during the nineteenth century. As you study it, identify the issues that united women and the ones that divided them. Also consider why women targeted suffrage as their primary goal?

1. The women's movements of the nineteenth century were united around the belief that
(A) black men's voting rights were more important than women's suffrage
(B) controlling the use of alcohol was the key to gaining full equality for women
(C) men were reliable allies in women's crusade for equality
(D) civil disobedience and protest were an effective means to achieve women's rights
(E) gaining the right to vote was critical to women's advancement in America

2. A major split developed in the women's movement after the Civil War over
(A) the use of petition and convention to achieve women's goals of equality
(B) women working outside the home in jobs traditionally done by men
(C) the interpretation of the Fifteenth Amendment
(D) creating a third party only for women
(E) ignoring corruption in government in order to gain support for women's suffrage

5. The "Cult of Domesticity and True Womanhood" referred to women's
(A) accepting existing societal expectations for women
(B) forming groups to make homes cheerful for returning soldiers
(C) promoting the image of strong individuals capable of maintaining their households without any hired help
(D) expanding their sphere of interest and activities outside the home
(E) accepting their role as educators for future generations of citizens
Major Treaties in United States History

As the United States expanded, completed its continental consolidation, and involved itself in world affairs, conflicts with other nations arose. These diplomatic and military disputes grew more numerous and serious as America grew in size, power, and influence, and became more active in international affairs. The nation sought to resolve these clashes and disagreements through treaties and international agreements. The chart on the next two pages summarizes the major diplomatic pacts negotiated and signed by the United States from 1794 to 1954.

You should study the chart in conjunction with Lesson 11, "Freedom of the Seas . . . .", Lesson 14, "Cornerstones of United States Foreign Policy," Lesson 15, "Expansion of the United States 1783-1853," and Lesson 16, "Wars in United States History." Collectively these materials provide a picture of America's diplomatic and military relations with the rest of the world. As you review these materials, evaluate the proposition that, in the long run, America accomplished more at the negotiating table than on the battlefield.

1. A common outcome in the Adams-Onis Treaty, the Treaty of Guadalupe Hidalgo and the Treaty of Paris 1898 was that all three
(A) ended wars with major European powers
(B) were settled without cash payments by the United States
(C) resulted in territorial acquisition for the United States
(D) were rejected by the U.S. Senate
(E) promoted American isolationism toward Europe

5. The Treaty of Versailles was a unique agreement in U.S. history because it was the only major treaty
(A) that resulted in the acquisition of land for the United States
(B) to respectfully recognize Germany's rights in central Europe
(C) promoted and accepted by both political parties
(D) rejected by the U.S. Senate
(E) supported by the U.S. Senate but rejected by the president

2. Both the North Atlantic Treaty Organization and the Southeast Asia Treaty Organization were designed to
(A) stop the spread of Communism
(B) involve the United Nations in preserving peace around the world
(C) acquire spheres of influence in Asia for the United States
(D) keep Communism out of South America
(E) promote closer ties between the United States and Soviet Union

46 * Threads of History
Reconstruction of the South

When the Civil War ended in 1865, many questions arose about the political and physical rebuilding of the eleven southern states that had attempted to leave the Union in 1861. During the next three years, the country was confused in conflict about Reconstruction. The most contentious issue of the era was the future of the former slaves. The overriding theme of this struggle was whether President Andrew Johnson or the Radical Republicans would decide the fate of the defeated South and freed people.

The political battle became so heated that, in 1868, President Johnson was impeached. Although the radical Republicans in Congress could not convict him, they gained control of Reconstruction and attempted to revolutionize many of the social and political relationships in the United States.

The chart on the following page offers a concise summary of the major issues and elements of the competing Reconstruction plans. As you study the chart, think about how the plans would appeal to the following groups: freedmen, southern planters, northern Democrats, poor southern whites, moderate northern Republicans, abolitionists, western farmers, and northern factory workers.

1. The congressional Reconstruction plan proposed at the end of the Civil War found little support among
   (A) former abolitionists
   (B) teachers in the Freedmen's Bureau
   (C) former slaves
   (D) Thaddeus Stevens' supporters
   (E) states rights' supporters

2. A major difference between presidential and congressional Reconstruction was that
   (A) the presidential plan did not punish the South at all and the congressional plan did
   (B) the congressional plan expanded the powers of the central government to protect the rights of the former slaves and the presidential plan did not
   (C) the presidential plan allowed the South to rejoin the Union with slavery unchanged and the congressional plan required emancipation

   (D) the presidential plan provided for a Freedmen's Bureau and the congressional plan did not propose a similar organization

   (E) the presidential plan treated the South as a conquered territory and the congressional plan did not

3. A major shortcoming of the congressional plan for Reconstruction was that it failed to
   (A) grant black men the right to vote
   (B) put troops in the South after the war
   (C) end slavery
   (D) give land to the former slaves
   (E) help blacks become citizens
JUDICIAL BETRAYAL: THE ROAD TO PLESSY V. FERGUSON

When the Supreme Court ruled in 1896 that "separate but equal" facilities for blacks and whites were constitutional in public transportation, the ruling was the culmination of the Court's role in gradually narrowing the interpretation of the Fourteenth Amendment. (See Lesson 17 for a summary of this amendment.) It also gave judicial approval to the Jim Crow system that separated the races in social and cultural settings during the decades following the Civil War. The trend of the Court's decisions from 1870 to 1900 was to restrict the scope of the Fourteenth Amendment, especially its "equal protection" clause for African Americans. By the time of Plessy, the nation was in full retreat from the Reconstruction era pledge of full equality for all citizens regardless of race.

The chart on the following page summarizes the four major cases that defined the Court's attitude toward civil rights after the Civil War. In Plessy, the majority ruled that "legislation is powerless to eradicate racial instincts or to abolish distinctions based upon physical differences." Can you describe the events from 1877 to 1896 that gave rise to this line of thinking?

1. From 1875 to 1896, the general trend of the Supreme Court decisions regarding civil rights was to
   (A) support the idea that all men were created equal
   (B) make no distinction between public and private discrimination
   (C) uphold black rights in all cases of discrimination
   (D) narrow the interpretation of the Fourteenth Amendment
   (E) complete the agenda of Radical Reconstruction

2. Which of the following groups would likely agree with and support the Supreme Court decisions on civil rights from 1873 to 1896?
   (A) southern blacks
   (B) Radical Republicans
   (C) loose constructionists of the Constitution
   (D) strict constructionists of the Constitution
   (E) owners of small southern railroads

5. When the Supreme Court issued its "separate but equal" decision in Plessy v. Ferguson, it provided support for the
   (A) spoils system
   (B) Jim Crow system
   (C) American System
   (D) Lowell labor system
   (E) Wade-Davis system
As the idealism of the Reconstruction era faded during the mid-1870s, black Americans confronted a betrayal of the promise of equal rights. Increasingly the federal government's support retreated, and whites in both the South and North became more hostile toward former slaves and free blacks. As the twentieth century dawned, the shadow of Jim Crow extended across the national landscape.

By the mid 1890s, black leaders stepped forward to offer guidance in dealing with the questions of the "color line" that divided America. Some leaders suggested accommodation and integration, while others demanded a more confrontational approach in dealing with racial inequalities in America.

The chart on the following page outlines the contribution of five black leaders. As you study the chart, which leaders do you think were most constructive in their approach to the racial problems of their times, and which leaders do you think acted out of frustration and anger?

1. Booker T. Washington and Marcus Garvey shared a common belief that
   (A) alliances with liberal whites would improve civil rights for blacks
   (B) blacks should concentrate on economic progress to move toward equality
   (C) the only path to full equality is agitation and confrontation
   (D) violence was a likely outcome in the struggle for equality
   (E) urban blacks should lead the civil rights movement

2. Martin Luther King Jr. could not accept Malcolm X's policy of
   (A) striving to improve the lives of black Americans
   (B) agitation and challenge to the racial status quo
   (C) emphasizing black pride and achievements
   (D) calling attention to black social and political inequality
   (E) rejecting integration and white help

3. W.E.B. Du Bois expected most of his supporters to be
   (A) black middle-class professionals
   (B) southern black sharecroppers
   (C) black urban youth
   (D) African businessmen
   (E) black craftsmen and tradesmen

Review Activities ★ 55
Reform Movements of the Twentieth Century

The great domestic political struggle of twentieth-century American history occurred between the impulses of reform and the forces of the status quo. A major issue in this debate was the degree to which the national government should involve itself in the social and economic lives of its citizens—the issue of laissez-faire. This conflict over government intervention into the private sector defined the major domestic political and economic debate during most of the twentieth century.

Reformers made three major attempts to alter American social and economic relations during the twentieth century: the progressive reforms early in the century, the New Deal/Fair Deal reforms of the 1930s and 1940s, and the New Frontier/Great Society reforms of the 1960s. The chart on the following page summarizes each of the movements. Historians have noted that these reforms occurred in roughly thirty-year cycles during the twentieth century. That is, a wave of public purpose (reform) was usually followed by a private interlude (i.e., 1920s, 1950s, and 1980s). What factors might explain this cycle of reform?

1. A common thread that ran through the Fair Deal, New Frontier, and Great Society was
(A) each was led by a Republican president
(B) each occurred after the United States completed a successful war
(C) each tried to continue and expand New Deal reforms
(D) each relied on state governments to make societal changes
(E) each involved strong regulation of the railroad industry

2. Which pair of twentieth-century reform movements was most effective in changing America?
(A) The New Deal and the Great Society
(B) The Great Society and the New Frontier
(C) The New Deal and the Fair Deal
(D) The Square Deal/New Freedom and the Great Society
(E) The New Frontier and the Square Deal/New Freedom

3. In terms of actual accomplishments, which of these reform programs had the least impact on American society?
(A) New Deal
(B) New Frontier
(C) Fair Deal
(D) Great Society
(E) Square Deal/New Freedom

Review Activities ★ 55
Isolationism v. Internationalism 1919-1941

Between the two World Wars, isolationists and internationalists struggled over what role America should play in the military and political affairs of Europe. Both sides realized the United States could not withdraw from world affairs completely, yet the isolationists consistently opposed membership in the League of Nations and the World Court. They did, however, support multilateral disarmament treaties that saved taxes, reduced the power of the federal government, and, theoretically, the chances of war.

The onset of the Great Depression strengthened the isolationists' (noninterventionists) hand. The nation, preoccupied with economic problems during this time, accepted a series of Neutrality Acts that reinforced its nonintervening foreign policy stance. When Germany invaded Poland in September 1939, however, public opinion shifted toward the internationalists' position. Between 1939 and America's entry into the war in 1941, President Roosevelt gradually sought more aid for, and involvement with, potential European allies, such as Great Britain.

The chart on the following page compares the two contrasting viewpoints from 1919 to 1941. Do you think Roosevelt was too timid in his approach to foreign relations during the 1930s? Why is the label “isolationism” somewhat inaccurate during these years?

1. The issue that divided the isolationists and internationalists most deeply immediately after the Great War (World War I) was whether the United States should
   (A) make a permanent alliance with Great Britain
   (B) reduce spending on the military
   (C) raise taxes to support foreign aid
   (D) accept membership in the League of Nations
   (E) station troops in Europe

2. Between 1919-1941, William Borah, Charles Lindbergh, and Gerald Nye all shared the belief that
   (A) the U.S. should cease trading with most nations in the world
   (B) European alliances would make America safer
   (C) England’s security was vital to America’s security

3. Internationalists between 1919 and 1941 strongly believed in
   (A) nonentangling foreign alliances
   (B) collective security
   (C) reducing military spending
   (D) disarmament and immigration restriction
   (E) cutting taxes

4. The Great War had made the world
   (A) more prosperous
   (B) less stable
   (C) more secure
   (D) the Great War had made the world safe for democracy
   (E) America should avoid involving itself in European politics

Review Activities ★ 57
Transformation of Capitalism in the 1930s

The New Deal was Franklin Roosevelt's plan to restore economic prosperity to the United States during the 1930s. Though Roosevelt expanded the powers of the federal government enormously from 1933 to 1939 and alleviated the suffering of millions of Americans, his economic programs failed to end the Depression. It would take the Second World War to accomplish that.

Roosevelt's program to alleviate the Depression had two distinct phases. A First New Deal from 1933 to 1935 concentrated on economic relief and recovery and attempted to establish a government partnership with American corporations and businesses. A Second New Deal from 1935–1939 focused on long-term reforms in the American economy and took a confrontational stance toward the business community and the wealthy by imposing higher taxes and new, stricter regulations.

The chart on the next page outlines the basic differences between the First and Second New Deals. As you study it, consider the factors that undermined cooperation between big business and the government. Further, in what ways did the First and Second New Deals attempt to alter the capitalist system?

1. During the First New Deal, Franklin Roosevelt believed

(A) the National Recovery Administration should nationalize the major industries
(B) corporations that provided public services must accept government regulations and limitations on their profits
(C) businessmen should be left alone to make as much money as possible
(D) only the banking system needed reforms and government regulations
(E) the government must cooperate with the business community to lift the country out of the Depression

(C) the incomes of all Americans should be roughly equal
(D) inherited wealth hurt the country and prolonged the depression
(E) the wealthy should pay the same taxes as middle-class citizens

2. In the Second New Deal, the government's attitude toward wealthy Americans was that

(A) the gap between the wealthy and other classes should be narrowed through taxing policy
(B) rich people should be protected because their spending could stimulate prosperity

5. The primary goal of the First New Deal was to

(A) control all aspects of the American economic system
(B) provide relief and recovery from the Depression
(C) break up the trusts that had formed since the Progressive era
(D) establish cooperative ownership of America's farms and businesses
(E) make long-term reforms to America's financial and business systems

Review Activities ★ 59
The Second World War helped launch the civil rights movement of the 1950s and 1960s. After defeating the racist philosophy of the Axis powers, President Truman began to evaluate race relations in the United States. Influenced by African Americans’ wartime sacrifices and their mistreatment in America, the president proposed a civil rights program. Although Truman’s program met opposition from his own party and Republicans in Congress, he marked the path toward greater racial justice in America.

Building on Truman’s momentum, the Supreme Court issued a series of rulings that culminated in Brown v. Board of Education (1954), which outlawed Jim Crow in America. During the next fifteen years, leaders such as Martin Luther King Jr. and Lyndon Johnson promoted racial equality and changed the face of America.

From 1945 to 1974, presidential motives and actions on civil rights varied greatly. Most chief executives weighed the political costs before taking action on behalf of African-Americans. The chart on the next page compares the proposals and actions of the presidents from Truman to Nixon. As you study the information, which one of these five presidents would you nominate as African-Americans’ greatest ally in the quest for equality?

1. In terms of civil rights, Dwight Eisenhower and Richard Nixon shared a
   (A) desire to achieve racial equality regardless of the political costs
   (B) desire to make civil rights a weapon in fighting the Cold War
   (C) weak commitment toward civil rights
   (D) belief that federal laws could change people’s racial attitudes
   (E) desire to use civil rights to weaken their Democratic opponents

2. For John F. Kennedy, civil rights was an issue
   (A) of the highest moral priority from the very beginning of his presidency
   (B) to be managed without political conflict within his party
   (C) to be completely ignored until it required action
   (D) to be postponed until he was re-elected
   (E) upon which to build a presidential legacy

3. Lyndon Johnson’s civil rights program was undermined by
   (A) opposition from liberal Democrats and the Supreme Court
   (B) budget deficits and economic recession
   (C) affirmative action and the Republican controlled Congress
   (D) domestic unrest and the war in Vietnam
   (E) corruption in various civil rights organizations

Review Activities ★ 61
Containment 1945-1975

At the end of the Second World War, theIronious wartime alliance between the United States and Soviet Union broke apart. Unable to agree over the future of Eastern Europe, the two superpowers began a nonshooting competition that columnist Walter Lippmann labeled a "Cold War."

The United States' strategy in this struggle was to contain communist expansion around the world. Largely influenced by George Kennan's article "The Sources of Soviet Conduct" and his "Long Telegram," the Truman administration viewed the Soviet Union as an ideologically driven power, bent on world conquest. Faced with this enemy, Truman decided to follow the "patient, but firm and vigilant containment" of Soviet expansion. Although labeled in different ways, and focused on varying geographical regions, this policy became the foundation of United States Cold War strategy for the next thirty years.

The chart on the next page outlines how five presidents approached containment from 1945 to 1975. As you study this information, consider the following: Were there alternatives to containment? What domestic political factors influenced containment? Was the containment policy too reactive and costly?

1. During the late 1940s, the Truman administration implemented containment by
   (A) sending combat soldiers to repel communist attacks
   (B) using air power and atomic bombs to stop communism
   (C) using China as a diplomatic tool to contain communism
   (D) sending economic aid to countries threatened by communism
   (E) using the Central Intelligence Agency (CIA) to overthrow communist governments

2. President Kennedy believed that America's containment policy should
   (A) rely on many types of military force to block communism
   (B) abandon Vietnam since it was not critical to American security
   (C) negotiate with Fidel Castro to weaken his alliance with the Soviet Union
   (D) not be concerned about communism in the Third World
   (E) reverse previous policies by directly attacking the Soviet Union

3. President Nixon differed from his predecessors with a containment policy that
   (A) used the CIA to spy on the Soviet Union
   (B) sent military and economic aid to allies in Europe
   (C) used diplomacy with China as a means of containing the Soviet Union
   (D) relied on nuclear weapons to maintain world peace
   (E) did not believe South Vietnam was important in containing communism
**Lesson 29**

*Failure of Containment—The Vietnam War*

For the United States, the Vietnam War was the most divisive and controversial conflict of the post-World War II era. It divided America internally and ended with a Communist victory in South Vietnam in 1975. Initiated as a minor part of United States's postwar containment policy, aid in South Vietnam eventually grew into a full-scale American military commitment that, by the late 1960s, had become the centerpiece of American foreign policy. The Vietnam struggle was a thread that wove itself through post-World War II history from Truman to Nixon. Each administration contributed in some way to the tragedy that the war became for the United States.

The chart on the next page will help place the war in perspective and provide a review of critical information. It presents an overview of the war from the Truman years through the end of the conflict in 1973. As you study the information, identify three or four critical turning points in America's descent into the tragic quagmire of the war.

---

1. Presidents Eisenhower, Kennedy, and Johnson sent aid and troops to Vietnam because they believed
   (A) Vietnam had been a long-term ally of the United States and deserved support
   (B) the United States Congress supported Diem's reform policies
   (C) Ho Chi Minh would abandon communism if confronted by American force
   (D) U.S. assistance would keep both Vietnam and China free of communism
   (E) in the domino theory and saw Vietnam as critical to containing communism

2. Lyndon Johnson escalated the war in Vietnam because he
   (A) hoped to block French colonialism in the region
   (B) feared the war's loss would hurt his domestic agenda and America's credibility in the world
   (C) believed the Soviet Union was sending thousands of troops to North Vietnam
   (D) believed U.S. assistance was the only way to maintain Ngo Dinh Diem in power
   (E) believed the war would distract attention from U.S. domestic turmoil

5. A critical decision made by Dwight Eisenhower in Vietnam was to
   (A) select and support Ngo Dinh Diem as an American ally
   (B) abandon the domino theory in South East Asia
   (C) send 540,000 combat soldiers to fight in Vietnam
   (D) begin bombing North Vietnam
   (E) begin withdrawing American troops after the Tet offensive

---

*Review Activities ★ 65*
Famous Doctrines: from Monroe to Nixon

On several occasions in American history, presidents have unilaterally asserted American intentions in various parts of the world. These presidential doctrines have been issued without the force of either treaty or international agreement. Yet, because they have coincided with American interests in the region, they have been accepted by the American people, supported by Congress, and needed by the international community. In all cases, the doctrines were only assertions by presidents and their foreign policy advisors of America's goals and desires in specific regions of the world. Other nations have usually acquiesced to the doctrines because of America's power and position in the region affected by the pronouncements.

The chart on the next page outlines the four major doctrines in U.S. history. As you study the information, consider under what authority America made its decrees about other parts of the world. Did the United States possess the moral right to tell the rest of the world what to do? Also, were the doctrines merely reflections of American self-interest or did they serve international peace and order?

1. One of the objectives of the Truman and Eisenhower Doctrines was to
   (A) save China from communism
   (B) oust Fidel Castro from Cuba
   (C) conserve American foreign aid and money
   (D) return America to a tradition of isolationism
   (E) contain communist expansion

2. The principal goal of the Monroe Doctrine was to
   (A) warn Europe against colonizing in the Western Hemisphere
   (B) prevent the seizure of American shipping during European wars
   (C) stop Britain from impressing U.S. sailors
   (D) block the spread of democracy in South America
   (E) preserve natural resources in the Western Hemisphere

3. The Nixon Doctrine was a modification of the policy of
   (A) isolationism
   (B) watchful waiting
   (C) containment
   (D) massive retaliation
   (E) flexible response