

Using Primary Sources to Review Major Topics in U. S. History:

1860 — 1979

This eBook presents six review lessons designed to engage students in hands-on learning and discussion. In each lesson, the students work at stations where they collaboratively match and analyze primary sources, captions, and brief descriptions representing the major issues and topics of an era. They draw from their collaborative work to complete graphic organizers through which they explain how the evidence relates to the issues. The students then, individually, answer overarching reflection questions. Each of the six lessons prepares students to participate in whole-class discussions, to formulate enduring understandings about important topics in U.S. history, and to improve their achievement on assessments.

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Note: These lessons can be adapted for work by individual students. Instruct students to read and analyze information on selected Primary Source Sheets and draw from their analysis to complete the appropriate graphic organizers and reflection questions.



Reviewing the Civil War and Reconstruction Era, 1860 - 1877

Summary

In this lesson students will analyze primary sources to review major issues related to the Civil War, Reconstruction, and Civil Rights.

Rationale

Students develop critical thinking skills by analyzing primary sources representing major issues of the Civil War and Reconstruction Era.

Guiding Question

How did the Civil War and Reconstruction change the Constitution and Civil Rights?

Materials

4 Graphic Organizers
12 Primary Source Sheets
Reflection Question Worksheet

Recommended Grade Levels

9 - 12

Courses

U.S. History

Topics

Causes of the Civil War, Turning points in the Civil War, Reconstruction, Civil Rights

Time Required

Two forty-five minute class periods.

Learning Activities

Preparing the Materials

1. Print for each student copies of the Graphic Organizer pages and the Reflection Question Worksheet.
2. Establish four stations, one for each page of the Graphic Organizer.
3. Make one additional copy of the Graphic Organizer to provide one page for each station.
4. Make one copy of the Primary Source Sheets and cut along the dotted lines of each sheet. Keep each primary source document, caption, and description together with a paperclip.
5. Place a copy of one Graphic Organizer and the related cut-outs at each station. Mix up the primary source documents, captions, and descriptions at the station so that students must match the ideas together.

Classroom Activity

1. Divide the students into four groups.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

2. Carousel the groups through the four stations.
3. Provide each group with enough time at each station for students to:
 - a. Match each primary source document to the reading and summarize the text on their individual Graphic Organizer.
 - b. Match the appropriate caption to the primary source document (the reading will help provide scaffolded support) and write the caption on their individual Graphic Organizer.
 - c. Explain how the primary source document matches the caption on their individual Graphic Organizer.

Reflection Activity

1. When the students have completed their work at all four stations, instruct each student to complete the Reflection Questions Worksheet and prepare to share their responses with the full class.
2. Have a whole group discussion of the Reflection Questions.

Additional Resources

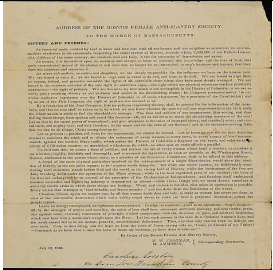
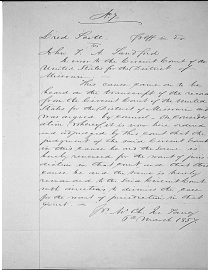
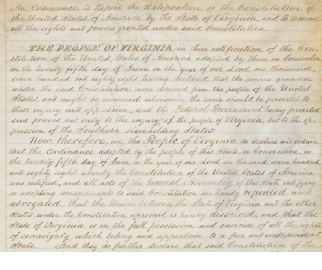
[Was Reconstruction a Revolution?](#)

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

Graphic Organizer 1: Causes of the Civil War: Abolitionism and States' Rights

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The issues of abolitionism and state's rights acted as a wedge dividing the North from the South on the eve of the Civil War. The Compromise of 1850 failed to resolve the dispute over slavery in the new Western territories, and it touched off a new dispute over fugitive slaves. The successive crises of the 1850s intensified the Northern abolitionist movement and hardened the Southern position in defense of state's rights. Events such as the Kansas - Nebraska Act — which led to violent attacks — and the Dred Scott decision — which outraged many in the North — deepened the sectional division. As Lincoln warned, a House divided could not stand.

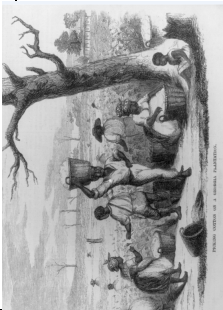

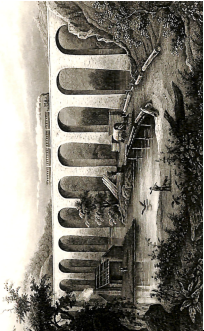
			
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

Graphic Organizer 2: Causes of the Civil War: Slavery and Economic Differences

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The emergence of the cotton economy in the South and the impact of the Industrial Revolution in the North defined two regionally distinct economies and societies in the decades between the War of 1812 and 1860. An extensive transportation and commercial network developed the North into a region with rapidly growing cities, free labor, and large-scale immigration from Europe. At the same time, the South expanded west exploiting rich soil to develop cotton plantations worked by slave labor. As each region developed, two incompatible sets of political objectives increasingly divided the nation.

			
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

Graphic Organizer 3: Turning Points of the Civil War

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Vicksburg and Gettysburg, two battles that ended during the same week of July 1863, were points in the Civil War when Union forces turned the tide of battle in their favor. Although each of the two famous battles was important in its own right, in a larger context they were chapters in a struggle that changed America. The Union and Confederate armies fought for four years, from the 1861 attack on Fort Sumter to the 1865 surrender at Appomattox, causing over 600,000 deaths in battle and from disease. Vicksburg and Gettysburg were defining moments in the Civil War which, in turn, shaped developments in American society for the century that followed.

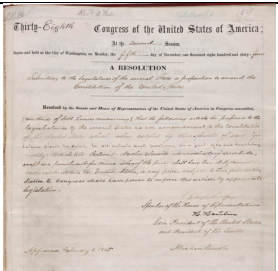
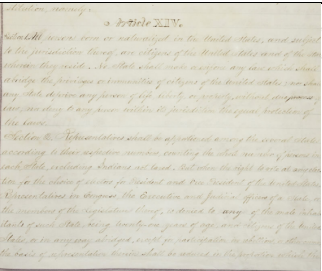
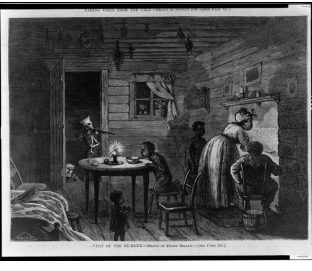
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

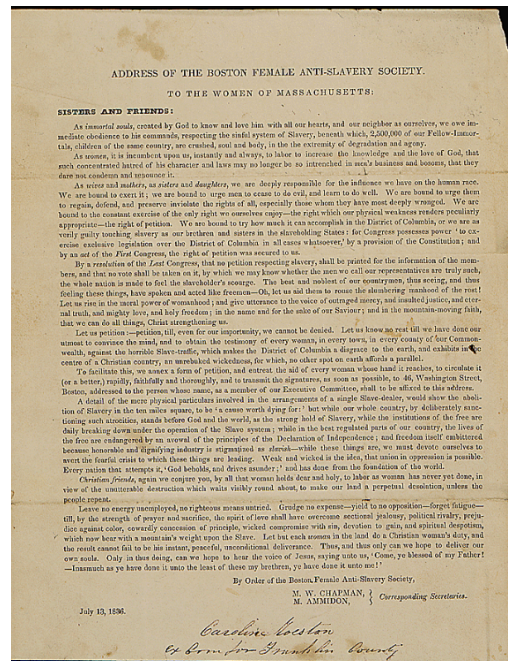
Graphic Organizer 4: Consequences of the Civil War: Freedoms Guaranteed, Limited, and Denied during Reconstruction and the Jim Crow Eras

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The Constitutional amendments of the Reconstruction Era had the potential to fulfill the claim President Lincoln made at Gettysburg that the United States was “dedicated to the proposition that all are created equal.” But the revolutionary impact of these amendments would depend on their acceptance by Americans across the nation, and bloody resistance to change emerged quickly during and after the decade of Reconstruction. The equality of African Americans was denied throughout the South and the defense of civil rights was abandoned in the North, leaving Reconstruction a revolution in spirit, but a promise unfulfilled.

			
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



NAID 306639

Address of the Boston Female Anti-Slavery Society

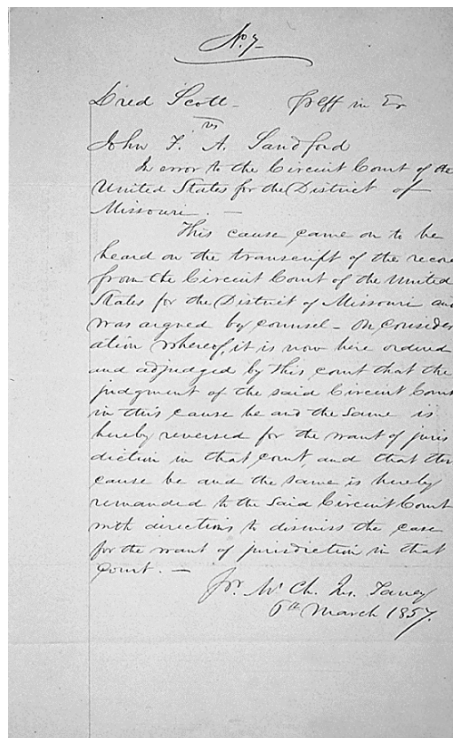
“Sisters and Friends:

As immortal souls, created by God to know and love him with all our hearts, and our neighbor as ourselves, we owe immediate obedience to his commands respecting the sinful system of Slavery, beneath which 2,500,000 of our Fellow-Immortals, children of the same country, are crushed, soul and body, in the extremity of degradation and agony.” July 13, 1836 (Excerpt)

In the 1830s, many women organized and worked together to reform American society. Their leading moral cause was abolishing slavery.

The Boston Female Anti-Slavery Society was founded in 1832 as a female auxiliary to male abolition societies. The society created extensive networks to print, distribute, and mail petitions against slavery. In conjunction with other female societies in major northern cities, they brought women to the forefront of politics. In 1836, an estimated 33,000 New England women signed petitions against the slave trade in the District of Columbia. The society declared this campaign an enormous success and vowed to leave, “no energy unemployed, no righteous means untried” in their ongoing fight to abolish slavery.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



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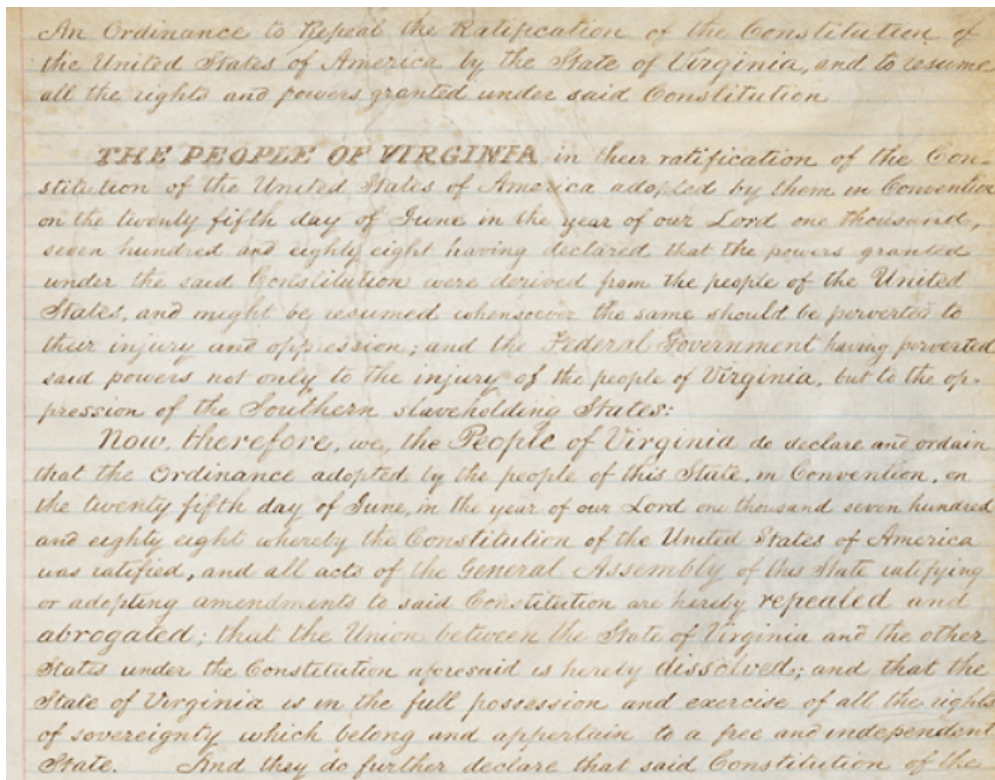
Judgment in the U.S. Supreme Court Case Dred Scott v. John F. A. Sanford

“The question is simply this: Can a Negro whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such, become entitled to all the rights and privileges and immunities guaranteed to the citizen?... We think they are not, and that they are not included, and were not intended to be included, under the word "citizens" in the Constitution...” (Excerpt)

In 1857 the Supreme Court ruled that Americans of African ancestry had no constitutional rights.

In 1846 an enslaved man named Dred Scott and his wife, Harriet, sued for their freedom in a St. Louis city court. However, what appeared to be a straightforward lawsuit between two private parties became an eleven-year legal struggle that culminated in a decision issued by the United States Supreme Court. On March 6, 1857, Chief Justice Roger B. Taney read the majority opinion of the Court, which stated that slaves were not citizens of the United States and, therefore, could not expect any protection from the Federal Government or the courts.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



NAID 598395

Ordinance of Secession of the Commonwealth of Virginia

“Now, therefore, we, the people of Virginia, do declare and ordain ... that the union between the State of Virginia and the other States under the Constitution aforesaid, is hereby dissolved...” April 17, 1861 (Excerpt)

Eleven states justified seceding from the Union in 1861 by asserting that the Union was a divisible compact formed as an agreement among the states.

Grounded in the constitutional doctrine of state sovereignty, secession marked the climax of a sectional crisis between the free states of the North and the slave states of the South that had reached an impasse over the issue of the expansion of slavery into the federal territories of the West. Eleven states justified renouncing their ties to the Union in the months after Abraham Lincoln’s election in 1860 and his inauguration in 1861. Although Lincoln pledged not to abolish slavery in the South, the leaders of the seceding states foresaw the Federal government’s ending the institution that served as the foundation of their region’s economy and their economic way of life.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



Source: <https://www.loc.gov/resource/cph.3b23576/>

Cotton, largely produced by enslaved labor, was the leading commercial resource of the southern states.

Geography and climate dictated that cotton could be grown exclusively in southern states, and the amount of cotton produced increased rapidly in the decades after the invention of the cotton gin. Cotton became the most valuable American agricultural crop, and the leading American export to Europe. Southern plantations supplied raw material to the booming textile industry of England and the smaller, but expanding, textile industry of the northern states. The value of cotton as a commodity and its reliance on enslaved labor slowed the pace of change in the South. When the abolitionist movement emerged in the North, Southern leaders argued for protection of what they called their "peculiar institution." Pointing to the Constitution's protection of private property, Southerners denounced Northern calls for abolition as unjustified intrusions into their society and violations of their constitutional rights.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

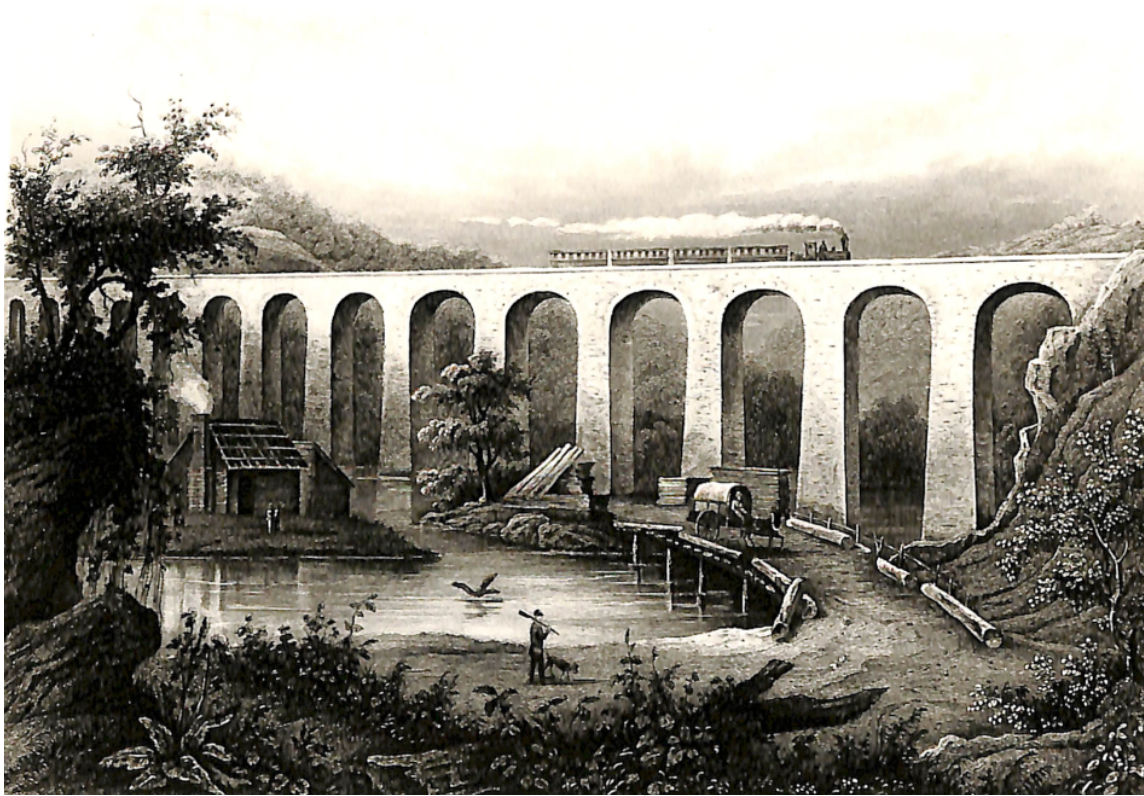


Source: <https://www.loc.gov/item/2014648360>

Industry grew rapidly in the northern states as the Industrial Revolution transformed production and free labor in that region.

Textile mills and factories developed throughout the northern states in the early nineteenth century. The growth of industry drew many people from farms to towns, away from jobs following seasonal patterns of agriculture to industrial jobs where they worked at a pace set by machines. Over the course of time, more Northerners lived in towns and worked for cash wages. Steam power drove the transformation of industry in the North. The development of steam locomotives and steamboats created fast, high volume transportation links between the sources of raw materials, factories, and markets, spurring the ongoing development of manufacturing concerns that transformed the Northeast into an industrial region.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



NAID 135803540

Image of the Starucca Viaduct on the Erie Railroad

Canal and railroad transportation created a new network across the North.

Transportation links by canal and rail tied northwestern agriculture and northeastern ports to European commerce. Crops grown in Ohio and Illinois were shipped to European markets, and the Midwestern farmers dressed in clothing manufactured in Great Britain. Travel became easier and faster with rail links connecting major cities and towns. Resources moved much more readily in the Northeast as well. Lumber, iron, coal, and other materials flowed from forests and mines to factories and urban markets. As a result, Northerners were better fed, better clothed, and better housed than they had been a generation earlier. An improvement in standard of living was also experienced by many foreign-born residents who found refuge from European poverty in northern cities in the decades before the Civil War.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

S.S. BALTIC. OFF SANDY HOOK APR. EIGHTEENTH. TEN THIRTY A.M. .VIA
NEW YORK. . HON. S. CAMERON. SECY. WAR. WASHN. HAVING DEFENDED
FORT SUMTER FOR THIRTY FOUR HOURS. UNTIL THE QUARTERS WERE EN
TIRELY BURNED THE MAIN GATES DESTROYED BY FIRE. THE GORGE WALLS
SERIOUSLY INJURED. THE MACAZINE SURROUNDED BY FLAMES AND ITS
DOOR CLOSED FROM THE EFFECTS OF HEAT .FOUR BARRELLS AND THREE
CARTRIDGES OF POWDER ONLY BEING AVAILABLE AND NO PROVISIONS
REMAINING BUT PORK. I ACCEPTED TERMS OF EVACUATION OFFERED BY
GENERAL BEAUREGARD BEING ON SAME OFFERED BY HIM ON THE ELEV
ENTH INST. PRIOR TO THE COMMENCEMENT OF HOSTILITIES AND MARCHED
OUT OF THE FORT SUNDAY AFTERNOON THE FOURTEENTH INST. WITH
COLORS FLYING AND DRUMS BEATING. BRINGING AWAY COMPANY AND
PRIVATE PROPERTY AND SALUTING MY FLAG WITH FIFTY GUNS. ROBERT
ANDERSON. MAJOR FIRST ARTILLERY. COMMANDING.

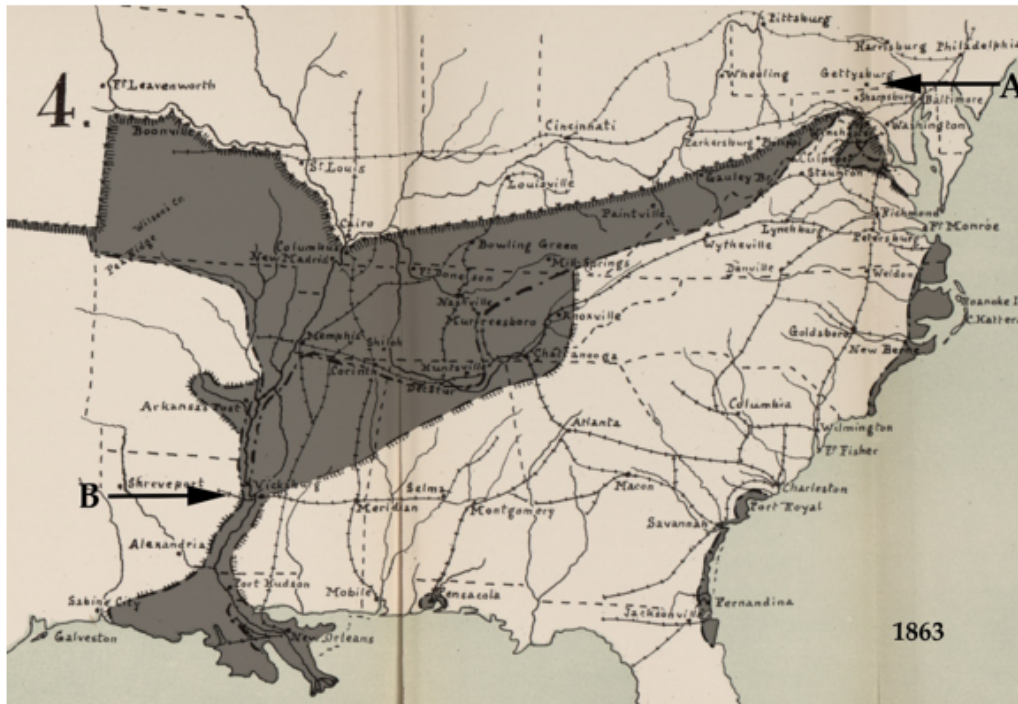
Source: <http://www.ourdocuments.gov/doc.php?doc=30>

Telegram Announcing the Surrender of Fort Sumter, 1861

The first shots of the Civil War divided America from an era when compromises over slavery preserved the Union to an era without slavery.

The Civil War began when rebel forces commanded by Brig. General Pierre G.T. Beauregard captured Fort Sumter, in Charleston, SC. The attack began on April 10, 1861, when Beauregard demanded the surrender of the garrison, and the fort's commander, Major Robert Anderson refused to comply. On April 12, Confederate batteries opened fire on the fort, which was unable to respond effectively. Fort Sumter surrendered on April 13. Anderson and his troops evacuated on the following day.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



Source: Fornby, John. The American Civil War Maps

<http://hdl.loc.gov/loc.gmd/g3701sm.gcw0066000> (Color and annotations were added.)

A map showing territory of Confederate states held by Union forces in July 1863. The map also shows two turning point battles that occurred in July 1863: A: Gettysburg and B: Vicksburg.

Although the military turning points of the Civil War occurred in the same month, the war continued for an additional 20 months, costing thousands of additional lives.

The bloodiest war in U.S. history, the Civil War claimed over 600,000 lives and left many more people injured and disabled. Although mainly centered in Virginia, Tennessee, and Georgia, the fighting extended into neighboring states leaving a trail of destruction in its wake. Though it could not be known at the time, the war's turning point was achieved in battles fought along the Mississippi River and in Pennsylvania in July 1863. At Gettysburg, PA, Union forces under General George Meade turned back an invasion by the Confederate army under General Robert E Lee in a bloody three day-long battle. Meanwhile, on the Mississippi, Union land and naval forces under General Ulysses S. Grant forced the surrender of the strategically important Confederate fort at Vicksburg. Having command of the Mississippi River, and having turned back a Confederate assault on the North, the Union held the military advantage for the rest of the war.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



NAID 82586375

Union Dead at Gettysburg

The Gettysburg Address

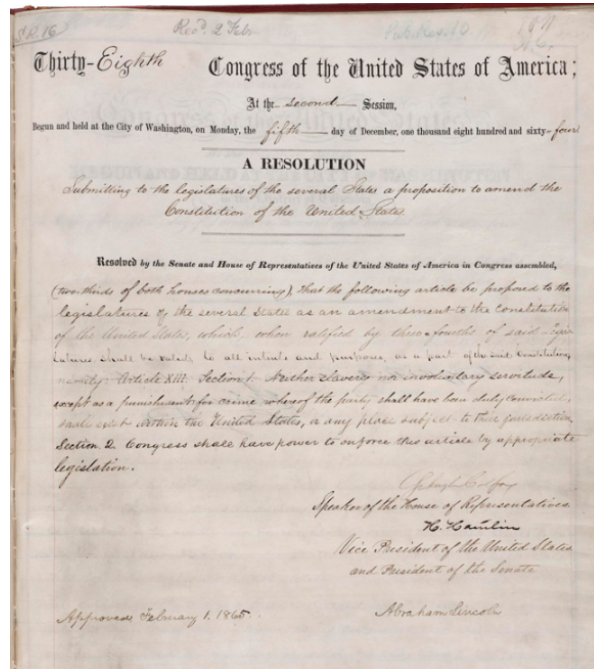
“Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal... It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people shall not perish from the earth.”

Abraham Lincoln, Gettysburg Address (Excerpts from “Draft of the Gettysburg Address: Nicolay Copy.”) Source of text: <https://www.ourdocuments.gov/doc.php?flash=false&doc=36>

By issuing the Emancipation Proclamation, and through the words he said in his Gettysburg Address, President Lincoln became a leading voice calling for slavery to be abolished.

At the end of the Battle of Gettysburg, more than 51,000 Confederate and Union soldiers were wounded, missing, or dead, and many of the dead lay in makeshift graves on the battlefield. The governor of Pennsylvania commissioned the purchase of land for a proper burial place for the dead. When the cemetery was dedicated in November 1863, Edward Everett, one of the nation’s foremost orators, was the main speaker. President Lincoln was also invited to speak, and his address, though only two minutes-long, is remembered as one of the most consequential American speeches. Lincoln honored the dead buried around him by asserting that their sacrifice had rededicated America to the proposition that all people are created equal.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



NAID 1408764

13th Amendment, Ratified December 6, 1865.

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

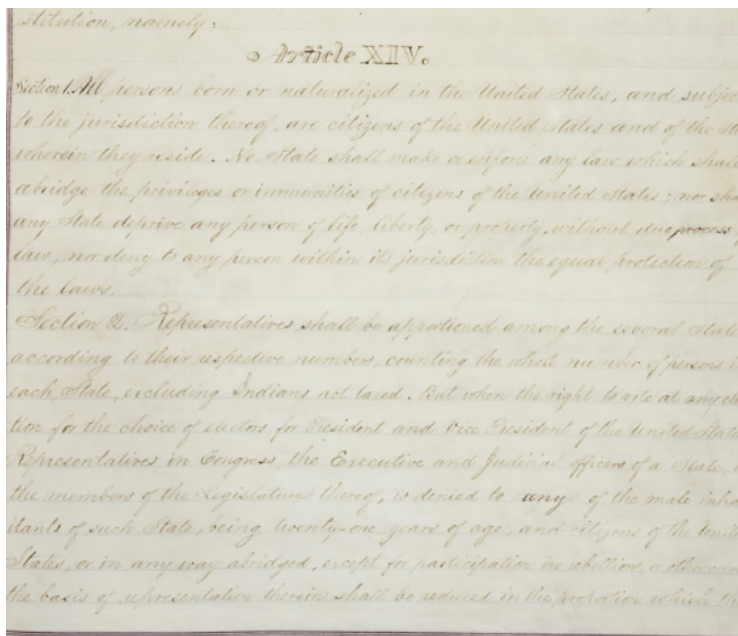
Section 2

Congress shall have the power to enforce the article by appropriate legislation.

Slavery was abolished by a constitutional amendment ratified in 1865.

The Emancipation Proclamation only freed slaves in regions in active rebellion. This amendment was created to finish the work of abolishing slavery. In addition, Republican supporters hoped this amendment would also promote racial equality. They were disappointed when southern states continued the practices of racial discrimination in place before the war. The second section of the amendment granted Congress the power to create laws to enforce the amendment. When southern states passed "Black Codes" restricting freedom, Congress used this provision to pass laws protecting the civil rights of African Americans. This amendment and the legislation following it expanded the Federal government's role in protecting personal liberty and equality before the law.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



NAID 1408913

Joint Resolution Proposing the Fourteenth Amendment to the United States Constitution

14th Amendment

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Fourteenth Amendment (Excerpt)

A Constitutional Amendment ratified in 1868 defined citizenship, protected due process rights, and guaranteed that all receive equal justice under the law.

The battle between President Andrew Johnson and Congress over readmitting the seceded states led Congress to pass a five-part amendment. The first part defines citizenship. It overruled the Dred Scott decision by stating that all persons born in or naturalized are citizens of the United States entitled to equal protection of the law. The amendment's fifth clause grants Congress the power to enforce its terms by passing laws. This clause expands Congress's power to guarantee that all Americans have protection of their due process rights and that all benefit from the equal protection of the law.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877



Source: <https://blackhistory.harpweek.com/7Illustrations/Reconstruction/VisitOfKuKlux.htm>

“A Visit of the Ku Klux — Drawn by Frank Bellew. Published in Harper's Weekly. February 24, 1872

Newly freed African Americans were frequently the victims of terrorist violence.

A terrorist group founded in 1865, the Ku Klux Klan spread throughout the southern states in the five years after the Civil War. The group drew its membership from former Confederate supporters, often including white local leaders in its ranks. They characteristically attacked at night dressed in white robes and hoods, raiding the homes of newly freed African Americans to spread terror and discourage from people voting or otherwise exercising their rights of freedom and equality. During the Grant administration, the Federal government sponsored legislation outlawing the Klan and deployed the small number of troops still stationed in the South to suppress its violence. The Federal effort to reign in white violence against African Americans was mostly ineffective; however, and several bloody massacres occurred in the decade after the war. After Reconstruction ended in 1877, there was no need for secrecy in suppressing the rights of African Americans.

Reviewing the Civil War and Reconstruction Era, 1860 - 1877

Reflection Questions

Instructions: Answer the following reflection questions when you have completed all of the graphic organizers. Be prepared to share your responses with the full class.

1. In what ways was slavery a cause of the Civil War?
2. In what ways was the concept of states' rights a cause of the Civil War?
3. What made Vicksburg and Gettysburg turning points in the Civil War?
4. What made the Gettysburg Address a turning point in how Union supporters thought of the war?
5. To what extent were the Reconstruction Era Constitution Amendments revolutionary?
6. To what extent did the events of the Reconstruction Era fulfill Lincoln's call for a "new birth of freedom"?

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Summary

In this lesson students will analyze primary sources to review major topics of the Gilded Age and early Twentieth Century such as immigration, industrialization, urbanization, agrarian issues, reform movements, Native Americans, and the West.

Rationale

Students develop critical thinking skills by analyzing primary sources representing major issues of the Gilded Age and early Twentieth Century.

Guiding Question

How was America, socially, economically, and politically changed by issues of the Gilded Age and early Twentieth Century?

Materials

6 Graphic Organizers
18 Primary Source Sheets
Reflection Question Worksheet

Recommended Grade Levels

9 - 12

Courses

U.S. History

Topics

The Gilded Age, industrialization, urbanization, agrarian issues, reform movements, Native Americans, and the West

Time Required

Two forty-five minute class periods.

Learning Activities

Preparing the Materials:

1. Print for each student copies of the Graphic Organizer pages and the Reflection Question Worksheet.
2. Establish six stations, one for each page of the Graphic Organizer.
3. Make one additional copy of the Graphic Organizer to provide one page for each station.
4. Make one copy of each of the Primary Source Sheets and cut along the dotted lines. Keep each primary source document, caption, and description together with a paperclip.

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

5. Place a copy of one Graphic Organizer and the related cut-outs at each station. Mix up the primary source documents, captions, and descriptions at the station so that students must match the ideas together.

Classroom Activity

1. Divide the students into six groups.
2. Carousel the groups through the six stations. Provide each group with enough time at each station for students to:
 - a. Match each primary source document to the reading and summarize the text on their individual Graphic Organizer
 - b. Match the appropriate caption to the primary source document (the reading will help provide scaffolded support) and write the caption on their individual Graphic Organizer.
 - c. Explain how the primary source document and description match the caption on their individual Graphic Organizer.

Reflection Activity


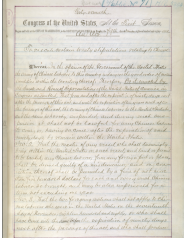
1. When the students have completed their work at all six stations, instruct each student to complete the Reflection Questions Worksheet and prepare to share their responses with the full class.
2. Have a whole group discussion of the Reflection Questions.

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Graphic Organizer 1: Immigration

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Over 13 million immigrants entered the U.S. between 1860 and 1900. The British Isles and Germany supplied the most immigrants, until more people began arriving from Eastern and Southern Europe in the 1880s. Chinese Immigrants were numerous in the West, and Chinese workers helped build Western railroads before the U.S. banned further immigration from China in 1882. In the 1890s, immigration bans were expanded by law to exclude immigrants from Japan, anarchists, and people with certain diseases. Despite the obstacles, a high volume of immigration continued until World War I.

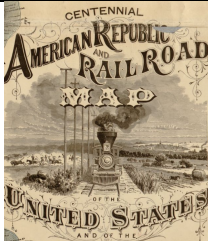

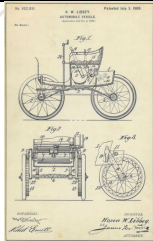
Document			<p>Excerpts from an Act of Congress entitled "An Act to regulate the immigration of aliens into the United States," approved March 3, 1903 (in effect June 1, 1905)</p> <p>Sec. 2. That the following classes of aliens shall be excluded from admission into the United States: All idiot, insane persons, epileptics, and persons who have been insane within five years previous; persons who have had two or more attacks of insanity at any time previously; paupers; persons likely to become a public charge; professional beggars; persons afflicted with a loathsome or with a contagious contagious disease; persons who have been convicted of a felony or other criminal offense involving moral turpitude; polygamists, anarchists, or persons who believe in or advocate the overthrow by force or violence of the Government of the United States or of all governments of all forms of law, or the assassination of public officials; prostitutes and persons whose purpose of attempt to bring in prostitutes or women for the purpose of prostitution; those who have been, within one year from the date of the application for admission to the United States, convicted as being, under officers, solicitation, procurement agreements to perform labor or services for the United States and also any person whose ticket or passage is paid for with the money of another or who is assisted by others to come on board, it is affirmatively and</p>
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Graphic Organizer 2: The Second Industrial Revolution

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Rapid growth in railroads, steelmaking, mining, and other industries transformed America between the Civil War and 1912. Every aspect of American life changed in previously unimagined ways as advances in transportation and travel fed revolutions in the production and consumption of products. Food, lighting, communication, work, education, entertainment, and leisure were all very different by the end of the era.

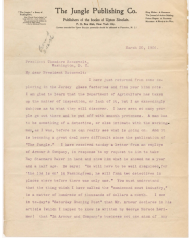

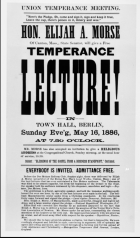
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What conclusion can you draw from this document?			

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Issue 3: Social Issues

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Americans worked for social reform in the Gilded Age and early Twentieth Century as industrial advances caused new problems for consumers and workers. Innovations in technology and industry masked emerging social issues. Unregulated, industrial-scale food processing often yielded unsanitary food. Immigrants were exploited in squalid, unhealthy urban ghettos. Millions of Americans fell victim to alcohol and narcotic addiction. Individuals and organizations worked to improve living and working conditions, and reform the way the government ensured the safety of food and consumer products.

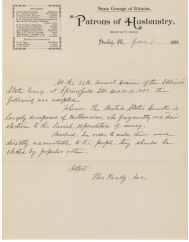


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What conclusion can you draw from this document?			

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Graphic Organizer 4: Agriculture and Farming

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Industrial development transformed American farming in the Gilded Age and early Twentieth Century. Transportation advances expanded the market for agricultural products, and new equipment increased production. Farmers became dependent on the railroads that carried their crops, and on banks that helped finance business growth. To protect their common agricultural interests, farmers organized through groups such as the Grange. Farmers also became leading participants in the Populist movement, lobbying for a silver-backed currency and more favorable monetary policies, and advocating for government regulation of railroads.


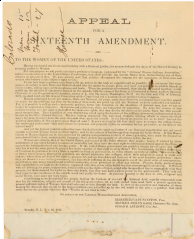

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Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Graphic Organizer 5: Organized Movements in Politics and Labor

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Nineteenth century Americans found strength in unity, and they organized and worked together in groups to better their political and economic condition. Urban immigrants formed clubs and supported political parties that provided jobs and social benefits. Women banded together to seek the right to vote. Industrial workers formed unions to counterbalance the growing power of giant corporations. These organizations had a lasting impact on American politics, the economy, and society.

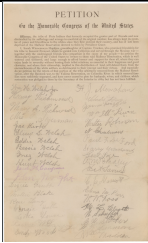

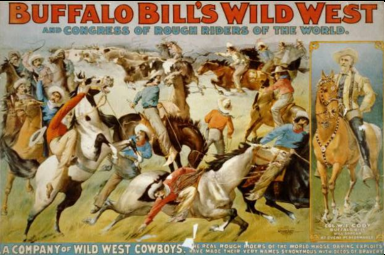
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Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Graphic Organizer 6: Native Americans and the West — Reality and the Emerging Myth

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The construction of transcontinental railroads, the passage of the Homestead Act, the westward migration of farmers, and the power of corporations controlling the resources of the West all contributed to ending the traditional lifeways of Native Americans west of the Mississippi. After many Native Americans were killed by army troops, tribes were typically confined to reservations where they survived as victims of poverty and injustice. Meanwhile, traveling cowboy shows portrayed a glamorized version of the West as a land of adventure, often obscuring the history and real-life conditions of the region and its native people.

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Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912



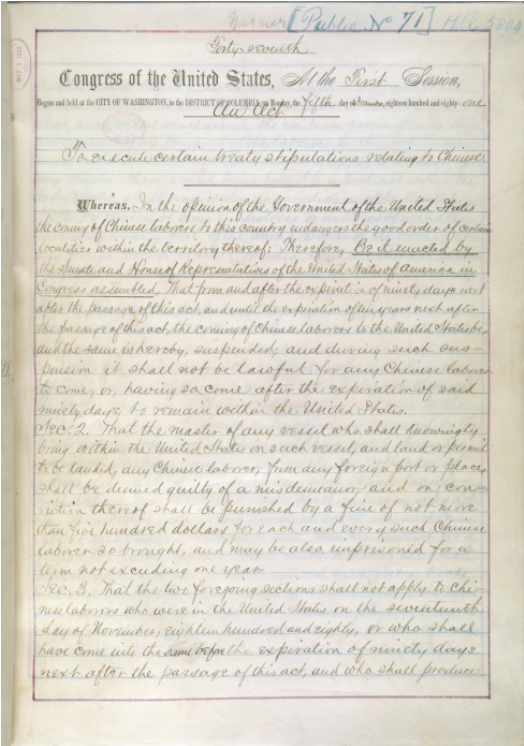
NAID 45701938

For many, the Statue of Liberty symbolized America's open door to refugees.

The statue "Liberty Enlightening the World" was a gift of friendship from the people of France to the people of the United States. Much of the construction and installation was funded by public donations. Between its completion in 1886 and 1924, millions of immigrants passed by it when they entered the United States through New York. To these anxious newcomers, the Statue of Liberty's uplifted torch did not suggest "enlightenment," as her creators intended, but rather, "welcome." Over time, the Statue of Liberty emerged as a symbol of hope to generations of immigrants. In 1883, Emma Lazarus donated her poem, "The New Colossus," to help raise funds for the construction of the Statue's pedestal. This poem vividly depicted the Statue of Liberty as a symbol of American freedom, offering immigrants refuge from the hardships of their native countries.

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!" (excerpt)

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NAID 5752153

An Act to Execute Certain Treaty Stipulations Relating to Chinese (1882): “Whereas in the opinion of the government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore, Be it enacted ... the coming for Chinese laborers to the United States be, and the same is hereby, suspended...” (Excerpt)

An 1882 law banned Chinese immigrants by race.

Chinese laborers were barred from immigrating to the United States from 1882 – 1943, despite the contributions that Chinese workers had made to build the transcontinental railroad. In this first significant U.S. law restricting immigration, the Chinese were collectively banned on racial grounds, rather than being individually barred from entry for committing a crime, as members of other immigrant groups had been. The ban was grounded in the widespread racial discrimination and violence that Chinese people in America experienced. The exclusion was popular in parts of the United States where people alleged that, by accepting lower wages, Chinese workers drove down wages for all workers.

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Excerpts from an Act of Congress entitled "An Act to regulate the immigration of aliens into the United States," approved March 3, 1903
(in effect June 1, 1903.)

SEC. 2. That the following classes of aliens shall be excluded from admission into the United States: All idiots, insane persons, epileptics, and persons who have been insane within five years previous; persons who have had two or more attacks of insanity at any time previously; paupers; persons likely to become a public charge; professional beggars; persons afflicted with a loathsome or with a dangerous contagious disease; persons who have been convicted of a felony or other crime or misdemeanor involving moral turpitude; polygamists, anarchists, or persons who believe in or advocate the overthrow by force or violence of the Government of the United States or of all government or of all forms of law, or the assassination of public officials; prostitutes and persons who procure or attempt to bring in prostitutes or women for the purpose of prostitution; those who have been, within one year from the date of the application for admission to the United States, deported as being under offers, solicitations, promises or agreements to perform labor or service of some kind therein; and also any person whose ticket or passage is paid for with the money of another, or who is assisted by others to come, unless it is affirmatively and

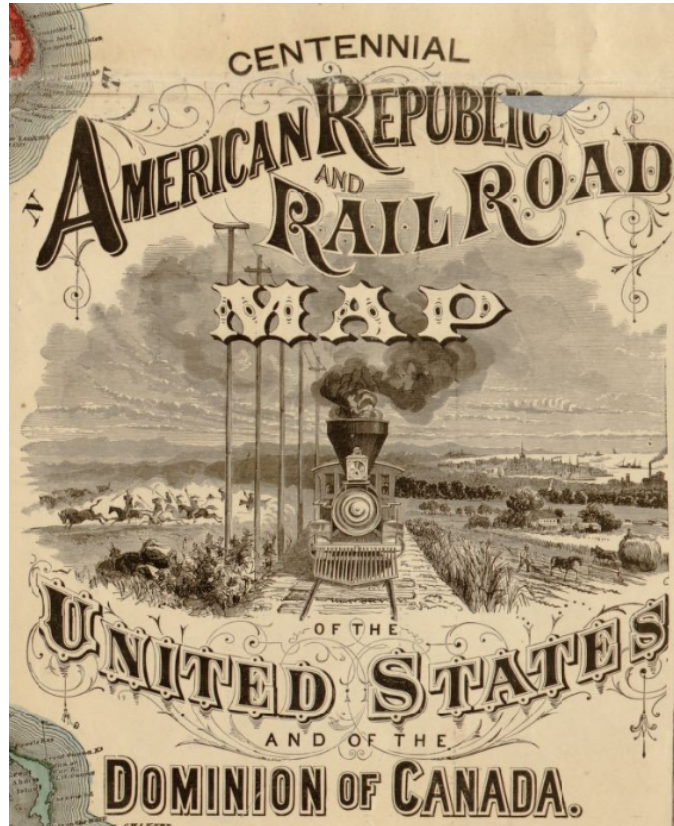
NAID 147123640 (Excerpt from page 1)

"That the following classes of aliens shall be excluded from admission into the U. S...."

A 1903 immigration law barring entry to categories of people, including: the insane, people likely to become paupers, prostitutes, contract laborers, polygamists, and anarchists.

A flood of immigrants landed in America after the Civil War, and in time, they constituted a majority of the population in New York and several other major cities. In the 1880s the source of immigration shifted as many people began arriving from Southern and Eastern Europe. A movement to restrict immigration grew in the 1880s and 90s, fueled in part by concern over the growing volume. (Nearly 9 million immigrants entered the U.S. between 1880 and 1900.) Restriction advocates called for a literacy test to help screen against "undesirable immigrants," such as people likely to be poor or dependent. Other excluded groups included the insane, prostitutes, polygamists, and anarchists. Contract laborers — foreign people hired overseas for jobs in the U.S. — were also excluded. In addition to the 1882 ban on Chinese immigration, the 1907 "Gentleman's Agreement" ended the immigration of Japanese workers in to the U.S. Despite the limits on immigration, the overall U.S. population was 14 percent foreign born in 1914.

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912



Source: <https://www.loc.gov/item/gm71000838/>

An illustration celebrating the nation's centennial highlighted American progress.

America celebrated the centennial of the Declaration of Independence in 1876 by staging a world's fair in Philadelphia to demonstrate the nation's progress. The fair coincided with advances in rail systems that made it possible for people from all parts of America to travel to see the exposition. This illustration accompanied a map showing the vast network of railroads covering the United States. The locomotive in the image races forward connecting the frontier, with its Native Americans and buffalo (shown on the left), with the farms and coastal industry (shown on the right). A telegraph wire runs alongside the track. The image suggests that while 1776 saw a political revolution, the centennial was witnessing a revolution in industrial technology.

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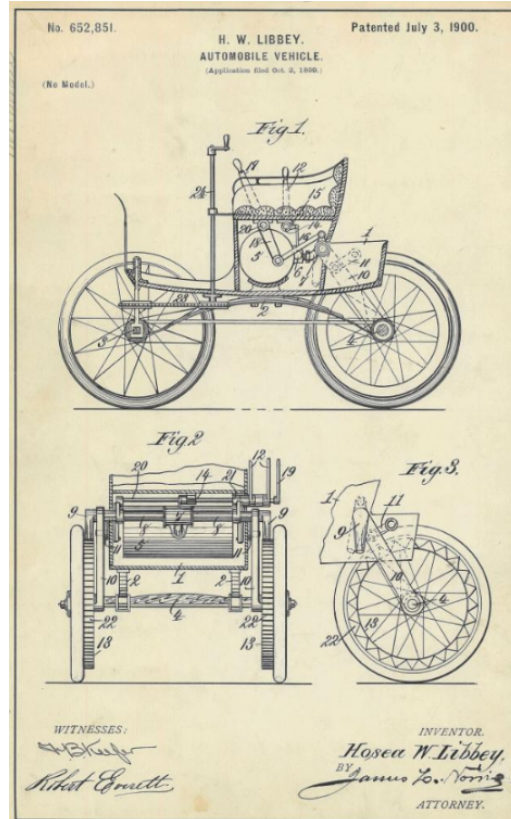


NAID 45486069

Enormous factories revolutionized work and the economy.

The Gilded Age and early Twentieth Century saw a revolution in steelmaking as new technology enabled the rapid production of steel. Industrialists like Andrew Carnegie developed huge steel mills in locations where iron ore and coal could be brought together profitably. The nation's rapidly expanding railroad networks created a market for steel rails, and steel girders made urban skyscrapers possible. Steel mills dwarfed earlier factories in size, and their efficient production processes reduced the status of workers from semi-autonomous artisans to semi-skilled laborers. Immigrants, lured by the promise of steady though often dangerous work, took jobs in the steel mills and the mines that supplied raw materials. The mammoth scale of the steel industry and the railroad expansion inspired workers to organize unions to protect their rights. The steel mill revolutionized industry, the American economy, and organized labor.

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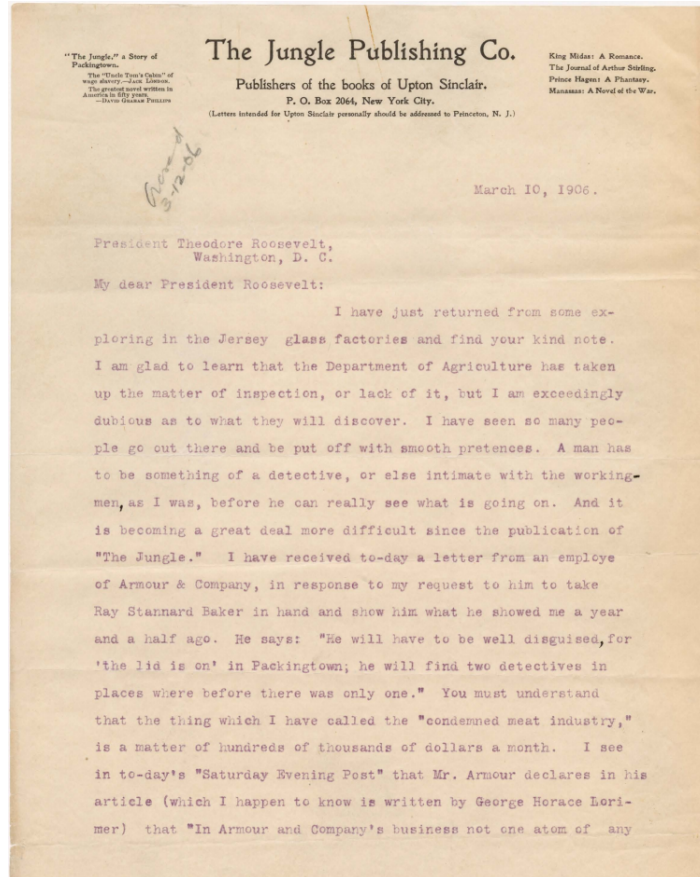


NAID 7369158

Automobiles further revolutionized travel.

The first practical self-propelled vehicles were introduced in the second half of the nineteenth century. By 1900, automobiles, powered by steam, electricity, or internal combustion engines, were being produced in small numbers. Boston resident Hosea Libby was one of many people to apply for patents on self-propelled vehicles. In his 1899 patent application, he stated "I have invented new and useful Improvements in Automobile Vehicles, of which the following is a specification. My invention relates to automobile vehicles to be propelled by compressed air, liquid air, or compressed or liquefied gases; and it has for its object to provide improved means for utilizing compressed or liquefied gas or air as a motive power..." Although Libby's idea never caught on, in 1903 Henry Ford established a factory in Detroit, Michigan that would revolutionize the production of automobiles and fundamentally change transportation, the economy, and social life in America. Ford's innovative assembly line transformed the automobile from an exotic toy of the rich to an essential element of everyday life.

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NAID 301981

A 1906 novel vividly described the unsanitary conditions of the meatpacking industry.

The Jungle exposed unsanitary practices of the meatpacking industry that endangered the lives of workers and the health of meat eaters. The rapid growth of railroads after the Civil War linked the livestock-producing ranches and farms of America to enormous stockyards and slaughterhouses in Chicago and other major cities. The same national rail network linked these facilities to the shops where Americans purchased their meat. Written by Upton Sinclair, *The Jungle* presented vivid evidence of the unsanitary practices that threatened the health of consumers. Many called on the government to guarantee the safety and wholesomeness of food by setting standards and inspecting factories. President Theodore Roosevelt was shocked by Sinclair's book. In this letter, Sinclair described for Roosevelt the steps early twentieth century meatpackers took to hide their unscrupulous practices from inspectors. Appalled, Roosevelt championed legislation guaranteeing the purity of food. Congress passed the Pure Food and Drug act in 1906.

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912



Source: <https://www.loc.gov/resource/cph.3b11563/>

Journalists, like Jacob Riis, brought widespread attention to the issue of urban poverty.

Millions of desperately poor Europeans immigrated to the United States during the nineteenth century. By the 1890s thousands of Jews from Eastern Europe and Russia had joined the tide of migrants, traveling to America to escape poverty and anti-Semitic violence. Lacking the money to travel further, many of the poorest immigrants clustered on the Lower East Side of Manhattan where they lived in densely packed, substandard tenement houses and worked long hours at low-paying jobs. Jacob Riis captured the vibrant street life of the Lower East Side in this image showing children mingling amidst loaded carts, and sidewalks lined with market stalls. His book, entitled *How the Other Half Lives*, showed urban poverty to Americans whose affluence enabled them to live far from the inner city. By bringing attention to the poor, Riis reinforced calls for local and state governments to establish and enforce basic standards for housing, health, and education.

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UNION TEMPERANCE MEETING.

"Here's the Pledge, Oh, come and sign it, sign and keep it true,
Leave the cup, there's poison in it, misery and woe."

HON. ELIJAH A. MORSE
Of Canton, Mass., State Senator, will give a Free

**TEMPERANCE
LECTURE!**

— IN —
TOWN HALL, BERLIN,
Sunday Eve'g, May 16, 1886,
AT 7.30 O'CLOCK.

MR. MORSE has also accepted an invitation to give a **RELIGIOUS ADDRESS** at the Congregational Church, Sunday morning, at the usual hour of service, 10.30.

Subject: "BLESSINGS OF THE GOSPEL FROM A BUSINESS STANDPOINT," Continued.

EVERYBODY IS INVITED. ADMITTANCE FREE.

Before the Des Moines Reform Club, Sunday night, there was delivered by Elijah A. Morse (proprietor of the Rising Sun Brick Laid Works, Canton, Mass.) one of the best lectures that has ever entertained a Des Moines audience. The Tabernacle was filled to its utmost capacity, but from the beginning of the lecture to the close, the speaker held his audience entranced by his eloquence, anecdotes, and logic.—*Register, Des Moines, Iowa.*

The gentleman is a fluent, agreeable speaker, and held the immense audience spell-bound for over one hour, by one of the best lectures ever made in the hall. The brilliant Massachusetts orator spoke from a Christian standpoint. At the conclusion forty came forward and signed the pledge.—*Local Opinion Investigator, Baltimore, Md.*

Hon. Elijah A. Morse, of Massachusetts, made a powerful, elegant and logical address, and a large number signed the pledge.—*National Republican, Washington, D. C.*

Elliot Hall was crowded last Sunday by an audience attracted by the fact that Elijah A. Morse was to deliver a lecture under the auspices of the Young Men's Christian Association of Newton. Mr. Morse spoke for an hour, commanding the closest attention of his hearers to the very end. He impressed his hearers with his power as an orator, and all went away Elliot with respect for the speaker.—*Republican, Newton, Mass.*

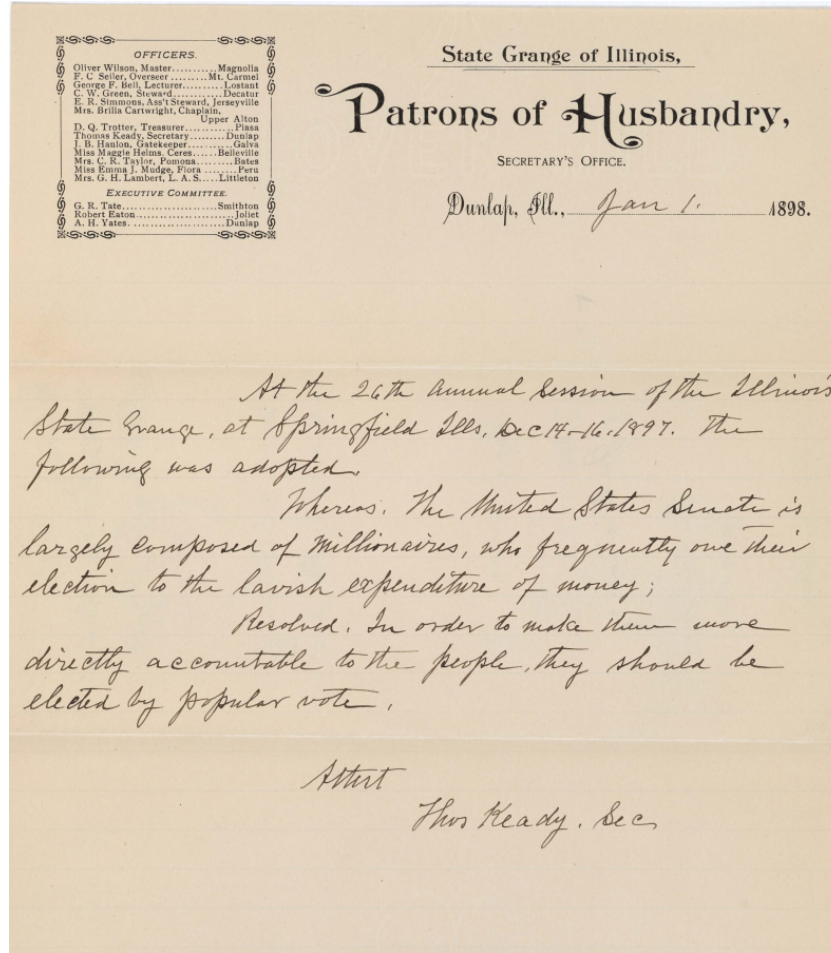
We should like to have given his address verbatim, but that is impossible. He is exceedingly eloquent and forcible in style, convincing in argument, full of epigrammatic language and telling anecdotes, and evinces through all a burning zeal for the spread of total abstinence and Christianity.—*Metropolitan Temperance Hall Journal, London, England.*

NAID 16647178

Lecturers promoting social reform educated audiences to take action.

Civil War veteran Elijah Morse was a well-traveled temperance lecturer and a member of the U.S. House of Representatives from 1889 – 1897 where he served as Chairman of the Committee on Alcohol Liquor Traffic. The temperance movement was one of several initiatives led by private reform organizations to address social problems in America. Reformers gave public lectures on the evils of gambling, drug addiction, and alcoholism, and lobbied state and national legislatures to enact laws banning activities believed to cause these social problems. Temperance advocates had begun calling for a ban on the production of alcohol before the Civil War. The work of the temperance movement continued to grow, and it culminated in ratification of the 18th Amendment in 1919, which prohibited the manufacture and sale of alcoholic beverages in the United States.

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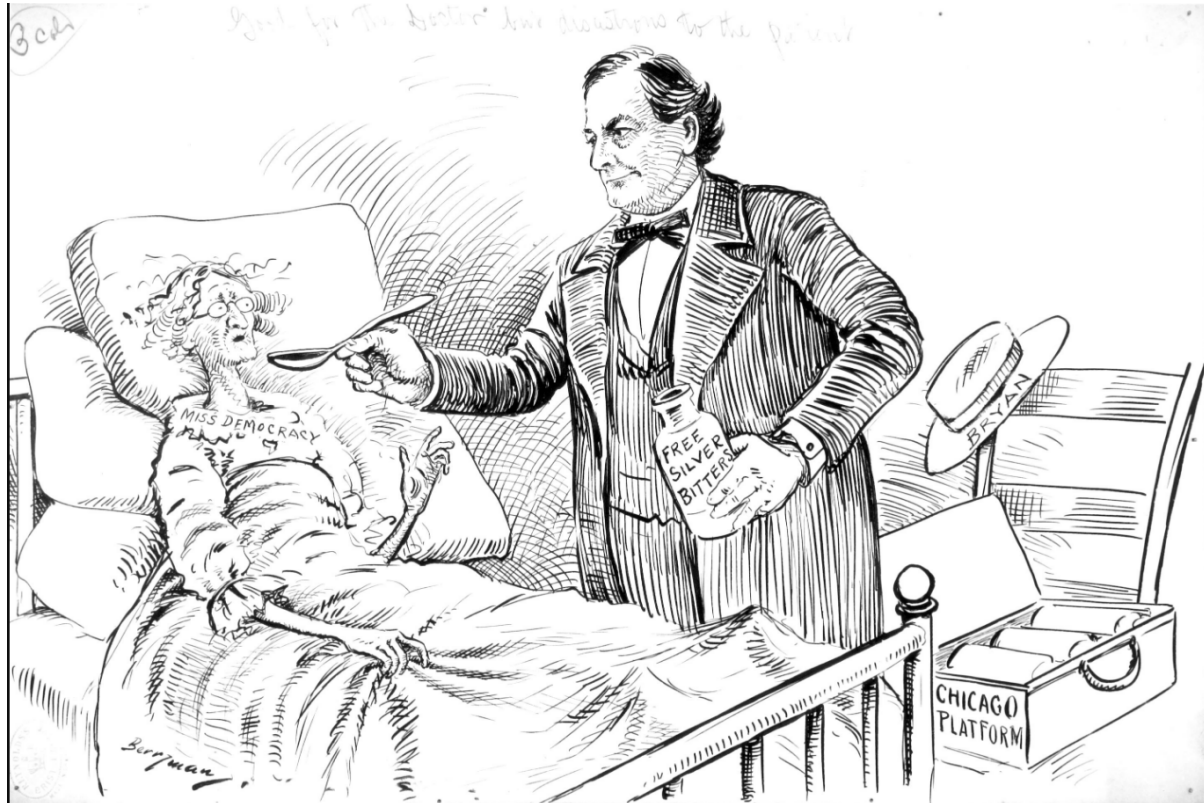


NAID 25466385

The Grange supported reforms that benefited farmers including the direct election of Senators.

The Grange began in 1867 as a farmer's cooperative movement, helping farmers organize to improve farming and promote agriculture-related legislation. The popular organization grew quickly. By 1873 it had over 10,000 chapters and 700,000 members. As railroads pushed into the Midwest, Grangers demanded regulation of the rates railroads could charge to transport crops as well as the prices grain elevators and other facilities could charge to store crops. During the 1890s, the Grange joined the call for the direct election of Senators. The Constitution stipulated that U.S. Senators be elected by state legislators. However, critics complained this often resulted in well-connected Senators who represented major industries. That sentiment is echoed in this letter from the State Grange of Illinois, noting that the Senate is largely composed of millionaires. Direct election by popular vote, they argued, would make the Senate more directly accountable to all of the people. The 17th Amendment to the Constitution, ratified in 1913, established the popular election of Senators.

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NAID 6010350

“Good for the Doctor, but May Prove Disastrous to the Patient.” Cartoon by Clifford K. Berryman. *The Washington Post* May 13, 1900

A leading rural Democrat called for Free Silver even after the issue’s peak in the 1896 election.

The Populists, Grangers, and other rural political interests rallied behind Democratic presidential candidate William Jennings Bryan in 1896. Bryan’s “Cross of Gold” speech, blamed the economic woes of rural America on the gold standard, industry, and powerful eastern banks. His solution was to dilute the gold standard by adding silver as a foundation for currency. Coining silver would put more currency into circulation, making farming more profitable by triggering rising prices. The Presidential election of 1896 pitted Bryan against Republican William McKinley, who was supported by banks and industry and who favored maintaining the gold standard. McKinley was elected, but Bryan remained a leading voice for rural America and a prominent national political figure. The economy improved under President McKinley, and new gold strikes increased the supply of gold available for money, limiting the political value of the Free Silver movement. Four years later, Bryan continued to advocate for silver as a cure-all for the American economy, although the issue seemed unlikely to lead Democrats to victory in 1900.

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NAID 6010631

“The Hepburn Rate Bill.” Cartoon by Clifford K. Berryman. *The Washington Post* May, 15, 1906

After much debate, Congress passed Populist-backed railroad-regulation in 1906.

This 1906 cartoon depicts the Hepburn Act, and shows the much-amended bill being returned from the Senate to the House (and the bill’s sponsor Representative William P. Hepburn). The legislation authorized the U.S. Interstate Commerce Commission to require railroads to charge “just and reasonable” rates. The House passed the Hepburn Act in response to Populist calls for legislation to regulate the prices railroads could charge to transport goods. It passed the Senate in May 1906 after lengthy debate, but amendments were offered to virtually every one of its provisions. Questions were also raised about the constitutionality of one of the bill’s main features that granted authority to a commission to exercise its judgment in setting freight rates. After differences were reconciled between the House and Senate, the Hepburn Act was signed into law by President Theodore Roosevelt on June 29, 1906.

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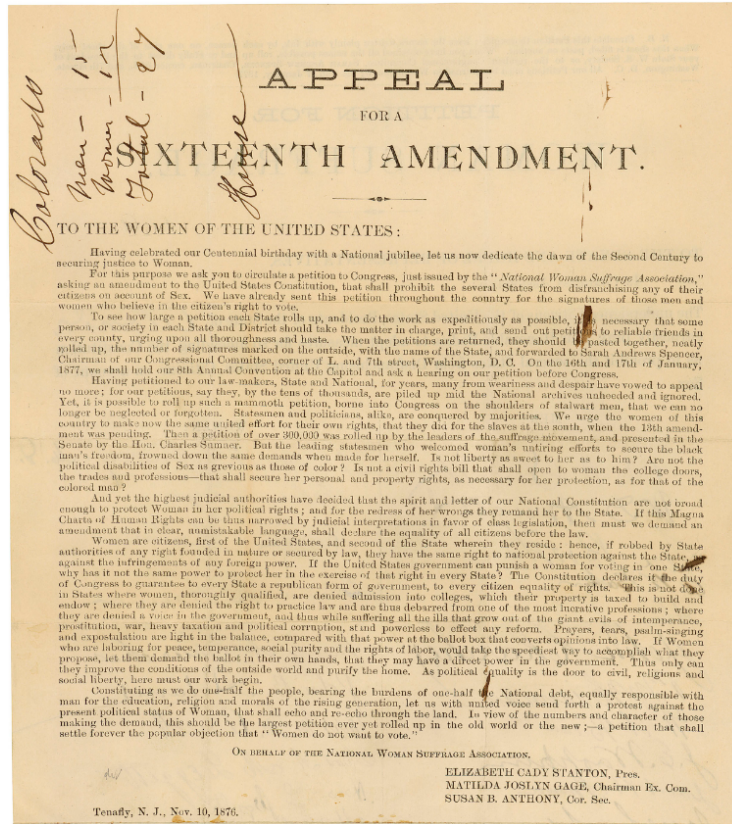


Source: <https://www.loc.gov/item/2011649628/> (Tammany tiger stalks New York)

Urban clubs helped organize voters, but some operated as corrupt political machines.

Tammany Hall, the executive committee of the Democratic Party in New York City, historically exercised political control through a blend of charity and patronage. Begun as a middle-class political organization, by the 1830s its membership also included the city's rapidly growing immigrant population. In time, Tammany became synonymous with corruption, especially under the dominance of "Boss" William Tweed who plundered more than \$200 million. Tammany leader George Washington Plunkitt explained the group's appeal, saying "What tells in holding your grip on your district is to go right down among the poor families and help them in the different ways they need help...If there's a family in my district in want I know it before the charitable societies do, and me and my men are first on the ground... The consequence is that the poor look up to George W. Plunkitt as a father, come to him in trouble--and don't forget him on Election Day." (*Plunkitt of Tammany Hall*, 1905)

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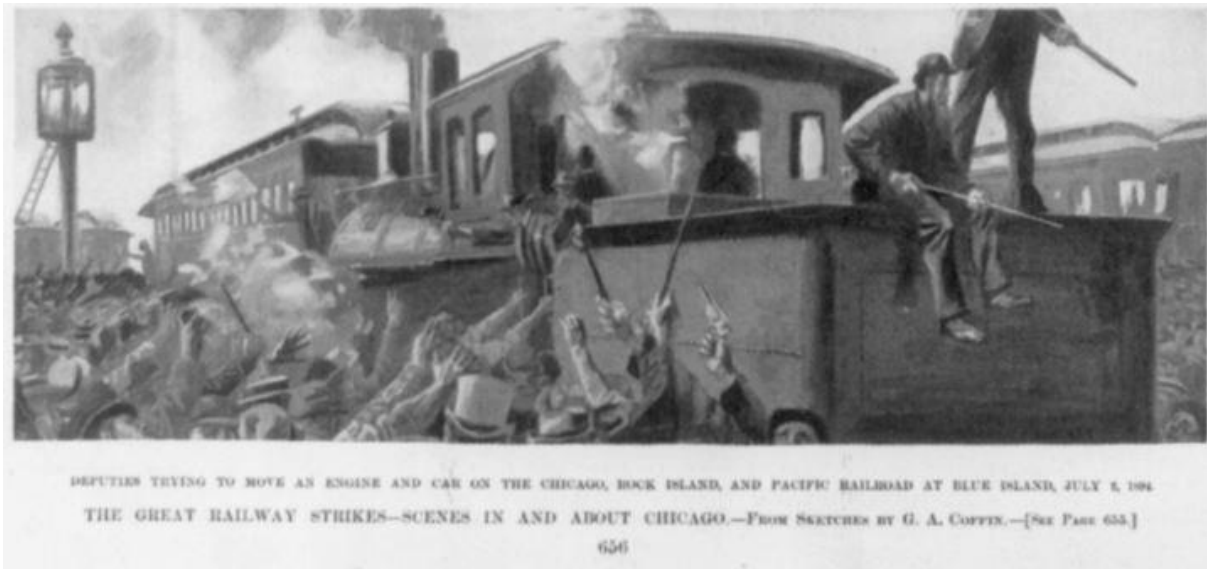


NAID 306647

Women petitioned Congress for a 16th Amendment in 1876.

In the 1870s the National Suffrage Association led a movement for an amendment to the Constitution banning disenfranchisement (denying the right to vote) based on sex. After passage of the 15th Amendment which banned voting restrictions based on race, color, or previous servitude, suffragists advocated for a “Sixteenth Amendment” that would extend the right to vote to women. Susan B. Anthony, Elizabeth Cady Stanton, and Matilda Gage helped lead the initiative. The call for a 16th Amendment recalled the history of female reformers and urged women to “make now the same united effort for their own rights that they did for the rights of the slaves of the South” when the 13th Amendment was pending. This argument inspired thousands of women to support woman suffrage. Despite the number of women calling for the vote, and the dedicated work of the movement’s leaders, women were turned away by Congress for decades. But the suffragists persisted, and women finally won the right to vote when the 19th Amendment to the Constitution was ratified in 1920.

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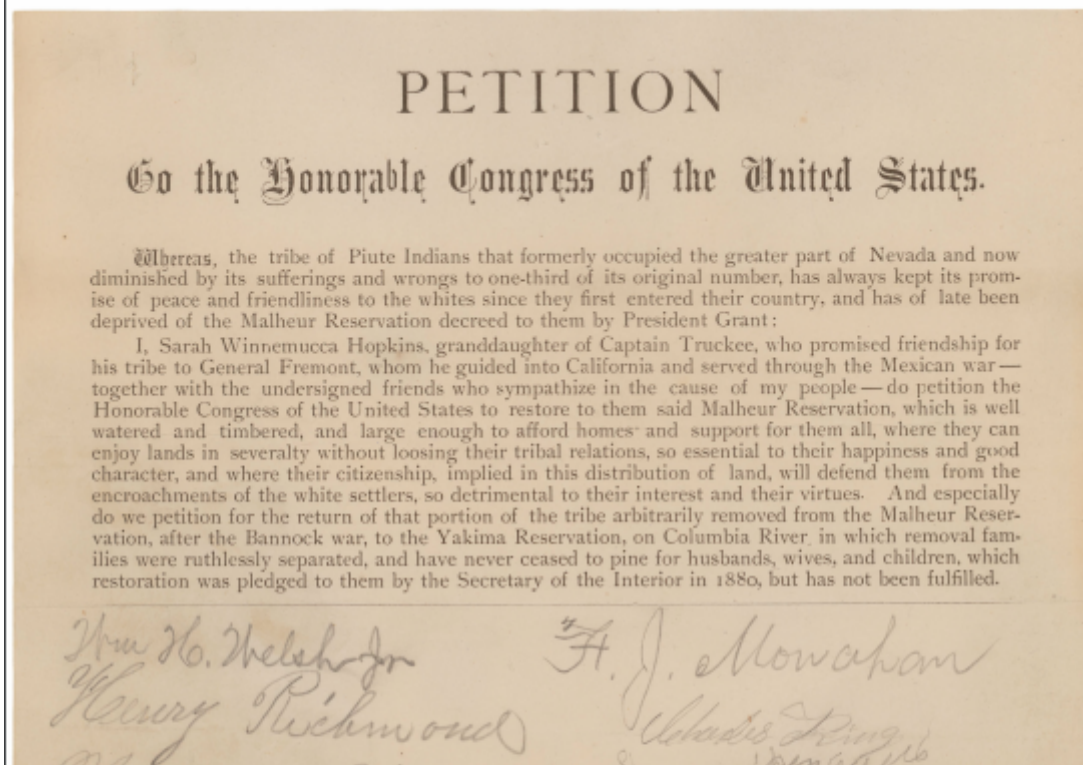
Source: [cph 3b22437 //hdl.loc.gov/loc.pnp/cph.3b22437](https://hdl.loc.gov/loc.pnp/cph.3b22437)

The Great Railway Strikes - Scenes in and about Chicago - from sketches by G.A. Coffin, 1894

Failed union strikes illustrated the superiority of corporate power in the 1890s.

The increased strength of industrial corporations in the decades after the Civil War left individual workers powerless to negotiate for safer working conditions, better hours, or higher pay. Dissatisfied workers were easily replaced. In addition, improvements in industrial production eliminated the need for many of the specialized skills that previously had given skilled workers some leverage when negotiating with their employers. Thousands of unionized workers waged massive strikes during the 1890s, seeking union recognition and better working conditions. The 1890 Homestead Strike (at the nation's largest steel mill) and the 1894 Pullman Strike (at a leading manufacturer of railroad equipment) seized the nation's attention. The strikes were violent, as workers battled soldiers who were brought in to ease the unrest. Both strikes were ultimately crushed by government authorities and troops, demonstrating the comparative weakness of organized labor in this era of rising corporate power.

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NAID 6883899 (Excerpt)

Native Americans petitioned Congress to honor signed treaties.

In the 19th century, Native American author and activist Sarah Winnemucca Hopkins served as an intermediary between her Paiute community in Nevada and the United States government. (Although “Piute” is used in the document, “Paiute” is the contemporary spelling of the tribe.) She presented a petition to Congress, asking for the Paiute to be restored to the Malheur Reservation in eastern Oregon, which she said, “is well watered and timbered, and large enough to afford homes and support for them all.” In wrenching language, she asked for the return of removed tribal members, writing that “families were ruthlessly separated, and have never ceased to pine for husbands, wives, and children.” Her petition was referred to the House Committee on Indian Affairs. Winnemucca Hopkins’s autobiography, *Life Among the Piutes*, was published in 1883 and included a copy of this petition before it was sent to Congress the following year. Mary Mann, the autobiography’s editor and wife of Representative Horace Mann, asked readers to help the cause by copying and signing the petition, “for the weight of a petition is generally measured by its length.”

Description source: <https://history.house.gov/HouseRecord/Detail/15032436232>

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912



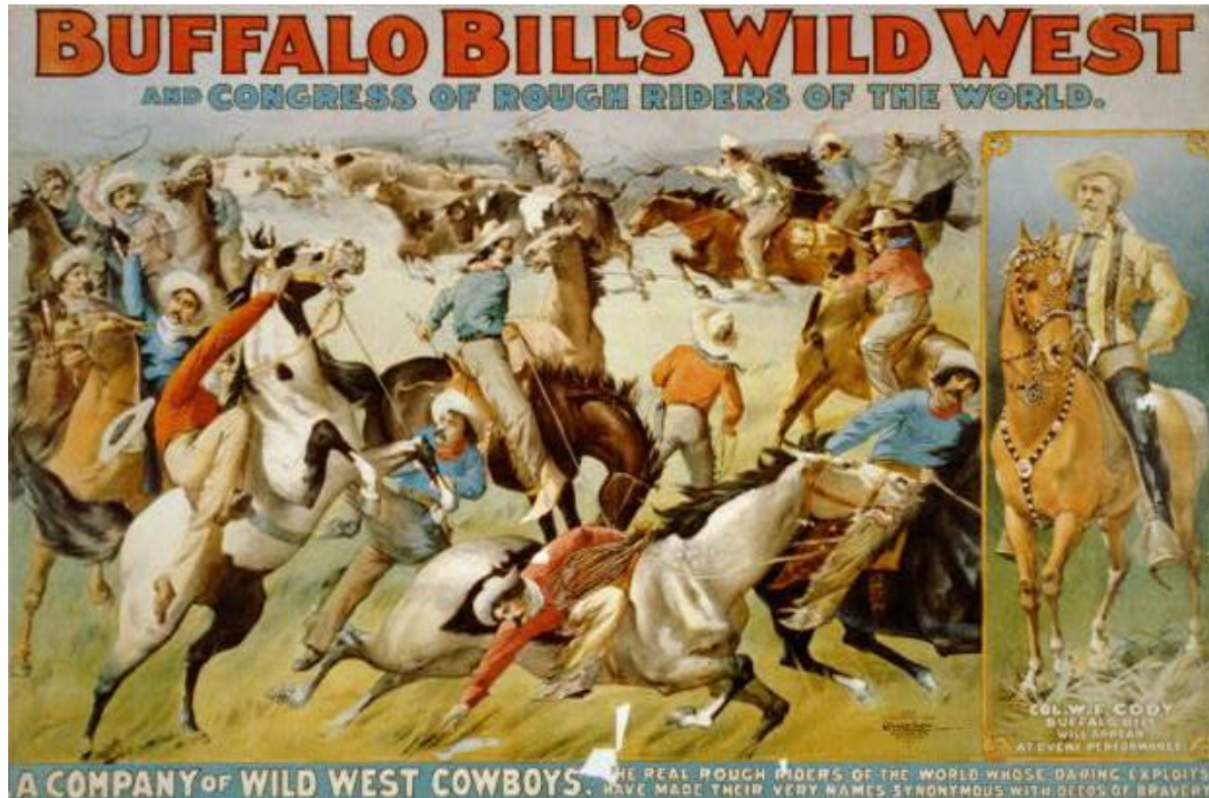
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Bodies lie in the snow the morning after the Wounded Knee massacre.

In December 1890, United States Army troops slaughtered 150 – 300 Lakota people in the area of Wounded Knee Creek in South Dakota. The climax of the Army's 19th century campaign to repress the Plains Indians, the massacre ended any tribe's ability to resist reservation life. The 1868 Treaty of Fort Laramie had established a 60-million-acre Great Sioux Reservation, but adapting to reservation life was difficult for the nomadic Lakota, who lived by hunting game. Federal agents encouraged them to raise livestock and grow crops, but that lifestyle was unsuited to their environment and foreign to their experience. The U.S. government provided supplemental food to the Lakota, but in 1889 Congress slashed the food supply budget. The cuts, along with a harsh winter and severe drought, pushed the Lakota to the brink of starvation. The desperately hungry tribe joined in the Native American Ghost Dance religious movement. Fearing that the dance would undercut efforts to "civilize" the Lakota, the U.S. Indian agent at Wounded Knee called in troops. Violence broke out when Lakota leader Sitting Bull resisted arrest, and troops opened fire on a gathering crowd of Lakota.

Description source: <https://www.britannica.com/print/article/649295> (excerpts)

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912



Source: http://www.americaslibrary.gov/aa/cody/aa_cody_business_3_e.html

A poster advertising Buffalo Bill's Wild West and Congress of Rough Riders of the World.

The late nineteenth and early twentieth century Wild West shows had little connection to the reality of Western life, but they conveyed to their audiences an image of the West as a place of adventure and romance. William F. Cody (Buffalo Bill) opened his Wild West Show in 1883. Cody had been a cavalry scout and buffalo hunter whose experiences had been romanticized and greatly exaggerated in popular novels by author, Ned Buntline. Cody's shows featured mock Indian attacks (by hired Native Americans) on stagecoaches and wagon trains, along with riding, roping, and sharpshooting exhibitions (featuring Annie Oakley). Cody and Oakley were the stars of a traveling show that remained popular until Cody's death in 1917. Its exciting features and fictional West were later copied in radio, movie and TV dramas. In 1890, the attempted arrest of one of Cody's top performers, Sitting Bull, triggered the massacre at Wounded Knee. Cody was also at Wounded Knee traveling with the Army when the killings occurred.

(Description Source: Brinkley, et al. American History a Survey, 2003 p 456 (excerpts))

Reviewing Major Issues of the Gilded Age and Early Twentieth Century, 1870 - 1912

Reflection Questions

1. Was America becoming a nation of immigrants in the Gilded Age and early Twentieth Century, or was it resisting becoming a nation of immigrants?
2. How did developments in steel, railroad, and travel transform American life during the Gilded Age and early Twentieth Century?
3. Does the work of reformers or the history of the emerging social ills they fought provide better insight into the society of the Gilded Age and early Twentieth Century?
4. What changes did American farmers want the government to enact during the Gilded Age and early Twentieth Century?
5. In what ways were the organized grassroots advocacy movements of the Gilded Age and early Twentieth Century successful?
6. How did reality and myth intersect in the Wild West shows that were popular during the Gilded Age and early Twentieth Century?
7. In your opinion, what are the two best examples of progress during the Gilded Age and early Twentieth Century?

Studying U.S. Foreign Policy through Political Cartoons, 1898 - 1940

Summary:

In this lesson students will analyze political cartoons drawn by Clifford K. Berryman between 1898 and 1948 to learn about major topics and events in U.S. foreign policy. The lesson is designed to accompany [America and the World: Foreign Affairs in Political Cartoons, 1898–1940](#), a free eBook that presents political cartoons and learning resources to engage students in a discussion of foreign policy during America’s emergence as a global power.

Rationale:

Students develop critical thinking skills by analyzing political cartoons about U.S. foreign policy.

Guiding Question:

What principles and events shaped the emergence of the U.S. as a global power?

Materials:

7 Graphic Organizers
21 Primary Source Sheets
Reflection Questions

Recommended Grade Levels:

Grades 7-12

Courses:

U.S. History

Topics included in this lesson:

Political cartoons, U.S. foreign policy, Imperialism, Internationalism, World War I, neutrality, the origins of World War II

Learning Activities:

Preparing the Materials:

1. Make for each student a copy of the “Studying U.S. Foreign Policy through Political Cartoons” Graphic Organizer and the Reflection Question Worksheet.
2. Make one additional copy of the Graphic Organizer to provide one page for each station.
3. Establish seven stations, one for each page of the Graphic Organizer.
4. Make one copy of the Primary Source Sheets and cut along the dotted lines of each sheet. Keep each set of caption, cartoon, and description together with a paperclip.
5. Place a copy of one Graphic Organizer and the related cut-outs at each station. Mix up the political cartoons, captions, and readings at the station so that students must match the ideas together.

Classroom Activity:

1. Divide the students into seven groups.

Studying U.S. Foreign Policy through Political Cartoons, 1898 - 1940

2. Carousel the groups through the seven stations.
3. Provide each group with enough time at each station for students to:
 - a. Match the political cartoon to the reading and summarize the text on their individual Graphic Organizer.
 - b. Match the caption to the political cartoon (the reading will help provide scaffolded support) and write the caption on their Graphic Organizer.
 - c. Explain how the cartoon matches the caption.
 - d. Complete all the entries on the Graphic Organizer.

Reflection Activity:

1. When the students have completed their work at all 7 stations, instruct each student to complete the Reflection Questions Worksheet and prepare to share their responses with the full class.
2. Have a whole group discussion of the Reflection Questions.

Additional Resource:




eBook: [*America and the World: Foreign Affairs in Political Cartoons, 1898 - 1940*](#)

Studying U.S. Foreign Policy through Political Cartoons, 1898 - 1940

Graphic Organizer 1: War with Spain and the Age of Imperialism: 1898 – 1899

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The 1898 Spanish-American War signaled an expanded geographic focus in America’s foreign affairs from controlling the Western hemisphere to administering global possessions. The war began in Spain’s resistance to an independence movement in Cuba. President William McKinley hoped to avoid U.S. involvement, but when negotiations failed, the President asked Congress to declare war. War with Spain left the U.S. holding Cuba, Puerto Rico, and the Philippines. Adding these territories along with the annexation of Hawaii, sparked a fierce debate about overseas expansion.




			
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940

Graphic Organizer 2: The Era of the Big Stick and Dollar Diplomacy: 1900 – 1913

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The phrases “the big stick” and “dollar diplomacy” describe American foreign policy in the decades between the War with Spain and World War I. The first phrase derives from President Theodore Roosevelt’s assertion of American power to influence world events. Roosevelt was an active president who charted an ambitious foreign policy for the nation. “Dollar diplomacy” describes William Howard Taft’s pursuit of American economic interests around the globe.




			
Summarize the Description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940

Graphic Organizer 3: World War I Begins in Europe: 1914 – 1916

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

President Woodrow Wilson urged that America should remain neutral when World War I began in August 1914. For almost three years the nation endured the difficulties that arose from that policy. Berryman’s cartoons from the early years of the war reflect the national commitment to neutrality, as well as the war’s unprecedented scale and destructive impact. From the start of the war, Berryman’s cartoons also depicted the revolutionary effect of new military technologies, such as airplanes and submarines, that threatened to end America’s isolation from the turmoil of Europe.




			
Summarize the Description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940

Graphic Organizer 4: America Enters World War I: 1917

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Congress's April 1917 declaration of war thrust America into a stalemated, three-year-old war. Shifting from neutrality to all-out war raised tough challenges to enlist and equip a vast military in a short span of months. Berryman's cartoons reflected the economic, logistical, and military challenges of 1917, but also served to rally public opinion to support the war.

			
Summarize the Description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940

Graphic Organizer 5: America at War in Europe: 1918

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

In 1918, fighting on land, at sea, and in the air, the American military acted in harmony with a nation organized to achieve new levels of economic, industrial, and social unity. German submarine attacks, which had triggered the American declaration of war, failed to stop a flood of U.S. soldiers and supplies from reaching France and bolstering the Allies when they stopped the final German offensive and turned the tide of battle.




Summarize the Description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940

Graphic Organizer 6: The Post-War Quest for Peace: 1919 – 1938

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

President Woodrow Wilson’s optimism for a stable world after World War I helped shape the Treaty of Versailles and the League of Nations. Despite the Senate’s rejection of the treaty and America’s refusal to join the League, the United States cooperated in two decades of negotiations and treaties that held off war. The 1930s, however, saw the rise of warlike powers that started an even more destructive world war. Berryman’s cartoons reflect both hope and his realistic assessment of the limits of idealism and treaties to keep the peace.


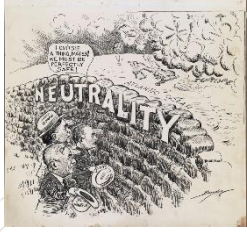

			
Summarize the Description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940

Graphic Organizer 7: Storm Clouds Gathering – World War II on the Horizon: 1939 – 1940

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Neutrality and isolation were ideals Americans fervently clung to, although it was clear by 1940 that international agreements would not sustain world peace. The Neutrality Acts passed in 1935, 1936, and 1937 were designed to avoid the pitfalls, such as aiding belligerent nations, that many felt had entrapped the U.S. into entering World War I. As the menace posed by Germany, Italy, Japan, and the Soviet Union grew ever more alarming, Americans wrestled with how to preserve neutrality, isolation, and American interests. Berryman’s cartoons from this era captured the drama and the recognition that war loomed on the horizon.

			
Summarize the Description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 306119

“Torn Loose” Clifford K. Berryman. *The Washington Post*, April 17, 1898

The sinking of the USS *MAINE* helped cause the U.S. to fight for the independence of Cuba.

An armed Uncle Sam charges from the Capitol carrying a note reading “*Maine* Affair” in a cartoon published on the day after a Senate resolution recognized the independence of Cuba from Spanish rule. The note refers to the explosion of the American battleship USS *MAINE* in Havana, an event that triggered demands for U.S. involvement in the long-running struggle for independence. Spanish tactics in putting down the revolt disturbed many Americans. Although President Grover Cleveland proclaimed U.S. neutrality, sensation-driven newspapers called for war. In 1897, newly elected President William McKinley cautioned patience, but the explosion of the *MAINE* shattered U.S. relations with Spain and led to a declaration of war on April 25, 1898.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



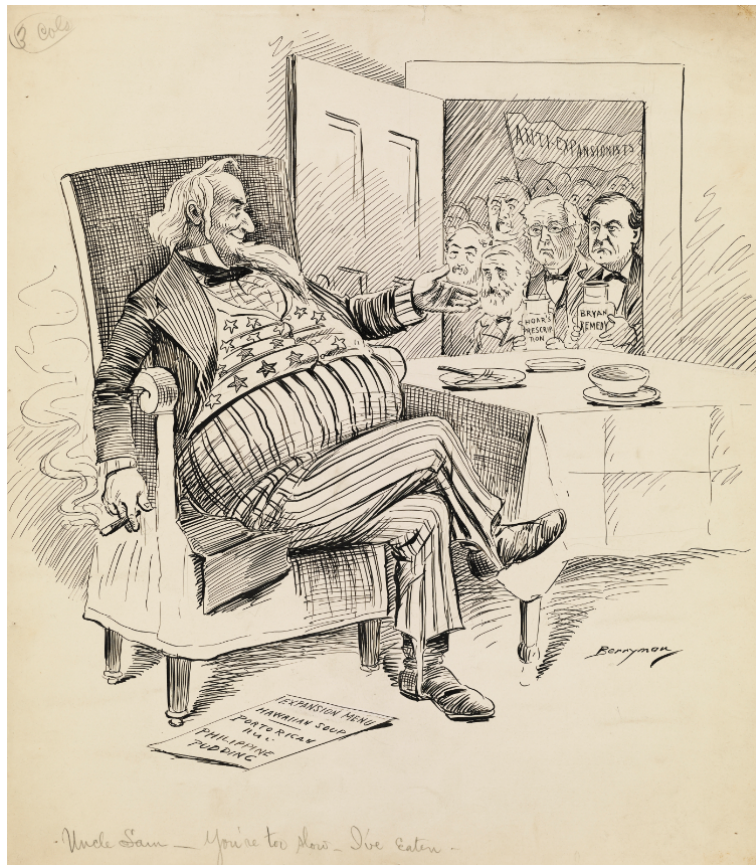
NAID: 6010279

“Whither?” Clifford K. Berryman. *The Washington Post*, July 13, 1898

War with Spain caused the U.S. to rethink its long-held principle of anti-colonialism.

Uncle Sam stands at the intersection of the narrow lane labeled “Monroe Doctrine” and the wider “Imperial Highway” and ponders which direction to take on the new road. Uncle Sam’s hesitation suggests the importance of his decision. Recent events had prompted the United States to re-think long-held ideas about foreign policy. Congress had declared war to free Cuba from inhumane Spanish rule, but the U.S. expanded the fighting by attacking other Spanish colonies including the Philippines and Puerto Rico. Would victory transfer these colonial possessions to American rule? As U.S. troops captured Cuba and the Philippines, President McKinley signed legislation annexing Hawaii. Uncle Sam was indeed venturing onto the imperial highway, but how far the nation would travel down this new path was not yet decided.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6010331

Uncle Sam-"Too late, my boys. I've already expanded." Clifford K. Berryman. *The Washington Post*, September 14, 1899

Adding territories expanded borders but alarmed the opponents of a U.S. empire.

Uncle Sam's expanded waistline is symbolic of the rapid pace of U.S. territorial expansion. A treaty adding Hawaii to the United States and victory over Spain brought the U.S. several new territories, including Hawaii, Puerto Rico, Cuba, and the Philippines, all listed on the menu shown in the cartoon. America paid Spain \$20 million to annex the Philippines, Guam, and Puerto Rico, although the purchase only intensified the Philippine independence movement. The figures shown in the doorway represent the Anti-Expansionists in the Republican Party led by Senator George Hoar, and the Anti-Imperialist Democrats led by William Jennings Bryan.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6010344

"As Inseparable as Ruth and Naomi." Clifford K. Berryman. *The Washington Post*, March 2, 1900

The protection of constitutional rights follows the U.S. flag.

Berryman asserts the indivisible link of the Constitution and the flag through his reference to the tale of faithful companionship told in the biblical story of Ruth and Naomi, where Naomi pledged to follow her mother-in-law Ruth wherever she went. This cartoon identifies Berryman with the position of expansionists who favored extending U.S. citizenship to territorial residents. Commercial expansionists, by contrast, favored U.S. ownership of land without extending citizenship. A third powerful faction in the debate, the Anti-Expansionists, opposed holding colonies altogether, claiming that adding territorial possessions and people transformed the United States into an empire and went against the anti-colonial founding spirit of the American republic.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



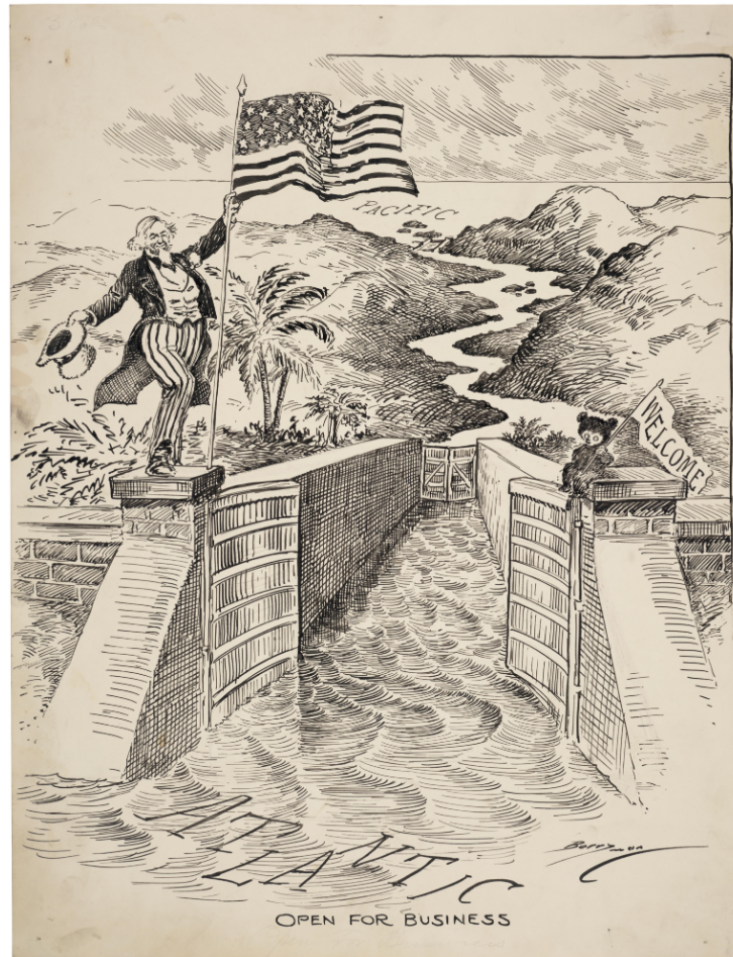
NAID: 6010812

“Distribution of The Chinese Pie.” Clifford K. Berryman. *The Evening Star*, August 18, 1909

“Dollar Diplomacy” refers to using U.S. investments to gain global influence.

The cartoon refers to the 1909 railroad construction loans made by Western powers to China. The Hankou loan was originally negotiated as an arrangement exclusively between France, Germany, Great Britain, and China. The United States, feeling that its exclusion was an injustice threatening its future role in China, worked its way into the deal. Great Britain reportedly was pleased by this development as they preferred America as a partner over Germany. The cartoon reflects the closeness of the United States and Great Britain as they appear in the forefront smiling at one another. Berryman presents the loan as beneficial to its Western participants, and acknowledges the resentment of the powers who were excluded from it.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



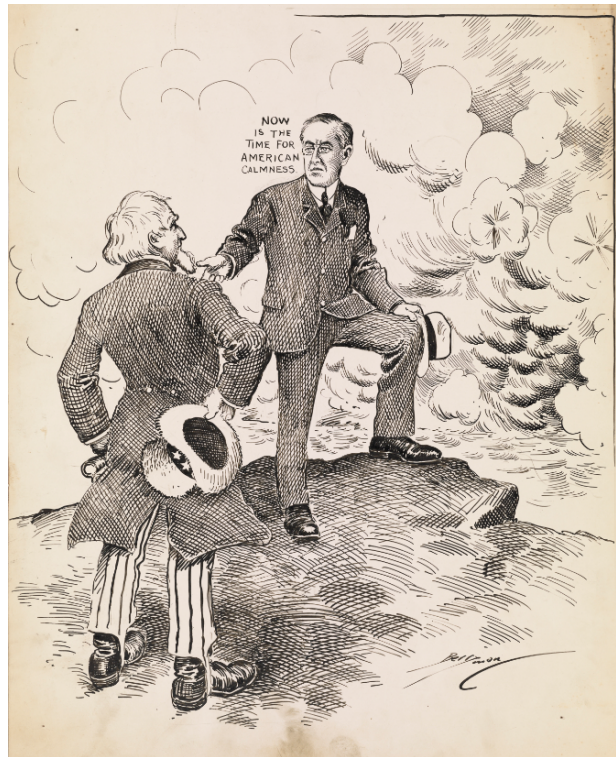
NAID: 6011066

“Open for Business.” Clifford K. Berryman. *The Evening Star*, August 15, 1914

The U.S. created a path between the seas that revolutionized global trade.

This cartoon was published on the day the Panama Canal opened for business. It shows Uncle Sam welcoming ships and identifies the Atlantic and Pacific Oceans as the waterway’s endpoints. Uncle Sam proudly waves a flag, celebrating America’s triumph in completing the project. The opening ceremony for the canal was a grand affair that coincided with the first weeks of World War I. The U.S. declared that the canal would remain neutral, allowing access to all European nations. Berryman’s cartoon highlights the international significance of the canal and America’s increasing importance in the world.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6011069

Woodrow Wilson to Uncle Sam, "Now is the time for American calmness." Clifford K. Berryman. *The Evening Star*, August 19, 1914

Atlantic trade was crucial to the U.S., but blockades made neutrality difficult to maintain.

The rights of neutral countries to navigate the Atlantic were at the forefront of public attention in early 1915 when Germany imposed the world's first submarine blockade. The cliff Uncle Sam inches along in this cartoon displays phrases showing the danger of conducting neutral trade in seas patrolled by submarines. On February 1, the headlines were dominated by news of a German submarine blockade of Great Britain. On February 10, the United States separately warned Great Britain and Germany not to interfere with U.S. shipping. A day later, Great Britain declared a blockade of German ports. The blockades raised alarms about the safety of ships flying the flags of neutral nations. They also raised the issue of ships from nations at war flying the flags of neutral nations to avoid capture. Weeks earlier, for example, the British liner *Lusitania* had sparked international controversy by flying the U.S. flag to avoid attack while off the coast of Ireland.

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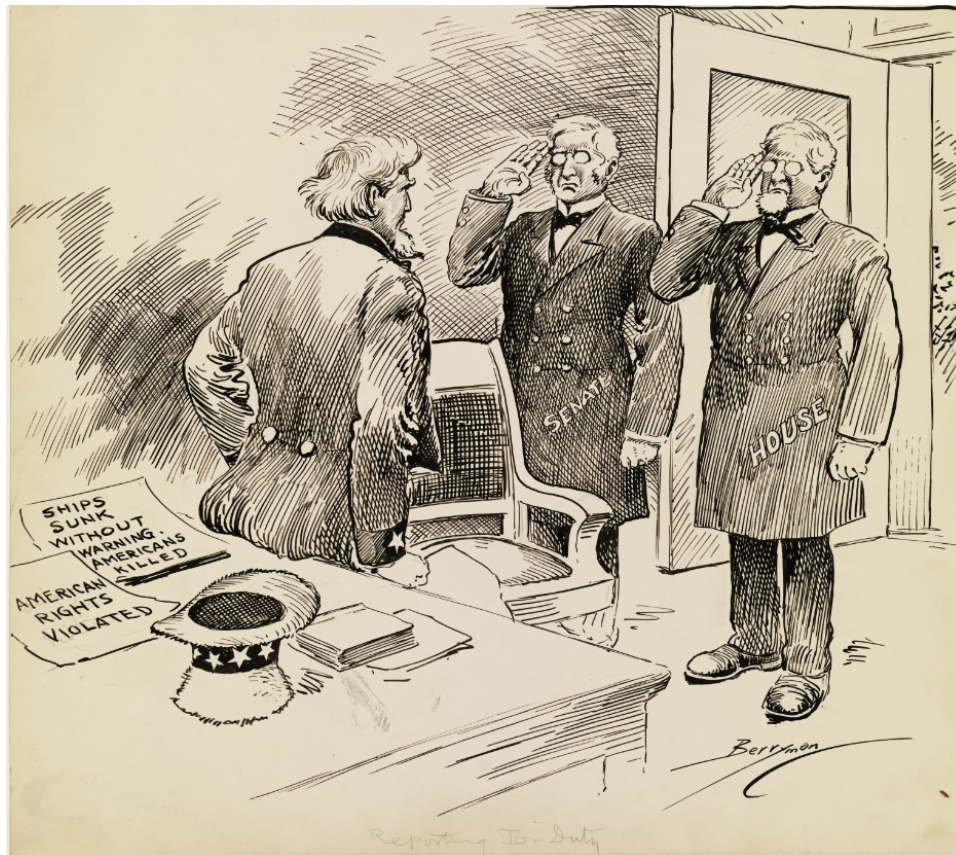
NAID: 6011191

Untitled. Clifford K. Berryman. *The Evening Star*, February 1, 1917

A new program of unrestricted submarine attacks on shipping doomed U.S. neutrality.

Berryman depicts Uncle Sam's response to the German declaration of unrestricted submarine warfare against any ships in the blockade zone around the British Isles. The new declaration was a departure from assurances Germany gave after the sinking of the *Lusitania* in 1915, and the *Sussex Pledge* in 1916, agreeing not to sink passenger vessels or merchant ships not carrying war materials. President Wilson had been re-elected to a second term in November 1916, on the strength of his having kept the U.S. out of the war, but now faced a challenge. The U.S. was economically dependent on shipping, and believed in a right to free seas. Maintaining a policy of neutrality would mean surrendering the right to ship goods across the Atlantic and would leave American ocean travelers at the mercy of German U-boat attacks.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



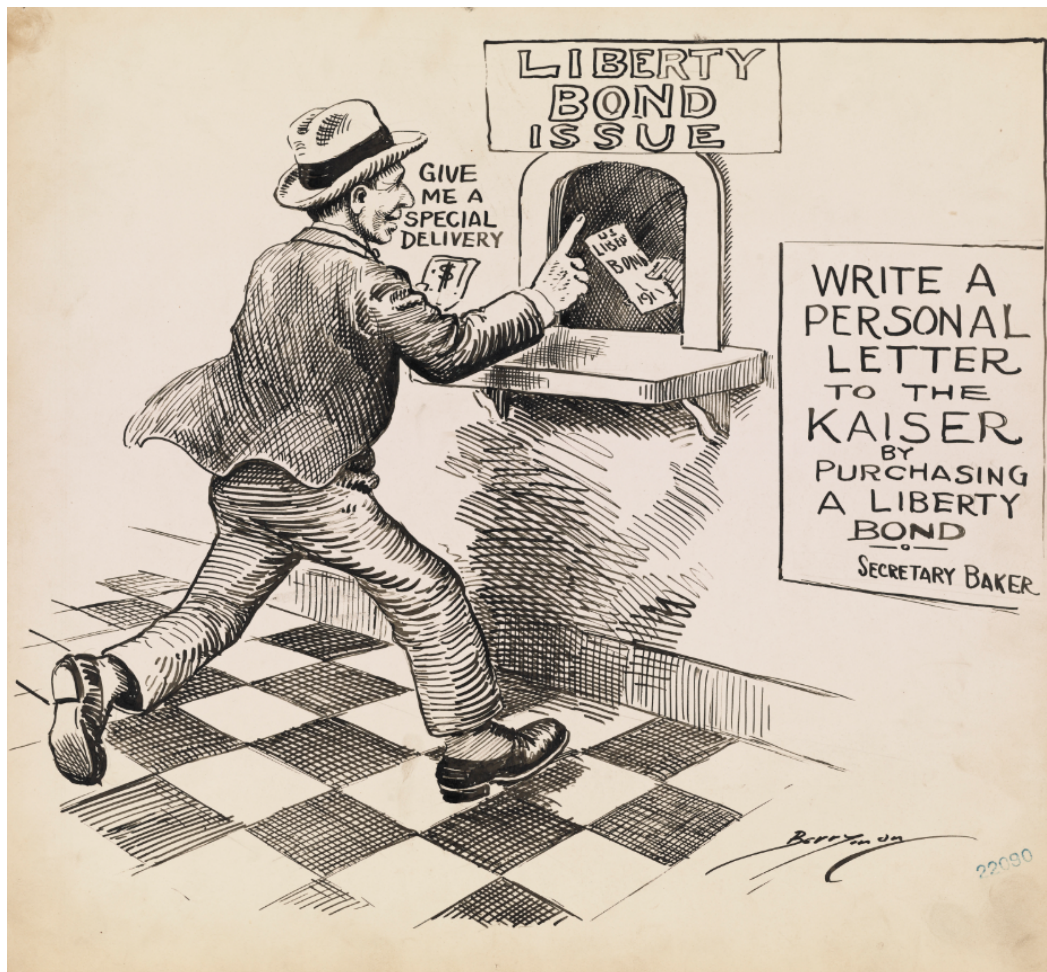
NAID: 6011220

“Reporting for Duty.” Clifford K. Berryman. *The Evening Star*, April 2, 1917

President Wilson led Congress to declare war to “make the world safe for democracy.”

The House and Senate salute Uncle Sam as they report for duty in a cartoon published on the day the 65th Congress met to hear President Woodrow Wilson’s war message. Papers on the desk refer to the German policy of unrestricted submarine warfare that prompted Wilson to call Congress into session. Events had unfolded quickly in recent weeks. Germany had declared open war at sea on February 1, and Wilson had responded in March by arming U.S. merchant ships. In his war message to Congress, Wilson argued for America to fight against Germany for free seas and a “world made safe for democracy.”

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6011293

Untitled. Clifford K. Berryman. *The Evening Star*, October 13, 1917

Buying Liberty Bonds helped the U.S. pay for the war and demonstrated public support.

An American purchases a liberty bond to send a message to the German Kaiser. This was one of eighteen cartoons Berryman drew in October 1917, supporting the second Liberty Bond drive. Liberty Bonds were notes issued by the U.S. Treasury and sold to the public through Federal Reserve Banks to help finance World War I. The Federal Government generated income to pay for the war with a combination of new taxes and money raised from bond sales. The Second Liberty Loan campaign was one of four bond drives nationally advertised through vivid posters and other media. The Liberty Bond drives proved a highly-effective means of enlisting public support for the war effort.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6011301

“Kerensky to the Rescue.” Clifford K. Berryman. *The Evening Star*, November 13, 1917

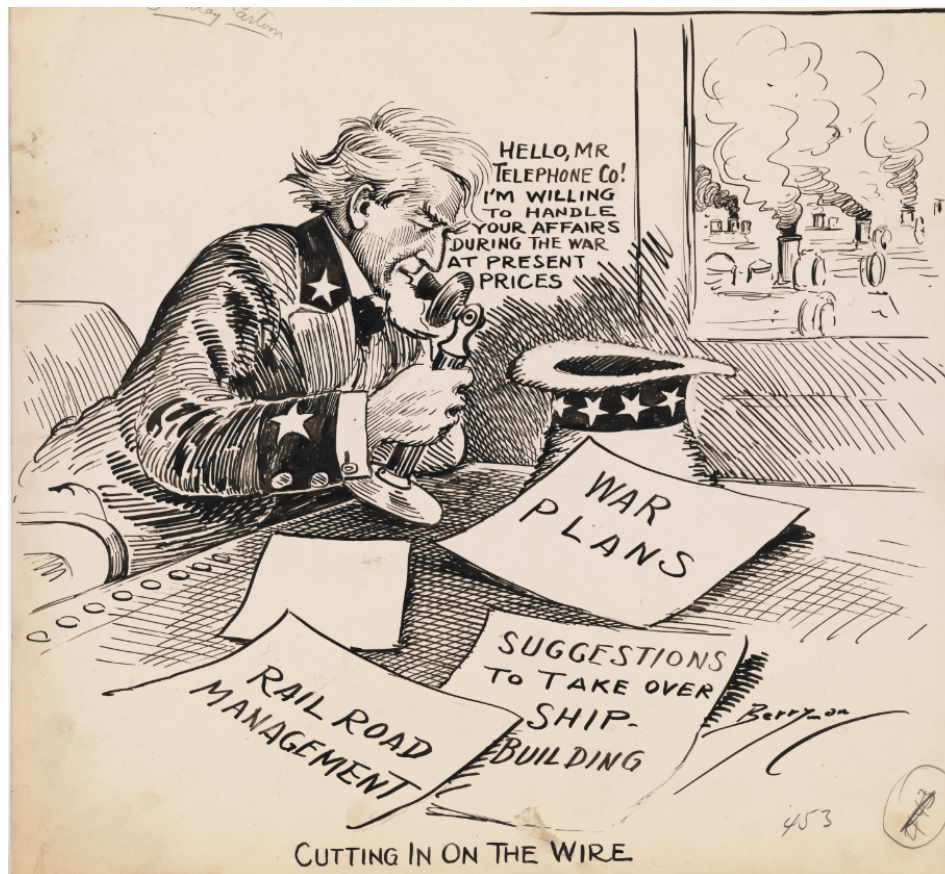
With German support, the communist Bolsheviks led Russia to leave World War I.

Publication Date:

Description:

The confused look on the face of the bear representing Russia in this cartoon matched the conflicting, uncertain news American readers were receiving about fighting in Russia between Bolshevik armies and supporters of Alexander Kerensky, Head of the Provisional Government that ruled Russia from July to November, 1917. Here, Kerensky is depicted as a rescuer because he pledged to continue Russia’s fight against Germany on the Eastern Front. Berryman’s image links the Bolsheviks to Germany, reflecting German support for Bolshevik leader, V.I. Lenin, who favored peace with Germany. The Bolsheviks gained control of the Russian government in November 1917, and negotiated the Treaty of Brest-Litovsk with Germany, ending Russian participation in the war.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



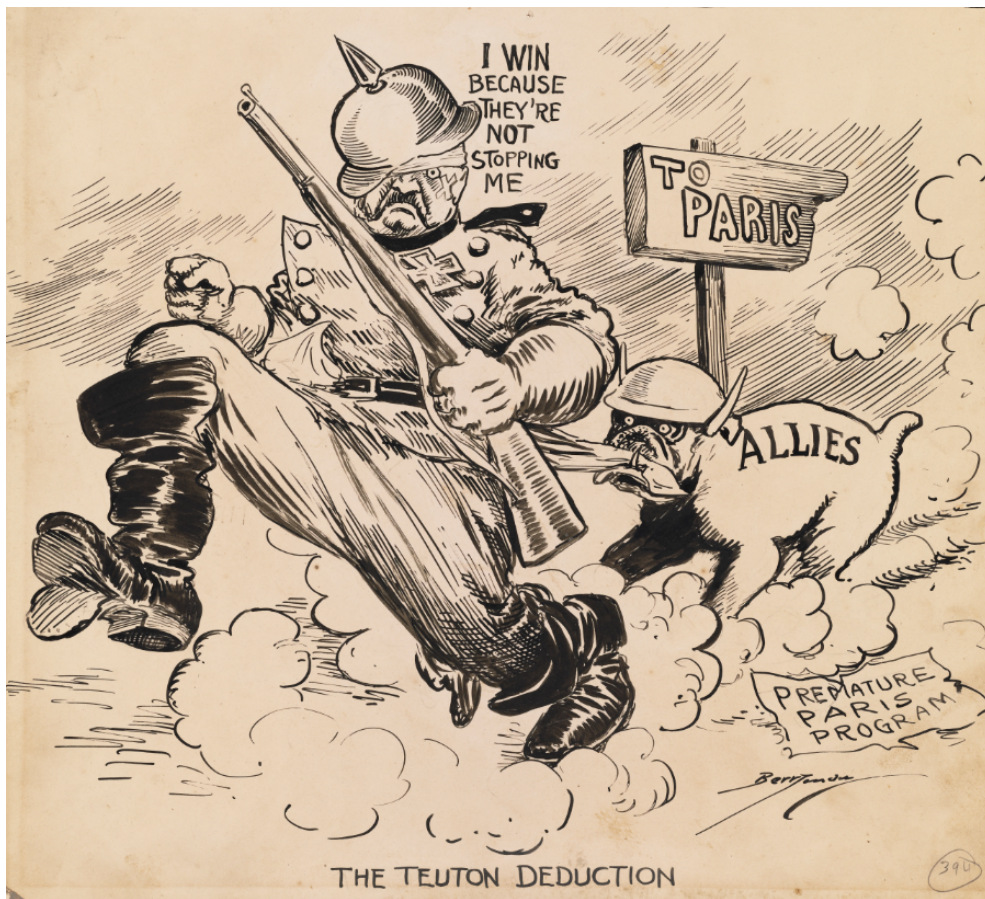
NAID: 6011355

“Cutting in on the Wire.” Clifford K. Berryman. *The Evening Star*, February 24, 1918

The U.S. government managed the railroad and telephone systems for wartime efficiency.

“Cutting in on the Wire” shows Uncle Sam calling “Mr. Telephone Co.” and offering to take over phone service during the war. This cartoon was drawn at the beginning of the United States Postal Service’s push to acquire the District of Columbia’s telephone service from the Chesapeake & Potomac Telephone Company (C&P). Memos on Uncle Sam’s desk list other related industries that were nationalized in the interest of the war effort. Congress passed a joint resolution on July 16, 1918, granting the President power to nationalize the telephone systems for the duration of the war. President Wilson announced that the Post Office would take control of the phone system on July 31. Following the war, legislation was passed returning the phone system to private ownership.

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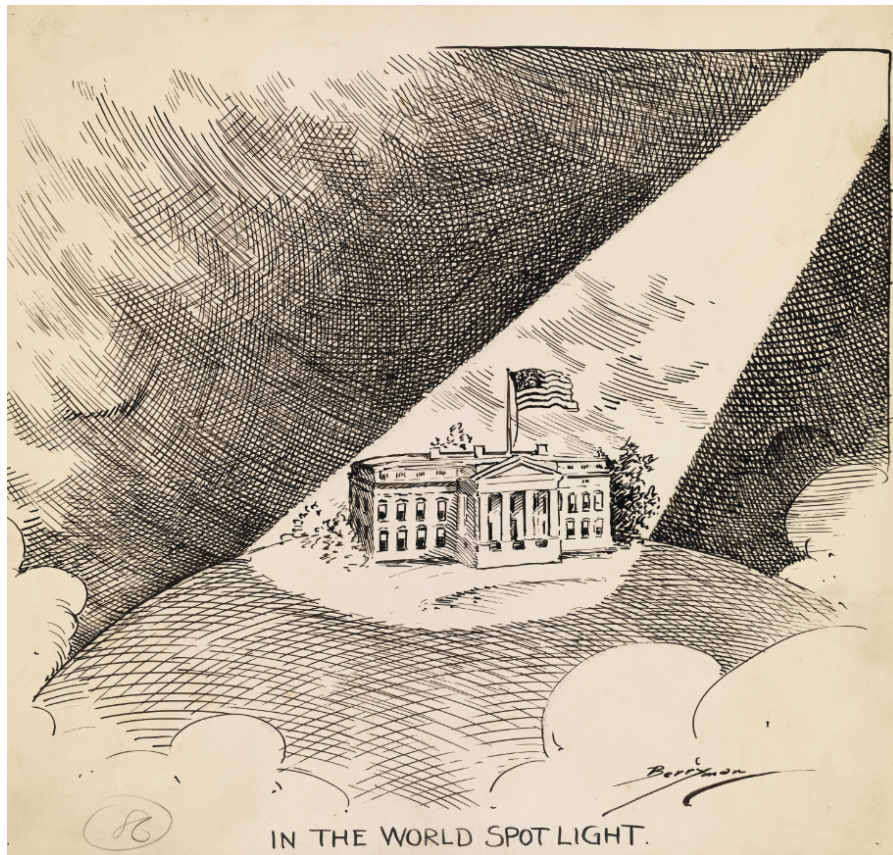
NAID: 6011467

"The Teuton Deduction." Clifford K. Berryman. *The Evening Star*, July 26, 1918

U.S. troops were key to the Allies' halting the final German assault on Paris.

This cartoon, featuring a bulldog labeled "Allies" yanking at the coat of a bandaged and fleeing German soldier, represents the German retreat after the Second Battle of the Marne. A sign pointing towards Paris faces in the opposite direction, and the phrase "premature Paris program" is written on a note lying in the dust. A turning point in World War I, the battle began on July 15, 1918, as the Germans marched toward Paris hoping to capture the French capital and end the war. An Allied counter offensive had begun on July 18 and pushed the German lines back 30 miles. This effort involved more American soldiers than any battle fought since the Civil War. The cartoon dramatizes the German retreat and celebrates an Allied victory in which Americans played a leading role.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6011512

“In the World Spotlight.” Clifford K. Berryman. *The Evening Star*, October 8, 1918

Contributions to Allied victory in World War I made the U.S. a leading world power.

“In the World Spotlight” appeared on the front page of *The Evening Star* as President Woodrow Wilson was considering a request for peace received from the new German Chancellor, Prince Maximilian of Baden. The cartoon was published alongside an article reporting Wilson’s insistence that Germany remove its troops from invaded countries as a precondition to peace. Berryman’s cartoon illustrates Wilson’s and America’s central role in preparing for the peace negotiations that would end World War I. Wilson had seized the international spotlight when he outlined his “Fourteen Points” for peace in an address to Congress on January 8, 1918.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



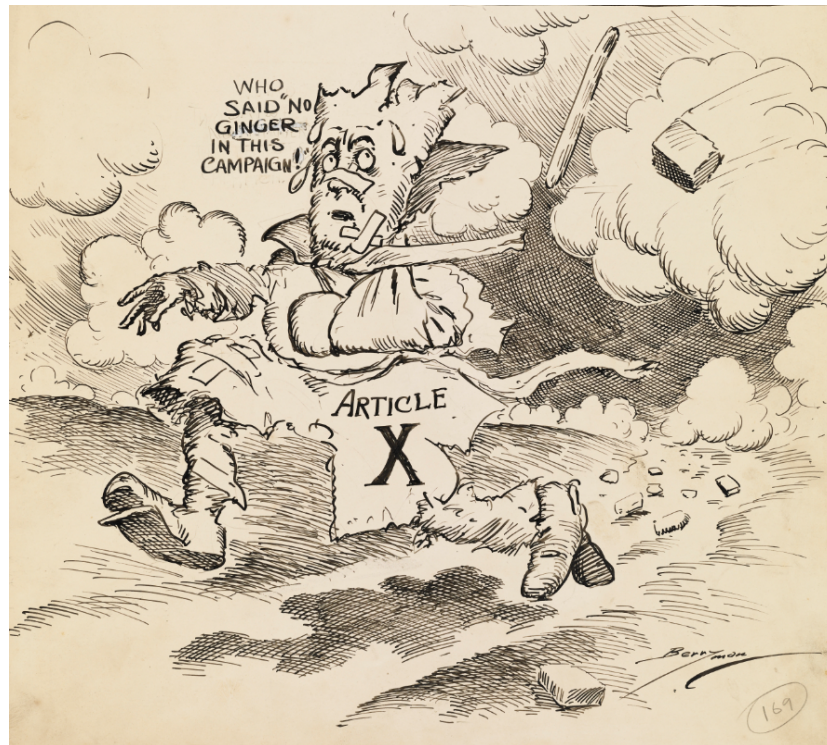
NAID: 6011546

“The New Peril.” Clifford K. Berryman. *The Evening Star*, January 10, 1919

The Russian Bolsheviks’ belief in communist revolution threatened world stability.

A classical Greco-Roman woman armed with a sword and shield representing Civilization stands cautiously between a wild-haired, frightening man representing bolshevism and a handcuffed and chained German soldier representing militarism. The cartoon suggests that although Civilization has beaten Germany, it now faces a new threat. An article published in *The Evening Star* on the same day suggested that the Allies saw it as America’s responsibility to “police” Europe. Berryman’s cartoon reflects the European fear that bolshevism would solidify its control over Russia and fill the power vacuum left by the war in Germany and Eastern Europe. Published at a time when hunger and political instability fueled widespread revolutionary movements, this cartoon reflects an uneasy realization that the war fought by America to make the world safe for democracy has not ended, but rather has expanded into a wider responsibility of preserving civilized order.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6011640

“Article X.” Clifford K. Berryman. *The Evening Star*, October 19, 1920

The Senate rejected the Treaty of Versailles because its Article X created a League of Nations.

The Treaty of Versailles and U.S. membership in the League of Nations were central issues in the 1920 Presidential campaign. Article X of the Covenant of the League of Nations required members to assist any other member in the event of an invasion or attack. President Woodrow Wilson had submitted the Treaty for Senate ratification, but it was rejected due to opposition led by Senators opposed to foreign entanglements. Public opinion split during the 1920 Presidential campaign between advocates for U.S. participation in international peacekeeping treaties and those favoring isolationism. Berryman’s cartoon captures the bitterness of the campaign. Rejected by the Senate and unpopular with many voters, Article X was an outcast on the run. “No ginger” was a sports term for a team that showed no energy, suggesting that the campaign had been a lot more spirited than expected.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6011968

Untitled. Clifford K. Berryman. *The Evening Star*, August 27, 1928

The Kellogg-Briand Pact was an international treaty to achieve world peace by outlawing war.

A figure representing Mars, the Roman god of war, plods sadly across a barren and empty landscape toward the sunset, following news that 15 nations had signed the Kellogg-Briand Pact outlawing war as an instrument of foreign policy. Eventually, 34 additional countries would sign the pact, reflecting an optimistic hope for the prevention of future wars. Public opinion ran strongly in favor of the treaty, and the Senate received many petitions supporting its ratification. Published a decade after history's most destructive war, Berryman's cartoon suggests hope for the future by showing the departure of the god of war, but the somber scene alludes to the vast destruction of the recent World War and tempers any sense of immediate joy.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



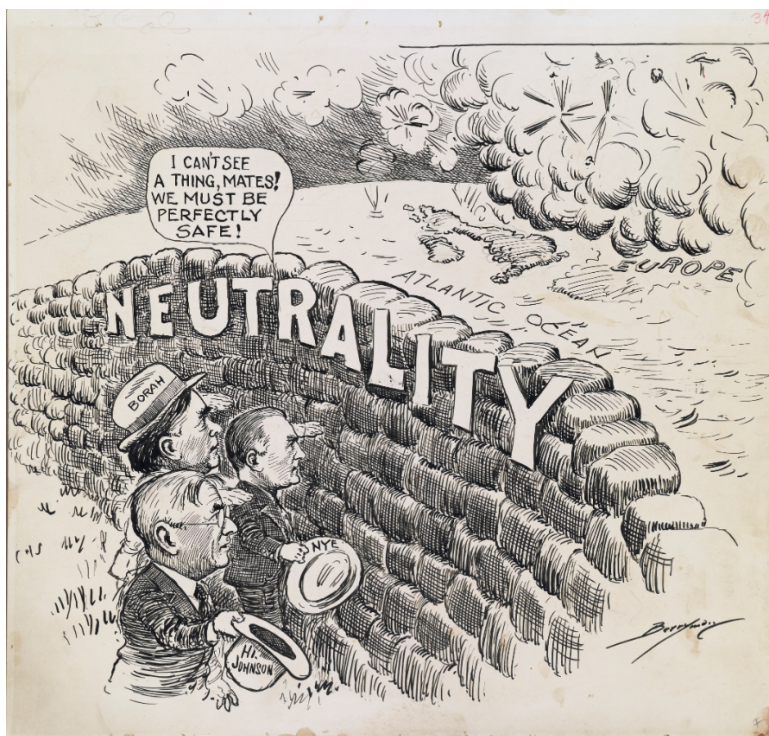
NAID: 6012197

"It's A Good Act But It's Hard On The Spectators." Clifford K. Berryman. *The Evening Star*, August 20, 1939

The aggressive actions of German leader, Adolf Hitler, shattered post-war hopes for peace.

By late summer, 1939 Hitler was on the march. This cartoon was published the day after Germany seized control of Slovakia, and as 100,000 German and Slovak troops massed along the Polish border ready to invade. Given the recent history of war, these events raised alarm in France, the United Kingdom, and the United States, represented by the figures in this image. Two days after this cartoon was published the Soviet Union and Germany announced a non-aggression pact, clearing the way for the Nazi invasion of Poland. Berryman shares Uncle Sam's worry that American policies of isolation and neutrality would not insulate the country from the Nazi threat.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6011202

Untitled. Clifford K. Berryman. *The Evening Star*, September 7, 1939

Seeking to avoid a second world war, many U.S. leaders supported a policy of neutrality.

This cartoon shows three prominent isolationist senators staring blindly at a wall labeled, “neutrality,” while embattled Europe is shown engulfed in a cloud of smoke. The figures in the cartoon are William Borah of Idaho, Gerald Nye of North Dakota, and Hiram Johnson of California, Progressive Republican Senators who shared a long history of leading efforts to keep the United States out of international alliances and wars. Borah had opposed the Treaty of Versailles and was against America’s joining the League of Nations. Nye had chaired an investigative committee harshly critical of U.S. entry into World War I. Johnson sponsored the Neutrality Acts in Congress and opposed President Franklin D. Roosevelt’s proposal to sell planes and arms to France. World War I was fresh in the public memory, and isolationists still resented America’s involvement. In this cartoon, Berryman mocks the short-sightedness of isolationism.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940



NAID: 6012217

"Uncle Sam becomes Democracy's Arsenal." Clifford K. Berryman. *The Evening Star*, September 2, 1940

President Franklin D. Roosevelt proposed supplying arms to republics resisting invasion.

This cartoon was published on Labor Day, four days after the Senate passed, and as the House debated, the Selective Training and Service Act of 1940. The Act established the first peacetime draft in American history and allowed the government to take over industry for wartime production. This cartoon shows Uncle Sam hammering plows into swords, an inversion of a Bible verse in which nations "hammer swords into plowshares." By proposing that America produce the "1940 model" sword, Berryman shows his support for war preparedness efforts. The "Arsenal of Democracy" referred to in this cartoon's title, became a slogan used by President Franklin D. Roosevelt to describe the nation's international policy.

Reviewing U.S. Foreign Policy with Political Cartoons, 1898 - 1940

Reflection Questions Worksheet

Instructions: Answer the following reflection questions when you have completed all of the graphic organizers. Be prepared to share your responses with the full class.

1. How did the relationship of America to the world change from 1898 to 1940?
2. What would you identify as the most important cause of U.S. foreign policy change from 1898 – 1940?
3. In his outlook on American foreign policy, was Berryman more often an internationalist — supporting U.S. engagement in world affairs — or an isolationist— favoring the independence of the U.S. from world engagement?
4. Can you find an example in these cartoons that show Berryman changing his point of view on a foreign policy issue over the course of time?

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

Summary: In this lesson students will analyze primary source documents from the National Archives and political cartoons drawn by Clifford K. Berryman to learn about topics and major events in U.S. History from 1919 - 1930.

Rationale: Students develop critical thinking skills by analyzing primary source documents and political cartoons about four major issues of the Post-World War I and 1920s Era. This lesson complements studies of the Roaring 20s topics of economic growth, the Harlem Renaissance, flappers, jazz, and prohibition by addressing four topics highlighting the contest of old and new directions for America.

Guiding Question: How do the issues of the 1920s demonstrate a contest between old and new ideas? Were old ideas or new ideas more powerful in regard to each of the issues studied in this lesson?

Materials:

5 Graphic organizers,
12 Primary source documents

Recommended Grade Levels: Grades 7-12

Courses: U.S. History

Topics included in this lesson: international diplomacy, U.S. economic foreign policy, woman suffrage, African American civil rights

Learning Activities:

Preparing the Materials

1. Make one copy of the four Graphic Organizers and the Reflection Question Worksheet for each student.
2. Establish four stations, one for each page of the Graphic Organizer.
3. Make one additional copy of the Graphic Organizer to provide a page for each station.
4. Make one copy of the Primary Source Sheets and cut along the dotted lines of each sheet. Keep each primary source document, caption, and description together with a paperclip.
5. Place a copy of one Graphic Organizer and the related cut-outs at each station. Mix up the cartoons, captions, and descriptions at the station so that students must match the ideas together.

Note: Non-image documents should be printed in larger format or projected at the stations for greater legibility.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

Classroom Activity

1. Divide the students into four groups.
2. Carousel the groups through the four stations.
3. Provide each group with enough time at each station for students to:
 - a. Match the political cartoon or primary source document to the reading and summarize the text on their individual Graphic Organizer.
 - b. Match the caption to the political cartoon or primary source document (the reading will help provide scaffolded support) and write the caption on their individual Graphic Organizer.
 - c. Explain how the cartoon or primary source document matches the caption on their individual Graphic Organizer.
4. When each group has completed work at their fourth station, distribute Graphic Organizer 5, in which the students will draw conclusions from their work at the other stations.

Reflection Activity




1. When the groups have completed the five graphic organizers, instruct each student to work individually to complete the Reflection Questions Worksheet and prepare to share their responses with the full class.
2. Have a whole group discussion of the Reflection Questions.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

Graphic Organizer 1: The Post-World War I Quest for Peace

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

President Woodrow Wilson's dream for a stable post-war world following World War I helped shape the Treaty of Versailles and the League of Nations. Despite the U.S. Senate's rejection of the Treaty of Versailles, for the next two decades the United States cooperated in negotiations and treaties that held off international war.




			
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

Graphic Organizer 2: Tariffs as a 1920s Political Issue

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Since the Civil War, the Republican Party had supported high tariffs (taxes on imported goods) to protect American jobs and industry from foreign competition. The three Republican Presidents of the 1920s and the decade’s Republican-controlled Congresses continued the trend by enacting two of the highest tariffs ever, the Fordney - McCumber Tariff (1922) and the Smoot – Hawley Tariff (1930).

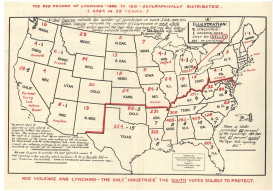
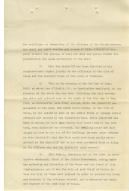

			
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

Graphic Organizer 3: Obstacles to Civil Rights in the 1920s

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Many African Americans moved from the South to the North during and after World War I seeking to escape oppression and find economic opportunity. Their contributions to the war through work in industry and combat service overseas inspired their hope for equality in the post-war years. Instead, the 1920s witnessed increased repression in the South including more lynching, as well as economic discrimination, racial hostility, and violence in the North. Northern opposition to equality was led by the revived Ku Klux Klan that had a lot of public support.




			
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

Graphic Organizer 4: The Woman Suffrage Issue and the 19th Amendment

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Despite a half-century of skilled lobbying by suffrage proponents, women did not receive the right to vote in national elections until the ratification of the Nineteenth Amendment in 1920. Along the path to the vote, women had to overcome obstacles in Congress and society at large as they worked to overcome cultural and political stereotypes about the status of women in society.






			
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

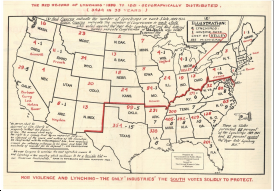
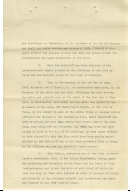




Graphic Organizer 5: Drawing Conclusions

Instructions: answer the lesson’s guiding question by drawing from your work in this lesson to complete this worksheet:

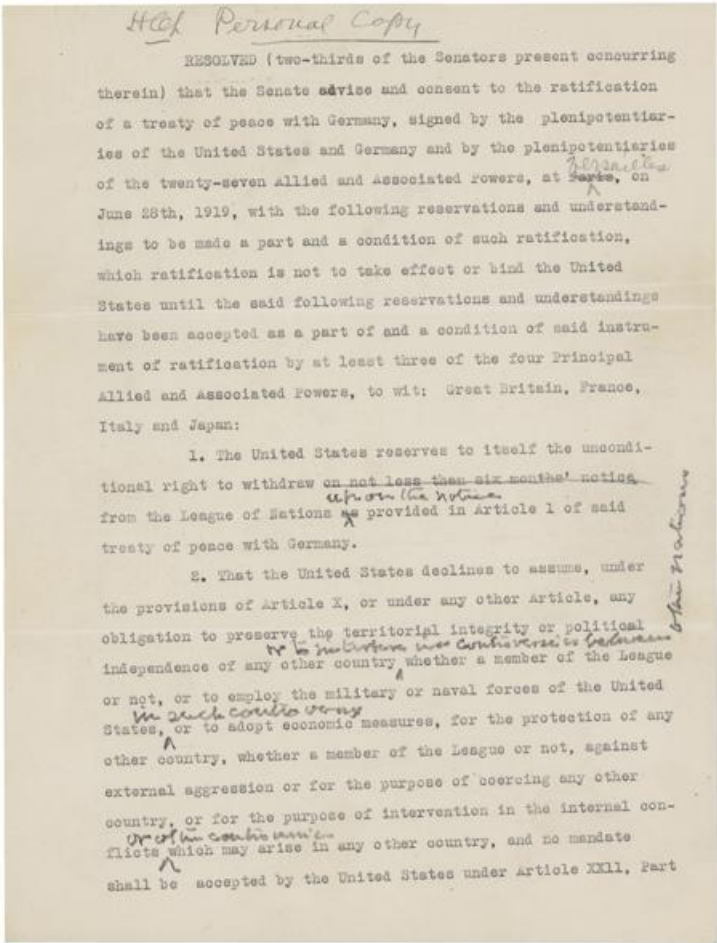
Guiding question: How do the issues of the 1920s demonstrate a contest between old and new ideas? Were old ideas or new ideas more powerful in regard to each of the issues studied in this lesson?

Issue: The quest to avoid war			
How does this issue relate to the guiding question?			
Issue: Tariff policy			
How does this issue relate to the guiding question?			

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

<p>Issue: Civil Rights</p>			
<p>How does this issue relate to the guiding question?</p>			
<p>Issue: Woman Suffrage</p>			
<p>How does this issue relate to the guiding question?</p>			
<p>Using your answer above, explain how the issues of the 1920s demonstrate a contest between old and new ideas. Were old ideas or new ideas more powerful in regard to each of the issues studied in this lesson?</p>			

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 5678178

Senate opposition leader Henry Cabot Lodge objected to the Treaty of Versailles’s proposal for U.S. membership in an international League of Nations.

The Treaty of Versailles that ended World War I, created a League of Nations in which negotiations and cooperative defense agreements would reduce the threat of future wars. When President Woodrow Wilson submitted the treaty to the U.S. Senate for ratification, Senator Henry Cabot Lodge successfully rallied the opposition to reject the treaty. Lodge objected to Article X of the treaty that required League members to defend any other member nation from an attack. He saw this obligation as undercutting America’s traditional independence in foreign affairs.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 6011704

The U.S. played a leading role in negotiating agreements to limit the size of navies as a way of preserving international peace.

The lifeboat passengers watching anxiously for submarines represent the nations negotiating the 1921 Washington Naval Treaty which regulated the size of the participating nations' navies. The major powers agreed to balance the number of surface ships, but failed to reach agreements limiting the number of submarines. The boat in the cartoon bears the name of the conference and carries five figures representing the five treaty powers: Great Britain, Japan, France, Italy, and the United States. While four nations peer fearfully at the "submarine issue," Uncle Sam faces forward confidently saying, "Don't let it frighten us boys." Berryman's depiction of Uncle Sam as leading the negotiations reflects America's prominent role in postwar world affairs.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 6011968

During the 1920s, the major powers depended on international treaties to reduce the threat of war, in 1928 they agreed to outlaw war as a way of resolving international disputes.

A figure representing Mars, the Roman god of war, plods sadly across a barren and empty landscape toward the sunset, following news that 15 nations had signed the Kellogg Briand Pact outlawing war as a way to resolve conflicts between nations. Eventually, 34 additional countries would sign the pact, reflecting an optimistic hope for the prevention of future wars.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 6011709

When the newly elected Republican majority in Congress first pushed for increased tariffs (taxes on imported goods) in 1922, Senator McCumber had difficulty in gathering support.

Congress had grappled with tariff reform during 1921 and still had not reached agreement by early 1922. Senator McCumber of North Dakota, chairman of the Senate Finance Committee, was a leader in creating a new tariff bill. Cartoonist Clifford Berryman highlights the situation by having Senator McCumber attempting to crank a snow and ice-covered "new tariff" automobile. He vows: "I'll get her started shortly." Eventually, the Fordney-McCumber Tariff Act was passed in September, 1922.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

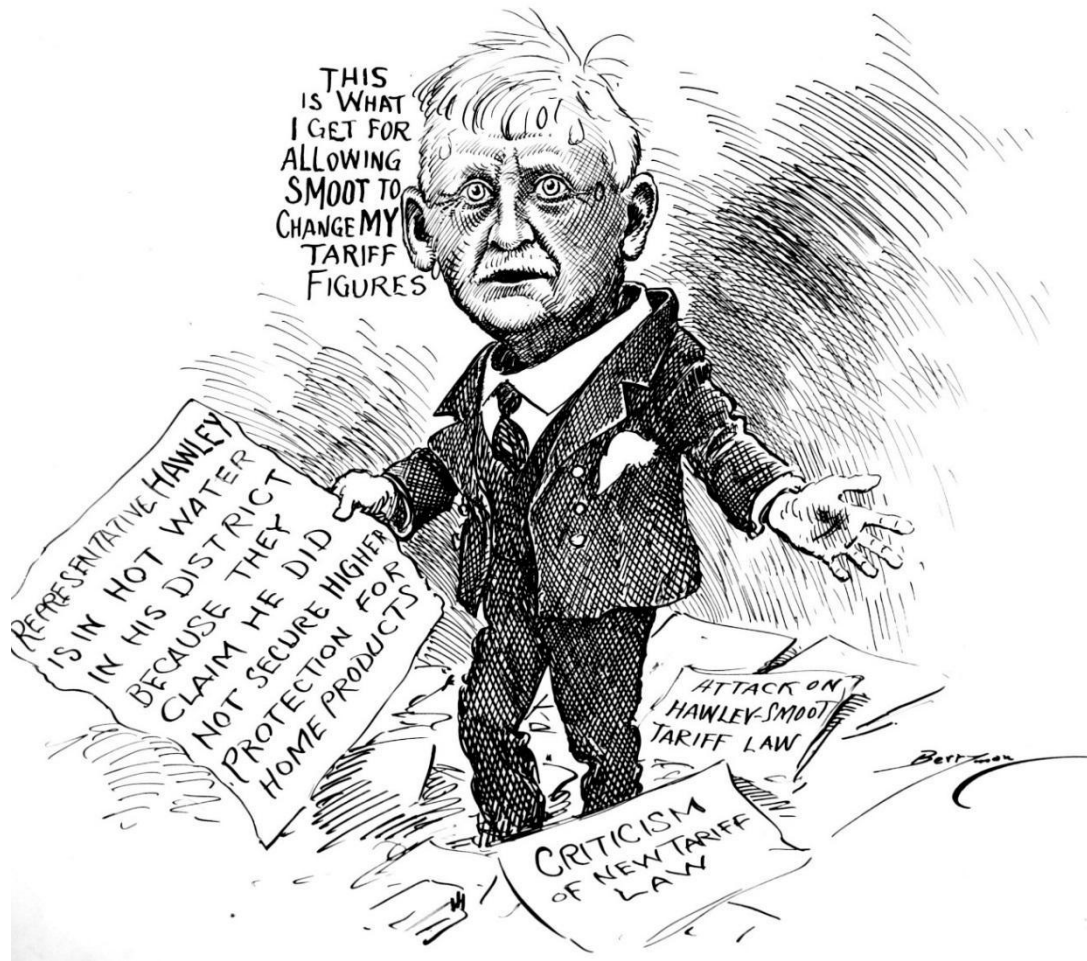


NAID 6011735

The Democratic Party favored lower tariffs; Republicans favored higher ones. This difference of opinion produced uneasy political struggles throughout the 1920s

Democratic and Republican Parties differed sharply in their views of tariff legislation. The Democrats drew a lot of support from farmers who favored low tariffs to promote the sale of American crops overseas. Meanwhile the Republican-backed industrial interests wanted higher tariffs to protect American industry from cheaper imported goods.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

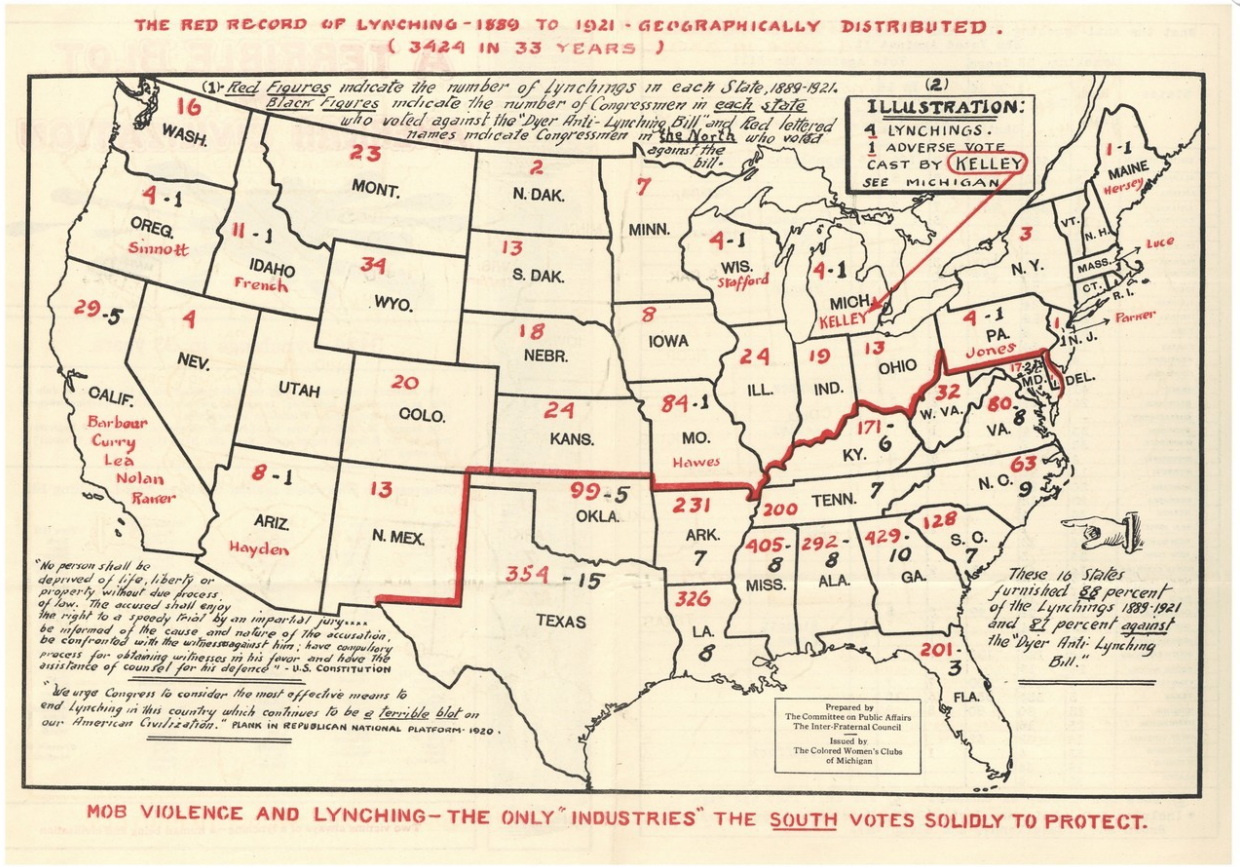


NAID 6012050

Although the Smoot - Hawley Tariff Act of 1930 imposed the highest tariffs in U.S. history, some Americans felt it was not protective enough.

The Smoot-Hawley Tariff Act, signed on June 17, 1930, raised the duties on imported items so high that, in some cases, they essentially blocked imports. Liberals who wanted trade with other nations to increase, considered the tariff rates to be too high, while conservatives, who wanted to protect American industry and jobs from competition with cheaper imported goods, blamed its sponsor for not making it protective enough. Despite the fact that the Smoot- Hawley Tariff was the most protective tariff in U.S. history, conservative voters in Rep. Hawley's district showed their unhappiness by voting against him in the election of 1932.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 149268727

Lynching – hanging committed by a mob - was a terror tactic used to oppress African Americans throughout America, although this form of murder most frequently occurred in the South.

This map was submitted to Congress in 1922 to support an anti-lynching bill. It was created by the Colored Women’s Clubs of Michigan to show the distribution of lynching by state. The proposed anti-lynching bill was killed by a filibuster led by senators from Alabama and Mississippi. A filibuster is a delaying tactic used in the U.S. Senate to oppose legislation. The Senate filibuster was also used earlier in the twentieth century to block the two other anti-lynching bills that had cleared the House.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

the privileges or immunities of its citizens of the United States; nor shall any state deprive any person of life, liberty or property without due process of law; nor deny any person within its jurisdiction the equal protection of the law."

7. That the plaintiff has been deprived of his constitutional rights jointly by the officials of the City of Tulsa and the military force of the State of Oklahoma.

8. That on the morning of the 1st day of June, 1921, at about ten o'clock A. M., as hereinafter mentioned, in the forenoon of the above day and date, following the riot between the white and colored race on the night of the 31st day of May, 1921, as hereinafter more fully stated, while the plaintiff was peacefully at his home, 402 North Elgin Avenue, in the City of Tulsa, he was seized by some of the police force or special police officers and carried to the Convention Hall, where plaintiff was held in prison for more than twenty four hours; and at the same time, when plaintiff was arrested, his dwelling house had just caught on fire in the top of the building, by some cause unknown to this plaintiff; that the fire could have been easily extinguished by the plaintiff had he not been prevented from so doing by the officers who had the plaintiff under arrest.

9. That John A. Gustafson was at the time, as hereinafter mentioned, Chief of the Police Department, acting under the authority and direction of the Mayor and the Board of City Commissioners; and it was the duty of said Chief of Police to keep the City of Tulsa well policed in order to protect the lives and property of the citizens thereof, and to preserve the peace and dignity of the said City of Tulsa.

NAID 68887332 page 3

Violence against African American communities spread from the South to other regions of the country in the 1920s.

Post-Civil War resistance to African American civil rights was centered in the South, but in the 1920's it spread to Northern and Western states. This document is one page from the records of a civil suit brought by G.W. Hutchins against the city of Tulsa, Oklahoma. The case was a result of the race riot in Tulsa, Oklahoma from May 31 to June 1, 1921 in which mobs of white residents attacked black residents and burned homes and businesses. It has been called the single worst incident of racial violence in American history. Its location shows racial oppression spreading beyond the deep South.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 541885

The revived Ku Klux Klan had widespread support beyond the South during the 1920s. The Klan also expanded its hostility to include immigrants as well as African Americans.

Opposition to African American civil rights was led by the Ku Klux Klan in the mid-1920s. Unlike the terror group of the post-Civil War era, the twentieth-century Klan was also active in Northern states and broadened its hostility to also target immigrants, Jews, and Catholics. This photo of the Klan marching from the Capitol to the White House along Pennsylvania Ave in Washington, DC illustrates the popularity of the second Klan as well as its action beyond the deep South.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 6011441

Overcoming opposition to woman suffrage within Congress was a major challenge for supporters of a Constitutional Amendment granting women the right to vote.

This cartoon refers to the Susan B. Anthony woman suffrage amendment introduced in the 65th Congress in 1918. A suffragist urges the Senate to pass the constitutional amendment so it can be sent to the states for ratification. The House of Representatives had passed the amendment granting women the right to vote in January of 1918, but it did not pass in the Senate. When amendment was reintroduced in 1919, it quickly passed in both Houses of Congress and was sent to the states for ratification.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

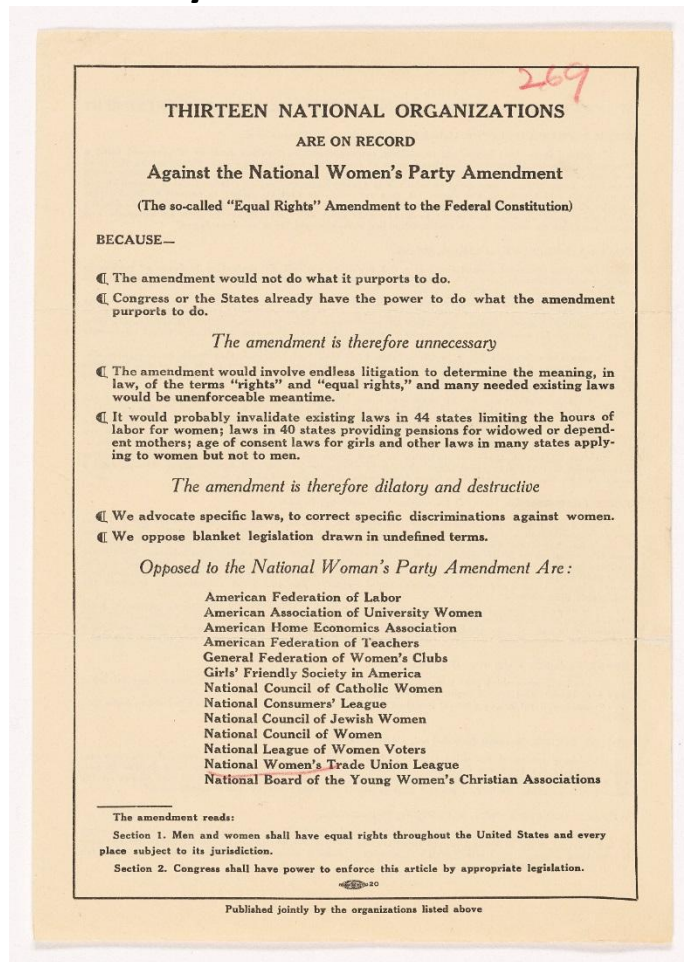


NAID 533773

Civil disobedience was an important element of enlisting public support for a Constitutional Amendment granting women the right to vote, referred to as Woman Suffrage.

The National Women's Party (NWP) fought for Woman Suffrage (women's right to vote) by using civil disobedience tactics such as hunger strikes and protests. Members of the NWP were the first political activists to picket in front of the White House. They began peacefully protesting six days a week in January 1917, but encountered hostile crowds after the United States entered World War I. Dozens of women were arrested, and many of them were jailed. The protesters demonstrated for nearly 30 months until Congress passed a joint resolution proposing a 19th amendment on June 4, 1919.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources



NAID 1501900

The 19th Amendment was an important step toward equality for American women, but during the 1920s many people called for ending gender-based discrimination in all areas of life by passing a constitutional amendment guaranteeing women's equality.

In 1924 the National Woman's Party lobbied for Congress to pass a constitutional amendment guaranteeing women's equality. The measure had been introduced in Congress and was being debated in the House of Representatives. This publication advertised the opposition of 13 leading labor organizations to the proposed amendment. A chief concern of the labor groups was that the amendment would undercut the protections for women established by prior acts of legislation.

Reviewing Four Major Issues of the Post-World War I and 1920s Era with Primary Sources

Studying 4 Major Issues of the Post-World War I and 1920s Era with Primary Sources

Reflection Questions

Tell how each of the following four issues shaped the history of the 1920s:

1. How did U.S. efforts to avoid future wars constitute a break with the foreign policy of the World War I years?
2. How did the tariff policies of the 1920s influence America's economic foreign policy?
3. What were major obstacles to African American civil rights in the 1920s?
4. To what extent did the 19th Amendment contribute to gender equality in the U.S.?
5. Lessons from history can offer insights into current issues. Which of these four significant topics from the 1920s do you think is most relevant in understanding topics of today? Why?

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Summary

In this lesson students will analyze political cartoons by Clifford and Jim Berryman to review seven major topics in U.S. History from 1940 to 1963.

Rationale

Students develop critical thinking skills by analyzing political cartoons representing major issues of World War II, as well as the post-war issues of the Cold War, the Rise of Science and Technology, and Civil Rights.

Guiding Question

How did the issues reflected in these cartoons change America?

Materials

7 Graphic Organizers
21 Primary Source Sheets (political cartoons)
Reflection Question Worksheet

Featured Document

A Visual History, 1940–1963: Political Cartoons by Clifford Berryman and Jim Berryman presents 70 political cartoons that invite students to explore American history from the early years of World War II to the civil rights movement. These images, by father-and-son cartoonists Clifford Berryman and Jim Berryman, highlight many significant topics, including WWII and its impact, the Cold War, the space race, the nuclear arms race, and the struggle for school desegregation. This eBook presents the artists' perspectives on the events, people, and institutions that shaped this tumultuous era of American history. This free eBook is available at:
<https://www.archives.gov/files/legislative/resources/ebooks/a-visual-history-1940-1963.pdf>)

Recommended Grade Levels

7 - 12

Courses

U.S. History

Topics

Political cartoons, U.S. foreign policy, World War II, The Cold War, Science and Technology, Civil Rights

Time Required

Two forty-five minute class periods.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Learning Activities:

Preparing the Materials:

1. Print for each student copies of the Graphic Organizer pages and the Reflection Question Worksheet.
2. Establish seven stations, one for each page of the Graphic Organizer.
3. Make one additional copy of the Graphic Organizer to provide one page for each station.
4. Make one copy of the Primary Source Sheets and cut along the dotted lines of each sheet. Keep each primary source document, caption, and description together with a paperclip.
5. Place a copy of one Graphic Organizer and the related cut-outs at each station. Mix up the cartoons, captions, and descriptions at the station so that students must match the ideas together.

Classroom Activity:

1. Divide the students into seven groups.
2. Carousel the groups through the seven stations.
3. Provide each group with enough time at each station for students to:
 - a. Match each political cartoon to the reading and summarize the text on their individual Graphic Organizer.
 - b. Match the appropriate caption to the political cartoon (the reading will help provide scaffolded support) and write the caption on their individual Graphic Organizer.
 - c. Explain how the cartoon matches the caption on their individual Graphic Organizer.

Reflection Activity:

1. When the students have completed their work at all seven stations, instruct each student to complete the Reflection Questions Worksheet and prepare to share their responses with the full class.
2. Have a whole group discussion of the Reflection Questions.

Additional Resources:

See the following lessons at: <https://www.archives.gov/legislative/resources>




1. Congress Represented in Political Cartoons
2. Constitution Scavenger Hunt with Political Cartoons
3. Reviewing Big Civics Ideas through Political Cartoons
4. Studying U.S. Foreign Policy through Political Cartoons, 1898 - 1940
5. Studying 4 Major Issues of the Post-World War I and 1920s Era with Primary Sources
6. From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era (1948 – 1979)

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Graphic Organizer 1: World War II — America Joins a Global Conflict, 1940 – 1945

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

After World War I, Americans hoped they would never again see such large-scale war. At first, the U.S tried to stay out of World War II, but when imperialist Japan attacked the U.S. naval base at Pearl Harbor in 1941, the U.S. joined the Allies in what had become a war of two fronts: one in Europe and one in the Pacific. By its end in 1945, World War II had cost over a hundred million lives. In the wake of this deadliest war of all time, Americans increasingly favored international cooperation.

<p>Cartoon</p>			
<p>Summarize the description</p>			
<p>Summarize the caption’s meaning</p>			
<p>What conclusion can you draw from this document?</p>			

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Graphic Organizer 2: World War II — Life in the U.S. 1940 – 1945

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

World War II was a total war. In addition to the sacrifices of those in the military, the war required the contribution of the civilian population and the reorientation of industry. As a result, daily life in America changed. Industry produced materials needed for war instead of consumer products, so certain goods were in short supply. Other goods were rationed because they were needed at the front. All Americans were called on to pay higher taxes and invest in war bonds.




Cartoon			
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Graphic Organizer 3: Post War Issues — New Challenges at Home and Abroad, 1945 – 1948

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The end of World War II was cause for celebration, but it also brought new challenges. These included rebuilding and reorganizing a devastated Europe, reckoning with the aftermath of the Holocaust, adjusting to the reality of a world with nuclear weapons, creating an international organization capable of preventing future global war, and responding to communism. Closer to home, Americans enjoyed the greater availability of consumer goods but struggled with rising prices. Nevertheless, spared the wartime destruction that set back so many other countries, the U.S. settled into a period of steady economic growth.

Cartoon			
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			




Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Graphic Organizer 4: The Cold War— an Era of Rising Tensions, 1948 – 1955

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Two global superpowers emerged after World War II: the capitalist U.S. and the communist U.S.S.R. The two former allies were increasingly at odds after the war. The Soviets immediately exerted control over Eastern Europe, while communist regimes also contended for dominance elsewhere (most notably in China, which fell to communism in 1949). The U.S. adopted an official policy of containment, which aimed to halt the spread of communism. The ongoing rivalry between the U.S. and the Soviets was dubbed a Cold War because the two countries never fought each other directly.



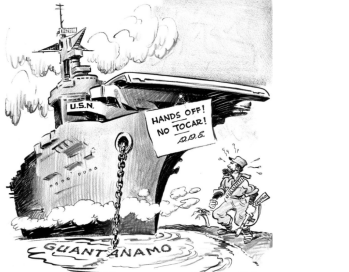
Cartoon			
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Graphic Organizer 5: The Cold War— an Era of Standoffs, 1956 – 1963

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

By the mid-1950s, the conflict between the U.S. and the U.S.S.R. over the postwar reorganization of Europe had expanded into a global struggle for influence. Countries around the world gradually lined up behind one superpower or the other. This global standoff posed many questions: Would newly independent countries in Africa and Asia be friendly to the U.S. or the Soviets? Which Chinese government should the United Nations recognize — the communist one, or the non-communist one? In 1961-1962, the Cuban Missile Crisis the Soviet-American rivalry reached a dangerous level of intensity.


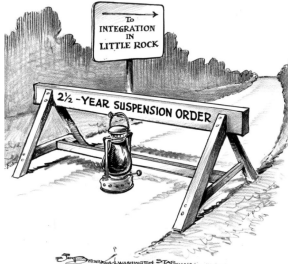
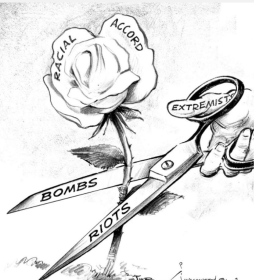
Cartoon			
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Graphic Organizer 6: Civil Rights — Confrontations Over Equality, 1956 –1963

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

In its 1954 *Brown v. Board of Education* decision, the U.S. Supreme Court declared racial segregation in schools unconstitutional. Across the South, however, segregationists resisted integration, adopting strategies of delay, intimidation, and violence. The civil rights movement of the 1950s and 1960s sought to end segregation and all forms of racial discrimination. Peaceful protests like the Montgomery bus boycott, the Greensboro sit-ins, and the March on Washington won support for the cause. Congress eventually passed protective legislation, including the Civil Rights Act of 1964, which outlawed racial segregation and discrimination.




Cartoon			
Summarize the Description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Graphic Organizer 7: SCIENCE and TECHNOLOGY TRANSFORM AMERICA, 1949 - 1963

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The post-World War II decades brought major technological and scientific advances. Some innovations were clear wins. The development of a polio vaccine, for example, led quickly to almost complete elimination of the disease. Many innovations, however, brought mixed or uncertain results. TV ownership expanded dramatically by the early 1960s, transforming how Americans entertained and informed themselves. TV was bound to impact social and political life as well. Meanwhile, the U.S. and U.S.S.R. raced to explore space, capturing the imagination of earthlings everywhere. But space technology could be used for military ends, producing new possibilities and new perils.

Cartoon			
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 6012222

Clifford K. Berryman. *The Evening Star*, November 26, 1940

There's only One Answer – Yes!

By late 1940, Great Britain was struggling to finance the war against Germany. In this cartoon, John Bull, representing Britain, gestures toward the empty bag at his feet and beseeches Uncle Sam for a loan. Sam stands in front of a locked vault of “The World’s Greatest Credit Facilities”: America’s collective wealth. That wealth was in effect locked up by several laws, including the Debt Default Act of 1934 and the Neutrality Acts of the 1930s, which restricted U.S. aid in order to keep the U.S. out of conflicts abroad. One of these acts allowed the U.S. to supply arms to the allies but only on a “cash-and-carry” basis, which did cash-strapped Britain little good. Should the U.S. find a way to extend credit to Great Britain? The Teddy Bear urges Uncle Sam to open the vault. Ultimately, the “key” was a lend-lease program that allowed the president to loan military and other supplies to other countries if doing so was essential to U.S. national security.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



Clifford K. Berryman. *The Evening Star*, May 7, 1942

Low Tide Now

World War II was a war of expansion on two fronts: one in Europe, one in the Pacific. After Japan bombed the U.S. naval base at Pearl Harbor, Hawaii, on December 7, 1941, the U.S. declared war on Japan. By the time Clifford Berryman drew this cartoon, the U.S. had suffered additional major defeats in the Pacific. In particular, combined American-Filipino forces struggled to resist Japanese expansion into the Philippine Islands, which were at the time an American territory. In January of 1942, Japan took the Philippine capital of Manila; in April, the Bataan Peninsula fell; and on May 6, the day before this cartoon appeared, all American-Filipino forces surrendered to the Japanese after the fall of Corregidor Island. Here, a racially stereotyped Japanese soldier uses his bayonet to write his victories in the sand, oblivious to the incoming tide of “America’s Might” about to overtake him. This was wishful thinking on Berryman’s part, and yet his wish came true: a month later, the U.S. won the Battle of Midway, putting Japan on the defensive for the rest of the war

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743133

Jim Berryman. *The Evening Star*, June 7, 1944

Lafayette We are Here - Again

On June 6, 1944, known as D-Day, the Allied forces landed on the beaches of northern France, launching the Battle of Normandy, which would ultimately liberate Western Europe from Nazi Germany. This cartoon appeared a day later. Jim Berryman had used the phrase “Lafayette, we are here” in an earlier cartoon, echoing a famous quotation. Commonly attributed to General John J. Pershing, the commander of U.S. forces in Europe in World War I, the phrase was actually first spoken by Pershing’s aide, Colonel Charles E. Stanton, in a July 4, 1917, speech at the tomb of the Marquis de Lafayette in Paris. A French nobleman and military general, Lafayette had fought on the American side during the Revolutionary War. Stanton’s 1917 speech honored Lafayette and underscored America’s commitment to helping France during World War I. Here, Berryman refers to that long history, as the U.S. once more rushes to help France, its oldest ally, on D-Day.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 6012238

Clifford K. Berryman. *The Evening Star*, May 4, 1941

The Sugar-Coated Pills

In late 1940, President Franklin Roosevelt declared the U.S. the “arsenal of democracy,” promising to supply the Allies with the tools they needed to fight Nazi Germany. To do so, industry would have to produce a huge number of ships, planes, tanks, ammunition, and other war goods. How would the U.S. government raise the money to pay manufacturers to do all this? The answer was to raise taxes and sell war bonds (through which the government in effect borrowed money from citizens). In his State of the Union address to Congress in early 1941, Roosevelt called for higher taxes to fund defense production, reassuring legislators that the American people would “put patriotism ahead of pocketbooks.” Roosevelt’s efforts to sugarcoat the issue in idealistic terms and his reassurance that the tax burden would be shared fairly did not convince everybody. Clifford Berryman’s cartoon depicts new taxes as a big pill for the tax-payer to swallow.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 601225

Clifford K. Berryman. *The Evening Star*, March 12, 1942

Scorch the Comforts, Uncle

Public participation in World War II involved military service, paying taxes, and sacrificing consumer goods. The Teddy Bear waves an announcement that U.S. allies had adopted a “scorched-earth” policy, which in military terms refers to the destruction of all property (like tanks, ammunition, or food stores) of possible use to an advancing enemy. In Britain, scorch can also mean cut or slash. Here, Teddy calls for the U.S. (represented by Uncle Sam) to do its part by cutting out all luxuries that used raw materials or production plants essential for the war effort. In early 1942, sugar and tires were already being rationed, and Americans were bracing to make do without other comforts, as factories turned to the production of war goods rather than “frills” (goods that are nice but not essential). At the same time, government leaders and industry managers were trying to “scorch” all waste at those factories and make them more efficient.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 6012287

Clifford K. Berryman. *The Evening Star*, May 22, 1943

Rising Prices

During World War II, manufacturers concentrated on producing war goods, which made consumer goods increasingly scarce. That scarcity drove prices upward, a phenomenon called inflation. To address the problem, President Franklin Roosevelt created the Office of Price Administration. The O.P.A. controlled rents, limited prices, and managed the rationing of scarce goods (including tires, gasoline, fuel oil, and many foods). However, the O.P.A. was far from perfect. Several days before this cartoon was published, a congressional committee called on the O.P.A. to hire better personnel and improve its food rationing system. The O.P.A.'s rent controls were also being scrutinized. In this cartoon, Clifford Berryman alludes to the fable *The Three Little Pigs*. The big bad wolf of rising prices is threatening to blow down the house of sticks that is the O.P.A. Leaning out the window is that organization's leader, Prentiss Brown.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 6012295

Clifford K. Berryman. *The Evening Star*, February 9, 1945

The World Waits at Yalta

In February, 1945, as the war in Europe neared its end, the leaders of the major Allied Powers (the U.S., Great Britain, and the Soviet Union) held a series of meetings in the Soviet city of Yalta. “The Big Three” (President Franklin D. Roosevelt, Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin) demonstrated their unity and discussed the reorganization of Europe after the war. Each leader had particular strategic goals. Stalin, for example, was determined to retain influence in Eastern Europe. One important outcome of the Yalta Conference was that Stalin promised to declare war on Japan once Germany surrendered. In addition, the Allies agreed to create an international peacekeeping organization, an intention realized after the war with the founding of the United Nations. In this cartoon, Clifford Berryman depicts a war-weary world anxiously listening in on the Yalta talks.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 6012312

Clifford K. Berryman. *The Evening Star*, August 17, 1945

Fill 'er Up!

On August 15, 1945, Japan announced its surrender, bringing World War II to a close. In this cartoon, published two days later, Clifford Berryman captures the pent-up desires of the American people for consumer goods and normal life. John Q. Public (the average citizen) asks Uncle Sam to fill his tank with all the “goods” that had been either rationed or in short supply. The postwar years saw a boom in the production and consumption of clothes, cars, household appliances, and more. Returning veterans started to have families and needed homes. The G.I. Bill, a package of government benefits to help veterans transition to civilian life, included home loans, which spurred home-buying and construction. After a decade of economic depression and five years of all-out war, Americans were eager to enjoy the benefits of a consumer-focused economy. The supply of goods, the cost of living, and access to housing would become thorny political issues in the post-war era.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743141

Jim Berryman. *The Evening Star*, November 19, 1947

One at a Time?

As the Soviet Union expanded its influence after World War II, American leaders grew concerned about Soviet power and the spread of communism. In a speech to Congress in March of 1947, President Harry Truman declared that America would provide political, economic, and military assistance to any democratic nation under internal or external threat. Later known as the Truman Doctrine, this statement signaled the U.S. government's new willingness to become involved in far-flung conflicts. But Truman had to convince the American people of the urgent need to fight communism abroad at a time when many were more concerned about inflation at home. After the war, demand for goods outstripped supply, prices rose, and Americans discovered that their dollars did not go as far as they once had. In this cartoon, President Truman urges "J. Public" (the American people) to tackle both problems at once.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 6012422

Clifford K. Berryman. *The Evening Star*, May 20, 1948

What's Sauce for the Goose is Sauce for the Gander

The postwar era saw rising anxiety about the spread of communism. This cartoon was published on the day the U.S. House of Representatives passed the Mundt-Nixon Bill, which called for communists to register with the government. The bill proposed fines and jail sentences for activities deemed “subversive.” It also would have regulated the political activities of communists. Richard Nixon, then a member of the House, urged the Senate to vote for the bill. Those opposed to the bill argued that it aimed to outlaw the Communist Party itself and violated the Constitution by limiting political activity. In the end, the bill died in the Senate. However, similar legislation, the McCarran Internal Security Act, passed two years later.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743173

Jim Berryman. *The Evening Star*, February 3, 1953

It's All Yours

In 1949, China's non-communist Nationalist Party was forced out of mainland China by the communist regime. The Nationalists, led by Chiang Kai-Shek, retreated to the island of Taiwan (also called Formosa). There they made plans to return to power on the mainland. The U.S. provided some equipment and kept a naval fleet in the strait between Taiwan and the mainland to prevent attacks from either side. The day before this cartoon was published, however, President Dwight D. Eisenhower removed the naval fleet. He seemed to be opening the way for Chiang to attack but did not provide additional support for the offensive. Chiang's limited forces never posed any serious threat to communist China. Nevertheless, this incident added to the list of conflicts that complicated the relationship between the U.S. and communist China.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743199

Jim Berryman. *The Evening Star*, February 20, 1955

Uncle Sam: "Same Line I Fell For 10 Years Ago"

Here Uncle Sam forges a sword and reads about the Soviets' proposal for an international arms treaty. This cartoon calls to mind a biblical passage about making swords (weapons of war) into plowshares (instruments of peaceful agricultural labor), but Sam seems reluctant to make the switch. The caption refers to the betrayal the U.S. experienced when the Soviets seized Eastern Europe after World War II. (Jim Berryman's audience might also be reminded of the misguided optimism of the Treaty of Versailles, which concluded World War I but failed to end global war, as well as misplaced trust in the arms limitation agreements that left the U.S. unprepared for World War II.) This latest proposal, calling for the destruction of all atomic and hydrogen bombs, was announced three days before a scheduled United Nations disarmament conference. Meanwhile, communist powers threatened U.S. allies in Thailand and Taiwan. No wonder Sam hesitates.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743239

Jim Berryman. *The Evening Star*, December 7, 1956

This Wouldn't Stand Inspection!

In October of 1956, the people of Hungary revolted against their Soviet-controlled government. For a brief time, it seemed as if the Hungarian Revolution might succeed. Soviet troops withdrew, and the Hungarian government announced its intent to quit the Warsaw Pact (the defensive alliance set up by the Soviet Union). Then the Soviets reasserted control. On November 4, they launched a surprise attack, crushed the revolution, and set up a pro-Soviet government that cracked down on all dissent. On December 4, tens of thousands of Hungarian women marched in protest, bravely confronting tanks and military leaders. This cartoon was published three days later. Its caption may refer to President Dwight D. Eisenhower's 1955 "open skies" proposal, which attempted to make surveillance from the air part of an arms limitation agreement with the Soviets (they rejected the plan).

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



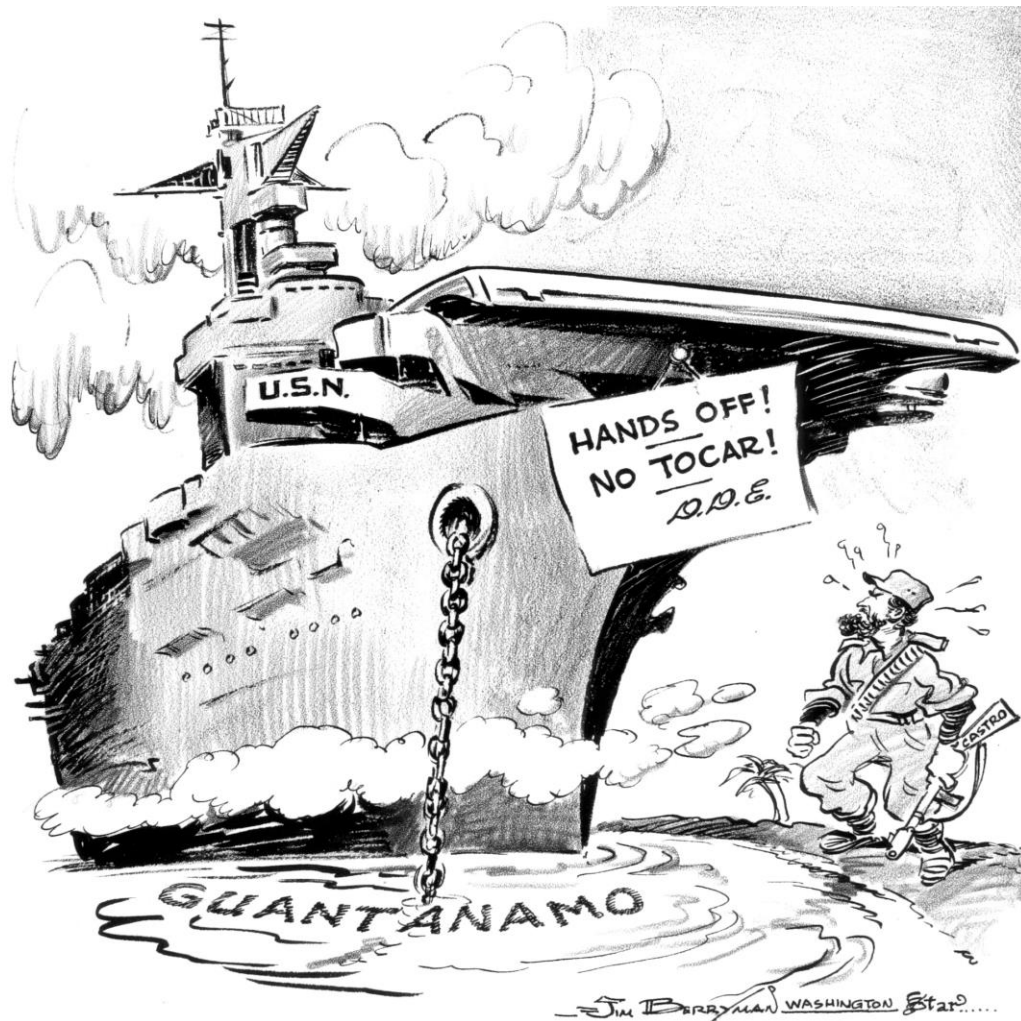
NAID 5743241

Jim Berryman. *The Evening Star*, May 6, 1957

Backing it Up

The North Atlantic Treaty Organization (NATO) was a multinational military alliance formed in 1949 to deter Soviet attacks on Western Europe. In 1952, two major NATO partners, Britain and France, reduced their commitment of troops. NATO's Secretary General, Lord Ismay, advocated using nuclear weapons to compensate for these reduced troop levels. But the smaller countries in NATO believed that reliance on the extreme nuclear option would actually weaken the alliance's ability to stop Soviet meddling and other more limited attacks. The U.S. reassured its allies that it would maintain both its troop levels and its nuclear strength.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743286

Jim Berryman. *The Evening Star*, November 3, 1960

In English or Spanish It Means What It Says

Fidel Castro, a communist revolutionary, became the Prime Minister of Cuba in 1959. When Berryman drew this cartoon, Cuban-American relations were particularly tense. Castro had been receiving arms from the Soviet Union and accusing the U.S. of planning to overthrow his government. In the lead-up to the 1960 presidential election, the Democratic and Republican candidates, John F. Kennedy and Richard M. Nixon, both expressed strong opposition to the Castro regime. On October 19, the press reported rumors that Cuba might try to disrupt the election by attacking the American naval base at Guantanamo Bay in Cuba. (The base was held by the U.S. under the terms of a 1903 lease agreement disputed by the Cuban government.) The U.S. responded by increasing security at the base and telling Castro to back off. This cartoon appeared the very day President Dwight D. Eisenhower warned Castro that the U.S. would defend its base.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



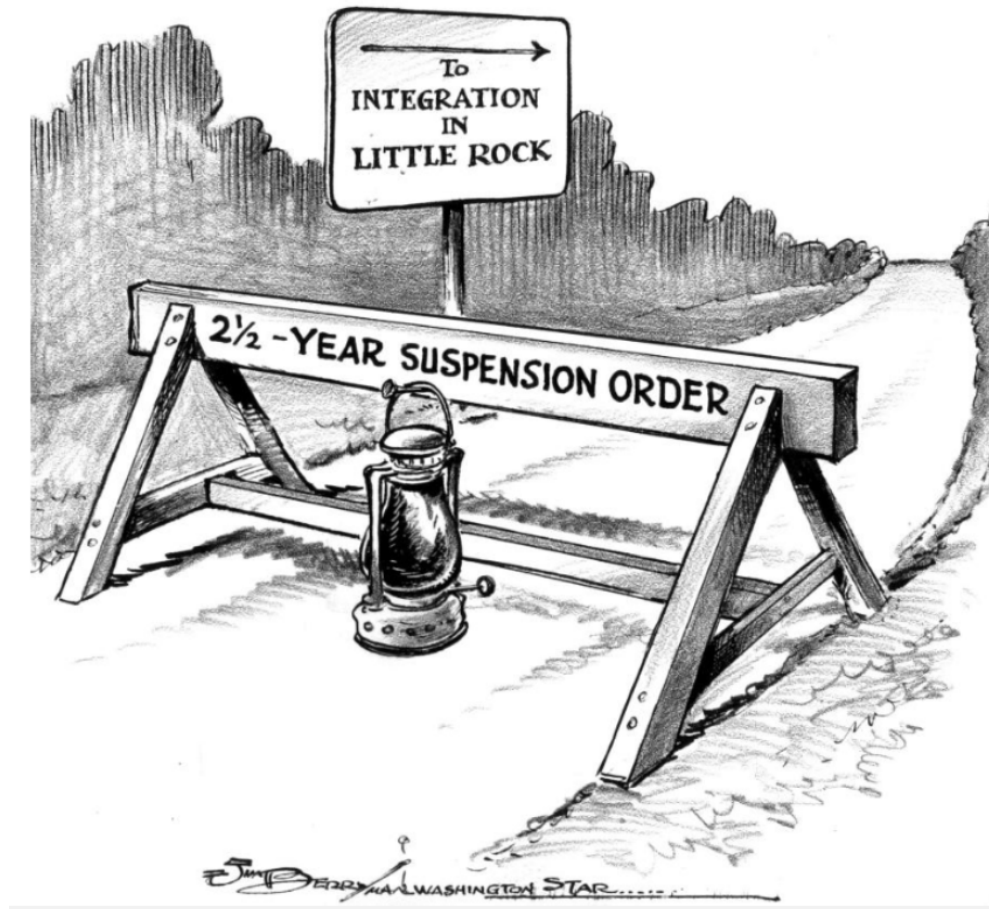
NAID 5743243

Jim Berryman. *The Evening Star*, June 22, 1957

The Place is Full of Simon Legrees!

Four days before this cartoon appeared, a major civil rights bill passed in the U.S. House of Representatives despite strong Southern opposition. The bill next had to win the approval of the U.S. Senate. Supporters of the bill feared that the Senate Judiciary Committee, charged with evaluating the bill, would avoid taking action on it. So a pair of senators adopted the unusual strategy of bypassing the committee's review altogether and taking the bill directly to the Senate floor for debate. Jim Berryman captures the bill's escape from certain legislative death in committee by alluding to a daring escape in Harriet Beecher Stowe's antislavery novel, *Uncle Tom's Cabin*. (Simon Legree, mentioned in the cartoon's caption, was a cruel to enslaved people in the book.)

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



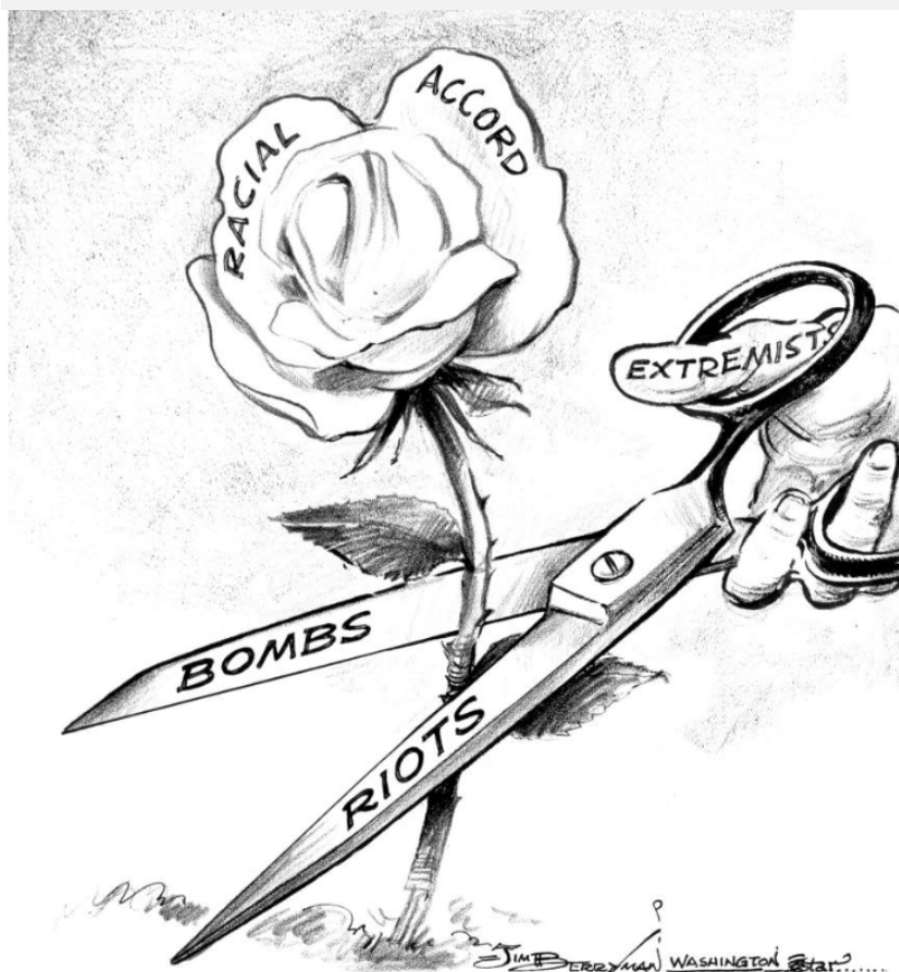
NAID 5743262

Jim Berryman. *The Evening Star*, June 24, 1958

Roadblock...Or Repair Work Ahead?

In February of 1958—almost four years after *Brown v. Board of Education* deemed school segregation unconstitutional, and months after President Eisenhower sent federal troops to enforce desegregation in Little Rock — the Little Rock school district asked a federal court to allow a delay in integration. The result was the roadblock referred to in this cartoon: Judge Harry J. Lemley ruled that Little Rock could suspend integration until January of 1961. Southern state officials greeted this order as a sign of dwindling federal interest in racial equality. Northern members of Congress denounced the ruling. New York Representative Adam Clayton Powell called it “a tragic defeat for democracy.” It turned out to be a temporary defeat. Two months later, a federal appeals court reversed Lemley’s decision. In September, the U.S. Supreme Court agreed and ordered Little Rock to proceed with integration.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743297

Jim Berryman. *The Evening Star*, June 24, May 14, 1963

A Flower Tries To Grow in Birmingham

Mass protests against segregation in Birmingham, Alabama, during April and May of 1963 played a pivotal role in civil rights history. Thousands participated in boycotts, restaurant sit ins, demonstrations, and other nonviolent actions orchestrated by a coalition of civil rights organizations and their leaders, including Martin Luther King, Jr. City authorities, led by Commissioner Eugene “Bull” Connor, struck back with fire hoses, police dogs, and mass arrests. After his arrest in April, King wrote his famous “Letter from a Birmingham Jail.” Violence against the protesters, many of whom were children, was widely televised, inspiring an outpouring of public sympathy and support for civil rights legislation. An accord ending segregation in Birmingham was reached on May 10. But segregationist bombings right afterwards shattered the fragile peace. Here Jim Berryman expresses his dismay at the new violence.

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All Set For A Super-Secret Session In Washington

1950 Pulitzer Prize Cartoon
By Jim Berryman
The Washington Star

NAID 5743145

Jim Berryman. *The Evening Star*, July 23, 1949

All Set for a Super-Secret Session in Washington

Jim Berryman drew this cartoon in response to an ongoing congressional investigation into corruption. Less than two years later, hearings held on a different matter by the Senate Special Committee on Organized Crime in Interstate Commerce would become the first televised congressional hearings to draw large audiences. Famous mobsters testified, and Americans were glued to their TV sets. In Berryman's cartoon, TV cameras and radio station microphones crowd up to the long table and high-backed chairs typical of a congressional committee meeting, while a typewriter and notepad (the tools of print journalism) hang back at a respectful distance. Berryman's Pulitzer Prize-winning cartoon captures the moment when TV was about to transform mass communication. The cartoon also conveys the anxiety some Americans felt about the impact of new media on government and politics.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons



NAID 5743250

Jim Berryman. *The Evening Star*, September 21, 1957

A Fellow Just Isn't Safe ANYWHERE Anymore

During the Cold War, the arms race between the U.S. and the Soviet Union spurred the development of new and more powerful nuclear weapons. Two days before this cartoon appeared, the U.S. carried out its first fully-contained, underground, atomic bomb test. Until then, the U.S. had been testing nuclear weapons on land, in the sea, and in the air, but these explosions released harmful radioactive particles into the atmosphere. Underground testing was safer because it kept harmful material contained (though the area around the chamber would be radioactive for a long time). Jim Berryman's cartoon shows the devil bewildered, bruised, and thrown off his feet by an unexpected blast in his underworld home, but soon this would become the norm. This 1957 explosion in the Nevada desert became the model for other underground tests. In 1963, the U.S., the Soviet Union, and the United Kingdom signed the Limited Test Ban Treaty, pledging to conduct all nuclear tests underground.

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NAID 5743276

Jim Berryman. *The Evening Star*, October 12, 1958

Whew!

In the context of the Cold War and the arms race, technological success was considered essential to national security and prestige. Scientific progress was also seen as an indicator of the superiority of one political ideology over another. For all these reasons, Americans were eager to best other countries (especially Soviet Union) in new technological feats. The day before this cartoon was published, the U.S. launched a rocket carrying a lunar probe, Pioneer I. Although the probe did not escape the earth's atmosphere and orbit the moon as planned, its launch was considered a success. Pioneer I gathered scientific data and demonstrated that the U.S. was holding its own in the space race. In Jim Berryman's cartoon, a relieved Uncle Sam sifts through news articles announcing a string of technological "firsts": Great Britain's initiation of regular passenger jet travel in 1952; Soviet Union's launching of the first earth satellite, Sputnik, in 1957; and, finally, America's triumphant rocket launch.

Reviewing Major Topics in U.S. History from 1940 – 1963 with Political Cartoons

Reflection Questions

Instructions: Answer the following reflection questions when you have completed all of the graphic organizers. Be prepared to share your responses with the full class.

1. How did the Cold War change the relationship of America to the world after World War II?
2. How did the advances in science and technology change American domestic politics and foreign policy after 1945?
3. What were the most significant obstacles to the advancement of civil rights represented in these cartoons?
4. What are best examples of how an artist's point of view on events influences his work reflected in these cartoons?

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

Summary: In this lesson students will analyze primary source documents from the National Archives to review four major topics in U.S. History from 1948 - 1979.

Rationale: Students develop critical thinking skills by analyzing primary source documents representing four major issues from the Cold War Era to Camp David.

Guiding Question: How do the foreign policy issues of the decades after World War II show the interaction of American foreign policy and world events?

Materials:

4 Graphic Organizers
12 Primary Source Documents
Reflection questions

Recommended Grade Levels: Grades 7-12

Courses: U.S. History

Topics included in this lesson: international diplomacy, U.S. economic foreign policy, The Cold War, The Middle East, Arab-Israel conflict; diplomacy

Learning Activities:

Preparing the Materials

1. Make one copy of the four Graphic Organizers and the Reflection Question Worksheet for each student.
2. Establish four stations, one for each of the Graphic Organizers.
3. Make one additional copy of the Graphic Organizer to provide a page for each station.
4. Make one copy of the Primary Source Sheets and cut along the dotted lines of each sheet. Keep each primary source, caption, and description together with a paperclip.
5. Place a copy of one Graphic Organizer and the related cut-outs at each station. Mix up the primary sources, captions, and descriptions at the station so that students must match the ideas together. *Note:* Non-image documents should be printed in larger format or projected at the stations for greater legibility. (Use the NAID number to locate each source in the National Archives online catalog.)

Classroom Activity

1. Divide the students into four groups.
2. Carousel the groups through the four stations.
3. Provide each group with enough time at each station for students to:

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

- a. Match each primary source to a description and write a summary of the description in the appropriate box on their individual Graphic Organizer.
 - b. Match each primary source to a caption and write the caption on their individual Graphic Organizer. *Note:* Having previously read and summarized the description will provide scaffolded support.
 - c. Explain how each primary source matches a caption by filling in the appropriate box on their individual Graphic Organizer.
4. When each group has completed work at their fourth station, distribute the Reflection Question Worksheet. Instruct the students to complete it based on their work at all four stations.
 5. When each group has completed work at their fourth station, distribute the Reflection Question Worksheet. Instruct the students to complete it based on their work at all four stations.

Reflection Activity


1. When the groups have completed the four graphic organizers, instruct each student to work individually to complete the Reflection Questions Worksheet and prepare to share their responses with the full class.
2. Have a whole group discussion of the Reflection Questions.

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

Graphic Organizer 1: Containing Communist Expansion after World War II

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

After World War II, the U.S. and its allies worked to “contain” the spread of Soviet-led communism around the globe. Articulated by President Harry S. Truman, in the Truman Doctrine, the policy of resisting communist expansion committed the U.S. to accepting the expense and danger of new global international commitments and maintaining a military force sufficient to deter communist threats. The decades-long military standoff, known as the Cold War, defined U.S. foreign policy from 1947 until the collapse of the Soviet Union in 1991.

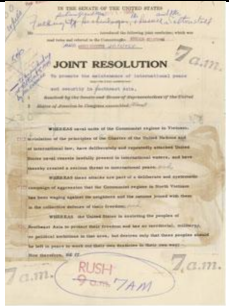

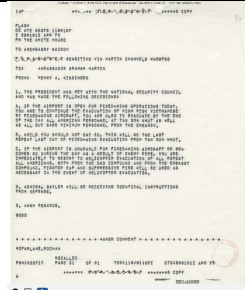
	<p>This is a serious course upon which we embark. I would not recommend it except that the alternative is much more serious.</p> <p>The United States contributed \$341,000,000 toward winning World War II. This is an investment in world freedom and we peace.</p> <p>The assistance that I am recommending for Greece and Turkey amounts to little more than one-tenth of 1 percent of this investment. It is only common sense that we should safeguard this investment and make sure that it was not in vain.</p> <p>The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life is dead.</p> <p>We must keep that hope alive.</p> <p>The free peoples of the world look to us for support in maintaining their freedoms.</p> <p>If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of our own Nation. Great responsibilities have been placed upon us by the swift movement of events.</p> <p>I am confident that the Congress will face these responsibilities squarely.</p> <p>HARRY S. TRUMAN THE WHITE HOUSE, March 12, 1947.</p>	<p>UNITED STATES GOVERNMENT HARRIS BY THE EXECUTIVE</p> <p>JUNE 20, 1950</p> <p>As the two superpowers, the United States and the Soviet Union, emerged from World War II, the world was divided into two spheres of influence. The United States sought to contain the spread of Soviet communism, while the Soviet Union sought to expand its influence. This led to the Cold War, a period of tension and conflict between the two superpowers.</p> <p>The United States and its allies worked to contain the spread of Soviet-led communism around the globe. Articulated by President Harry S. Truman, in the Truman Doctrine, the policy of resisting communist expansion committed the U.S. to accepting the expense and danger of new global international commitments and maintaining a military force sufficient to deter communist threats. The decades-long military standoff, known as the Cold War, defined U.S. foreign policy from 1947 until the collapse of the Soviet Union in 1991.</p>	
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

Graphic Organizer 2: Vietnam and the Consequences of Opposing the Spread of Communism

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption's meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

The Vietnam War, 1965 – 1973 was, at the time, America's longest conflict. By passing the Gulf of Tonkin Resolution, in August 1964, Congress authorized the President to "use armed force" to repel communist North Vietnamese aggression against South Vietnam. The war became very unpopular in the U.S. by 1968, but fighting continued until a peace settlement was achieved under President Richard Nixon in 1973. After the peace settlement and withdrawal of U.S. forces, North Vietnam resumed their attacks and conquered South Vietnam in 1975.

			
Summarize the description			
Summarize the caption's meaning			
What conclusion can you draw from this document?			



From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

Graphic Organizer 3: Cold War Confrontation and Compromise

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Cold War confrontations between the United States and communist world powers expanded throughout the 1950s. Both sides shrank from a direct confrontation, choosing instead to wage limited wars, such as those fought in Korea and Vietnam. The Cold War standoff dominated world affairs and threatened catastrophe for decades. The danger of sudden war was real and long-lasting, but tensions were lowered during the 1970s by international arms treaties negotiated between the U.S. and Soviet Union, including the Strategic Arms Limitation Talks (SALT) treaties of 1972 and 79 that slowed the “nuclear arms race.”




	<p>FOR PLAT RELEASE 7:00 P.M., E. D. T. OCTOBER 22, 1962 Office of the White House Press Secretary</p> <p>-----</p> <p>THE WHITE HOUSE</p> <p>REMARKS OF PRESIDENT JOHN F. KENNEDY</p> <p>Good evening, my fellow citizens:</p> <p>This government, as promised, has maintained the closest surveillance of the Soviet military build-up on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.</p>		
Summarize the description			
Summarize the caption’s meaning			
What conclusion can you draw from this document?			

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

Graphic Organizer 4: Conflict and Trade in the Middle East 1948 – 1979

Instructions: 1) Match each primary source document with the appropriate description and write a summary in the table below. 2) Match each caption with the appropriate primary source document and summarize the caption’s meaning in the table below. 3) Explain the conclusion you can draw from your analysis.

Conflict exploded in 1948 when the nation of Israel was created as a Jewish Homeland in the historically Arab Palestine. Wars between Israel and its Arab neighbors were fought in 1948, 1956, 1967 and 1973. The U.S. consistently supported Israel. During the same years, the U.S. became increasingly dependent on oil imported from Arab states. In the 1970s, OPEC (The Organization of Petroleum Exporting Countries) began using the supply of oil as a weapon to punish the U.S. for supporting Israel. This strategy elevated the oil supply to being a crucial issue in U.S. domestic politics and international affairs.

			
<p>Summarize the description</p>			
<p>Summarize the caption’s meaning</p>			

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died.

We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms.

If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of our own Nation.

Great responsibilities have been placed upon us by the swift movement of events.

I am confident that the Congress will face these responsibilities squarely.

HARRY S. TRUMAN.

THE WHITE HOUSE, *March 12, 1947.*

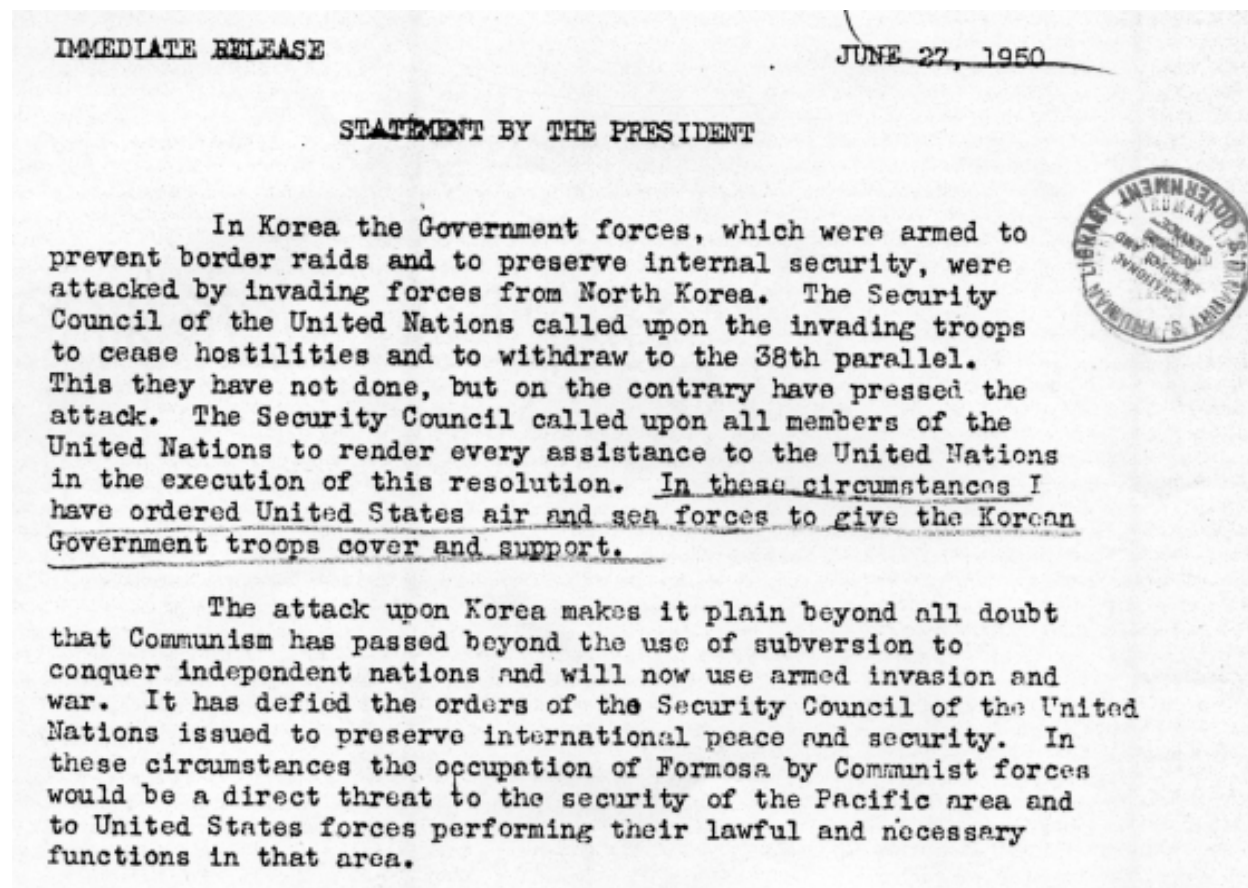
NAID 2668751

Excerpt from p. 2

The Truman Doctrine asserted U.S. leadership in containing communism.

In a March 12, 1947 speech to Congress, President Harry S. Truman requested funds to combat Soviet-supported communist subversion in Greece and Turkey. In doing so, Truman called on Congress to accept a global commitment to opposing the spread of communism. He asserted that “the free people of the world look to (the U.S.) for support in maintaining their freedom.” Known as the Truman Doctrine, his proposal set the U.S. on a new course in world events. Unlike the pre-World War II policy of “isolationism” and neutrality in world affairs, after the war the U.S. would assume world leadership lead in the military and economic resistance to the expansion of communism.

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<https://digitalarchive.wilsoncenter.org/document/116192>

President Harry S. Truman sent U.S. troops to Korea to lead the United Nations military response to an invasion by communist forces.

President Harry S. Truman issued this press release on June 27, 1950 when communist North Korean troops invaded the South. Truman stated that "communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war." Truman's statement signaled the start of U.S. engagement in the Korean War and also reflected a new military order. Although the United States took the lead in the Korean action, it did so under the flag of the United Nations.

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979



NAID 5743241

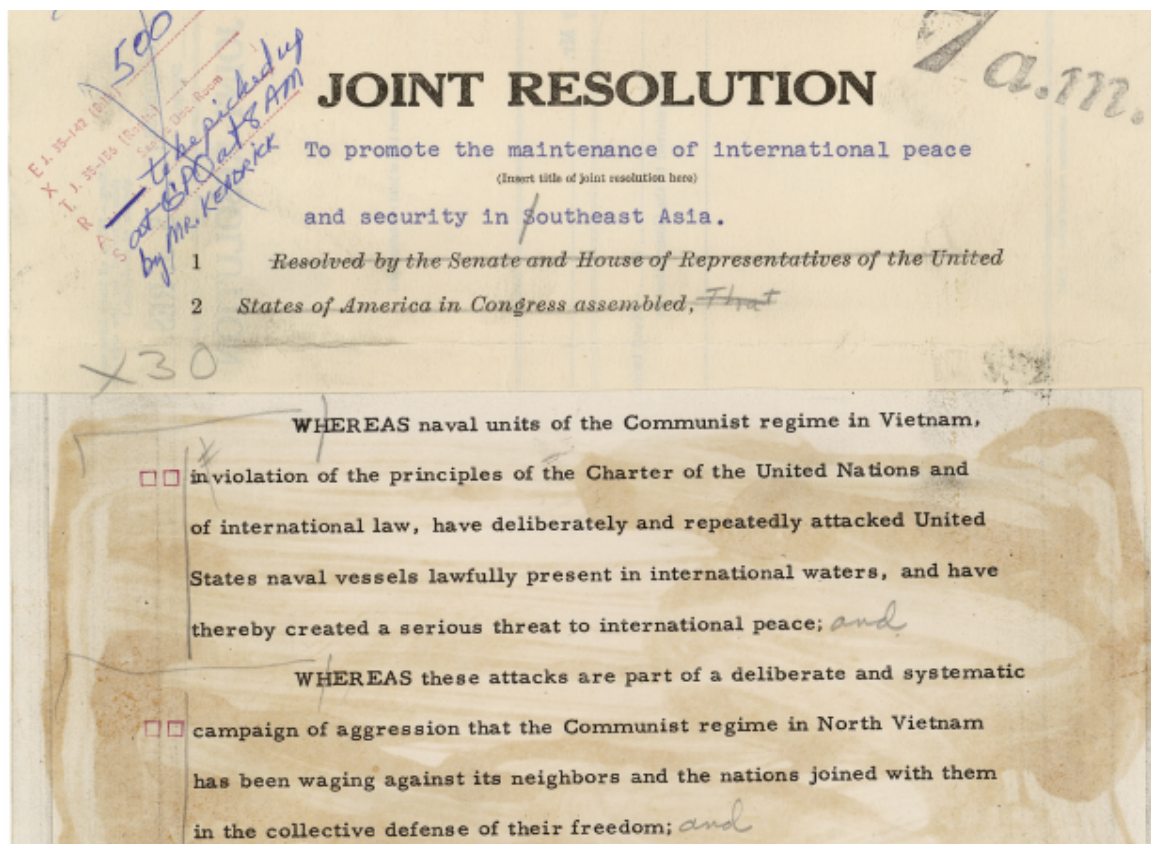
Jim Berryman. *The Evening Star*, May 7, 1957

During the 1950s, U.S. and NATO allies relied on missiles to deter Soviet aggression in Europe.

This cartoon by artist Jim Berryman, which appeared in the *Washington Evening Star* on May 6, 1957, illustrated the important role of missiles in deterring Soviet aggression in Europe. The U.S. and its partner states in the North Atlantic Treaty Organization' (NATO) relied on a strategy referred to as "massive retaliation," meaning the threat of a counter-attack using missiles armed with nuclear warheads, to counterbalance the Soviet Union's advantages in conventional military forces during a high-tension decade of hostile military stand-off.

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Vietnam and the Consequences of Opposing the Spread of Communism



NAID 2127364 (excerpt)

Gulf of Tonkin Resolution as it was introduced in the United States Senate.

On August 2 and 4, 1965 North Vietnamese torpedo boats attacked U.S. naval ships on patrol off the coast of North Vietnam. In response President Lyndon B. Johnson ordered air strikes and asked Congress to approve the Gulf of Tonkin Resolution authorizing U.S. military action. The resolution quickly passed with overwhelming support. As in the war in Korea, the U.S. justified its involvement in Vietnam as a “vital national interest” and a treaty commitment. By 1967 over 500,000 U.S. troops, along with air and naval forces, were fighting in Vietnam. By 1968, the War had become very unpopular, triggering anti-war protests across the U.S. as well as evasion of the military draft. Congress signaled its disapproval of alleged Executive Branch deceptions underlying the initial resolution by repealing the Gulf of Tonkin Resolution in December, 1970.

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NAID 194674

President Richard Nixon points to a map during an April 30, 1970 televised address in which he announced that U.S. troops would cross from Vietnam into Cambodia.

President Richard Nixon inherited a long-running war in Vietnam when he became President in 1969. Nixon worked to withdraw U.S. ground forces from the war and simultaneously expanded the fighting to adjacent countries. This map shows the President point to Cambodia during a 1970 televised address to the nation in which he announced that U.S. troops would attack North Vietnamese positions along its border. Nixon would continue the unpopular war and rely on intensive bombing of Cambodia and Vietnam while concurrently engaging in peace talks with the communist leaders of North Vietnam.

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FLASH
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FM THE WHITE HOUSE

TO AMEMBASSY SAIGON

~~TOP SECRET~~ SENSITIVE VIA MARTIN CHANNELS WH50782

TO: AMBASSADOR GRAHAM MARTIN

FROM: HENRY A. KISSINGER

1. THE PRESIDENT HAS MET WITH THE NATIONAL SECURITY COUNCIL AND HAS MADE THE FOLLOWING DECISIONS:

A. IF THE AIRPORT IS OPEN FOR FIXED-WING OPERATIONS TODAY, YOU ARE TO CONTINUE THE EVACUATION OF HIGH RISK VIETNAMESE BY FIXED-WING AIRCRAFT. YOU ARE ALSO TO EVACUATE BY THE END OF THE DAY ALL AMERICAN PERSONNEL AT TAN SON NHUT AS WELL AS ALL BUT BARE MINIMUM PERSONNEL FROM THE EMBASSY.

B. WHILE YOU SHOULD NOT SAY SO, THIS WILL BE THE LAST REPEAT LAST DAY OF FIXED-WING EVACUATION FROM TAN SON NHUT.

C. IF THE AIRPORT IS UNUSABLE FOR FIXED-WING AIRCRAFT OR BECOMES SO DURING THE DAY AS A RESULT OF ENEMY FIRE, YOU ARE IMMEDIATELY TO RESORT TO HELICOPTER EVACUATION OF ALL REPEAT ALL AMERICANS, BOTH FROM THE DAO COMPOUND AND FROM THE EMBASSY COMPOUND. FIGHTER CAP AND SUPPRESSIVE FIRE WILL BE USED AS NECESSARY IN THE EVENT OF HELICOPTER EVACUATION.

2. ADMIRAL GAYLER WILL BE RECEIVING IDENTICAL INSTRUCTIONS FROM DEFENSE.

3. WARM REGARDS.

0288

NAID 7367498

Telegram from Henry Kissinger to Ambassador Graham Martin on the Evacuation of Saigon, South Vietnam.

Throughout his presidency, Richard Nixon had pursued “Peace with Honor” in Vietnam, meaning a policy of gradually withdrawing U.S. combat troops while strengthening non-communist South Vietnam’s ability to resist attacks by communists originating within its borders as well as from across the border in North Vietnam. After years of negotiation, the Vietnamese and Americans reached a peace accord in January, 1973 that called for the withdrawal of the last U.S. combat troops. Two years later, renewed attacks by communist forces resulted in the military defeat and sudden collapse of the government of South Vietnam. In April, 1975 U.S. military personnel, diplomats, and South Vietnamese supporters of the Americans scrambled to escape by helicopter as communist forces closed in on Saigon, the South Vietnamese capital.

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

Cold War Confrontation and Compromise

FOR FLAT RELEASE 7:00 P. M. , E. D. T.

OCTOBER 22, 1962

Office of the White House Press Secretary

THE WHITE HOUSE

REMARKS OF PRESIDENT JOHN F. KENNEDY

Good evening, my fellow citizens:

This government, as promised, has maintained the closest surveillance of the Soviet military build-up on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

NAID 193897 p1

The opening paragraph of President John F. Kennedy's Radio and Television Report to the Nation on Cuba.

The Cold War struggle threatened to explode into a World War in October, 1962. Two years earlier, revolutionary leader Fidel Castro had instituted a communist government in Cuba, a Caribbean island less than one hundred miles from Florida. The crisis emerged in 1962 when Soviet missiles were discovered on the island. The missiles could carry nuclear weapons and could strike any East Coast city. The sudden standoff between the U.S. and Soviet Union was the most dangerous and dramatic of the Cold War. President John F. Kennedy ordered a naval blockade of Cuba and for four days the world stood on the brink of nuclear war. Diplomacy prevailed, however, and tensions calmed with an agreement negotiated between Kennedy and Soviet Premier Nikita Khrushchev calling for removal of the missiles in exchange for a U.S. pledge not to invade Cuba.

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NAID 66394288

President Richard Nixon and General Secretary Leonid Brezhnev Signing the Anti-Ballistic Missile (ABM) Treaty and Interim Strategic Arms Limitations Talks (SALT) Agreement 1972.

President Lyndon Johnson called for strategic arms limitations talks (SALT) in 1967 when the United States learned that the Soviet Union had started on a massive buildup of Intercontinental Ballistic Missiles. Negotiations between the countries continued for several years and yielded an agreement to limit the development of both offensive and defensive missile systems. This agreement would help calm Cold War tensions and stabilize U.S.-Soviet relations. On May 26, 1972, President Richard Nixon and Soviet General Secretary Leonid Brezhnev met in Moscow and signed the ABM Treaty and interim SALT agreement. The agreement was very important because for the first time during the Cold War, the United States and Soviet Union had agreed to limit the number of nuclear missiles in their arsenals. A second SALT treaty was signed in 1979.

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979



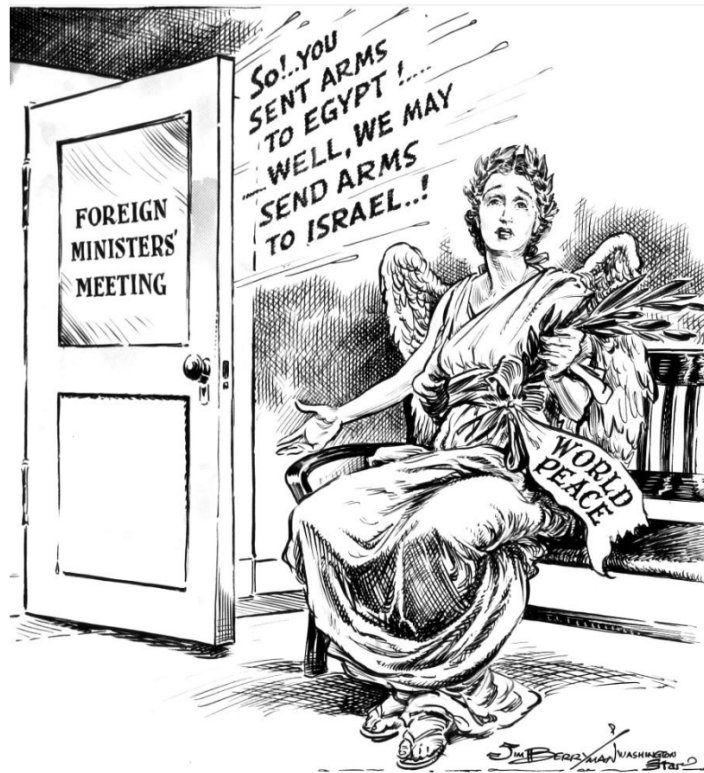
NAID 7268166

President Richard Nixon and First Lady Pat Nixon Visiting the Great Wall of China.

When the communists led by Mao Zedong came to power in 1949, the U.S. refused to recognize the legitimacy of their regime, choosing instead to consider the non-communist government established by Chiang Kai-shek on the tiny island of Taiwan as the legitimate government of all China. For the next two decades, the U.S. also blocked the communist People's Republic of China from joining the United Nations. This policy of disengagement began to thaw in the early 1970s when Henry Kissinger, a Nixon administration official and later Secretary of State, initiated secret negotiations between the two powers. The negotiations culminated in a visit to China by President Nixon in 1972. The Nixon visit was a surprising break with decades of U.S. policy, and suggested that diplomacy might resolve the long-running Cold War standoff between the U.S. and China. The U.S. formally recognized the government in Beijing as legitimate in 1979.

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Conflict and Trade in the Middle East 1948 - 1979



NAID 5743214

Jim Berryman. *The Evening Star*, November 1, 1955

“I Thought I had an Appointment”

The shouting in this 1955 political cartoon is over the ongoing conflict between the newly established state of Israel and its Arab neighbors, led by Egypt. The conflict began immediately after Israel was founded in 1948, reflecting Arab resentment of the new Jewish state created on historically Arab land. The tensions grew as the Soviet Union armed the Arab states and the U.S. armed Israel. This cartoon appeared at a time when the U.S. criticized Soviet meddling in the unstable region. Tensions between the Arab states and Israel led to a war that broke out a year later in 1956.

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NAID 181392

Anwar Sadat, Jimmy Carter and Menachem Begin at the Camp David Accords Signing Ceremony in the White House in March, 1979.

Four years after the Yom Kippur War, peace talks between Israel and Egypt began in 1977 when Israeli Prime Minister invited Egyptian President Anwar Sadat to visit Israel. When the talks stalled in September, 1978, U.S. President Jimmy Carter invited Sadat and Begin to a summit conference at Camp David, the presidential retreat in Maryland. The three leaders negotiated for two weeks. On September 17, Carter invited the leaders to the White House to announce a “framework” for a peace treaty. The leaders returned to the White House on March 26, 1979 to sign the treaty ending three decades of sporadic war between Egypt and Israel.

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979



NAID 548170

One of Many Service Stations in the Portland, OR Area Carrying Signs Reflecting the Gasoline Shortage.

In the midst of the 1973 Yom Kippur War between Israel and its Arab neighbors, OPEC (The Organization of Petroleum Exporting Countries) announced they would no longer ship oil to countries supporting Israel. The U.S. had been the foremost ally of Israel since 1948, so the embargo hit the U.S. especially hard. The embargo was especially painful because the explosion in the use of automobiles and trucks in recent decades left the U.S. dependent on imported oil. At the same time as it imposed the embargo, OPEC raised the price of oil by 400%. The twin shocks produced months of economic chaos in the U.S. and Europe. And, although the oil embargo soon ended, the price of energy in the U.S. continued to skyrocket, ending an era of cheap fuel.

From the Cold War to Camp David: Reviewing U.S. Foreign Policy in Post-World War II Era, 1948 – 1979

Reflection Question Worksheet

Draw upon your work on all four graphic organizers to answer the following questions. Each question has more than one right answer. Give examples to back-up your answers.

1. What events are examples of the United States acting as the leader of the Free World by confronting actions by communist powers?
2. How did diplomacy and treaties help lower Cold War tensions?
3. What examples in this lesson best illustrate how the lives of Americans were affected by the global role that the United States played in world affairs?