

Key Terms for the American History EOC

- Immigration: Movement of people or peoples from one country to another.
- Emigration: Movement of people or peoples out of a region or nation.
- The Great Migration: Movement of African American populations from the South to the North during the 1920s in the United States. Mainly a result of job opportunities which were located in northern cities, as well as harsh social aspects of the south.
- Movement West: Movement by groups of United States citizens to the western part of the country in search of new job opportunities and perceived economic advantages.
- Isolationism: U.S. policy at various points that was meant to focus on domestic issues (Mid—Late 1800s, 1920-1940).
- Manifest Destiny: U.S. justification for taking lands that did not belong to them in the better interests of U.S. expansion (west and in the Caribbean). States that some people are “chosen” to own certain land.
- Imperialism: A large country taking control of a smaller, less powerful country in order to use its resources and expand their influence.
- New Deal: President Franklin D. Roosevelt’s social programs enacted during the Great Depression.
- Cold War: Conflict that involves a tense period of non-combat between two or more countries. The U.S. and USSR were involved in the Cold War between 1945 and 1991. This involved conflicting economic ideologies, Communism and Capitalism.
- Global Interdependence: Countries relying on each other to function successfully. This is done worldwide.
- Urbanization: The rapid and massive growth of, and migration to, large cities. Positive and negative consequences can result. In US urbanization, some of these issues are: employment, sanitation, housing, sewage, water, fire, social welfare, role of government, and political machines.
- Industrialization: The process by which manufacturing industries develop from within a predominantly agrarian society. Characteristic features of industrialization include the application of scientific methods to solving problems, mechanization and a factory system, the division of labor, the growth of the money economy, and the increased mobility of the labor force, both geographically and socially. *When a country changes from rural standard of living to an urban standard of living.*
- Majority Rule vs. Minority Rights: Principle that the United States government is based on. States that laws and policies will be set by the majority, while the rights of minorities are considered and fair treatment is always followed

Geographical Regions Of The United States

Regional Terms for the United States Geographical Areas

Geography can be organized in many ways. Ecological delineations called ecoregions; topographical regions such as the Rocky Mountains; agricultural regions such as the Cotton Belt and Grain Belt; population density such as the Boston/New York/Philadelphia/Washington D.C. megalopolis; and watersheds are just a few examples of the different ways regions can be defined.

The regional nicknames are different ways that people geographically categorize Americans. Many states exist in multiple regions, depending on how the region is defined. For example, California is part of the West Coast, as well as the Sun Belt.

Regions can be organized by topography, culture, weather, history, geographical location, predominance of political or religious affiliations, population density, and much more. Nicknames for these regions evolve over time, and take root in popular culture and nomenclature.

The **Sun Belt** refers to the swath of states from west to east that are in the southern latitudes of the United States. These states have long, hot summers and short, mild winters. Within the Sun Belt is the region referred to as the Southwest which has a shared culture of cuisine, immigrant population, and indigenous American Indian tribes. Arizona and New Mexico comprise the Southwest in its narrowest definition.

The **Manufacturing Belt**, is a nickname given to the region in the upper Midwest of the U.S. where manufacturing and railroad infrastructure was highly developed. Heavy manufacturing, iron mining and steel making are hallmarks of this region. The states in this region include northern Indiana, northern Ohio, Michigan, and Pennsylvania. With the decline in heavy manufacturing in the 1970's, the **Rust Belt** became the nickname for the Manufacturing Belt.

The **Bible Belt** refers to the southern states from Texas to the southeast coast of the U.S. This is an informal, popular term used to denote a geographical area of the United States that has a high congregational attendance to Christian fundamentalist churches of various denominations, especially Baptists.

The **Beltway** is a phrase used to characterize parts of the real or imagined American political system. It refers to the Capital Beltway (Interstate 495), a beltway that encircles Washington D.C., and is meant to invoke matters that are important primarily within the offices of the Federal Government, its contractors, lobbyists, and the media which cover them.

The term is also employed in a literal, geographic sense in the Washington D.C. area to describe the city and those portions of Virginia and Maryland that are close to the nation's capital.

The Eastern Seaboard and East Coast Region of the U.S.

The **Eastern Seaboard** refers to all of the states along the East coast of the country, from Maine down to Florida. This is a general term used more for geographical references, while the East Coast is a cultural term that refers to the northeastern states in the U.S.

The **East Coast** traditionally consists of the northeastern coastal states that border the Atlantic Ocean, and also include Pennsylvania and Vermont which are inland. These states have a shared history, culture and geographical location.

Midwest Region of the U.S.

The **Midwest** is a broad term for the north central states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Ohio and Wisconsin.

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The West Coast or Pacific Coast Region of the United States

The **West Coast** refers to the continental states in the U.S. that border the Pacific Ocean. These states run from Canada's neighbor, Washington State in the north, down to California in the south, bordering Mexico. The state of California dominates the western coastline of the U.S.

The Deep South, or Cotton States Region of the U.S.

The **Deep South** consists of the states of Louisiana, Mississippi, Alabama, Georgia and South Carolina. These states differ from the Upper South where agriculture and culture were historically different. Some people include Tennessee, parts of Arkansas, Texas, Florida and Virginia in the definition of Deep South, due to cultural similarities, especially in rural areas and mountain areas. The **Old South** refers to the southeastern states of Georgia, South Carolina, North Carolina, and Virginia. The Mason-Dixon Line delineates the traditional line that divides the north from the south in the U.S., or the Land of Dixie.



EOC Practice: *Economic Terms*

natural resources: economically referred to as land or raw materials and occur naturally within environments that exist relatively undisturbed by mankind, in a natural form. Natural resources are derived from the environment. Many of them are essential for our survival while others are used for satisfying our wants.

labor: human effort directed toward producing goods and services

capital resources: previously manufactured goods used to make other goods and services

supply & demand: the principle that describes the relationship between supply (quantity of a good that producers are willing and able to sell) and demand (quantity of a good that consumers are willing and able to purchase) and their combined effect on price.

shortages: a situation in which the quantity demanded is greater than the quantity supplied at the current price; this usually results in a rising price of the good.

surpluses: a situation in which quantity supplied is greater than the quantity demanded at the current price; this usually results in a decreasing price of the good.

unemployment: the state of being jobless; the unemployment rate is calculated based on the amount of people who are jobless but who are actively seeking employment.

full employment: condition of the economy when the unemployment rate is lower than a certain percentage established by economists' studies; indicates that those who are jobless are not actively seeking employment.

inflation: prolonged rise in the general price level of final goods and services.

deflation: prolonged decline in the general price level of goods and services.

profit: the amount earned after a business subtracts its costs from its revenues (total income from sales)

monetary policy: the policy that involves changing the rate of growth of the supply of money in circulation in order to affect the cost and availability of credit. The Federal Reserve can influence interest rates and availability of credit/loans through the following:

- *Changing reserve requirements*: Banks are required to hold on to a certain percentage of the money that is saved/invested by its customers in reserve. If the bank must hold onto more money saved/invested, it cannot loan out those funds to potential customers desiring credit. The decreasing supply of money in the economy would increase the demand for money, which would raise the cost (interest rate) to those seeking credit.
- *Changing the discount rate*: The discount rate, aka the federal funds rate, is the interest rate charged to banks by the federal government when the bank

borrow funds from the government. If a bank wants to loan money but is near its reserve requirement, the bank can borrow the money from the federal government at this rate. If the Federal Reserve wants to increase the money supply, they will lower this rate, making it more likely that banks will borrow federal funds in order to loan money, increase the money supply. With more money in the economy, there is less of a demand, which will decrease the cost (interest rate) for those seeking credit/loans, and *vice versa*.

- **Open-Market Operations:** This practice involves the government selling Treasury securities (bills, notes, and bonds) to private individuals and business entities. Basically, if the government wants to decrease the money supply, it will sell securities, thus taking money from individuals/businesses who would otherwise save/invest/spend the funds in the economy. The government then places the funds in its federal reserves, but will eventually pay the individual/business back, including an additional amount. With less money in the economy, there is more of a demand, which will increase the cost (interest rate) for those seeking credit/loans, and *vice versa*.

fiscal policy: the federal government's use of taxation and spending policies to affect overall business activity. Higher tax rates slow down consumer spending.

monopolies: a market situation in which a single supplier makes up the entire industry for a good or service with no close alternative.

boycott: is to refuse to buy items from a particular country. A boycott is a group refusal to deal commercially with a certain organization (that organization might be a country or company). A boycott usually is a manifestation of a protest against the organization's policies. *Successful boycotts cause surpluses of goods and prices to drop.*

embargo: is the prohibition of commerce and trade with a certain country. An embargo is usually enacted in order to force another nation to do something or to stop doing something. Ex. The Boston Tea Party of 1773 & the Oil Embargo of 1973.

labor strike: A work stoppage; the concerted refusal of employees to perform work that their employer has assigned to them in order to force the employer to grant certain demanded concessions, such as increased wages or improved employment conditions. A work stoppage is generally the last step in a labor-management dispute over wages and working conditions. Because employees are not paid when they go on strike and employers lose productivity, both sides usually seek to avoid it. *Successful labor strikes can shut down businesses, cause prices to increase and raise unemployment.*

Six Basic Principles of the American Constitution

1. Popular Sovereignty:

- The people of the United States are sovereign (hold the power).
- “The government may act only with the consent of the governed.”
- The principle of **Popular Sovereignty** is stated in the **Preamble** of the Constitution.
“We the People of the United States do ordain and establish this Constitution for the United States of America.”

2. Limited Government:

- The government is not **all-powerful**.
- It can only do the things that the people let it do.
- The government must obey the law.
- Constitutionalism = the government must be conducted according to the Constitution.

3. Separation of Powers:

- The basic powers of the government are distributed among three branches of government.

Three Branches of the US Government:

1. Congress (Legislative Branch)
 - Exercises **law-making** powers.
 - Article I, Section 1 of the Constitution provides this power.
2. President (Executive Branch)
 - Exercises **law-enforcing** and **law-administering** powers.
 - Article II, Section 1 of the Constitution provides for this.
3. Supreme Court (Judicial Branch)
 - Exercises **law-interpreting** powers.
 - Article III, Section 1 provides for this.

4. Checks and Balances:

- Each branch of government has checks (restraints) that limit the power of the other branches.

President

- The President can veto laws passed by Congress.
- The President appoints members to the Supreme Court.

Congress

- Congress can override Presidential Vetoes by a 2/3 vote of each house.
- Congress must approve Supreme Court appointments.

Supreme Court

- Supreme Court has the power of Judicial Review over both the President and Congress.

5. Judicial Review:

- The power of a court to determine the constitutionality of a governmental action.
- The power to declare a government action **unconstitutional** (null and void).
- the power is held by all federal and most state courts.
- *Marbury v Madison (1803)*
 - First time the Supreme Court used the power of Judicial Review.
 - Supreme Court has declared over 120 acts of Congress unconstitutional.

6. Federalism:

- When the powers of a government are divided between a National Level, State Level and a Local Level.

27 Formal Amendments

Directions: Focus on the asterisked amendments.

* What is the Bill of Rights?	
*1. Freedom of Religion, Speech, Press, Assembly, and Petition	1791
2. Bearing Arms	1791
3. Quartering of Troops (citizens do not have to house soldiers)	1791
4. No illegal Searches and Seizures (probable cause and warrants needed)	1791
*5. Criminal Proceedings, Due Process, Eminent Domain (You do not have to be a witness against yourself. There can be no double jeopardy = you cannot be tried for the same crime twice.) (The Government may take private land for a fair price for public use. = Eminent Domain)	1791
*6. Criminal Proceedings (the right to a fair, speedy and public trial by an impartial jury and the right to legal counsel)	1791
7. Civil Trial (laws for civil crimes of over \$1,500 in value)	1791
8. Punishment for Crimes (No cruel and unusual punishment)	1791
9. Unenumerated Rights (individual rights are guaranteed but not listed in the Constitution)	1791
10. Powers Reserved to the States	1791
11. Immunity of States from certain suits	1795
12. Changes in the Electoral College Procedures	1804
*13. Prohibition of Slavery	1865
*14. Citizenship, Due Process, and Equal Protection granted to ex slaves	1868
*15. No denial of vote because of race, color, or previous condition of servitude	1870
16. Power of Congress to Tax Incomes	1913
*17. Direct Election of U.S. Senators	1913
*18. National Liquor Prohibition	1919
*19. Granted Women the right to Suffrage (vote)	1920
20. Change of dates for Congressional and Presidential Commencement Terms (Congress= noon, Jan 3 rd Every odd # year, President = Jan 20)	1933
*21. Repealed the 18 th Amendment	1933
*22. Limit on Presidential Tenure (may be elected to two full terms or not serve more than ten years)	1951
23. Gave the District of Columbia an Electoral Vote	1961
*24. Prohibition of Tax Payment (poll tax) as a qualification to vote in Federal Elections	1964
25. Established procedures for determining presidential disability, presidential succession and for filling a vice-presidential vacancy	1964
*26. Sets the minimum age for voting in all elections at age 18	1971
27. Prohibits Congress from voting itself mid-term pay increases	1992

Supreme Court Cases

Marbury v. Madison (1803)

- *Gov't Principle*: established Constitution as the supreme law of the land and affirmed the role of the court to conduct **judicial review** of whether legislation was in agreement with the Constitution, it's most important role today.
- *Case History*:
 - Grew out of political party conflict
 - President Adams appointed Marbury as a justice of the peace, but did not receive formal papers
 - New president, Thomas Jefferson, told Sec. of State James Madison not to deliver
 - Mr. Marbury sued Madison under Section 13 of the previously passed Judiciary Act, giving Supreme Court the right to demand delivery of papers
- *Decision*: Chief Justice John Marshall ruled that Section 13 granted the Supreme Court powers not provided for in the Constitution; therefore, it was “unconstitutional” and could not be enforced.

McCulloch v. Maryland (1819)

- *Gov't Principle*: strengthened the powers of the federal government by establishing that Congress has “**implied**” powers that may be used to carry out powers enumerated (spelled out) by the Constitution; also, promoted idea that federal laws trump state laws.
- *Case History*:
 - After U.S. Congress created a national bank, a branch was set up in Baltimore, MD.
 - State-run banks found it hard to compete, so states began to tax all notes issued by banks not created by the state.
 - James McCulloch, head of the Baltimore national bank branch, refused to pay the tax. He was found guilty of breaking state law and sued, arguing the state law was unconstitutional.
- *Decision*: The Supreme Court sided with McCulloch, stating that the bank was created under the “necessary and proper” clause of the Constitution. This allowed Congress to pass any laws needed to carry out specific laws, in this case, Congress’s power to coin money, regulate commerce, and borrow money. In addition, the Maryland law was unconstitutional because it interfered with the federal bank’s operation.

Plessy v. Ferguson (1896)

- *Gov't Principle*: established that separate public facilities based on race could be provided, as long as they were equal in their availability; in reality, though facilities were provided for non-whites, they were seldom equal. This “**separate but equal**” policy allowed widespread segregation to thrive in the South for almost 60 years.
- *Case History*:
 - After a Louisiana law was passed segregating train cars based on race, Homer Plessy, a black man, refused to move from a “white” train car.
 - Plessy was convicted of breaking the law and sued the judge, John Ferguson.
 - Plessy claimed the law went against the 14th Amendment, guaranteeing all citizens “equal protection” of the laws.
- *Decision*: The Supreme Court found that, though the 14th Amendment does guarantee “equal protection,” separate facilities did not take away this protection, as long as the facilities were truly equal. Additionally, these separate facilities should not make blacks feel inferior to whites.

Brown v. Topeka Board of Education (1954)

- Gov't Principle: **Schools could not enforce (legal) segregation based on race**; led to the eventual **integration of public schools** and busing of students into other schools to balance the population of both white and black students.
- Case History:
 - In 1951, Karen Brown was denied admission into an all-white school in Topeka, KS, though this was the nearest school to her home.
 - School district directed her father to enroll her in an all-black school further away.
 - Her father sued the district, and the case was appealed to the Supreme Court.
 - The future first black Supreme Court justice, Thurgood Marshall, argued that the segregation violated the “equal protection” under the 14th Amendment.
- Decision: In a unanimous decision, the Supreme Court reversed the 1896 *Plessy* ruling and stated that segregation indeed violated “equal protection.” Chief Justice Earl Warren wrote that, even with all things equal, segregated schools encouraged the idea of inferiority of blacks and produced that feeling on black students. Schools could no longer be segregated based on race.

Miranda v. Arizona (1966)

- Gov't Principle: confirmed that an individual accused of a crime must be informed of his or her constitutional rights, primarily their **5th Amendment right to not incriminate themselves** and **6th Amendment right to legal counsel**. As a result, it is standard police procedure to read suspects their “**Miranda rights**” upon arrest.
- Case History:
 - Ernesto Miranda was arrested as a suspect in a kidnapping and rape case.
 - After being picked out in a line-up by the victim, police questioned him for two hours without telling him that he was not required to answer the questions.
 - He was not allowed to call a lawyer.
 - Eventually, Miranda signed a written confession with a description of the attack.
 - Based on this confession, Mr. Miranda was found guilty. He eventually appealed.
- Decision: The Supreme Court overturned Miranda’s conviction based on the conclusion that the officers had improperly interrogated him. Specifically, they had violated the 5th and 6th Amendments. Because of this, Miranda’s confession could not be used against him in his trial and must be retried.

The Wars EOC Study Guide for MAH:

Wars

Civil War (1861-1865)

- ❖ Causes:
 - Southern States felt that they should be able to rule on the slavery issue
 - Slavery was being questioned at the federal level

- ❖ Peace Efforts
 - Southern states seceded from the Union beginning shortly after Abraham Lincoln's election
 - Fort Sumter was blockaded by the Confederates, and President Lincoln ordered supplies to be brought in for those soldiers at Ft. Sumter rather than to directly fight against the blockade.

- ❖ Results:
 - The Union declared victorious
 - Led to the 13th, 14th, 15th Amendments to the U.S. Constitution
 - Slavery outlawed and Civil Rights legislation would be passed
 - Southern economy was rebuilt with the aid of the North

Spanish American War (1898-1899)

- ❖ Causes
 - Spanish government treated native Cubans terribly
 - U.S. newspapers reported living conditions of Cubans and led U.S. citizens to demand we send help
 - USS Maine was sent to protect U.S. interests and exploded, killing 266

- ❖ Peace Efforts
 - Presidents Grover Cleveland and William McKinley both attempted to reason with Spain to grant freedoms to Cubans, but to no avail

- ❖ Results:
 - U.S. annexes Hawaii
 - U.S. sets the stage as the world "police"
 - Theodore Roosevelt gains popularity as the leader of the 'Rough Riders' and leads him to political office

World War I (1914-1918)

- ❖ Causes:
 - Archduke Franz Ferdinand of Austria-Hungary assassinated by Serbian (Gavrillo Princip)
 - German Submarine warfare made US trade with Europe deadly, with the monumental sinking of the Lusitania (carrying US citizens) the final straw for U.S. entry to the war
 - Germany showed the willingness to ally themselves with U.S. neighbors in the Zimmerman telegram, which urged Mexico to attack if the United States entered the war

❖ Peace Efforts

- Alliance System was so involved that world powers Germany, Russia, France, and Great Britain soon were at war

❖ Results

- European economy devastated
- League of Nations developed to urge for international peace
- United States turned inward, and focused on domestic issues
- Struggling economies gave way to tyrannical dictators in Russia, Germany, and Italy
- New weapons and technology (chemical weapons, machine guns, tanks, aircraft) reinvent warfare
- War was no longer the last resort for western powers, it was NOT an option!

World War II (U.S. 1941-1945) (World 1939-1945)

❖ Causes

- Germany desired a stronger nation and pushed the bounds of the Treaty of Versailles
- Germany crossed the Rhineland, demanded more territory in Europe, and invaded Poland
- Germany would later invade France and attack Great Britain, leading to U.S. financial support to the Allies (Great Britain, Soviet Union)
- Japan desired to be a superpower in the Pacific
- Attacked and invaded Manchuria (China)
- Japanese attacked Pearl Harbor (U.S.), leading directly to U.S. involvement

❖ Peace Efforts

- Prime Minister Neville Chamberlain 'appeased' Germany by granting a portion of Czechoslovakia to Germany in hopes that they would be satisfied--they weren't!

❖ Results

- Aside from the enormous loss of life, political, social, economic, and cultural aspects of life were completely changed
- The United Nations would be developed that would attempt to prevent war by allowing nations an organization to cooperate in
- The U.S. and USSR (Soviet Union) would be the world's dominant super powers and fight for decades in a Cold War
- Europe's landscape would again have to be rebuilt
- Germany will be occupied by the U.S., Great Britain, France, and the Soviet Union with the economy set up as well by these countries
- Japan's economy will be rebuilt by the United States
- We continue to see an economic system in Germany and Japan that is closely associated with the United States and thrives
- Jewish society is forced to relocate (to some extent) due to roughly 6 million deaths at the hands of the Nazi's

- After the Potsdam Conference, North Koreans are placed under communist control, in direct contrast to their countrymen to the south. This would lead to direct confrontations later.
- Nuclear weapons would become the most destructive force known to man, and continue to threaten world peace.

Korean War (1950-1953)

❖ Causes

- North Koreans and South Koreans wanted to unify their country, under their own system
- Ideologies (Communism vs. Capitalism) were polar opposites
- United States declared this an issue of containment
- North Koreans invaded the South on June 25, 1950 with the support of the Soviet Union

❖ Peace Efforts

- Soviets held off support of North Korean invasion until it appeared the U.S. would not become involved

❖ Results

- North Koreans pushed the South to the sea when the U.S. pushed them back to the Chinese border
- China developed a stronger dislike of the United States
- Stalemate declared and the border was set, and continues to be today, at the 38th parallel.

Vietnam War (U.S. 1963-1975) (Vietnam 1954-1975)

❖ Causes

- French occupied Indochina fought for, and received, their independence in 1954.
- Country divided at the 17th parallel by the Geneva Accords, with the North being occupied by Communist Ho Chi Minh and the South controlled by the corrupt Ngo Dinh Diem
- United States declared this an issue of containment

❖ Peace Efforts

- Geneva Accords would attempt to allow for popular sovereignty in Vietnam by giving them a choice of communism or democracy

❖ Results

- Communist North Vietnam would overrun the Democratic South just after the U.S. left Saigon, South Vietnam
- Widespread distrust in U.S. government officials (Credibility Gap)
- U.S. would take a step back as supreme world superpower
- Today, Vietnam veterans are finally getting their just honor and are generally hailed as good soldiers that fought valiantly for the sake of democracy.

Gulf War (1990-1991)

❖ Causes

- Iraqi military invaded oil-rich Kuwait
- U.S. interests led them to get involved

- ❖ Peace Efforts
 - The U.S. and U.N.-led coalition attempted to get Iraq to leave Kuwait.
- ❖ Results
 - Many U.S. veterans suffer from Gulf War Syndrome as a result of chemical warfare
 - Violence by Saddam Hussein is exposed to world and hatred towards Iraq grows
 - Dislike and sanctions lead to U.S.-led war in Iraq

Operation Enduring Freedom: Wars in Iraq and Afghanistan (2001-Present)

- ❖ Causes
 - Following bombing on September 11, 2001, the United States became more involved in the Middle East
 - Originally used the fact the Saddam Hussein claimed to have weapons of mass destruction (none have been found)
 - A second justification is the need to overthrow tyrannical dictators and to protect those who cannot protect themselves in the Iraqi citizens.
- ❖ Peace Efforts
 - The United States called for Iraq to dispose of any and all weapons of mass destruction and to allow for open and free elections
- ❖ Results
 - As of right now, it has been the source of major conflict and controversy around the world.