

Society & Culture

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

Thematic Learning Objectives

Society and Culture..

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

Part 1, pages 4-14

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Part 2, pages 14-28

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

This objective was covered in the review packet titled "Remember the Ladies."

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

These objectives were mostly covered in the reviews on African Americans, American Indians, and Migration.

The rest of this review focuses on some key causes and effects within the broad "social" theme."

PAST PROMPTS (CULTURE AND IDENTITY INCLUDED):

You will notice that many of the past prompts that include **analysis of beliefs and identity** also include other themes and objectives. Review the list below, consider your present readiness for each, and then begin your thematic review. (Prompts have been reworded to match the new framework by AP teachers during the summer of 2014, edited by John P. Irish)

Colonial Era Religion

Explain how **religious ideas** and **values** held by the British American colonists influenced the **political, economic, and social development** from 1607 to 1700. (2010)

Explain how **religion** impacted the development of **European regions** of North America prior to 1607. (2010)

Evaluate the impact of **religious development** in the New England, Chesapeake, and Mid-Atlantic colonies. (2002)

Evaluate the extent to which **religious makeup and the concept of religious toleration** within the British North American colonies maintained continuity as well as changed over the period 1607-1700. (1998)

Explain how **religious movements** influenced the development of **American society** from the late seventeenth century to the early nineteenth century. (1994)

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

Colonial Era Interaction with Indians

Evaluate the impact that **European colonists** had on the **cultural and economic experiences** of the native population prior to 1750.

Compare and contrast the ways that **social and political tensions in colonial society** between **colonizers and other groups** reflected conflict in the period from 1607 - 1754. (2003)

Colonial Era Regional Development

Compare and contrast the **economic and social development** of the **Upper and Lower South** from the early seventeenth century to the nineteenth century. (2010)

Revolutionary Era

Explain the ways in which **Britain's policies** prior to the beginning of the **Seven Years War** (1754) influenced the **political, economic, and social development** of the American colonies. (1995)

Evaluate the extent to which the **American Revolution** changed the **political, economic, and social aspects of American society** from 1775 to 1800. (2006)

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

Women & Minorities

Explain the continuities and changes in the **roles that women played** in the **Progressive Era political and social reforms** from the 1880s through the 1920s. (2011)

Explain the ways that **popular culture** maintained continuity as well as fostered change in the **lives of women** in the United States during the twentieth century. (2005)

Evaluate the extent to which the **role of women** maintained continuity as well as fostered change in **economic, political, and social arenas** between 1790 and 1860?

Evaluate major changes and continuities in the **social and economic experiences of women and minorities** during World War II. (2009)

Slavery

Evaluate the extent to which Africa Americans developed a distinct **culture in slavery**. (2008)

Evaluate the legal, **religious**, and economic factors which led to the defense of the **institution of slavery**. (1995)

Evaluate the **economic, geographic, and social factors** which impacted the **growth of slavery** in the southern colonies between 1607 and 1775. (2001)

NOTE: There are other prompts that relate to these themes; this is just a selection that includes typical social concepts such as beliefs and identity. Many of the objectives regarding American Indians (assimilation, for example) and Migration also have aspects of these social themes. Keep in mind that your prompts on the AP exam are likely to have multiple themes.

PAST PROMPTS CONTINUED:

Nativism and/or Immigrant Groups

Evaluate the extent to which **politics, economics, and religion** impacted tensions between **Roman Catholics** and **native-born Protestants** in the United States from the 1830s through the 1850s (2009)

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

Evaluate the causes and consequences of **nativism** and **anti-immigrant sentiment** in American society from 1900-1930. (2001)

Antebellum Era Reform

Evaluate the causes and consequences of **religious** and **intellectual** movements on **American reform** during the mid-nineteenth century. (2008)

Antebellum Era Technological Development

Evaluate ways **developments in transportation** brought about economic and **social change** in the United States in the period 1800 to 1848. (2004)

Gilded Age

Analyze the impact of technological innovations on the **lives** of TWO of the following groups. Confine your answer to the period 1865–1920. Factory workers, Middle-class urban residents, Midwestern farmers (2013)

Vietnam War and/or Counterculture (1960s-1970s)

Explain the major causes and consequences of protest among different members of the **counterculture** from 1945 to 1975. (2013)

Evaluate the extent to which the 1960s **counterculture** constituted a societal and political turning point. (2000)

Evaluate the extent to which the 1960s **counterculture** was a turning point for the United States in regards to domestic and international issues. (1998)

Explain the extent to which the **Vietnam War** impacted **social** and **political domestic developments** in the United States. (2009)

Evaluate the extent to which the **Vietnam War** impacted **social** and **economic tensions** in the United States from 1964 to 1975. (2008)

20s and/or 50s

Explain the major causes and consequences for the **cultural conflicts** of the 1920's in the United States. (2012)

Evaluate the extent to which the 1920's were a **cultural turning point** in American History. (2012)

Compare and contrast **technology** and **attitudes** of Americans in the 1920s and 1950s. (2006)

Evaluate the extent to which **new technologies** impacted **American culture** in the 1920's. (2006)

“The 1950s were a decade of **political, social, and cultural conformity.**” Support, modify, or refute this statement. (1994)

Compare and contrast **cultural and economic characteristics** in United States society in the 1920s with the 1950s. 92004)

Foreign Policy (America in the World, Wars)

Compare and contrast the **foreign policy beliefs** of isolationists and interventionists over the period 1917-1932. (1998)

Evaluate the economic, **social and cultural consequences** of the **Civil War** during the period of 1865-1880. (1997)

Explain how United States **political and cultural policies** during the **Cold War** led to an increase in **anti-Communist sentiment** in the United States following **WWII**.

Political Parties & American Democracy

Explain the **social, political, and economic forces** that led to the emergence of **sectional political parties** before the Civil War. (2008)

Explain the extent to which **social and political issues** contributed to the reemergence of a **two party system** in the period 1820 to 1840. (1999)

Evaluate the impact that **political, economic, and social factors** had on the development of **American democracy** between 1820 and 1840. (1996)

Great Society

Evaluate the extent to which the policies of President Lyndon B. Johnson were caused by the **social, economic, and political problems** of the United States. (2007)

Progressive Era Reform

Compare and contrast the responses of **industrial leaders and progressive era reformers** to the **economic and social problems** created by **industrialization** during the late nineteenth and early twentieth centuries. (2007)

Modern Civil Rights Era

To what extent, was the period of 1960 to 1975 a time of great progress for **political and social equality**. (2004)

Evaluate the ways in which **social movements** from 1950 to 1980 shaped **American politics**. (2002)

Civil War and Reconstruction

Explain the extent to which **constitutional and social developments** contributed to maintaining continuity as well as fostering change during the **Civil War** to the end of **Reconstruction**. (1996)

Evaluate the extent to which the **political, economic and social reform goals** of **Reconstruction** contributed to continuity as well as fostered change in **American society** between 1864 and 1900. (1992)

Part 1

Reviewing the Content Outline... *Impact of Religion*

Directions: Read, annotate, review, study, and highlight **main ideas and cues!** ...consider the objectives below as well as defining major terms as you annotate! I have “pasted” together excerpts from the content outline that apply most directly to the objective.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, **cultural**, and political changes on both sides of the Atlantic Ocean. In their interactions, Europeans and Native Americans asserted ***divergent worldviews regarding issues such as religion***, gender roles, family, land use, and power. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans **adopted some useful aspects of each other’s culture**. As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to ***defend and maintain*** their political sovereignty, economic prosperity, ***religious beliefs***, and concepts of gender relations through diplomatic negotiations and military resistance. Extended contact with Native Americans and Africans fostered a ***debate among European religious*** and political leaders about how non-Europeans should be treated, as well as ***evolving religious***, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Reviewing Worldviews...

European Worldviews	American Indian Worldviews	African Slaves’ World Views
Indians were uncivilized. Some were welcomed as “noble savages” and others were feared as vicious barbarians. African slaves were uncivilized. Slavery was a reality in this era and very few challenged it. Europeans saw African and Indian religions as inferior and incorrect, and sought to Christianize them. Some slaves were able to earn their freedom after becoming Christian (before tighter slave codes ended that). Land use and land ownership beliefs differed greatly with the Indian views. The fact that Africans and Indians had lower literacy rates, lack of written language in many cases, primitive weapons and architecture, etc. was “proof” to the Europeans that their views and their society was superior. Because their views and society’s superiority coincidentally was from people of a different color... fueled development of the view of white superiority. The Indian susceptibility to European diseases also “proved” to Europeans that they were superior and/or that God was on their side. European culture was impacted by Indian and African culture, although Anglicization paved the way for European cultural dominance. Gender roles were strict with few rights and freedoms for women.	Indians generally thought the Europeans were less intelligent as they struggled to adapt to the new environment and had strange beliefs and practices. Indians were able to identify useful resources while avoiding poison or harmful resources, and the Europeans did not have this knowledge. Many Indians saw the Europeans as lazy and ignorant. Slavery was not a foreign idea to many Indians, so the view on African slaves was not dramatic, however some did welcome runaway slaves into their tribes. Some Indian groups assimilated to varying degrees, including becoming owners of African slaves. Indians enjoyed European goods such as guns, cloth, and metal and traded for them. However many saw manufactured goods as a poor use of time and intelligence as it was disconnected with nature. Indians were highly spiritual with connections to the environment and other elements. Their beliefs on the importance of respecting and connecting to nature contrasted with European beliefs in praying and miracles. Some Indian groups were matrilineal, but most were patrilineal with similar gender roles as the Europeans.	Slavery had existed in Africa for centuries, and it was an accepted reality. However, the slave systems in Africa included more ability to earn freedom than the African slave system that developed in the Americas which became a chattel system with permanent status in many areas. Most slaves converted to Christianity, but they also blended it with their culture. Music, farming techniques, language, and beliefs all mixed with European beliefs, creating a unique slave culture. Christian beliefs became a core value for slaves and after emancipation the Black Church movement led the way to Civil Rights. In some areas, European, African, and Indian beliefs all mixed together to form a new culture. Africans who were able to separate from Europeans established cultural autonomy such as the maroon communities in Brazil and the Caribbean. Gender roles were similar to the group they most assimilated into, however slave codes often prevented marriage and family ties from being permanent as a spouse or child could be sold to another family. Despite being treated as property, slaves maintained familial roles.

The British colonies participated in political, social, **cultural**, and economic **exchanges** with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. Transatlantic commercial, **religious**, philosophical, and political **exchanges** led residents of the British colonies to evolve in their political and **cultural attitudes** as they became increasingly tied to Britain and one another. The presence of **different European religious** and ethnic groups contributed to a significant degree of **pluralism** and intellectual exchange, which were later enhanced by the **first Great Awakening** and the spread of European Enlightenment ideas. The British colonies experienced a gradual **Anglicization** over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and **the spread of Protestant evangelicalism**. Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, **greater religious independence and diversity**, and an ideology critical of perceived corruption in the imperial system.

The significance of RELIGION in colonial beliefs, culture, and patterns of development...

NEW ENGLAND	MIDDLE COLONIES	CHESAPEAKE & SOUTHERN COLONIES
<p>Puritans – Congregational Church-Motivated to migrate and settle by escaping religious persecution; did not practice religious tolerance, however; dissenters and other religious practices punished (banished, publicly humiliated, or execution)</p> <p>Plymouth – 1620, William Bradford,</p> <p>Massachusetts Bay – 1630, John Winthrop, Later united with other colonies such as Salem to form Massachusetts Colony</p> <p>Connecticut and New Hampshire – extensions from Mass. with similar views, although Connecticut was more progressive politically</p> <p>Rhode Island – created by dissenter, Roger Williams; later joined by banished Anne Hutchinson; practice tolerance and separation of Church and state (different from others and treated as the “gutter” of New England)</p> <p>Example of Colonial religious fanaticism – 1692 Salem Witch Trials</p> <p>Religious Beliefs: mankind is sinful by nature and needs laws and guidelines for behavior, mankind is predestined before birth (Calvinism), visible saints are those who live a good life, those damned to hell live a wicked life; no religious tolerance; laws of governance based on laws of the Bible; men lead; women have few or no rights; educating youth imperative and centered on religious teachings as well as literacy; rigid Church structure</p> <p>Important Documents: Mayflower Compact (William Bradford), City Upon a Hill Sermon (Model of Christian Charity, John Winthrop), Fundamental Orders of Connecticut</p> <p>Important Developments: converted Indians lived in praying towns, drop in Church membership led to reforms [Halfway Covenant]; by the time of the First Great Awakening in the early 1700s, the Congregational Church was the largest Church in the colonies.</p> <p>Religious Conflicts: Roger Williams banished, Anne Hutchinson banished, Thomas Hooker dissented when creating Connecticut's Constitution (you didn't have to be Church member to vote), Fundamental Orders of Connecticut, Salem Witch Trials</p>	<p>Quakers – Society of Friends – largest group for this region; Pennsylvania, scattered elsewhere in New York, New Jersey, Delaware, and even in New England</p> <p>Presbyterian Church – frontier Pennsylvania, New Jersey</p> <p>Jews- New York (small number)</p> <p>Mennonites - Pennsylvania</p> <p>William Penn founded Pennsylvania as haven for Quakers escaping persecution – largely from Puritans; set up society based on tolerance and equality, <i>unlike Puritans</i>; it was his “Holy Experiment”</p> <p>Quaker Beliefs: pacifism, equality (gender and race), “inner light” guides individuals to salvation, minimal Church structure, refused to take oaths or serve in militia/military, early leaders of abolition (as were the Mennonites); treated Indians with more respect than other groups; religious tolerance</p> <p>Important Developments: clashed often with Puritans, Middle Colonies were the most diverse of the three main regions, Ben Franklin was a Quaker (although Deist as an adult he maintained many beliefs such as concepts of equality and desire to end slavery)</p> <p>Presbyterian Beliefs: Calvinist-predestination (they split off from the Puritans mainly over issues of politics), tolerant of other religions, salvation</p> <p>Important Developments: by the time of the First Great Awakening in the early 1700s, the Presbyterian Church was the 3rd largest Church in the colonies (the other two were Congregational and Anglican); They split between “old lights” and “new lights” in the Awakening</p>	<p>Catholics – Maryland – <i>and scattered in Pennsylvania</i></p> <p>Anglican – Church of England – Virginia, Maryland, Southern colonies</p> <p>Lord Baltimore founded Maryland as a haven for Catholics who faced persecution from Protestants; other than Maryland... Catholics were not allowed to vote</p> <p>Catholic Beliefs: Pope in Rome led Church as top of strict hierarchy; women cannot lead; salvation is earned through good works, faith, loyalty; divorce not allowed; act of confession and other rites conflicted with Protestant beliefs</p> <p>Anglican Beliefs: Monarch is the head of the Church; Divine Right of Kings meant God selected monarch; Although the church was created out of the Protestant Reformation (rebellion against Catholic Church practices) many Catholic traditions continued in Anglican Church</p> <p>Important Developments: In the beginning, Catholics dominated Maryland, but eventually they became outnumbered by Protestants and religious persecution resumed; by the time of the First Great Awakening in the early 1700s, the Anglican Church was the 2nd largest Church in the colonies; the Anglican Church did not have a significant impact on colonial culture (unlike influence of Congregational Church in New England or the Society of Friends in Pennsylvania); because of Anglicization and British dominance in North America... being Anglican carried important status</p> <p>Important Documents: Maryland Act of Toleration</p>

Stop and Write!

Briefly explain how religious groups and ideas affected colonial society and political life in the following colonies: New Spain, New France, New England.

Briefly explain how religious groups and ideas affected the relationship between European colonists and Native Americans.

Briefly explain how religion affected the Anglicization of the British colonies.

Briefly explain how changing beliefs impacted how the Spanish treated Native Americans.

Briefly explain how pluralism in the colonies impacted the relationship between Great Britain and the colonies.

Briefly explain how the First Great Awakening impacted the development of colonial culture.

Religion and Colonial Era Philosophical Thought

(Source: *American Philosophical and Intellectual Thought: A Survey and History*)

Colonial Philosophical Thought (1700 – 1776): For the most part, **practical pursuits and religious interests dominated seventeenth-century America (especially Puritanism)** and little time was devoted to theoretical philosophy – it was not till the eighteenth-century that intellectual philosophic and scientific interests were more directly nourished. The thoughts outlined below begin with the **First Great Awakening**, were influenced partially by **European Enlightenment thought**, and reflect the **evolving American identity and belief systems** that culminate in republicanism.

Jonathan Edwards represents the most thoroughgoing use of **philosophical idealism** in an attempt to provide a rational philosophical vindication of the Calvinistic system against its critics. Edwards's most important philosophical work was, **Freedom of the Will (1754)**, in which he puts forth a **defense of Calvinistic determinism against the arguments for free will**. Every event has a cause, but divine omnipotence, foreknowledge, and efficacious grace (all of which are Calvinistic doctrines) are consistent with moral freedom and moral responsibility. Freedom, according to Edwards, is having the power, opportunity, or advantage, to do as one pleases to do – without considering how one's pleasure comes to be as it is. Even though one's pleasure (sometimes called – will) is the product of causal principles. Edwards attempts to resolve the alleged paradox by careful linguistic definitions of key terms. In *The Nature of True Virtue* (written in 1755, published in 1765), Edwards argued that **man is naturally incapable of true virtue**, being **sinful and corrupt**. Yet there is the **grace of God** that has elected *some* for salvation, and one sign of this is the individual's religious affection and sense of beauty. In *A Treatise Concerning Religious Affections* (1746), Edwards maintains that belief in God has its source in the religious affections, love and joy, and that these are transmitted from supernatural source and are not to be comprehended by the natural senses (e.g., **Deism* – which Edwards considered to be the greatest abomination to Christianity**). And in his, *Notes on Natural Science*, Edwards provides a metaphysical defense of **philosophical idealism**, holding that mind and spirit are fundamental to the universe.

*NOTE:

Deism was based on belief God as “First Cause” or “creator” who gave direction to the action of matter (laws of nature/science), but did not intervene in its operations (no miracles, not listening to prayers).

SAQ – Do you understand what it takes to earn the SAQ points? Evaluate the answers below and determine which answers WOULD earn the point. Be prepared to defend your reasoning!

Source: A Model of Christian Charity Sermon, John Winthrop, 1630

“For we must Consider that we shall be as a City upon a Hill, the eyes of all people are upon us; so that if we shall deal falsely with our god in this work we have undertaken and so cause him to withdraw his present help from us, we shall be made a story and a byword through the world, we shall open the mouths of enemies to speak evil of the ways of god and all professors for God’s sake”

- Briefly explain ONE way religion impacted the development of New England.
- Briefly explain ONE way religion impacted the development of colonial government in New England.
- Briefly explain how ONE of the following was either similar to or different from your answer in part b.: Pennsylvania, Maryland, Virginia

Student #1:

- Religion impacted the development of New England by making it a City Upon a Hill where people from around the world could look to see how a religious colony operates.
- The government in New England was run by men, and women had very few rights. The gender roles and the laws created in this colony were heavily influenced by religion such as nothing could be bought or sold on Sunday because everyone was supposed to be in Church.
- Virginia was different from New England, because people moving there were motivated more by economic gain than by religion.

Score: ____

Reasons...

Student #2:

- One way religion impacted the development of New England was as a motivator for thousands of families to migrate for religious freedom. John Winthrop’s “Model of Christian Charity” sermon illustrates how religion was a motivating factor for how the Puritans set up their colony.
- One way religion impacted the development of colonial government in New England was in the Mayflower Compact in which the colonists agreed to make decisions based on majority rule and the will of God.
- One way Pennsylvania differed from New England was it was the Holy Experiment for Quakers.

Score: ____

Reasons...

Contextualization and Synthesis... *The First Great Awakening*

Directions: Read, review, and **highlight** the notes below then write a comparative contextualization (synthesis) in the space provided.

This revival movement spread to the colonies from England in the early 18th century, around the 1730s and 1740s. This movement was dominated by **Puritanism**. The **First Great Awakening** is not highly emphasized in your content outline, however if you are asked to analyze the development of **American identity, culture, or even political rebellion...** understanding this movement is essential. Below are the basic facts...

LOCAL CONTEXT

When: **Early 1700s** (18th century)

Where: First in England, then spread through English colonies

Who: **George Whitefield** was a preacher from England who led many revivals with participants ranging from **Puritans, Presbyterians, Baptists, and Methodists**. John Wesley was influential, as well, as the Methodist Church [Methodism] was slowly gaining the attention of colonists. **More women participated than men, and many African Americans –both free and slave- participated. Most of the attendees were in the lower class of farmers, servants or workers.**

How: **Fire and Brimstone sermons**... *choose God or go to Hell!* “Sinners in the Hands of an Angry God” by **Johnathan Edwards** warned listeners that at any moment God can drop them into the pit of hell to burn for eternity. Meetings were enthusiastic, outdoors, and **challenged traditional straight-laced Church meetings**.

BROAD CONTEXT – THE BIG IDEA – THE THEMES - American Identity, Culture, and Religious Beliefs

Cause: It was a reaction to two things mainly: One was a **reaction to dropping Church membership and religiosity of the population – the secularization of society**. Second was a **reaction to Enlightenment thought which emphasized reason over faith**.

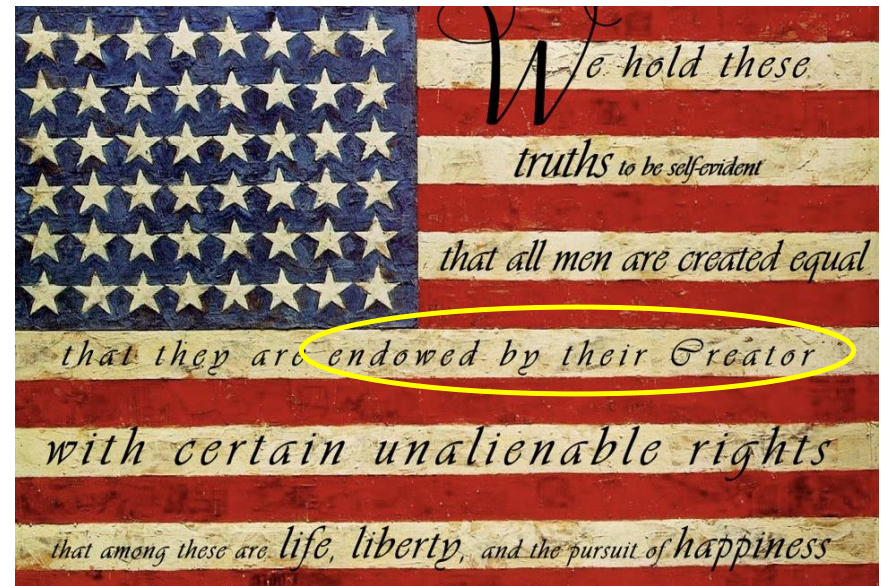
Effect: Instilled **sense of independence and rebellion** as more people could preach and more people **challenged the authority** of their existing Church. The lower classes began to **challenge the elite** using the rationale that all men are sinful and all men need God. It also encouraged **increased communication** among colonists and regions. All of these effects would later **play into the Patriots’ rebellion** and the War for Independence (American Revolution) following the French and Indian War.

Your turn... **COMPARATIVE CONTEXT-SYNTHESIS...**

Reviewing the Content Outline... *Impact of Religion ...continued...*

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while ***religion strengthened Americans' view of themselves as a people blessed with liberty***. The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's *Common Sense* and the **Declaration of Independence**. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

(image captured from etsy.com)



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

Contextualization & Synthesis... *The Second Great Awakening*

Directions: Read, review, and **highlight** the notes below then write a comparative contextualization in the space provided.

This revival movement spread through New York and New England from the frontier in the early 19th century, around the 1830s and 1840s – 100 years after the first. This movement **differed** from the first, because it was largely **challenging Puritanism** rather than spreading it. The **Second Great Awakening** is highly emphasized in your content outline!

LOCAL CONTEXT

When: **Early 1800s** (19th century)

Where: First in **frontier regions of Kentucky**, then spread through **New York and New England**; “Burned Over District” in New York saw the most revivalism

Who: **Charles Grandison Finney** and Peter Cartwright (Methodist) among others; more **women** participated than men, some African Americans and some American Indians, people who believed in the **second coming of Christ** were more likely to participate, **Baptists and Methodists** more than Presbyterians and Congregationalists (decline in older Churches, rise of newer Churches)

How: **Outdoor revivals**, some of which were very large with thousands in attendance

BROAD CONTEXT – THE BIG IDEA – THE THEMES - American Identity and Beliefs

Cause: It was a reaction to two things mainly. One was a **reaction to the secularization of society and perceived drop in moral values**. Second was a **reaction to influence of Deists and Unitarians which challenged traditional Protestant beliefs**.

Effect: It **challenged Calvinism** and spread beliefs that people could be saved through faith and actions (not predestination). Because this movement focused on morality, it inspired people to strive to be “good” and “make the world a better place” which **led to many new reform movements** including abolition, temperance, and women’s’ movement. More people began to focus on **the betterment of society** and religion started become more emotional, personal, and diverse. New Churches, such as the **Mormon Church**, also formed in this era – inspired from the religious conversations occurring especially in the Burned Over District.

Your turn... COMPARATIVE CONTEXT-SYNTHESIS

(remember you MUST explain HOW or WHY in your comparative contextualization, and to earn the point... this will take several sentences)

Second Great Awakening

reforms inspired by “perfectionism” 1830s-1840s

A Wise Teaching Elephant Made Pigs Devour Worms.

A Abolitionism

Wise Women's suffrage

Teaching Temperance

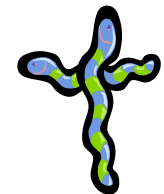
Elephant Education

Made Mental institutions

Pigs Prison reform

Devour Debtor's prisons

Worms Wilderness Utopias



Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.

Reform Movements of the Antebellum Era... *Influence of Second Great Awakening and other Ideas*

RFEFORM	LEADER	CAUSES	GOAL
Abolition	Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Harriet	Slavery as a moral wrong vs. white supremacy in the South	Emancipation (gradual by moderates, immediate by radicals)
United States Temperance Union:	Various	Excessive consumption of alcohol was widespread among all classes.	Abstinence from liquor including prohibition
Health	Dorothea Dix	Inhumane treatment of the insane in prisons: physical punishment & isolation	Prison Reform: Rehabilitation & treatment instead of punishment; build asylums for the mentally ill.
Women's Rights - Seneca Falls Convention (1848)	Elizabeth Cady Stanton, Lucretia Mott	Lack of rights concerning property; suffrage; education.	Overcome inferior status with a focus on women's suffrage
Education	Horace Mann	Concern for creating intelligent voters who could support & perpetuate democracy.	Free public education (tax-supported); longer school year; teacher training; broad curriculum

Source: Early 19th Century *movement comparison chart* (apushcanvas.pbworks.com)

Reform movements challenged the status quo, introduced liberal thought including some in support of deism and some rejecting deism, and worked to increase democracy and equality by challenging the very beliefs that the nation was founded on... Declaration of Independence & "all men are created equal."

The Abolition movement was not new to the Antebellum Era but it definitely surged following the Second Great Awakening. Organizations lobbied Congress, published anti-slavery literature, or even set up a colony in Africa to recolonize African Americans in Liberia.

Many abolition movements sprang from Christian Churches. As abolitionists like

William Lloyd Garrison fought for immediate and uncompensated emancipation using Biblical reasoning, southern slave owners responded by quoting other verses which defend "slaves obeying masters." Religious beliefs were then used to defend both viewpoints.

The Temperance movement was inspired by the Second Great Awakening, as many people –especially women- wanted to make the world a better place by combating the sources of immorality. Alcohol was blamed for many issues including spousal abuse and unproductivity. By reducing alcohol consumption, passing dry laws and/or blue laws, and eventually banning alcohol this movement sought to improve the morality of the American people. This movement eventually succeeded with the 18th Amendment, however it was repealed with the 21st Amendment (Progressive Era).

The women's movement, spearheaded by Susan B. Anthony and Elizabeth Cady Stanton (among others), fought against the status quo beliefs that women were inferior and incapable of making decisions (voting). They fought for the right to control their own finances, to go to school or work, or to generally rebel against the Cult of Domesticity. The movement began at Seneca Falls in 1848 where the Declaration of Sentiments was written and signed declaring that "all men *and women* are created equal." Those against changing gender roles or increasing liberty for women often cited Biblical verses which stated women should "submit" to their husbands. This movement eventually led to the 19th Amendment in 1920 (Progressive Era).

These and other movements such as prison reform and mentally ill reform were largely inspired by the Second Great Awakening in the early 19th century (Antebellum Era). Other reforms such as utopias were inspired by transcendentalism as well as religion. Some Utopias such as the Shakers had strict religious and cultural beliefs. This era also saw the creation of new Churches such as the Mormon Church and Jehovah's Witnesses.

Stop and Write!

Briefly explain how religious ideas affected the development of American identity and political thought in the eighteenth century.

Briefly explain how the First Great Awakening compared to the Second Great Awakening in its impact on the development of United States culture.

Briefly explain how religious beliefs impacted abolition, utopias, temperance, and the women's movement during the early nineteenth century.

Reviewing the Content Outline... *Impact of Religion ...continued...*

The Gilded Age produced ***new cultural*** and intellectual ***movements***, public reform efforts, and political debates over economic and social policies. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the ***Social Gospel***, championed alternative visions for the economy and U.S. society.

This ***Social Gospel*** believed that Christianity and American Churches had an important role to play in American society including providing services to the poor and speaking up for those in need. This was part of a vision to create a “kingdom of God” on earth. They did support some government action in society, and they believed that individuals had the ability to manipulate and direct society onto a path of higher morality. They challenged some traditional beliefs of capitalism as they espoused cooperation was more important than competition. This movement was primarily made up of Protestants and Progressive reformers. Jane Addams’ Settlement House Movement and the anti-child labor movements stemmed from this belief system. It increased public support for intervention in social issues –progressivism—and it connected the concepts of morality and poverty and social injustice.

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

Reviewing the Content Outline... *Impact of Religion ...continued...*

Post World War II economic and demographic changes had far-reaching consequences for American society, politics, and ***culture***. New demographic and ***social developments***, along with anxieties over the Cold War, changed U.S. culture and led to significant political and ***moral debates*** that sharply divided the nation. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth. Feminists and young people who participated in the counterculture of the 1960s rejected many of the ***social***, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms. The rapid and substantial growth of ***evangelical Christian churches and organizations*** was accompanied by greater political and social activism on the part of ***religious conservatives***.

Stop and Write!

Briefly explain how religious ideas and groups affected American culture in the early nineteenth century.

Briefly explain how religious ideas and groups affected American culture in the late nineteenth century.

Briefly explain ONE way the Social Gospel movement impacted social and political beliefs during the Progressive Era.

Briefly explain ONE way religious beliefs created culture conflict in the 1920s.

Briefly explain how religious beliefs and groups impacted the culture of the 1950s.

Briefly explain how religious beliefs and groups affected political beliefs from the 1960s through the 1980s.

Part 2

Reviewing the Content Outline... *Impact of Artistic, Philosophical, and Scientific Ideas*

Directions: Read, annotate, review, study, and highlight **main ideas and cues!** ...consider the objectives below as well as defining major terms as you annotate! I have “pasted” together excerpts from the content outline that apply most directly to the objective.

CUL-2: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

The British colonies participated in political, social, ***cultural***, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control. Transatlantic commercial, religious, ***philosophical***, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and ***intellectual exchange***, which were later enhanced by the first Great Awakening and the spread of ***European Enlightenment ideas***. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies. Colonists’ resistance to imperial control drew on local experiences of self-government, ***evolving ideas of liberty, the political thought of the Enlightenment***, greater religious independence and diversity, and an ***ideology critical of perceived corruption in the imperial system***.

The American Revolution’s democratic and ***republican ideals*** inspired new experiments with different forms of government. New forms of ***national culture*** and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues. Political leaders in the 1790s took a variety of ***positions on issues such as the relationship between the national government and the states***, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties — most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison. Ideas about national identity increasingly found expression in ***works of art, literature, and architecture***.

Colonial & Revolutionary Era Philosophical Thought (Source: American Philosophical and Intellectual Thought: A Survey and History)

For the most part, **practical pursuits and religious interests dominated seventeenth-century America (especially Puritanism)** and little time was devoted to theoretical philosophy – it was **not till the eighteenth-century that intellectual philosophic and scientific interests were more directly nourished**. The thoughts outlined below begin with the **First Great Awakening**, were influenced partially by **European Enlightenment thought**, and reflect the **evolving American identity** and belief systems that culminate in republicanism. **Benjamin Franklin** applied **Newton's physical principles** and illustrated **Newtonian natural philosophy** and the possibility of a completely **mechanical explanation of the universe**. Franklin also owed his philosophical reputation to the fact that he was broadly educated and interested in many fields of human endeavor – he displayed wisdom for life, both intellectual and practical. In his, *Articles of Belief and Acts of Religion* (1730), Franklin espouses his deistic **rationalistic philosophy of religion**. [Franklin was a highly civilized man – fair-minded, humane, charitable, and a source of worldly wisdom – qualities which were unique in early America.] Franklin's philosophy can be summarized as follows: **1. Secularized typical Puritan virtues in ethics, thrift, temperance, punctuality, and industry. 2. Virtue and Reason are combined as revealing the true source of happiness. 3. Staunch defender of republicanism and revolution.**

“With the outbreak of the **War for Independence in 1776**, interest in the ideals of the **Age of Reason** became pre-eminent. **The Enlightenment** had a correlative impact in America. Many of the colonists were inspired by the **English Deists** such as **Blount, Clarke, Bolingbroke, Collins, Shaftesbury, and Wollaston**, and by French writers such as **Condillac, Diderot, Condorcet, Holbach, Volney, La Mettrie, and Voltaire**. However, it was the **empiricism and liberalism** of the British philosopher **John Locke** that had the most important and direct influence on American thought – though once again his major impact was practical.”
(Kurtz, *American Thought Before 1900*)

The Age of Reason in America assumed three forms: 1. it contributed to the **development of materialism and deism** in metaphysics and religion; 2. it helped to emphasize the **values of a secular and naturalistic morality**; 3. it made meaningful the **ideals of republicanism and revolution** [Primary Figures: Benjamin Rush (1745 – 1813), Thomas Paine (1737 – 1809), Ethan Allen (1737 – 1789), Elihu Palmer (1764 – 1806), and Thomas Jefferson (1743 – 1826).]

Materialism: The Newtonian materialism of the colonial period came to full maturity in the latter part of the eighteenth-century. The materialists had **strong interests in science** and they attempted to extend what they considered to be the **legitimate aims of science** to other areas of the cosmos, including man. Thus, they consistently attempted to apply **physical and mechanistic explanations to mind and morality**.

Deism as a **religious philosophy** was widely espoused by many of the advanced leaders of the new republic, such as **Jefferson and Washington**. The deists affirmed the **supremacy of reason**, and **denied the claims of revelation, prophecies, and miracles** – defending the **principles of religious freedom, toleration, and the separation of church and state**.

- | | |
|--|--|
| 1. all events in nature were determined by natural causes | 6. morality was humanistic , happiness and pleasure, not faith and humility, were the standards of choice |
| 2. God, as first cause, designed the natural order (creator-God) | 7. science, reason, and education are the instruments of human progress |
| 3. nature and man, were products of the goodness of God | 8. Lockean empiricism – all knowledge is based on sense experience |
| 4. mankind is basically good , Calvinism is fundamentally flawed (with its beliefs in original sin and human depravity) | 9. man is a product of conditioning forces of his environment – therefore, improved social environment means improved human behavior |
| 5. man as a rational creature , is capable of achieving the good life on earth | |

Republicanism and Revolution: The ideas which inspired the Revolution had their origins in the writings of **Locke and Montesquieu**, but their experimental application in a new context was a significant innovation. The **American thinkers** maintained that **justice is related to the doctrine of natural rights and not to the divine right of kings, hereditary rights, or the conserving of established institutions**. Governments are artificial contracts made by men, to be overthrown and changed by men if they do not fulfill their original purposes or if they violate inalienable **human rights**. This does not mean that there was unanimity among the colonists. And indeed, after the Revolutionary cause was gained, there was need to reason out and build a new system of government. **The Federalist Papers** (1787 – 88) were written by **Alexander Hamilton** (1757 – 1804) the conservative, **James Madison** (1751 – 1836) the liberal, and **John Jay** (1745 – 1829) in order to explain and justify the Federal Constitution. Some American thinkers, such as **Jefferson**, considered **agrarian society as the ideal**, but others, such as **Hamilton**, favored a **commercial or industrial society**. The problem of how to safeguard **human liberties** against the encroachments of a tyrannical government was dealt with by the development of a system of **checks and balances** among the **three branches of government**.

Liberalism vs Conservatism in the Early Republic

The terms “liberalism” and “conservatism” are used mainly to describe 20th century political thought such as the New Deal and Great Society (liberalism) or the conservative resurgence of the Republican Party marked by the election of Ronald Reagan. When you are comparing or explaining beliefs, values, ideas of any era, however, it is useful to consider these two terms and what they mean for an era. The chart below compares the ideals and philosophy of government for Thomas Jefferson with that of Alexander Hamilton. Review the notes, highlight cues, and then consider the validity (opposing views?) of the comparison. Remember that **liberalism challenges the status quo** and **conservatism preserves it**. Remember that what is “normal” or “status quo” changes over time, so the beliefs, values, and ideals may be the same between a liberal of one era and a conservative in another. Who is the liberal, and who is the conservative?

Thomas Jefferson	Alexander Hamilton
<p>Challenged the status quo by challenging the new, stronger central government under the Constitution. He supported states’ rights rather than central power, supported farmers rather than business, and favored laissez faire style government.</p> <p>As President, he repealed the Whiskey tax, reduced the size of the military, but he left the Bank of the United States alone, which he saw as unconstitutional.</p> <p>Later, Andrew Jackson and the Democrat Party would embrace these ideals and fight against things like internal improvements, westward expansion, the Second Bank of the United States, and high tariffs.</p> <p>“strict constructionists” -follow exactly what was stated and allowed in the Constitution. Anything not given to the federal government in the Constitution would be given to the states and the people... 10th Amendment... no loopholes... (until you want to buy Louisiana...)</p>	<p>Supported the status quo by defending and increasing the power of the central government. He supported a national bank, the “necessary and proper” clause over the 10th Amendment, supported taxes and tariffs as means for government to manipulate and guide economic development, and believed in a strong national defense.</p> <p>Following the death of the Federalist Party (1815; Hartford Resolutions), the next party system conservatives were the Whigs. Henry Clay led this movement which challenged power of the president, pushed for internal improvements, supported the Second Bank and tried to extend its charter</p> <p>“loose constructionists” -take whatever action you want, as long as the document did not specifically say you couldn’t do it... find the loopholes... use the “necessary and proper” clause to defend it</p>
<p>Tensions over political theories aligned with parties but also with regions. Federalists/North = contract theory of government South/Democratic-Republicans = compact theory of government</p> <div> <div> <p>The Compact Theory</p> <ul style="list-style-type: none"> • The states, not the people, created national government • The laws of the states are supreme when in conflict with the laws and actions of the federal government. For example, in the antebellum North, personal liberty laws were passed to counteract federal fugitive slave laws • The states can declare the laws of the federal government null and void if they deem it necessary and appropriate </div> <div> <p>The Contract Theory</p> <ul style="list-style-type: none"> • The logical conclusion of this theory if taken to its extreme is secession • The people, not the states, created the Union • The federal government is supreme • Thus, federal laws and actions take precedence over state laws and actions </div> </div>	

Stop and Write!

Briefly explain how philosophical ideas of the European Enlightenment impacted the development of United States republicanism.

Briefly explain how democratic and republican ideals helped shape the development of United States culture.

Briefly explain how philosophical and scientific ideas impacted the development of United States political parties.

Reviewing the Content Outline... *Artistic, Philosophical, and Scientific Ideas*

The United States began to develop a modern democracy [following the War of 1812 and into the Era of the Common Man and Antebellum Eras] and celebrated a ***new national culture***, while Americans sought to define the ***nation's democratic ideals*** and change their society and institutions to match them. While Americans embraced a ***new national culture***, various groups developed distinctive cultures of their own. The rise of ***democratic and individualistic beliefs***, a response to ***rationalism***, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced ***moral and social reforms and inspired utopian*** and other religious movements. A ***new national culture*** emerged that combined American elements, European influences, and regional cultural sensibilities. ***Liberal social ideas*** from abroad and ***Romantic beliefs in human perfectibility*** influenced ***literature, art, philosophy, and architecture***.

Early Republic through Antebellum Era Philosophical Thought

(Source: *American Philosophical and Intellectual Thought: A Survey and History*)

The Counter-Revolution in America (1800 – 1850): “No sooner had America reached its apogee in brilliance than a conservative reaction set in – political, religious, moral, and philosophic. The liberal stream of the Enlightenment was overwhelmed by a conservative undercurrent, which now rose to the surface.” (Kurtz, *American Thought Before 1900*)

Southern Racial Aristocracy (1800 – 1860): An immediate reaction against the **Declaration of Independence** was stimulated by a fear of “the mob” inspired to some extent by the Jacobin excesses of the French Revolution. The south was unable to reconcile itself to **Jeffersonian democracy**. Is the principle **all men are created equal** defensible? There rose a group of men, dedicated to defending the status quo of the **Southern way of life** – which included the **institution of slavery** and the economic interests that it supported. Attacked were the **notions of liberty, equality, natural rights, democracy, and strong federal government**. **John C. Calhoun** (1782 – 1850) was the most serious southern **philosophical writer** of this period, **denied that there were natural rights** prior to society – such rights were metaphysical abstractions – and he attempted to defend a **hierarchical and organic conception of society**. **Order and security**, rather than **scientific reason or democratic reform**, were to be valued and preserved.

Academic Philosophy – Scottish Realism (1800 – 1850): A similar conservatism was evident in **religion** in the early nineteenth-century. The **radical deistic spirit** of the **Age of Reason** was lost in the general subservience of **science to religion**. The earlier confidence in the powers of human intelligence was replaced by a failure of courage and a sense of human dependence. Remarkable during this period were the numerous scholarly attempts to rationalize received **traditions and values**. Colleges played a big role in promoting these ideas – the purpose of many colleges was to provide **moral discipline** and an ordered conception of the universe. The college thus had the conservative function of **preserving a cultural tradition and, in effect, of justifying the status quo**. The **Scottish philosophers**, Thomas Reid, Dugald Stewart, Adam Ferguson, and others, seemed to many in America to offer a powerful answer to Hume’s skepticism. Scottish realism was first introduced at Princeton before 1800 by John Witherspoon and Samuel Stanhope Smith. It was popularized by James McCosh (1811 – 1894), a late arrival to the American shores. **Realism** was based on the doctrine that “real objects” existed independently of man and were perceivable as such. Real objects were neither unknowable nor reducible to phenomena or ideas. All of this seemed self-evident and gave to inductive intuition. The realists believed that such intuition might establish **moral, political and religious truths** – indeed, all fundamental truths could be known in the same way. There were **self-evident certitudes of right and wrong, standards of justice and injustice, truth of God’s existence and of immortality of the soul, mathematical objects, and basic scientific universals**. This method could be extended indefinitely and was conveniently used to instate a whole set of orthodox **ideas and values**, giving them sanction of philosophical necessity. **Realism** became a means of rationalizing the **unquestioning acceptance of traditional values which appealed to “common sense.”**

...continued from previous page...

Transcendentalism (1820 – 1860):

Initially the **transcendentalists** were **Unitarians**, who **liberal in sentiment**, transformed **Calvinistic pessimism to optimism**; **God was loving and just, not arbitrary or vindictive**; **man was not necessarily sinful but capable of moral virtue and goodness**. The **Unitarians** also reacted against the **mechanistic universe** and **rational religion of the deists**. **Nature manifested divine purpose**, and man might know and appreciate its full beauty. But **man must transcend ordinary understanding or experience**, and his soul must have **direct contact with divinity**; **this might be done largely without benefit of clergy**. The **Unitarians**, like the **Deists**, wished to **use reason to interpret the Bible** but, unlike the **Deists**, many **accepted revelation**.

Transcendentalists were... reacting against the limitations of Lockean conception of experience; believed there is a transcendental realm over and beyond the phenomenal appearances and ultimate reality which only reason and intuition could penetrate; **criticized the dependence of knowledge based on empirical and scientific facts** – such evidence was only probable, and ended in skepticism; poets and seers who proclaimed truth as they saw it and were not interested in rational proof; there are two worlds – (a.) the unreal world of sensations, which are the objects of physical science, and (b.) the unseen world, a religious, moral, and aesthetic universe, which only poetry and philosophy could discover; this movement stimulated by **moral idealism**; and had a **goal to liberate the individual and to free him from the blind hold of custom and convention**. The **transcendentalists were humanitarians** deeply concerned with **moral progress**, with **political and social justice and equality**. Each individual possessed an **implicit dignity**, which was also a claim to **equality**, for each person had both the ability and the right to consult his private intuition. They **fought against acquiescence to injustice and defended liberalism in social action**.

Utopias-During this era, several utopias were religious communities... but some were experimental communities inspired by the **Second Great Awakening**, yet **were rebelling against religion**, OR were **inspired by transcendentalism**); they were created with the **belief in human perfectibility**. Three examples are outlined below.

Utopia Inspired by Religion	Utopia Inspired by Secularism	Utopia inspired by Transcendentalism
Shakers Mother Ann Lee founded this society which lasted for 30 years. It ended because they embraced celibacy. It was based on the religious belief that God was both father and mother, men and women were equal in God's eyes, and strove to create a community that was productive (famous for Shaker furniture) while also keeping men and women separate and rejecting materialism.	New Harmony Robert Owen founded this society based on socialistic beliefs in communal living. It only lasted 3 years	Brook Farm George Ripley founded this society based on transcendentalism which combined hard work with education in hopes of creating a communal society in which a "higher level" of understanding would be reached. It only lasted 6 years due to disease/epidemic and the resistance of its intellectuals to do hard labor.

The Development of American Culture... *American Art*

Early American art was based on portraiture and European styles. Only those who could afford it were captured in this art form. In general, American art during the Early Republic was just an extension of European style. A truly American art form did not emerge until the Era of Good Feelings and Antebellum periods during which time nationalism increased and a truly unique and "American" culture developed with its' own styles and subjects independent from Europe. **America began to create new styles of art, architecture, and literature which took pride in the growing nation. This movement began after the War of 1812 as illustrated with the surge of nationalism and Francis Scott Key's Star Spangled Banner. As you review and contextualize the examples of American art, consider the significance of each piece to American culture and identity. Context...** What does each represent? What era was it produced? What era is it portraying? **Purpose, Audience, or Point of View...** What style is used? What event/era is portrayed? What bias is present? Is something being celebrated? Romanticism or Realism?

(images are public domain captured from Wikipedia and ushistory.org, review activity inspired by John P. Irish, Carroll High School)

Jonathan Singleton Copley, _
Paul Revere , 1768



Charles Wilson Peale
Portrait of George Washington 1772



Gilbert Stuart
George Washington 1797



Benjamin West
Peace Negotiations with Great Britain, 1783



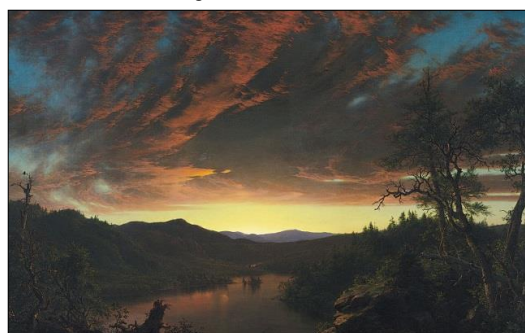
Truly American Art...

Art	Literature	Architecture
Hudson River School -Landscape painting, celebrating beauty of America, Romantic images of "noble savages" (American Indians), and romantic portrayal of founding moments (American history)	writing tales of American characters in American settings Ralph Waldo Emerson -Wrote as well as travelled giving lectures, Washington Irving - <i>The Legend of Sleepy Hollow</i> and <i>Twas the Night Before Christmas</i> , James Fenimore Cooper - <i>Last of the Mohicans</i> , Nathaniel Hawthorne – <i>Scarlett Letter</i>	New style based on ancient Greece and Rome, columns and domes illustrated American pride in a Republic (Roman Republic) and democratic ideals (Athens – democracy)

Thomas Cole's *The Oxbow*, 1836



Frederick Church *Twilight in the Wilderness*, 1860



Charles Bird King *Young Omahaw, War Eagle, Little Missouri, and Pawnees* 1831



John Audubon
1830s *Morning Dove*



Rebecca Richardson, Allen High School

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

American Art Antebellum... continued...

Romanticism - American History

(images are public domain captured from Wikipedia and ushistory.org)

Some of the most iconic scenes in United States [American] history were captured in the art of the Antebellum Era. Many of these are on display in the U.S. Capitol and/or Smithsonian in Washington D.C. What do they reflect about culture and identity?

John Vanderlyn *Landing of Columbus*, 1847



Robert W. Weir *Embarking of the Pilgrims*, 1843



Peter F. Rothenmel, 1851,
Patrick Henry Before the Virginia House of Burgesses



John Trumbull, 1819, *The Signing of the Declaration of Independence*



Emanuel Leutze, 1851, *Washington Crossing the Delaware*



Reviewing the Content Outline... *Artistic, Philosophical, and Scientific Ideas*

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

The Gilded Age produced **new cultural and intellectual movements**, public reform efforts, and political debates over economic and social policies. **New cultural and intellectual movements** both buttressed and challenged the social order of the Gilded Age. Social commentators advocated theories later described as **Social Darwinism** to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the **Gospel of Wealth**, and they made philanthropic contributions that enhanced educational opportunities and urban environments. **A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel**, championed **alternative visions** for the economy and **U.S. society**.

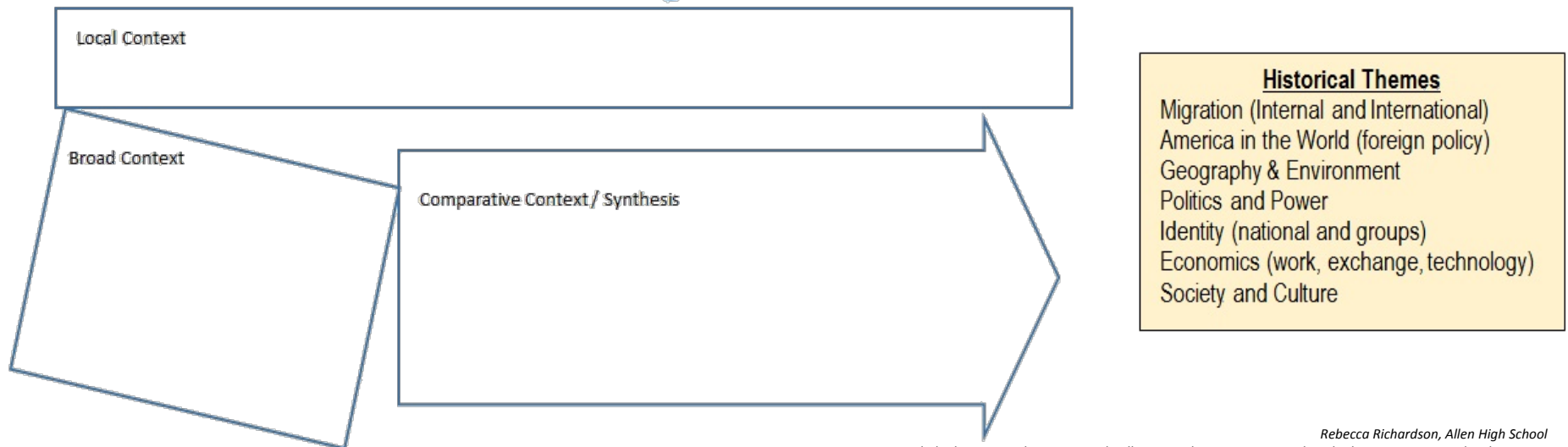
Social Darwinism	Social Gospel
<u>This ideology includes the following beliefs:</u> <ol style="list-style-type: none"> Competition is normal, there are winners and losers, and the winners do not owe the losers anything, survival of the fittest Social classes based on socioeconomic status (how much money/wealth one has) is a sign of economic development and overall progress, upward mobility is available for those who work hard to accumulate wealth The role of government is to protect the environment in which business can grow; government should not try to eliminate class or poverty because they are natural <u>Social Darwinism was supported by:</u> Captains of Industry, Upper class, The "Forgotten Man" (middle class, tax payers, working hard to climb the ladder, resenting handouts to the poor)	<u>This ideology includes the following beliefs:</u> <ol style="list-style-type: none"> Christianity and American Churches have an important role to play in American society Churches should provide services to the poor and speak up for those in need Christians should organize and create a "kingdom of God" on earth Government action is necessary in society Individuals have the ability to manipulate evolution and direct society onto a path of higher morality Cooperation is more important than competition <u>Social Gospel was supported by:</u> Protestants, Poor, Progressive reformers
<u>Impact of this ideology:</u> <ol style="list-style-type: none"> Fueled capitalism (with little government regulation) Fueled overseas expansion (imperialism) Fueled eugenics and racial/ethnic/gender stereotyping Fueled laissez faire 	<u>Impact of this ideology:</u> <ol style="list-style-type: none"> Increased support for government intervention in social issues Increased connection between morality and social injustice and poverty Fueled movements such as the Settlement House Movement and child labor laws)
In the 20 th century, Darwin impacted education as states and local districts banned the teaching of evolution. This led to the Scopes Trial in the 20s. This trend of religion over science didn't reverse until the <i>Epperson</i> case in the Civil Rights Era.	

Synthesis... The Gospel of Wealth

Read the excerpt then complete a contextualization and synthesis.

“Andrew Carnegie was one of the wealthiest men in the world during his lifetime, and indeed one of the wealthiest men in the history of the world, in inflation-adjusted terms. One estimate suggests that his peak wealth would be roughly equivalent to \$300 billion today, which would make him the world’s wealthiest person on earth by nearly a tenfold margin. In 1901 Carnegie sold his interest in U.S. Steel to J. P. Morgan for \$480,000,000, the equivalent of more than \$10 billion today, of which approximately \$250 million (some \$5 billion today) went directly to Carnegie himself. But Carnegie was not only a single-minded businessman. He also reflected deeply on the obligations people of wealth have toward their needier brethren. In 1889 Carnegie wrote an essay, “The Gospel of Wealth,” in which he argued against what he called “indiscriminate almsgiving.” He began with the claim that there is a legitimate and important distinction between deserving and non-deserving poor. Some people, Carnegie argued, are poor through no fault of their own: sometimes circumstances conspire against one, making it difficult to get ahead despite one’s best efforts. Such people, Carnegie said, deserve our help. On the other hand, some people are poor because of decisions they made that led to bad consequences. These, Carnegie thought, do not deserve our help. But because indiscriminate almsgiving does not heed this distinction, it rewards not only behavior that should be rewarded—such as effort, industry, and persistence—but also behavior that should not be rewarded—such as imprudence, irresponsibility, and idleness. According to Carnegie, the wealthy person who gives to those asking for money without first determining whether the proposed recipient is deserving actually causes not one but two kinds of bad consequences. First, he encourages the undeserving to continue in their wayward behavior, by decreasing the costs of indulgence, and second, he discourages the deserving from continuing their industry and effort, by showing them that it is pointless. If they receive reward regardless of whether they put forth effort, why, all else being equal, would people want to continue putting forth effort? Thus in addition to enabling the idle and irresponsible poor to remain idle and irresponsible, the indiscriminate almsgiver works to increase their numbers by spreading a “moral infection” that slowly but inexorably converts their industrious brethren to consider the less noble but “easier path” of dependence...” Source: www.conversationsonphilanthropy.org, “The Gospel of Wealth and True Philanthropy,” by James R. Otteson, graphic organizer below inspired by those found in John P. Irish’s book, *Historical Thinking Skills*

Contextualization & Synthesis



Rebecca Richardson, Allen High School
Sources include the 2012 and 2015 Revised College Board APUSH Framework and other sources as cited in document.

American Art Gilded Age...

Realism... America as it is... with some abstract style...

The art of this era illustrates changing culture as the nation industrializes and urbanizes. Urban culture included more leisure time to attend sporting events such as boxing or cock fighting. Urban areas were crowded and multi-cultural, and many scenes were simple glimpses into reality. The *Gross Clinic* illustrates advances in medicine (dissecting a cadaver). Identify context and POV for each.

George Bellows; *The Stag at Sharkeys*, 1909



Thomas Pollock Anshutz *Ironworkers at Noontime*, 1882



Horace Bonham; *Nearing the Issue at the Cockpit*, 1870



George Bellows; *The Lone Tenement*



John Singer Sargent *El Jaleo*, 1880



Thomas Eakins *The Gross Clinic* 1875



Reviewing the Content Outline... *Artistic, Philosophical, and Scientific Ideas*

"A Dream Deferred,"
Langston Hughes, 1926

What happens to a dream
deferred?

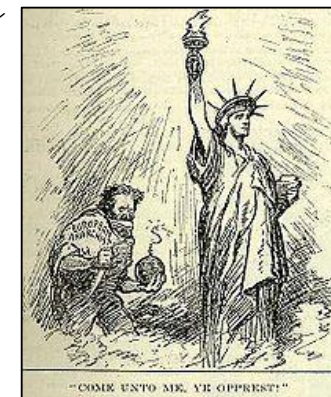
Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.



Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Popular culture grew in influence in U.S. society, even as ***debates increased over the effects of culture***

on public values, morals, and American national identity. New forms of mass media, such as radio and cinema, contributed to the ***spread of national culture*** as well as greater awareness of regional cultures. Migration gave rise to ***new forms of art and literature that expressed ethnic and regional identities, such the Harlem Renaissance movement.***

Official restrictions on freedom of speech grew during World War I, as increased ***anxiety about radicalism*** led to a ***Red Scare*** and attacks on ***labor activism and immigrant culture.*** In the 1920s, cultural and political controversies emerged as ***Americans debated*** gender roles, modernism, ***science***, religion, and issues related to race and immigration.



(images captured from Wikipedia.org & slideshare.com)

Postwar [after 1945] economic and demographic changes had far-reaching consequences for American society, politics, and culture. New demographic and social developments, along with ***anxieties over the Cold War, changed U.S. culture*** and led to significant ***political and moral debates that sharply divided the nation.*** Mass culture became increasingly homogeneous in the postwar years, inspiring ***challenges to conformity by artists, intellectuals, and rebellious youth.*** Feminists and young people who participated in the ***counterculture*** of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

POP ART, Andy Warhol, Campbell Soup Can, 1968 & Marilyn Monroe, 1967

Stop and Write!

Briefly explain how the Harlem Renaissance developed. How did this artistic movement impact society?

Briefly compare American artistic styles of the Antebellum Era to that of the Gilded Age.

Briefly explain how scientific ideas changed from the Revolutionary Era through the Gilded Age.

Briefly explain the differences among Social Gospel, Gospel of Wealth, and Social Darwinism. In what ways did these three philosophical ideas impact American culture and institutions?



Rebecca Richardson, Allen High School

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

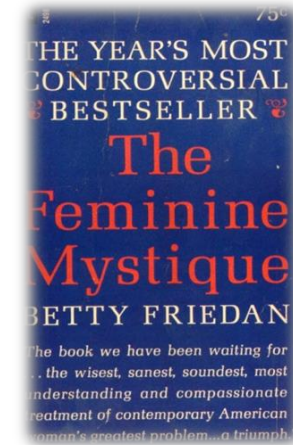
The Counterculture...

Following WWII and throughout the Fabulous Fifties, a homogeneous culture largely based on conformity and fear of communism dominated American society. However, there was an undercurrent of disillusionment and rebellion in the 1950s... The Beat Generation. The Beatniks contrasted with the images of Father Knows Best and Leave it to Beaver (popular television shows). Jack Kerouac and Allen Ginsberg led the Beat literary movement which included stories about rebellious teens, the use of mind-altering drugs, sexual promiscuity, new forms of art and music, and free verse poetry. This undercurrent became a tidal wave in the 1960s as the counterculture erupted.

The counterculture contained many parts... in general, it refers to anyone who is rebelling against conformity and/or status quo. Examine the images below and then address the question that follow. (images collected from Pinterest.com)



Father Knows Best Vs Feminine Mystique?



Containment Vs Anti-War?



Rebecca Richardson, Allen High School

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

The Counterculture...

OKIE FROM MUSKOGEE MERLE HAGGARD

We don't smoke marijuana in Muskogee;
We don't take no trips on LSD
We don't burn no draft cards down on Main Street;
We like livin' right, and bein' free.

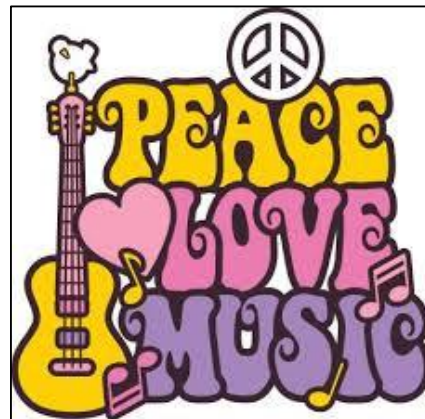
I'm proud to be an Okie from Muskogee,
A place where even squares can have a ball
We still wave Old Glory down at the courthouse,
And white lightnin's still the biggest thrill of all

We don't make a party out of lovin';
We like holdin' hands and pitchin' woo;
We don't let our hair grow long and shaggy,
Like the hippies out in San Francisco do.

And I'm proud to be an Okie from Muskogee,
A place where even squares can have a ball.
We still wave Old Glory down at the courthouse,
And white lightnin's still the biggest thrill of all.

Leather boots are still in style for manly footwear;
Beads and Roman sandals won't be seen.
Football's still the roughest thing on campus,
And the kids here still respect the college dean.

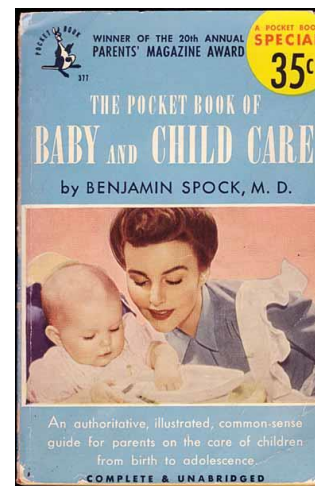
We still wave Old Glory down at the courthouse,
In Muskogee, Oklahoma, USA.



Accept "your place"
Vs
"fight the power?"

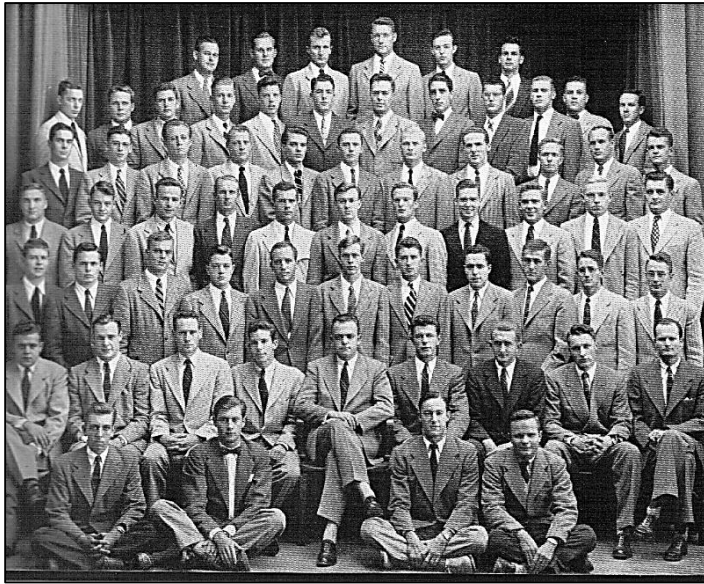


Cult of Domesticity
vs Feminism?

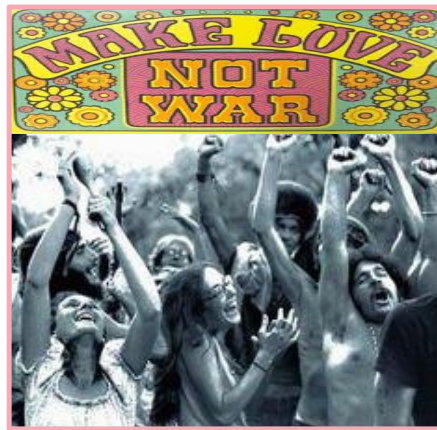


Squares
vs Hippies?

The Counterculture...



Marriage vs Free Love?



Straight Laced on the Dean's List vs SDS?



Take heed, all you homosexual sinners

THE confrontational Stonewall slogan [Some people are gay get over it] that is currently touring our city, towns and villages via Stagecoach buses has caused me to think and remember what is written by the prophet Isaiah 3-9:

"For the look on their faces bears witness against them; they proclaim their sin like Sodom; they do not hide it. Woe to them! For they have brought evil on themselves."

Mr D Bryson
Whitstable

Anti-Gay Vs Gay-Rights?



Rebecca Richardson, Allen High School

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

Essay Practice... *Society and Culture*

Directions: Address the prompt below, and then incorporate document analysis.

Prompt: Explain the major causes and consequences of protest among different members of the counterculture from 1945 to 1975.

Skill? What is the skill being tested?

Explain what skill you are demonstrating and how you will tackle this prompt...

CONTEX... Define your parameters...

CONTEXT...Characterize the era(s)...

THEME...Identify the theme(s) being tests...

1. Write your thesis...

2. List three pieces of specific evidence for each body paragraph...

a.

a.

a.

b.

b.

b.

c.

c.

c.

3. Select one of the images from the preceding pages on counterculture and incorporate it into your planning. How will it help you defend your thesis?

Description of image...

Historical Context...

Intended Audience...

Purpose...

Point of View...

Supports thesis?

There are other parts of the counterculture not represented in the image collection. Can you name them?

Essay Practice... *Society and Culture*

Compare and contrast the role of economic, political, social, and ethnic factors had on the formation of regional identities in TWO of the following eras:
Colonial Era (1607-1776), Antebellum Era (1800-1860), Industrialization (1865-1920)

Skill? What is the skill being tested?

Explain what skill you are demonstrating and how you will tackle this prompt...

CONTEX... Define your parameters...

CONTEXT... Characterize the era(s)...

THEME... Identify the theme(s) being tests...

Write your thesis...

List three pieces of specific evidence for each body paragraph...

Write your conclusion...

Essay Practice... *Society and Culture*

Directions: Address the prompt below, and then incorporate document analysis.

Prompt: Explain how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society during the 18th century.

Skill? What is the skill being tested?

Explain what skill you are demonstrating and how you will tackle this prompt...

CONTEX... Define your parameters...

CONTEXT... Characterize the era(s)...

THEME... Identify the theme(s) being tests...

Write your thesis...

List three pieces of specific evidence for each body paragraph...

d.

a.

a.

e.

b.

b.

f.

c.

c.

Analyze the document below and incorporate it into your planning. How will it help you defend your thesis?

Source: Declaration of Independence, Second Continental Congress, penned by Thomas Jefferson, 1776

"We, therefore, the representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain, is and ought to be totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor. "

Historical Context...

Intended Audience...

Purpose...

Point of View...

Supports thesis?

Reviewing Social Effects... Highlight cues.

Manifest Destiny	Civil War	Industrialization
<p>John O'Sullivan coined this phrase; meaning it was "God's will" that the U.S. expand sea to sea... several forces allowed that to happen and as it did culture and identity was impacted. It was a continuation of the belief system – going all the way back to the colonies – that European/White culture and systems was supreme.</p> <p>By the 1840s, the U.S. had been transformed by canals, national roads, steamboats, railroads, massive immigration, and market revolution (mainly in the North). The South had been transformed by the cotton gin and rise of King Cotton. Sectionalism increased due to economic differences as well as social conflict over slavery (expansion of) and ethnic/racial diversity of North as compared to the South which was Black/White.</p> <p>Nativism increased in this era (Know-Nothing Party, "No Irish Need Apply") as did anti-Indian policies such as Trail of Tears.</p> <p>North and West became more connected due to transportation and communication changes (canals, railroads, telegraph wires) which increased sectionalism as South was largely cut off from this growing network.</p> <p>The gap between rich and poor increased in both regions (North: Business owners = poor; South = plantation owners rich).</p> <p>Manifest Destiny's height was the 1840s under President Polk. Oregon Territory defined with Britain (Oregon Trail – mass migration), Texas annexed, Mexican-American War and Mexican Cession increased size of the U.S. and increased sectionalism over the expansion of slavery. Racial conflict between Whites and Hispanics increased in the Southwest, as well.</p> <p>Disease destroyed many Plains Indians at this time which allowed the Sioux Nation to increase dominance, however with increasing White migration they were unable to hold onto most of their land.</p> <p>Westward expansion and growth of the greatest nation on God's earth = Progress</p>	<p>Deadliest war in U.S. history, "brother against brother," everyone impacted in some way... 2% of population killed, mostly men... Million+ injured... Many single women, single moms, fatherless children; 620,000 dead...</p> <p>Many women in poverty – rising to status of breadwinner – working outside home – and many assisted in war effort... This new situation/status inspired many women to fight for more rights (property, work, suffrage)... Veterans hospitals following the war served mainly by women who were now becoming dominant in nursing field; this began during the war as Dorothea Dix led nursing for Union – making it more socially acceptable for women to work in this field. Following the war, Clara Barton founded the Red Cross.</p> <p>African Americans gained freedom, citizenship, and suffrage (for men)... creating a new challenge in order to transition from slave into the American social structure... Southern Whites lost their social structure and struggled to make sense of and peace with the chaos that was a destroyed South (economic, environmental, and social system destruction). American identity changing = expanding democracy to African Americans... Although Blacks continued to struggle for social, economic, and political equity, the world witnesses a victory in republicanism and the U.S. continued down a path toward reaching its ideal of "all men are created equal" while European powers were disappointed that the U.S. hadn't fallen apart (they were poised to reclaim area; during war France seized Mexico). Exodusters (Freedmen) left South for Kansas, Black Church movement grew (culture, beliefs), "40 Acres and a mule" didn't follow through and Southern Blacks largely still economically dependent on Whites.</p> <p>Beliefs and ideas concerning the government changed following the war, shifting from states' rights to central government and supremacy of the Union over regional goals, ideologies, policies... Northerners assisted in Southern transition until economic depression hit in 1870s. (Reconstruction, Freedman's Bureau, etc)</p> <p>Northern culture changed as industrial boom began, Southern culture slowly rebuilt under Black Codes, Jim Crow, Sharecropping, and continued dependency on cash crop agriculture. Western culture changed as enclosure of the West began and many Indian Wars and boomtowns altered landscape both physically and culturally. Northerners and Southerners continued to dislike each other through the end of the century.</p> <p>Preservation of Union and success of republicanism with expanded democracy = Progress</p>	<p>Innovation and Economic expansion = progress</p> <p>Industrialization to urbanization (mainly in the North) which created a new culture of city living, increased gap between rich and poor, and increased ethnic/racial/cultural diversity (mass migration of "new" immigrants from Southern and Eastern Europe who were largely unskilled and very poor; increased nativism; Chinese Exclusion Act). Meanwhile in the South, Jim Crow increased segregation, continued racial discrimination, and dismantled Reconstruction victories (<i>Plessy v Ferguson</i>); and, in the West, Indian Wars culminated in forced assimilation (Dawes Act) and the reservation system.</p> <p>Northern economy boomed, Western farmers struggled with rise of corporate farms, Southern agriculture dominated by sharecroppers (poor). Education and innovation flourished in Northern cities while Southerners were largely uneducated (except for the elite Planter class). Carnegie, Rockefeller, Stanford, Vanderbilt made large contributions to education and philanthropy; higher education increased (Morrill Act, Hatch Act); Scientific method applied to social issues and social studies (or social science) increased. YAY! Normal schools taught education; medicine and law now required degrees.</p> <p>Immigrants going to the North and West, not the South. Tenement slums aided by settlement houses (Jane Addams), Social Gospel charity, and political machines (buying votes with services); ethnic neighborhoods increased (Chinatowns, Little Italies), by 1900 1/3 of New Yorkers were foreign born; immigrants held on to more of their culture than earlier waves. Suburbs grew with streetcars; management class (mainly Whites) able to live further from factories while poor lived in city. (de facto segregation)</p> <p>Leisure time in cities led to increased sporting events such as baseball and boxing as urban culture grew along with vaudeville shows with music, dance, humor; Southern minstrel shows with Whites in blackface were popular among both Whites and Blacks (yet reinforced racial stereotyping)</p> <p>Art became more realist (unlike romanticism of pre-Civil War). Mark Twain wrote about rugged, western characters, artists like James Whistler experimented with new styles, architecture flourished as skyscrapers and city landscapes increased. Landscaping increased as efforts to beautify cities increased (Central Park). Newspapers competed for readers and included yellow journalism (Hearst vs Pullitzer), magazines increased included women's magazines like Vogue and Ladies Home Journal; Barnum and Bailey Circus toured, Buffalo Bills Wild West Show popular... City culture much different from rural and Southern culture.</p> <p>Social Darwinism reinforced racism and nativism.</p>

Reviewing Social Effects...continued

Highlight cues.

Railroad Consolidation (Vanderbilt, Monopoly)	<p>Farmers protest unfair pricing, forming self-help groups like the Grange and political action groups like the Farmer's Alliance. Granger Laws were state laws regulating railroads, but they were found unconstitutional (only federal government can regulate interstate commerce)... following this ruling, the federal government created the Interstate Commerce Commission (Interstate Commerce Act)</p> <p>Farmer's Alliance and other groups form the Populists (People's Party) and one of the items on their Omaha Platform is government ownership – not just regulation – of railroads. Farmers do not trust big business... trust government more.</p> <p>Progressive Theodore Roosevelt trust-busted the Northern Securities Company (railroad monopoly) and increased government regulation of railroad (Elkins Act, Hepburn Act).</p>
Social Ills of Cities (poverty, slums, nativism, racism, business-government corruption, unsafe or unsanitary factories, etc.)	<p>Muckrakers exposed social problems and inspired progressive reform...</p> <p>Upton Sinclair's <i>The Jungle</i> inspired Meat Inspection Act and Pure Food and Drug Act, Ida Tarbell's expose on Standard Oil inspired trust busting (Taft brought it down), Lincoln Steffens' <i>The Shame of the Cities</i> exposed business-government corruption inspiring city reforms like commission system and city management plans, Jacob Riis' <i>How the Other Half Lives</i> exposed poverty in the cities and inspired movements to service the poor and improve living conditions like ventilation and sanitation, etc.</p>
Political Corruption, Political Machines	<p>Robert La Follett, governor of Wisconsin, led the states in reform... meeting many Populists' goals such as the secret ballot, initiative, recall, and referendum. These represented the call for increased power to the voter (increased democracy). Public regulation of utilities increased fairness and access to electricity, public transportation, and other services.</p> <p>At the national level, the 16th Amendment and 17th Amendment increased equity and democracy by creating a progressive income tax (wealthier pay more) and direct election of senators (rather than state legislatures which were often controlled by party system or big business). 19th gave women the right to vote.</p>
Unsafe Working Conditions	<p>Following the Triangle Shirtwaist Fire, local reform increased which led to business regulations regarding doors, fire escapes, and other safety measures.</p>
<p>"Triple Wall of Privilege" High Tariffs (benefiting big business), unfair banking policies (benefiting the rich/big business), and monopolies (stifling competition and free enterprise)</p>	<p>In the Gilded Age, farmers and debtors clamored for more currency, leading to the coinage of silver being in the Omaha (Populist) Platform. Debtors wanted inflation (Greenback Party wanted more paper currency, Silver Party wanted more silver) so that debts would be reduced and there would be more money in circulation. Business and lenders wanted gold standard which was "sound money." The government did respond to the silver issue in the Bland-Allison Act of 1878 (gov't bought silver) and the Sherman Silver Purchase Act of 1890 (doubled purchase of silver). The issue became a top political issue in the election of 1896 in which William Jennings Bryan (Democrat) gave his Cross of Gold speech. The Klondike, Alaska gold rush of 1896-1899 solved the problem by increasing the gold supply. The Gold Standard Act of 1890 put all paper money on standard (backed by gold).</p> <p>Woodrow Wilson's goals included breaking this triple wall... Underwood Tariff lowered tariffs, Federal Reserve Act creating new banking system to regulate money supply, and the Clayton Anti-Trust Act increased government's ability to trust-bust while also fixing the language in the Sherman Anti-Trust Act which hurt workers, Federal Trade Commission increased business regulations.</p>
Child Labor	<p>Populists and Progressives wanted to end child labor, but the Keating-Owen Act was found unconstitutional.</p>

Comparing 20th Century Reform Movements...

There are three major reform movements in the 20th century, Progressive Era, New Deal, and Great Society. The significance of these movements touches most themes, but for the themes of Beliefs and Identity the point of focus is on a new role of government in interfering with things that have a social impact such as unemployment and poverty. Together they represent a dramatic change from the laissez-faire, Social Darwinism of the 19th century. **Highlight cues.**

Progressive Reform	New Deal	Fair Deal	New Frontier	Great Society
<p><u>Who:</u> Theodore Roosevelt, Taft, Wilson, social reformers, state and local reformers</p> <p><u>When:</u> 1901-1920</p> <p><u>Why:</u> response to industrialization and big business; main goals were to trust-bust, protect consumers, reduce government corruption, and conserve the environment</p> <p><u>Programs:</u> Conservation Acts Hepburn & Elkins Acts Meat Inspection Act Pure Food and Drug Act Northern Securities Bust Federal Reserve Act Clayton Antitrust Act Federal Trade Commission Newlands Act Keating Owen Act Progressive Amendments (16-19) Initiative, recall, referendum, Commissioners, City managers, public regulation of utilities</p> <p><i>Reforms paused due to WWI, Red Scare, and conservative leadership in the 1920s.</i></p>	<p><u>Who:</u> Franklin Roosevelt & a cooperative Congress</p> <p><u>When:</u> 1933-1939</p> <p><u>Why:</u> to provide relief to the unemployed, recovery of the economy, and reform for banking and financial systems in order to prevent another crash; in response to the Great Depression</p> <p><u>Programs:</u> Civilian Conservation Corps FDIC (Federal Deposit Insurance Corporation) SEC (Securities and Exchange Commission) WPA (Works Progress Administration) PWA (Public Works Authority) Tennessee Valley Authority Social Security Wagner Act (minimum wage) Indian Reorganization Act</p> <p><i>Reforms slow due to WWII but are then expanded in the 50s and 60s. New Deal did not end the depression, mobilization for WWII did, however it did forever change society as it began the limited welfare state</i></p>	<p><u>Who:</u> Harry Truman</p> <p><u>When:</u> 1945-1953</p> <p><u>Why:</u> to expand on New Deal</p> <p><u>Programs:</u> Desegregation of military Employment Act of 1946 Increased minimum wage Expanded Social Security Proposed Civil Rights program</p>	<p><u>Who:</u> JFK</p> <p><u>When:</u> 1961-1963</p> <p><u>Why:</u> to expand New Deal</p> <p><u>Programs:</u> PROPOSED: Medicare, Civil Rights Act, aid to education, public housing, mass transit</p>	<p><u>Who:</u> LBJ</p> <p><u>When:</u> 1963-1969</p> <p><u>Why:</u> to expand New Deal and fulfill Kennedy's goals and to win a "War on Poverty" with increased emphasis on civil rights</p> <p><u>Programs:</u> Medicare & Medicaid Civil Rights and Voting Rights Education Acts (more than 50 acts) Head Start Public Housing Authority Economic Opportunity Act Highway Safety Act Public Broadcasting Wilderness Preservation Act Immigration Act</p> <p><i>Great Society was the most aggressive and most idealistic of the three movements, was part of a broader movement of reform (Civil Rights Era and Environmentalism) –the height of liberalism.</i></p> <p><i>Inspired conservative resurgence due to increased size of government.</i></p>

Acronyms...

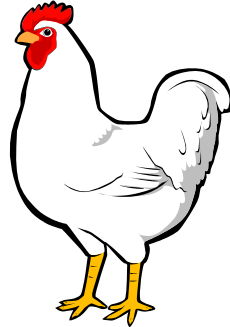
(Acronyms created by Steven Mercado)

**Populism/Omaha Platform, 1892**

Linking Populists to Progressives...

Fried Green Gummy-bears Invade Really Really Silly People**Free Silver** at 16:1: Does not succeed, gold rush lessons need for silver**Graduated income tax:** Becomes realized in the 16th Amendment & Underwood Tariff Bill of 1913**Gov't ownership of railroads:** eventually gov't regulates railroads more but not public ownership (Hepburn Act of 1906)**Initiative, Referendum & Recall:** become part of La Follette's "Wisconsin Experiment"**Subtreasury system:** realized during Wilson's presidency, 1916**Postal savings banks:** becomes realized in 1915...Extension of credit to farmers: realized in future gov't programs to loan \$ to farmers.**Progressivism****Silly Purple Turkeys Can't Chase Very White Chickens While Fighting Pink Iguanas.**

Silly Socialism (anti)
Purple Political machines (anti)
Turkeys Trusts (anti)
Can't Child Labor (anti)
Chase Conservation
Very Voting reform
White Working/living conditions
Chickens Consumer protection
While Women's suffrage
Fighting Federal Reserve System
Pink Prohibition of Alcohol
Iguanas Income Tax (progressive/graduated)

**Robert La Follette's "Wisconsin Experiment"****DIG CID**

Direct election of Senators
Initiative, referendum, recall
Gov't regulation of public utilities
Civil service reform
Income tax;
Direct primary

**Theodore Roosevelt: Square Deal****3 "Cs"**Control of **C**orporations:*Anthracy Coal Strike (1902), Northern Securities Co. (1902), Dept. of Commerce and Labor; Bureau of Corporations***C**onsumer Protection: *Meat Inspection Act, 1906; Pure Food and Drug Act, 1906***C**onservation : *Newlands Reclamation Act, 1902; national parks***Woodrow Wilson: New Freedom****3 "Ts"** –opposed to “triple wall of privilege”**Tariffs, The banks, & Trusts****CUFF** (Woodrow Wilson)**Clayton Antitrust Act****Underwood Tariff****Federal Reserve Act****Federal Trade Commission**

The Imperialism Debate and Evolving American Cultural Values...

In addition to forces such as Social Darwinism and the Social Gospel, Americans debated foreign policy as the 19th century came to a close. With the closure of the frontier in 1890, many Americans still felt the pull of Manifest Destiny and began looking overseas for the next conquest. Those who believed in the superiority of American culture sought to spread it overseas (Christianity, republicanism), and those in the business world sought to open new markets as the United States became the number one producer of goods in the world. Explain how each of the items below created a debate on what American values were or should be at the turn of the century. One entry is completed for you as an example. **Highlight cues.**

Frederick Jackson Turner's Frontier Thesis, 1892	
Alfred T. Mahan's <i>The Influence of Sea Power upon History</i> , 1890	
Jingoism	<i>Jingoism is extreme nationalism. Just as the British imperial goals and system in the 17th and 18th century sought to expand and support a growing economy, the United States sought to expand in order to expand markets and naval power. Just as the British saw their Anglo culture as superior in the colonial era, so did many Americans who sought to Americanize both immigrants at home and foreigners abroad. Debates over this force included anti-imperialists views that other nations should be left along to determine their own fate or future.</i>
Sanford B. Dole's rebellion in Hawaii	
Yellow journalism regarding Spanish in Cuba	
Rough Riders	
Filipino Insurrection	
Insular Cases	
Big Stick Policy	

Impact of WWI on American Society...

When Woodrow Wilson asked Congress to declare war on Germany in order to “make the world safe for democracy,” many Americans saw American values and goals as noble and just, as Wilson communicated in the Fourteen Points. When this plan for peace didn’t materialize and the U.S. didn’t ratify the Treaty of Versailles nor join the League of Nations, among other forces, sent American into disillusionment and isolationism. Review how each of the items below illustrates an effect of WWI on U.S. culture. **Highlight cues.**

Committee on Public Information; WWI Propaganda	<i>Emphasized an idealistic, patriotic American duty to make the world safe for democracy. Reinforced nativism and stereotypes against Germans. Liberty Leagues were formed to organize movements to support the war effort through the purchase of Liberty Bonds. When things disintegrated in Russia and they became communist... then when Wilson’s ideological goals didn’t pan out... disillusionment abounded. These feelings were later reinforced with the Nye Committee hearings which concluded that the war was fought for economic gain, not idealism. This reinforced isolationist thought all the way until Pearl Harbor in 1941.</i>
War Production Board	<i>The government organized the war effort, including implantation of business regulations on production, prices, and wages. During the war, the economy benefited from overseas sales to warring nations. When the war ended, these controls also ended and the economy took a dive. This led to thousands of labor strikes in 1919, which were not met with typical Progressive support. Americans now feared labor due to the Red Scare. Many of these strikes were violent.</i>
Espionage Act of 1917 and Sedition Act of 1918	<i>Americans debated the role of the government and whether or not it had the power to restrict civil liberties. Following the imprisonment of Eugene Debs (socialist who spoke out against the war and against American capitalism). Disillusionment following the war including a sort of rebellion against government infringement of rights as some criticized the American system, especially instances that curbed free speech. Is American a “free” country? Is it acceptable to dissent from the majority?</i>
War Veterans	<i>There were no programs providing services to veterans at this time, and many returned shell-shocked from fighting a new technological war with tanks, fire-bombing, and poison gas (among other technological advancements). Although soldiers only participated in the war for a year or less, trench warfare was difficult, disease spread quickly (Spanish influenza epidemic), and many lost limbs or were injured from new weapons and poison gas. In addition, soldiers returned to work which displaced many African Americans and women who were no longer “needed.” African American soldiers struggled to find work, and the disillusionment of fighting for democracy when your own country treats you unfairly caused many to question their efforts to support their country. There were many race riots in American cities following this war. When the Great Depression began at the end of the 1920s, veterans marched on Washington (Bonus Army) demanding early payment of their war benefits and/or help finding a job. They were run out of town with nothing, as the culture was still rugged individualism, not beg the government.</i>

Modern Mass Culture...

The 1920s is often referred to as the beginning of the “modern era” or the beginning of “pop culture.” Explain how each of the items below fostered a new, modern, mass culture. The first item is completed for you as an example. **Highlight cues.**

Model T	<i>Henry Ford's Model T made the automobile affordable to the masses. This due to mass production and the assembly line and standard parts and one color... black. This created a mobile society and led to economic expansion as roads, gas stations, and other businesses that are tied to the automobile raced to meet growing demand.</i>
Radio	
Hollywood	
Charles Lindbergh, Babe Ruth, and Jack Dempsey	
Harlem Renaissance	
Lost Generation	

Culture Conflict in the Roaring Twenties...

As modern mass culture was developing, so was a conservative movement bent on maintaining status quo, preserve traditional culture, and resist change. The Roaring Twenties were filled with conflicts. Explain how each of the items below caused or affected culture conflict. One is completed for you as an example.

John Scopes taught evolution to his science students despite a Tennessee law banning it.	
The Volstead Act of 1920 created the means for enforcing the 18 th Amendment.	<i>The 18th Amendment began the era of prohibition, the success of the Temperance Movement which outlawed production, sale, and distribution of alcohol. This caused conflict, because alcohol was not seen as "sinful" or "immoral" in many cultures. Demand remained high (particularly in cities) which led to a black market with organized crime rings like Al Capone in Chicago. Law enforcement could not keep up with the crime as many officers were bribed and the criminals were clever. Speakeasies were hidden throughout cities where patrons could drink, listen to music, dance, gamble, or find prostitutes. The "Noble Experiment" resulted in increased crime and increased violence. The 18th Amendment was overturned with the 21st Amendment.</i>
Urban culture with modern conveniences such as the car and theaters differed greatly from the culture in rural areas.	
The Ku Klux Klan reached its height.	
The National Origins Act limited the number of immigrants from Eastern and Southern Europe.	
Sacco and Vanzetti were executed.	
Flappers cut their hair, their dresses, and rebelled against Victorian norms.	

Impact of the Great Depression on Culture...

The Great Depression was a long economic slump that marked a turning point in American government as well as society. Explain how each of the items below impacted American culture during the Great Depression. The first one is completed for you.

Stock Market Crash	
High Unemployment	<p><i>The traditional Protestant work ethic (hard work pays off, individualism) began to wane as high unemployment rates lingered and more and more people saw hard work not paying off. More people looked to the government for help... to do something... rather than the "rugged individualism" of the past. Those who lost hope of finding a job ... began to seek hope from the government.</i></p> <p><i>Many men left home in search of work, leaving women to manage the home and children alone, often families would consolidate into one home. Some men were so ashamed of not being able to provide for their families that they just deserted them. Single women searched for jobs in order to provide basic necessities.</i></p> <p><i>African Americans were hit particularly hard as they were often the "last hired, first fired." The Fair Employment Practices Committee ended racial discrimination in defense industries following a threatened March on Washington by A. Philip Randolph.</i></p> <p><i>To reduce job competition, Mexican Repatriation began leading to many deportations.</i></p>
Dust Bowl	

Impact of World War II on American Culture...

WWII brought the end of the Great Depression and a new surge of nationalism as the United States helped to defeat fascism in Europe and Japanese militarism in Asia. America emerged from this war as the strongest, most powerful nation in the world. This caused many to re-evaluate American values at home and abroad. Explain how each of the items below illustrates an effect of WWII on U.S. culture. One has been completed for you as an example. **Highlight cues.**

Japanese Internment	
Office of War Information and Propaganda	
Tuskegee Airmen	
Rosie the Riveter	<i>Women went to work in war industries in record numbers. Rosie the Riveter was one of many propaganda pieces encouraging women to do their part for the war. Women also supported rubber and metal drives (gathering scrap materials for the troops) as well as Meatless Mondays, Liberty Gardens, Liberty Bonds, etc. At the end of the war, like in WWI, many of these women were expected to “go back home,” but an increasing number chose to remain in the workforce. Breaking stereotypes of what women were capable of led to slow growth in changing gender roles and gender discrimination.</i>
Bracero Program	
Zoot Suit Riots	
Atomic Weapons	
G.I. Bill	<i>Veterans were better taken care of following this war, including aid in going to college or buying a home. Soldiers eased back into civilian life more smoothly, and veterans of this war were treated as heroes more than any other war. Taking care of veterans became an important value.</i>

Comparing the Roaring Twenties and the Fabulous Fifties...

Compare and contrast these two decades by analyzing the documents. First, analyze the historical context and ONE of IPP (intended audience, purpose, or point of view), THEN identify a similar or different context in the opposing decade. The first one has been completed for you as an example.

Source: Photograph, *IWW (Industrial Workers of the World) Headquarters, New York City, after the raid of November 15, 1919*



Historical Context:

Following WWI and the Bolshevik Revolution, 1919 was a year with record number of labor strikes and the First Red Scare which targeted immigrants, including the foreign born members of the IWW.

Purpose:

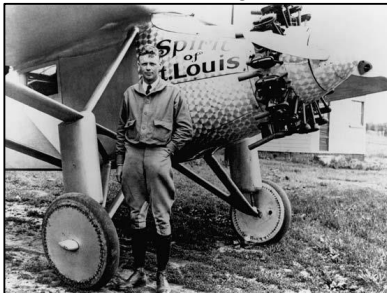
The purpose of the photograph is to capture and document the destruction by the police as they raided the IWW headquarters, probably searching for information on un-American activities as part of the Palmer Raids (Red Scare).

Comparative Context to the 1950s:

In the early 50s, a similar Red Scare erupted where socialists or communists were "hunted" and interrogated and even blacklisted. Both decades were marked by a fear of communism and a degree of xenophobia.

Source: Photograph, Public Domain, Charles Lindbergh, and Mary B. Mullett, "The Biggest Thing..."
The American Magazine, October, 1927

"...When, because of what we believe him to be, we gave Lindbergh the greatest ovation in history, we convicted ourselves of having told a lie about ourselves. For we proved that the "things of good report" are the same today as they were nineteen hundred years ago. We shouted ourselves hoarse. Not because a man had flown across the Atlantic! Not even because he was an American! But because he was as clean in character as he was strong and fine in body; because he put "ethics" above any desire



for wealth; because he was as modest as he was courageous; and because-as we now know, beyond any shadow of doubt-these are the things which we honor most in life. To have shown us the truth about ourselves is the biggest thing Charles Lindbergh has done."

Historical Context:

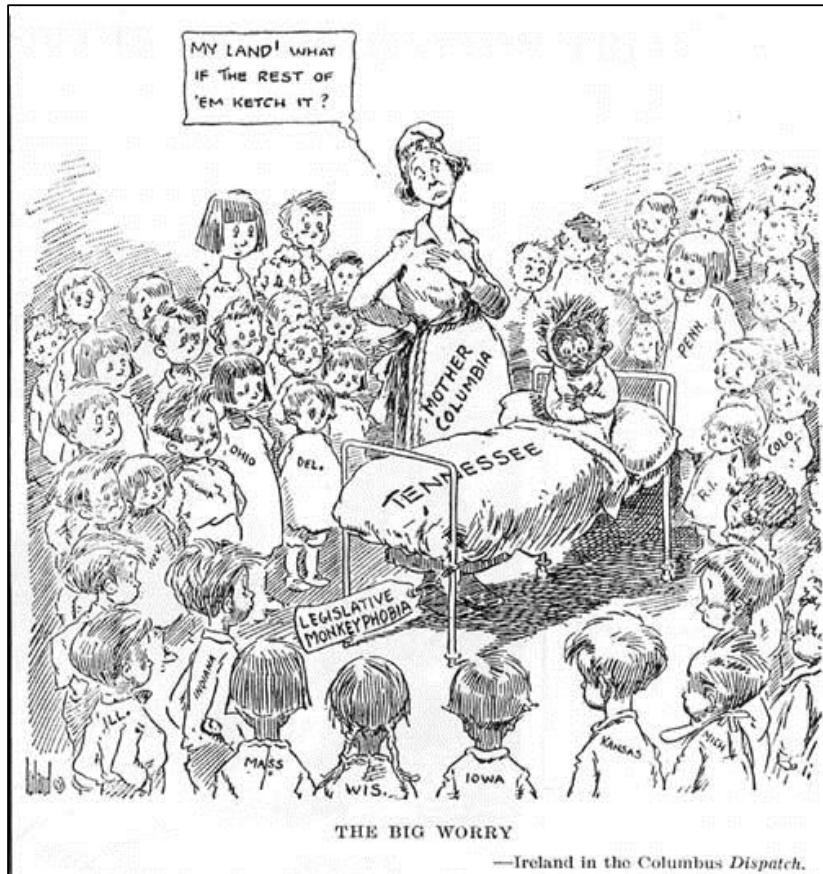
Purpose/POV/or Audience:

Comparative Context to the 1950s:

Rebecca Richardson, Allen High School
Sources include the 2012 and 2015 Revised College Board APUSH Framework and other sources as cited in document.

Comparing the Roaring Twenties and the Fabulous Fifties...

Source: "The Big Worry," *Ireland in the Columbus Dispatch*, 1925



Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1950s:

Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1950s:

Source: "Bernice Bobs Her Hair," F. Scott Fitzgerald, short story published in the *Saturday Evening Post* story (1 May 1920)

"...An eternity of minutes later, riding down-town through the late afternoon beside Warren, the others following in Roberta's car close behind, Bernice had all the sensations of Marie Antoinette bound for the guillotine in a tumbrel. Vaguely she wondered why she did not cry out that it was all a mistake. It was all she could do to keep from clutching her hair with both hands to protect it from the suddenly hostile world. Yet she did neither. Even the thought of her mother was no deterrent now. This was the test supreme of her sportsmanship; her right to walk unchallenged in the starry heaven of popular girls."

Rebecca Richardson, Allen High School

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

Comparing the Roaring Twenties and the Fabulous Fifties...

Source: Langston Hughes, "The Negro Artist and the Racial Mountain," *The Nation*, 1926

Jazz to me is one of the inherent expressions of Negro life in America: the eternal tom-tom beating in the Negro soul--the tom-tom of revolt against weariness in a white world, a world of subway trains, and work, work, work; the tom-tom of joy and laughter, and pain swallowed in a smile. Yet the Philadelphia clubwoman. . . turns up her nose at jazz and all its manifestations--likewise almost anything else distinctly racial. . . . She wants the artist to flatter her, to make the white world believe that all Negroes are as smug and as near white in soul as she wants to be. But, to my mind, it is the duty of the younger Negro artist . . . to change through the force of his art that old whispering "I want to be white," hidden in the aspirations of his people, to "Why should I want to be white? I am Negro--and beautiful."

Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1950s:

Source: Interview with Bartolomeo Vanzetti by Philip D. Strong, *North American Newspaper Alliance*, 1927

"If it had not been for these things, I might have lived out my life talking at street corners to scorning men. I might have died, unmarked, unknown, a failure. Now we are not a failure. This is our career and our triumph. Never in our full life could we hope to do such work for tolerance, for justice, for man's understanding of man as now we do by accident. Our words--our lives--our pains--nothing! The taking of our lives--lives of a good shoemaker and a poor fish-peddler--all! That last moment belongs to us--that agony is our triumph."

Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1950s:

Comparing the Roaring Twenties and the Fabulous Fifties...

Source: George Marshall, commencement speech at Harvard, 1947

... "The modern system of the division of labor upon which the exchange of products is based is in danger of breaking down. . . . Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health to the world, without which there can be no political stability and no assured peace. Our policy is not directed against any country, but against hunger, poverty, desperation and chaos. Any government that is willing to assist in recovery will find full co-operation on the part of the U.S.A. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist..."

Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1920s:

Source: Jack Kerouac, *On the Road*, 1957

The only people for me are the mad ones, the ones who are mad to live, mad to talk, mad to be saved, desirous of everything at the same time, the ones who never yawn or say a commonplace thing, but burn, burn, burn, like fabulous yellow roman candles exploding like spiders across the stars and in the middle you see the blue centerlight pop and everybody goes "Awww!"

At lilac evening I walked with every muscle aching among the lights of 27th and Welton in the Denver colored section, wishing I were a Negro, feeling the best the white world had offered was not enough ecstasy for me, not enough life, joy, kicks, darkness, music, not enough night.... I wished I were a Denver Mexican, or even a poor overworked Jap, anything but what I was so drearily, a "white man" disillusioned.... I was only myself... sad strolling in this violet dark, this unbearably sweet night, wishing I could change worlds with the happy, true-hearted, ecstatic Negroes of America.

Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1920s:

Comparing the Roaring Twenties and the Fabulous Fifties...

Source: Cadillac magazine advertisement, 1959

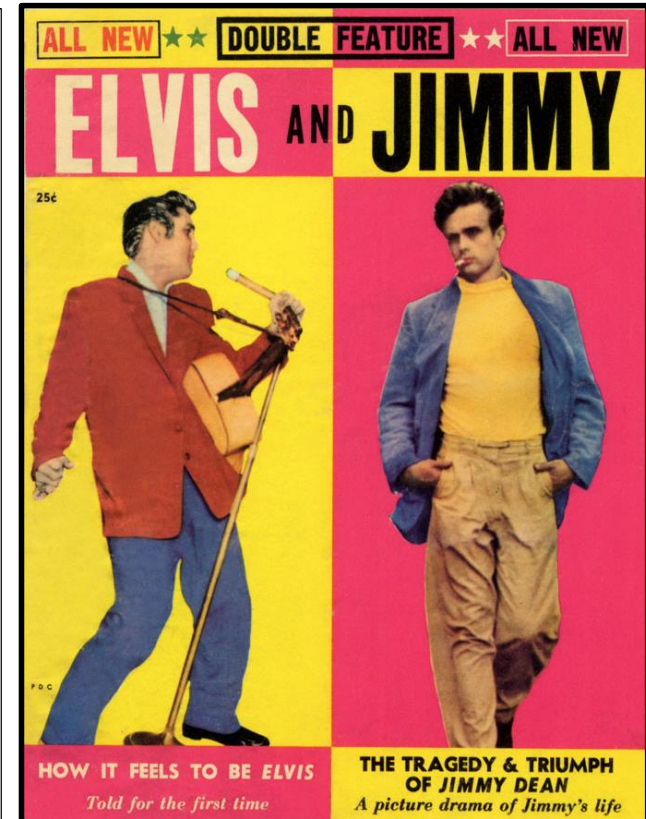


Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1920s:

Source: Double Feature Magazine Cover, 1950s



Historical Context:

Purpose/POV/or Audience:

Comparative Context to the 1920s:

Modern Times — Multiculturalism — Culture Wars

In our modern times, we live in a society that is accustomed to our global economy, constant involvement in world affairs, diverse population, and high-tech gadgets. The overall level of religious, ethnic, racial, sexual, gender tolerance and equity is higher than it has ever been in history – perhaps higher than anywhere – any time in history. As we continue on the path toward reaching the American ideal of “all men are created equal,” we will continue to debate and face conflict over competing views. In the list below, explain how each illustrates liberalism or conservatism. Then compare the issue or event to an earlier time period (comparative context). The first one has been completed for you as an example.

Proposition 209 End of Affirmative Action	<i>In California, affirmative action policies in college enrollment have been removed as it has been deemed reverse discrimination. Following its removal, minority enrollment in California colleges has declined since it passed in 1996. This reflects conservative resurgence or simply a decision that the measures are no longer needed as minorities have access to the same public school systems as Whites. It reflects judgement of liberal ideas such as affirmative action.</i>
Don't Ask, Don't Tell	
Legalization of Gay Marriage in Vermont (and many other states)	
Legalization of Marijuana in Colorado (and elsewhere)	
Affordable Care Act “Obamacare”	
Border Wars (immigration debates)	

Chronological Reasoning & Change Over Time ... Religion

Many people came to the U.S. solely for religious reasons, primarily to escape persecution by government officials. Religion flourished in the colonies, and although it began as strict and intolerant, Americans embraced rationalism and rejected Calvinism in the long run which helped the U.S. become less dogmatic. Today, America is a religiously tolerant nation with a majority following some sort of Catholicism or Protestantism. The following review and analysis activity traces some key events in American history with this theme in mind. Complete it by adding notes on the significance/impact of each item to/on American culture and liberty. Some items have been completed for you.

1513 Spanish claim Florida
Gold, Glory.

Catholicism was one of the Spaniards three goals in the New World. God,

1517 Martin Luther, 95 Theses, beginning of **Protestant Reformation**

After nailing this to the doors of the Catholic Church, hoping to inspire reform, the Reformation began which resulted in new churches including the Lutherans, Calvinists, and Anabaptists. Many colonists came to the New World to escape persecution from the Catholic Church, as absolutism prevented religious tolerance. Eventually England becomes Protestant (Church of England/Anglican).

1565 **St. Augustine**, Florida; Spanish mission and city

The first permanent town/city in what became the United States was founded by the Spanish as a Catholic mission. Converting the natives to Catholicism

1620 Puritan **Separatists** arrive in the New World, **Plymouth**

Separatists wanted a new life in the New World where they could worship as they chose without persecution from the Anglican Church in England. They did not support religious tolerance.

1630 **Puritans** arrive and settle **Massachusetts Bay**

New England culture is predominately based on Puritanism; the Congregational Church dominates

1635 **Roger Williams** banished

1636 **Harvard** established, Cambridge, Massachusetts

1638 **Anne Hutchison** banished

1649 **Maryland Act of Toleration**

Chronological Reasoning & Change Over Time Continued ... *Religion*

1662	Halfway Covenant	
1681	Pennsylvania, William Penn, Quakers	
1740s	First Great Awakening	
1774	Quebec Act	<i>Colonists were outraged when Britain passes this act allowing Catholicism in the Ohio Valley. Although it was a positive move for transition to “official” religion to tolerance, it was lumped in with the “Intolerable Acts” and seen as bad faith and pro-Canada.</i>
1777	Virginia Statute for Religious Freedom ; Thomas Jefferson	
1786	Virginia enacts religious freedom legislation	
1791	Bill of Rights added to the Constitution, 1st Amendment	<i>Established Churches end in this Revolutionary era as state legislatures begin to establish “liberty of conscious.” Then the Constitution separated church and state. The Bill of rights was added two years later to define rights including... “No religious test shall ever be required as a qualification to any office or public trust under the United States.” The definition of the separation of church and state found in the U.S. Constitution has caused more disagreement than any other in the nation’s history.</i>
1790-1860	Second Great Awakening Benevolent Reform Movements	<i>Partially in response to Deism and partially an attempt to quell disorder in a changing nation, the second great awakening sought to restore “the moral government of God.” (Lyman Beecher). Inspired parishioners led movements to make the world a better place; trying to remedy the evils of society such as alcohol abuse. Societies were formed in addition to traditional “preaching” as a wave of reform movements swept the nation. Benevolent reforms including abolition and temperance.</i>
1830	Joseph Smith founded Mormonism	

Chronological Reasoning & Change Over Time Continued ... Religion

1920s Fundamentalist Christians clash with Modernism

FAST FORWARD TO MODERN TIMES...

1948 U.S. and United Nations support Zionism and creation of Israel.

This decision leads to increased Middle Eastern tension as Arab nations resent Israel and claim it doesn't have the right to exist. The oil embargoes of the 1970s and terror attacks during the 1970s-present are often linked to the "Arab-Israeli Conflict." The U.S. has tried repeatedly to broker peace in the region as well as fighting wars such as the Persian Gulf War and current activity in Afghanistan and Iraq.

1950s Televangelists *Preachers like Billy Graham took to the airways; also popular in the 1980s*

"Under God" added to the pledge of allegiance

1960s Hippie movement included counterculture's embrace of Eastern religions – New Age Movement

1980s **New Right** (the religious right, conservative resurgence); Jerry Falwell

Moral Majority

1993 Branch Davidians, Siege at Waco

2001 War on Terror; El Qaida

