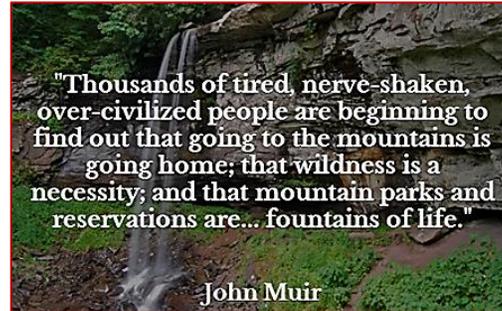
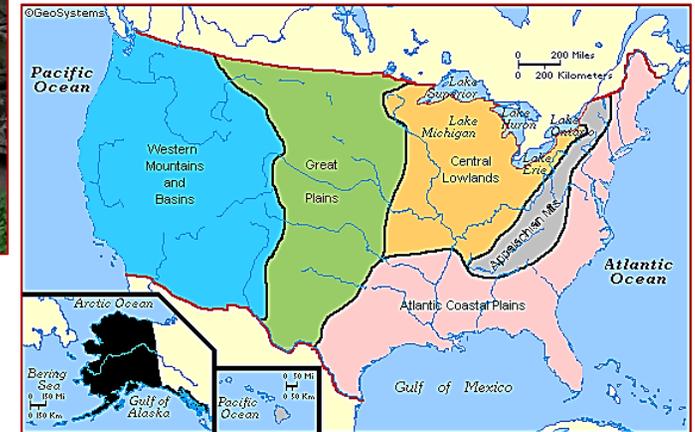


Geography & the Environment

Environment and Geography – This theme focuses on the *role of geography* and both the *natural and human-made environments* on *social and political developments* in what would become the United States.



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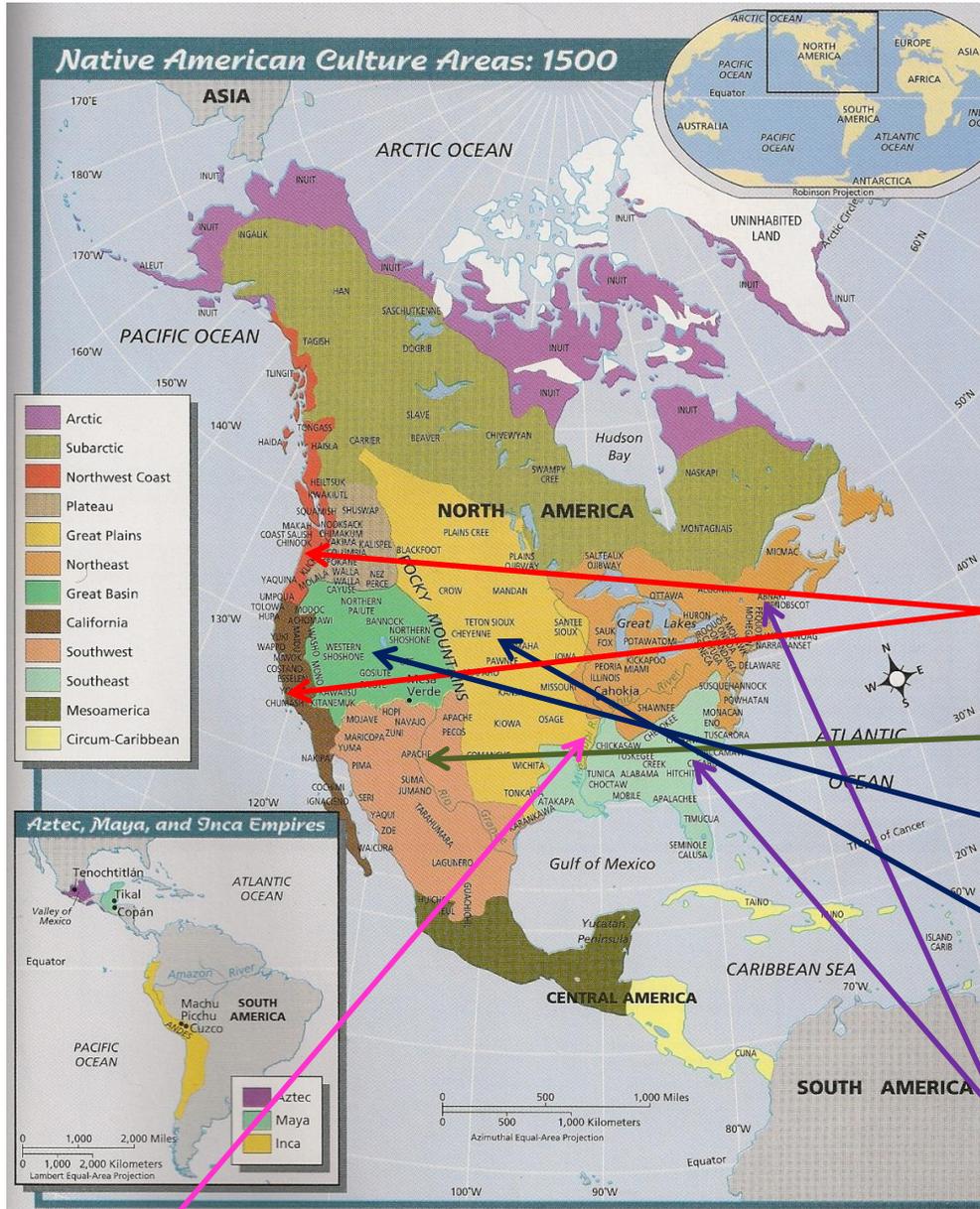
Students need to analyze *how geography impacted the development of various communities* from the pre-Columbian Native American communities all the way through to modern times. Students should investigate *efforts to preserve, manage, or exploit* natural and man-made environments, as well as the historical contexts within which *interactions with the environment* have taken place. Students should be able to explain *how different groups interacted with the environment*, and how that led to *debates over the use and control of the environment and natural resources*.

There is only one objective for this theme, but it applies to all 9 historical periods and many different groups.

GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Past Prompts (reworded to match new framework)

- 2001 Evaluate the ways economic, **geographic**, and social factors impacted the use of slavery in the southern colonies between 1607 and 1775?
- 2005 “**Geography** was the primary factor in shaping the development of the British colonies in North America.” Support, refute, or modify this statement.
- 2006 For whom and to what extent was the **American West** a land of opportunity from 1865 to 1890?
- 2007 To what extent President Theodore Roosevelt maintain continuity and foster change in the role of the federal government in regard to TWO of the following: Labor; Trusts; **Conservation**; World affairs



Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺ Focus on how geography impacted the development of various communities!

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

Northwest and California (including the Chinook): wet and cool climate, fishing and whaling, hunting and gathering, developed tools such as nets and spears for hunting and fishing, bears, moose, elk, lived in longhouses made of wood, permanent and semi-permanent settlements California dryer and warmer with lots of fishing and hunting

American Southwest - (including Anasazi, Apache, and Pueblo): Anasazi were ancestors of the Pueblo, cliff dwellers, farming, irrigation, maize, complex religion and culture, their descendants are the Pueblo, adobe structures, warm climate, few trees

Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

Great Basin and Great Plains (including the Sioux, Ute, and Comanche): nomadic hunters and gatherers, Great Basin arid, Great Plains few trees/grasslands, roaming animals, American bison, deer, elk, nomadic lifestyle following animals, teepees, bows and arrows

In the Northeast, the Mississippi River Valley, and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

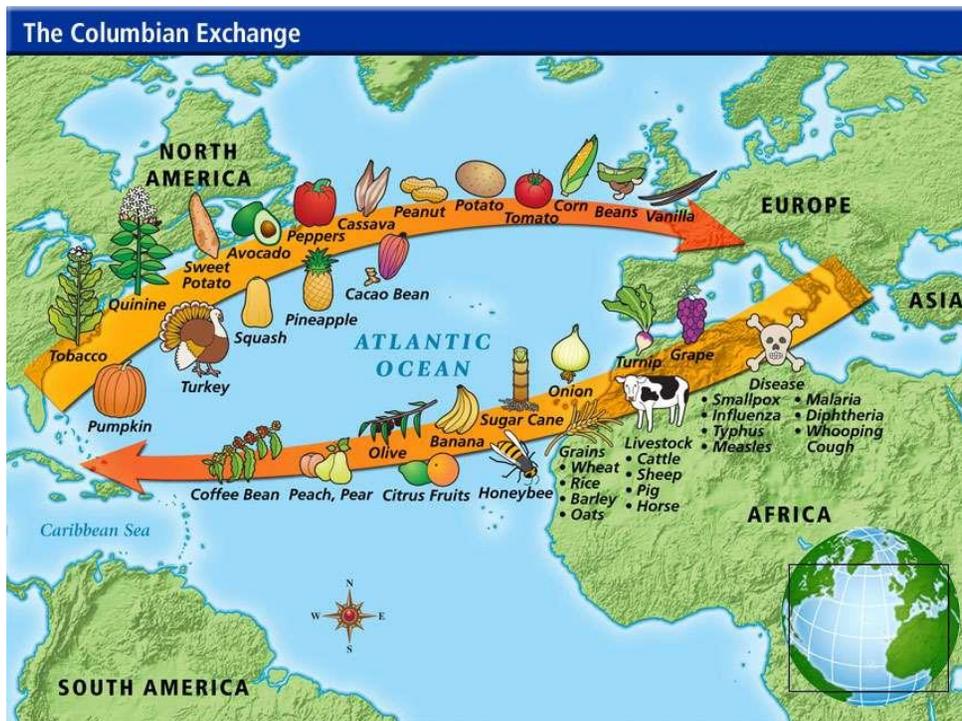
Northeast and along Atlantic seaboard - Eastern Woodland Indians (including the Iroquois, Pequot, and Wampanoag in the north and The Powhatan, Cherokee, and Seminole in the south) Forests, deer, fishing, mixed agriculture and hunters, bow and arrow, canoe, permanent and semi-permanent, some matrilineal, some with political and trading alliances among tribes

Mississippi River Valley (including the Mississippian mound builders and empire of Cahokia) hunting, agriculture, complex religion, political systems, gender roles, social hierarchy, mound builders, permanent villages with agriculture and trade, cleared land for agriculture

Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺

Myth Buster: American Indian cultures *were* uncivilized and *not* simplistic. Many settlers assumed they were, since they didn't have certain things like written language and metal tools... may be nomadic and not settled... had different and seemingly primitive technologies... and belief systems that were vastly different and conflicting with Biblical teachings/monotheism. Intertribal conflicts and a more guerrilla style of fighting among some tribes seemed barbaric to some. Europeans used their observations and misunderstandings and turned it into assumptions of "uncivilized" and "savage" people. This helped them justify encroachment and subjugation. In reality, American Indians developed complex civilizations, adapted wisely to their environment, and developed social structures, trading networks, and multi-faceted cultures. Historiography has changed a great deal in recent decades to remove Indians as "savages" and to reveal the vast, complex, rich, and numerous cultures that once dominated the Americas. The fact that the revised framework mentions this group more than any other is an illustration of this shift in history.



European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. Before 1607, interactions were mainly among Spanish, Portuguese, and Indians... but this exchange would continue past 1607 when North America is colonized by Europeans.

The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere. The horse, in the long run, would transform Plains Indian cultures. Cattle would end up dominating where the buffalo

once did. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture [sugar] and extract precious metals [gold, silver] and other resources, was gradually replaced by African slavery. In the Southwest, the Pueblo Revolt illustrated Indian resistance to *encomienda* and Christianization.

Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺ Focus on how geography impacted the development of various communities!

European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict. The concept of land ownership which was central to European culture and desire for expansion was completely foreign to American Indians. This culture conflict would create problems through the 20th century.

FOUR PART COLUMBIAN EXCHANGE

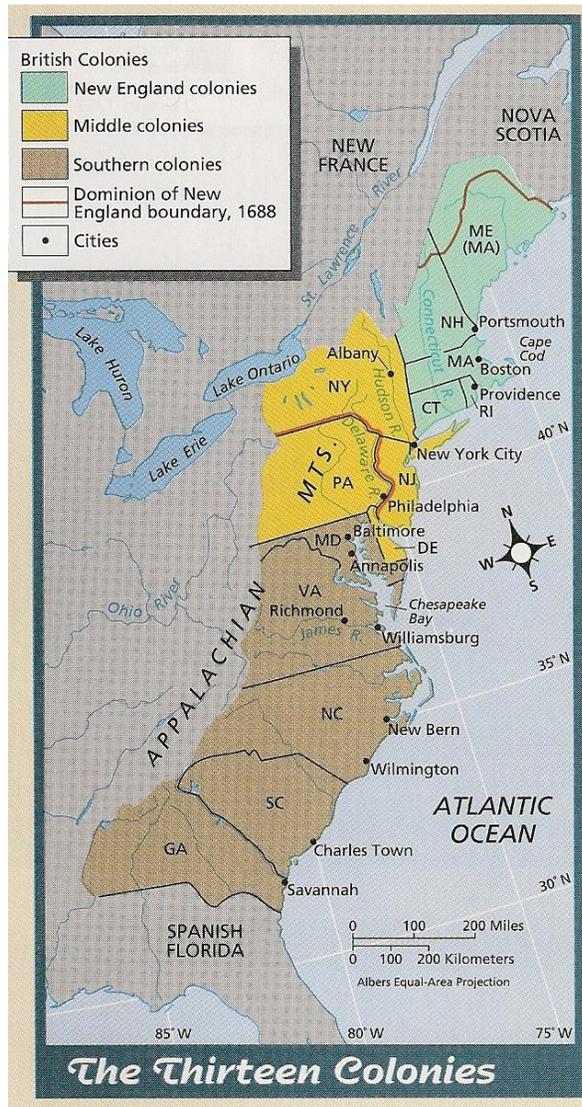
- 1. People:** *Uneven exchange*... most are settlers moving into the New World... more than half were slaves forcibly taken from Africa. Most are men; New England had families as the norm which made them unique. As disease destroyed a majority of native population, the Americas are quickly redefined... New Spain, New France, New England, New Amsterdam, etc.
- 2. Food:** *Even exchange*, although $\frac{3}{4}$ of today's foods originated in the New World. Potatoes, tomatoes, and corn, in particular, had major impact on Europe, increasing life expectancy and transforming culture; encomienda forced Natives to work and required landowners to Christianize them, and the cash crop/plantation systems included cocoa, sugar, vanilla, tobacco, rice, indigo
- 3. Animals:** *Uneven exchange*... most moving to the New World... environmental impact was dramatic as other species of animals and plants are displaced; also leads to enclosures (fences) which disrupts open range lifestyle of Indians and animals
- 4. Microbes:** *Uneven exchange*... most moving to the New World with devastating impact on native population, up to 90% in some areas die from disease

This exchange was dramatically disruptive on multiple layers, and it represents a major turning point in all of world history.

Environmental food for thought... imagine aliens from outer space landing in the United States and they bring disease that wipes out more than half the American population, animals that overtake or replace cattle, wolves, bears, deer, crows, pigeons, hawks, snakes... and massive numbers of people with superior weapons who outnumber us and want our land, houses, businesses, etc. What if they began forcing Americans to convert to a strange religion and culture or be physically punished? How long until the United States is no more?

Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺ Focus on how geography impacted the development of various communities!



Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce [lumber, fishing, subsistence farming, shipbuilding]. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops [wheat, corn], while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco*, a labor-intensive product based on white indentured servants and African chattel. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops [sugar, rice, indigo]; in some cases, enslaved Africans constituted the majority of the population.

Geography & the Environment

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European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. [Land, minerals, lumber, fishing] Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability. As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

**Tobacco exhausted soil fertility so rapidly that individual planters felt obliged to engross large quantities of land simply in order to maintain consistent levels of production; when, after a few years, one field would no longer bear a good crop, cultivation was moved to others. Moreover, the same planters needed ready access to the ships that would carry their harvest to market; hence a host of little wharves and docks sprouted at intervals along the shoreline. Both factors—crop and marketing requirements—worked to disperse settler populations across a broad expanse of coastal and interior land (the Tidewater and the Piedmont, in local parlance).*

Land and other resources were present in great abundance (especially whenever and wherever Indians were not found standing in the way). The challenge was to convert these into suitably finished “goods,” whether for immediate consumption or for sale in domestic and foreign markets. The sheer scale of it was enormous. Forests must be cleared, soil prepared for cultivation, housing constructed (along with barns and other outbuildings), roadways, fences and walls lined out, boats and wagons prepared for use in transport, tools and furnishings fashioned from whatever lay at hand. Who would do all this work? Under what conditions and with what inducements? In fact, the pool of readily available workers was dwarfed by the size of the task; the development problem was, first and foremost, a problem of labor scarcity. ...At first Indentured Servants filled this need, but then conflict on the frontier [Bacon’s Rebellion] turn the tide toward African chattel.

Stop and Write!

Briefly explain ONE way the geography and natural environment of North America impacted the development of New England colonies.

Briefly explain ONE way the geography and natural environment of the Southern Atlantic Coast impacted the development of the Southern colonies differently than it did in New England.

Briefly explain ONE way the Middle Colonies were impacted by geography and natural environment in a similar way to either New England or the South.

Briefly explain how the economic activities in ONE of the following regions impacted the environment: New England, Middle, Chesapeake

Geography & the Environment - Practice Prompt

Directions: Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

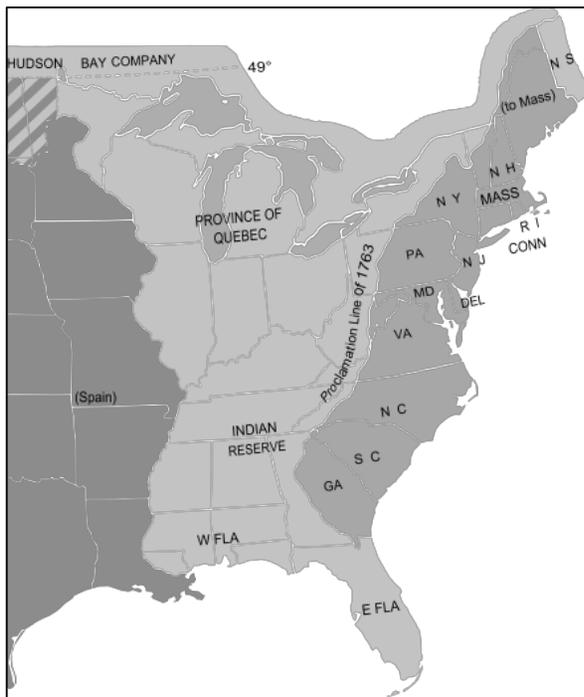
Prompt: “Geography was the primary factor in shaping the North American British colonies’ economies and relationships with Native Americans from 1607-1750.”
Support, refute, or modify this statement.



| What is the skill being tested? | How will you target this skill? | Is there a qualifier? | How will you address it? |
|---|---------------------------------|-----------------------|---|
| What is the historical context of this topic? | | | |
| <u>Brainstorm evidence:</u> | | | |
| a) Influence of geography on New England economy... | | | Influence of geography on New England relationships with Natives... |
| b) Influence of geography on Middle Colonies economy... | | | Influence of geography on Middle relationships with Natives... |
| c) Influence of geography on Southern Colonies economy... | | | Influence of geography on Southern relationships with Natives... |
| Will you support, refute, or modify? Why? | | | |
| <u>Write your thesis!</u> | | | |

Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺ Focus on how geography impacted the development of various communities!



British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity. Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government. English population growth and expansion into the interior disrupted existing French-Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers. After the British defeat of the French, white-Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands. During and after the colonial war for independence [aka American Revolution], various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

← Following The Treaty of Paris 1783 which ended the Revolution, the Indian Reserve secured following the French and Indian War was no longer secured... as it was now part of the United States. Under the Articles of Confederation, the young republic began to organize this new territory (Ohio Valley or the "Old Northwest") with the Land Ordinance of 1785 and Northwest Ordinance of 1787 which set up guidelines for statehood and prohibited slavery.

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.

The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution. Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

Geography & the Environment

Directions: Read and **highlight main ideas** (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺

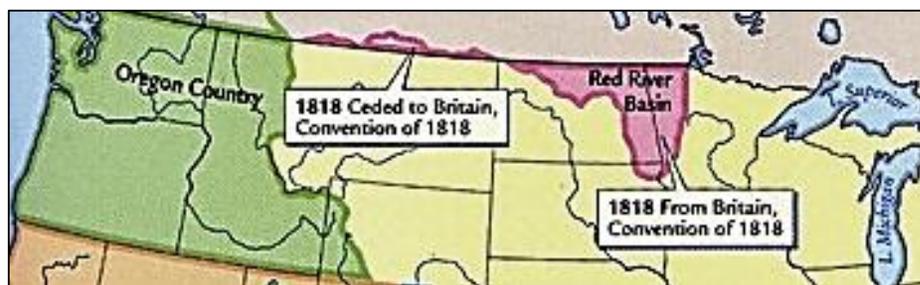


THE MISSOURI COMPROMISE, 1820-1821

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes. U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives. The American acquisition of lands in the West including the 1803 Louisiana Purchase gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.

As over-cultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad scale debate about how to set national goals,

priorities, and strategies. Land disputes were slowly negotiated and resolved along the northern border following the failed attempt to acquire Canada in the War of 1812. Following the Seminole Wars led by Andrew Jackson, Secretary of State John Quincy Adams helped to negotiate the Adams-Onís Treaty with Spain. As these negotiations took place among European powers and the United States, American Indian interests were ignored.



Geography & the Environment

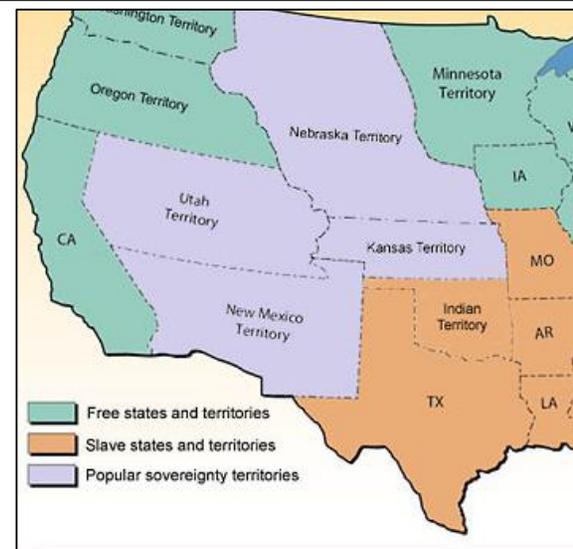
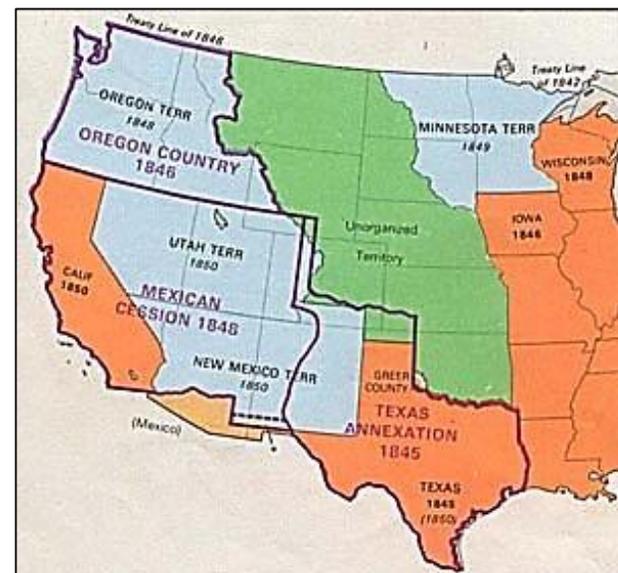
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As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society. The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates. In 1845 Texas was annexed following their war for independence against Mexico. The acquisition of even more new territory in the West followed in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories. Oregon Territory was also secured with another treaty with Great Britain. As settlers poured in, many American Indians moved inland toward the Plains.



The expansion of slavery and plantation agriculture led to Civil War. The Compromise of 1850 and the Kansas Nebraska Act were only temporary delays.

These territories were desired largely for their natural resources including minerals, arable land for farming and ranching, and waterways and their connections to new markets. The vast resources of North America fueled westward movement and Indian conflict to a large degree.



Rebecca Richardson, Allen High School,

Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺

The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition. Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure. It would take the South decades to recover.

The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

In 1867, the U.S. purchased Alaska from Russia, but environmental impact of that territory would not be felt until the end of the century when the Klondike Gold Rush occurred.

“The Civil War’s Environmental Impact” By TED WIDMER, *New York Times*, NOVEMBER 15, 2014

The Civil War was the most lethal conflict in American history, by a wide margin. But the conventional metric we use to measure a war's impact – the number of human lives it took – does not fully convey the damage it caused. This was an environmental catastrophe of the first magnitude, with effects that endured long after the guns were silenced. It could be argued that they have never ended...

...The war may have begun haltingly, but it soon became total, and in certain instances, a war upon civilians and the countryside as well as upon the opposing forces. Gen. William T. Sherman famously explained that he wanted the people of the South to feel “the hard hand of war,” and he cut a wide swath on his march to the sea in November and December 1864. “We devoured the land,” he wrote in a letter to his wife. Gen. Philip H. Sheridan pursued a similar scorched-earth campaign in the Shenandoah Valley in September and October 1864, burning farms and factories and anything else that might be useful to the Confederates. Gen. Ulysses S. Grant told him to “eat out Virginia clear and clear as far as they go, so that crows flying over it for the balance of the season will have to carry their provender with them.”

Geography & the Environment

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But the war's damage was far more pervasive than that. In every theater, Northern and Southern armies lived off the land, helping themselves to any form of food they could find, animal and vegetable. These armies were huge, mobile communities, bigger than any city in the South save New Orleans. They cut down enormous numbers of trees for the wood they needed to warm themselves, to cook, and to build military structures like railroad bridges. Capt. Theodore Dodge of New York wrote from Virginia, "it is wonderful how the whole country round here is literally stripped of its timber. Woods which, when we came here, were so thick that we could not get through them any way are now entirely cleared."

Northern trees were also cut in prodigious numbers to help furnish railroad ties, corduroy roads, ship masts and naval stores like turpentine, resin, pitch and tar. The historian Megan Kate Nelson estimates that two million trees were killed during the war. The Union and Confederate armies annually consumed 400,000 acres of forest for firewood alone. With no difficulty, any researcher can find photographs from 1864 and 1865 that show barren fields and a landscape shorn of vegetation.

When the armies discharged their weapons, it was even worse. In the aftermath of a great battle, observers were dumbstruck at the damage caused to farms and forests. A New York surgeon, Daniel M. Holt, was at the Battle of Spotsylvania Court House in 1864, and wrote, "Trees are perfectly riddled with bullets." Perhaps no battle changed the landscape more than the Battle of the Crater, in which an enormous, explosive-packed mine was detonated underneath Confederate lines and left 278 dead, and a depression that is still visible.

[Still, the weapons used were less terrible than the weapons contemplated. Chemical weapons were a topic of considerable interest, North and South. A Richmond newspaper reported breathlessly on June 4, 1861, "It is well known that there are some chemicals so poisonous that an atmosphere impregnated with them, makes it impossible to remain where they are by filling large shells of extraordinary capacity with poisonous gases and throwing them very rapidly." In May 1862, Lincoln received a letter from a New York schoolteacher, John W. Doughty, urging that he fill heavy shells with a choking gas of liquid chlorine, to poison the enemy in their trenches. The letter was routed to the War Department, and never acted upon, but in 1915, the Germans pursued a similar strategy at Ypres, to devastating effect.]

But the land fought back in its way. Insects thrived in the camps, in part because the armies destroyed the forest habitats of the birds, bats and other predators that would keep pest populations down. Mosquitoes carried out their own form of aerial attack upon unsuspecting men from both sides. More than 1.3 million soldiers in the Union alone were affected by mosquito-borne illnesses like malaria and yellow fever... Flies, ticks, maggots and chiggers added to the misery... Fetid latrines and impure water bred disease and did more to weaken the ranks than actual warfare. Some 1.6 million Union troops suffered from diarrhea and dysentery; Southern numbers were surely proportional. Rats were abundantly present on both sides, carrying germs and eating their way through any food they could find.

Geography & the Environment

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Probably the worst places of all were the prisoner camps. A Massachusetts private, Amos Stearns, wrote a two-line poem from his confinement in South Carolina: “A Confederate prison is the place/Where hunting for lice is no disgrace.” Some Alabama prisoners in a New York prison made a stew of the prison’s rat population. (“They taste very much like a young squirrel,” wrote Lt. Edmund D. Patterson.)

Smart soldiers adapted to the land, using local plants as medicines and food and taking shelter behind canebrakes and other natural formations. In this, the Southerners surely had an advantage (a Georgia private, William R. Stillwell, wrote his wife facetiously of Northern efforts to starve the South: “You might as well try to starve a black hog in the piney woods”). But the better Northern soldiers adapted, too, finding fruits, nuts and berries as needed. A Vermont corporal, Rufus Kinsley, making his way through Louisiana, wrote, “not much to eat but alligators and blackberries: plenty of them.” Shooting at birds was another easy way to find food; a Confederate sergeant stationed in Louisiana, Edwin H. Fay, credited local African-Americans with great skill at duck-hunting, and wrote his wife, “Negroes bring them in by horseback loads.”

Nevertheless, the Northern effort to reduce the food available to Southern armies did take a toll. In the spring of 1863, Robert E. Lee wrote, “the question of food for this army gives me more trouble than anything else combined.” His invasion of Pennsylvania was driven in part by a need to find new ways to feed his troops, and his troops helped themselves to food just as liberally as Sherman’s did in Georgia, appropriating around 100,000 animals from Pennsylvania farms.

While the old economy was adapting to the extraordinary demands of the war, a new economy was also springing up alongside it, in response to a never-ceasing demand for energy – for heat, power, cooking and a thousand other short-term needs. As the world’s whale population began to decline in the 1850s, a new oily substance was becoming essential. Petroleum was first discovered in large quantities in northwestern Pennsylvania in 1859, on the eve of the war. As the Union mobilized for the war effort, it provided enormous stimulus to the new commodity, whose uses were not fully understood yet, but included lighting and lubrication. Coal production also rose quickly during the war. The sudden surge in fossil fuels altered the American economy permanently. [*connect to modern times!*]

Every mineral that had an industrial use was extracted and put to use, in significantly larger numbers than before the war. A comparison of the 1860 and 1870 censuses reveals a dramatic surge in all of the extractive industries, and every sector of the American economy, with one notable exception – Southern agriculture, which would need another decade to return to prewar levels. These developments were interpreted as evidence of the Yankee genius for industry, and little thought was given to after-effects. The overwhelming need to win the war was paramount, and outweighed any moral calculus about the price to be borne by future generations. Still, that price was beginning to be calculated – the first scientific attempt to explain heat-trapping gases in the earth’s atmosphere and the greenhouse effect was made in 1859 by an Irish scientist, John Tyndall.

Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺

Other effects took more time to be noticed. It is doubtful that any species loss was sustained during the war, despite the death of large numbers of animals who wandered into harm's way: It has been speculated that more than a million horses and mules were casualties of the war. But we should note that the most notable extinction of the late 19th century and early 20th century – that of the passenger pigeon – began to occur as huge numbers of veterans were returning home, at the same time the arms industry was reaching staggering levels of production, and designing new weapons that nearly removed the difficulty of reloading. The Winchester Model 66 repeating rifle debuted the year after the war ended, firing 30 times a minute. More than 170,000 would be sold between 1866 and 1898. Colt's revolvers sold in even higher numbers; roughly 200,000 of the Model 1860 Army Revolver were made between 1860 and 1873. Gun clubs sprang up nearly overnight; sharpshooters become popular heroes, and the National Rifle Association was founded by two veterans in 1871.

History does not prove that this was the reason for the demise of the passenger pigeon, a species that once astonished observers for flocks so large that they darkened the sky. But a culture of game-shooting spread quickly in the years immediately after the war, accelerated not only by widespread gun ownership, but by a supply-and-demand infrastructure developed during the war, along the rails. When Manhattan diners needed to eat pigeon, there were always hunters in the upper Midwest willing to shoot at boundless birds – until suddenly the birds were gone. They declined from billions to dozens between the 1870s and the 1890s. One hunt alone, in 1871, killed 1.5 million birds. Another, three years later, killed 25,000 pigeons a day for five to six weeks...

That was only one way in which Americans ultimately came to face the hard fact of nature's limits. It was a fact that defied most of their cultural assumptions about the limitless quality of the land available to them. But it was a fact all the same. Some began to grasp it, even while the war was being fought. If the fighting left many scars upon the land, it also planted the seeds for a new movement, to preserve what was left. As the forests vanished, a few visionaries began to speak up on their behalf, and argue for a new kind of stewardship. Though simplistic at first (the word "ecology" would not be invented until 1866), it is possible to see a new vocabulary emerging, and a conservation movement that would grow out of these first, halting steps. Henry David Thoreau would not survive the war – he died in 1862 – but he borrowed from some of its imagery to bewail a "war on the wilderness" that he saw all around him. His final manuscripts suggest that he was working on a book about the power of seeds to bring rebirth – not a great distance from what Abraham Lincoln would say in the Gettysburg Address.

Another advocate came from deep within Lincoln's State Department – his minister to Italy, George Perkins Marsh, a polymath who spent the Civil War years working on his masterpiece, "Man and Nature," which came out in 1864. With passion and painstaking evidence, it condemned the unthinking, unseeing way in which most Americans experienced their environment, dismissing nature as little more than a resource to be used and discarded. Marsh was especially eloquent on American forests, which he had studied closely as a boy growing up in Vermont, and then as a businessman in lumber. With scientific precision, he affirmed all of their life-giving properties, from soil improvement to species diversification to flood prevention to climate moderation to disease control. But he was a philosopher too, and like Thoreau, he worried about a consumerist mentality that seemed to be conducting its own form of "war" against nature. In a section on "The Destructiveness of Man," he wrote, "Man has too long forgotten that the earth was given to him for usufruct alone, not for consumption, still less for profligate waste."

Geography & the Environment

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Slowly, the government began to respond to these voices. After some agitation by the landscape architect Frederick Law Olmsted, then living in California, a bill to set aside the land for Yosemite National Park was signed by Abraham Lincoln on June 30, 1864. The land was given to California on the condition that the land “shall be held for public use, resort, and recreation” and shall, like the rights enshrined by the Declaration, be “inalienable for all time.” In 1872, even more land would be set aside for Yellowstone.

Southerners, too, expressed reverence for nature. On Aug. 4, 1861, General Lee wrote his wife from what is now West Virginia, “I enjoyed the mountains, as I rode along. The views are magnificent – the valleys so beautiful, the scenery so peaceful. What a glorious world Almighty God has given us. How thankless and ungrateful we are, and how we labour to mar his gifts.” But neither he nor his fellow Southerners were able to resist a second invasion of the South that followed the war – the rush by Northern interests to buy huge quantities of forested land in order to fill the marketplace for lumber in the decades of rebuilding and westward migration that ensued, including the fences that were needed to mark off new land, the railroads that were needed to get people there, and the telegraph lines that were needed to stay in communication with them. Railroad tracks nearly tripled between 1864 and 1875, to 90,000 miles in 1875 from 32,000 miles in 1864. Between 1859 and 1879 the consumption of wood in the United States roughly doubled, to 6.84 billion cubic feet a year from 3.76 billion. Roughly 300,000 acres of forests a year needed to be cut down to satisfy this demand. The historian Michael Williams has called what followed “the assault on Southern forests.” As the industry exhausted the forests of the upper Midwest (having earlier exhausted New England and New York), it turned to the South, and over the next generation reduced its woodlands by about 40 percent, from 300 million acres to 178 million acres, of which only 39 million acres were virgin forest. By about 1920, the South had been sufficiently exploited that the industry largely moved on, leaving a defoliated landscape behind, and often found loopholes to avoid paying taxes on the land it still owned. In 1923, an industry expert, R.D. Forbes, wrote, “their villages are Nameless Towns, their monuments huge piles of saw dust, their epitaph: The mill cut out.”

Paradoxically, there are few places in the United States today where it is easier to savor nature than a Civil War battlefield. Thanks to generations of activism in the North and South, an extensive network of fields and cemeteries has been protected by state and federal legislation, generally safe from development. These beautiful oases of tranquility have become precisely the opposite of what they were, of course, during the heat of battle. (Indeed, they have become so peaceful that Gettysburg officials have too many white-tailed deer, requiring what is euphemistically known as “deer management,” as shots again ring out on the old battlefield.) They promote a reverence for the land as well as our history, and in their way, have become sacred shrines to conservation.

Perhaps we can do more to teach the war in the same way that we walk the battlefields, conscious of the environment, using all of our senses to hear the sounds, see the sights and feel the great relevance of nature to the Civil War. Perhaps we can do even better than that, and summon a new resolve before the environmental challenges that lie ahead. As Lincoln noted, government of the people did not perish from the earth. Let’s hope that the earth does not perish from the people.

Geography & the Environment - Practice Prompt

Directions: After reading the New York Times article on the previous pages, address this prompt.

Prompt: Evaluate the extent to which the Civil War and the environmental destruction that resulted from it marked a turning point for Americans relationship with and attitudes toward the environment.



← 1861-1865 →

What is the skill being tested? How will you address this skill?

Is there a qualifier? How will you address it?

What is the context of this prompt/topic?

Brainstorm evidence of Civil War strategies and impact as well as how Americans related to and thought about the environment before and after the war.

You need at least three specific pieces of evidence and at least three generalizations...

Don't forget you must discuss before and after the war... not just the war...

Did this event foster *more* change or more continuity?

Write your complete thesis... remember complexity! Beef up that X!

Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes. The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity. Growing cities created air and water pollution and diseases like cholera and typhoid spread quickly due to poor sanitation. Overcrowded cities with thousands of horses who defecated regularly in the streets made the human sanitation challenge even more daunting.

Westward migration, new systems of farming and transportation [dry-soil farming, railroads], and economic instability led to political and popular conflicts. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water. With rapid industrialization and rise of mechanized, bonanza agriculture, came rapid destruction of the environment. (which had already begun with gold rushes and mining ventures). Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures. City beautiful movements began to set aside land in cities for parks, and eventually local efforts included programs to plant trees. City services also began providing clean water and sanitation systems to remove trash and human waste. Both Cleveland and McKinley set aside lands. The early national conservation movement shifted emphasis to scientific management which favored larger enterprises and control began to shift from local governments to the states and federal government.

The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo [, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity. Post-Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.



Geography & the Environment - Using Documents Effectively

How to Reference the Documents in the DBQ

DO NOT describe or quote the documents.

DO NOT string together a bunch of simple statements pulled from the document into a “story.”

I will read a thousand essays like this in June... YOURS BETTER NOW BE ONE OF THEM! ☺

In order to get full credit (2 points) for document usage on the DBQ, you must:

- 1- **HIPP at least 4 and explain how it connects to the argument...** Explain the **relevance** of the author’s point of view, author’s purpose, audience, or historical context... **you DO NOT have to do all four... at least ONE HIPP for at least FOUR documents...**
- 1- Use your analysis of **ALL or ALL BUT ONE** to defend your thesis or your opposing view (**CLOSE THE LOOP! DON’T STORY-TELL!**)

Sample intro: From Manifest Destiny in the 1840s to the enclosure of the West by 1890 marks a era of westward migration fueled by Manifest Destiny, the desire for economic opportunity, and escape from persecution for many Americans and international migrants. The Mexican-American War brought new lands including California into the nation, and migrations such as the Mormons to Utah and German migrants to Texas helped the United States span from the Atlantic to the Pacific. The natural environment was a pull factor for this expansion as were economic forces such as the desire to connect American markets to Asia by acquiring California. Although the environment in the West with its vast resources of arable land, minerals, forests, and animals shaped the lives of both Native Americans living there and settlers to a large extent, economic forces including new technologies such as the railroad and government policies such as the Homestead Act and Indian Wars shaped these peoples’ lives to a much greater extent.

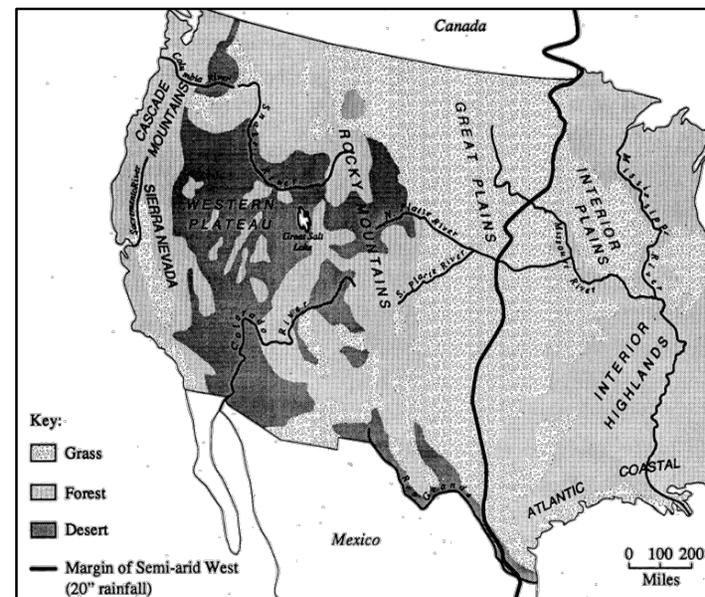
Document 1

Source: Physical Map of the United States (from 1992 DBQ)

Directions: After reviewing the skill and the sample introduction above, analyze the document and explain how you could use it to defend the thesis.

Historical context or purpose...

How the map can be used to defend the thesis...



Rebecca Richardson, Allen High School,

Sources include the 2012 and 2015 revised College Board Framework for A.P. U.S. History, 1992 released exam, energy.gov, and nps.org with maps captured from Boundless.com, Wikipedia, ushistory.org., other sources as cited in document, some sources are public domain.

Geography & the Environment - Using Documents Effectively

Continued from previous page.... Explain one HIPP for each document and connect to the thesis!

Document 2

Source: *William T. Hornady, Superintendent of the National Zoological Park, 1889*

Between the Rocky Mountains and the States lying along the Mississippi River on the west, from Minnesota to Louisiana, the whole country was one vast buffalo range, inhabited by millions of buffaloes. One could fill a volume with the records of plainsmen and pioneers who penetrated or crossed that vast region between 1800 and 1870, and were in turn surprised, astounded, and frequently dismayed by the tens of thousands of buffaloes they observed, avoided, or escaped from. They lived and moved as no other quadrupeds ever have, in great multitudes, like grand armies in review, covering scores of square miles at once. They were so numerous they frequently stopped boats in the rivers, threatened to overwhelm travelers on the plains, and in later years derailed locomotives and cars, until railway engineers learned by experience the wisdom of stopping their trains whenever there were buffaloes crossing the track. . . . No wonder that the men of the West of those days, both white and red, thought it would be impossible to exterminate such a mighty multitude. The Indians of some tribes believed that the buffaloes issued from the earth continually, and that the supply was necessarily inexhaustible. And yet, in four short years the southern herd was almost totally annihilated. . . .

Document 3

Source: March 28, 1872, Letter from Secretary of the Interior Delano

"I am inclined to think that the occupation of this region of the country is not necessary to the happiness and prosperity of the Indians, and as it is supposed to be rich in minerals and lumber it is deemed important to have it freed as early as possible from Indian occupancy. I shall, therefore, not oppose any policy which looks first to a careful examination of the subject... If such an examination leads to the conclusion that country is not necessary or useful to Indians, I should then deem it advisable...to extinguish the claim of the Indians and open the territory to the occupation of the whites."

Document 4

Source: Parra-Wa-Samen (Ten Bears) of the Yamparika Comanches (ca. 1872)

When I was at Washington the Great White Father told me that all the Comanche land was ours, and that no one should hinder us in living upon it. So, why do you ask us to leave the rivers, and the sun, and the wind, and live in houses? Do not ask us to give up the buffalo for the sheep. The young men have heard talk of this, and it has made them sad and angry. Do not speak of it more. . . .

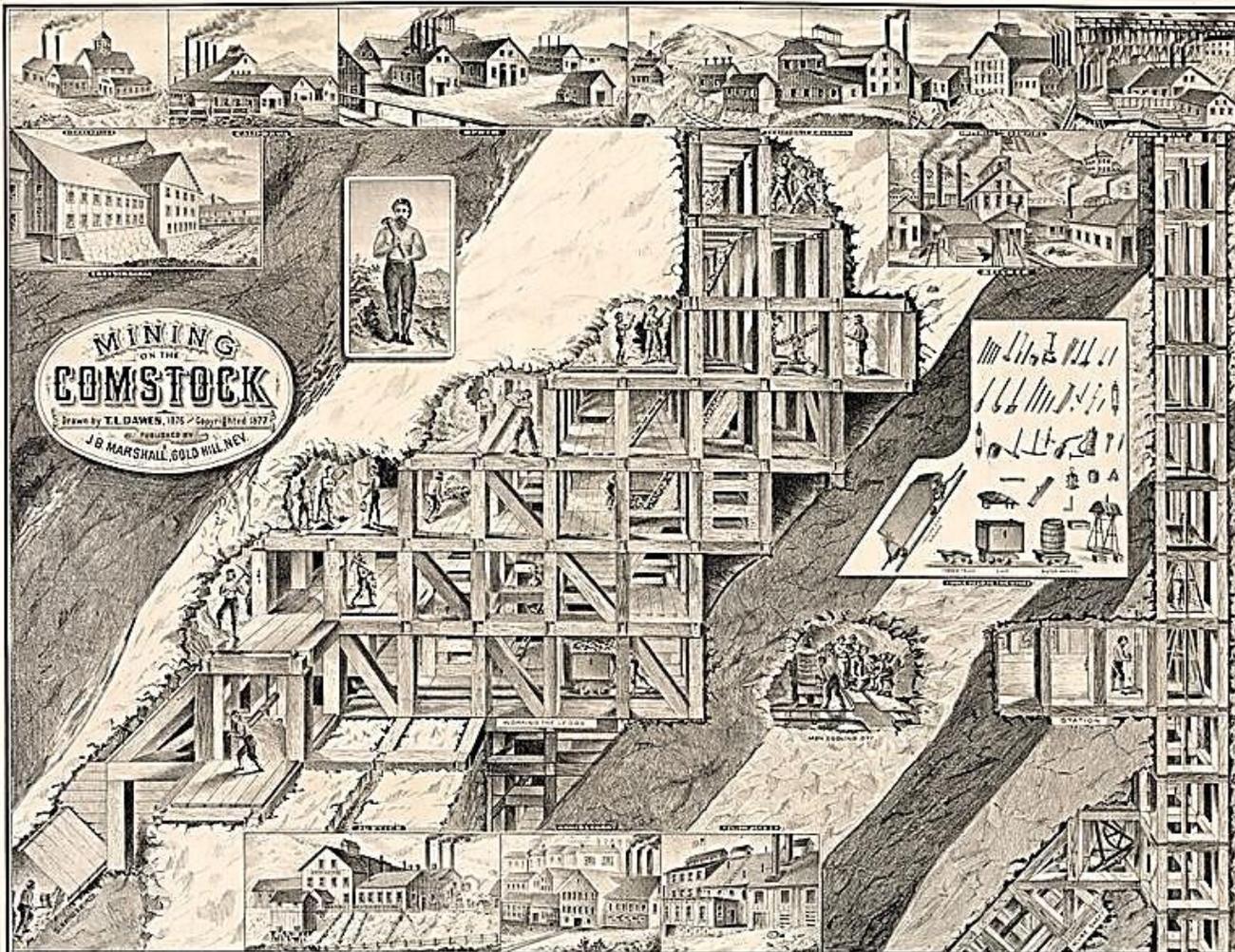
If the Texans had kept out of my country, there might have been peace. But that which you now say we must live on is too small. The Texans have taken away the places where the grass grew the thickest and the timber was the best. Had we kept that, we might have done the things you ask. But it is too late. The white man has the country which we loved, and we only wish to wander on the prairie until we die.

Geography & the Environment - Using Documents Effectively

Continued from previous page.... Explain one HIPP for each document and connect to the thesis!

Document 5

Source: Mining on the Comstock, 1877, Virginia City



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Continued from previous page.... Explain one HIPP for each document and connect to the thesis!

Document 6

Source: Photograph, Emigrant Family Entering Loop Valley, 1881



Document 7

Source: "The Significance of the Frontier in American History," Frederick Jackson Turner. 1893

Thus the advance of the frontier has meant a steady movement away from the influence of Europe, a steady growth of independence on American lines. And to study this advance, the men who grew up under these conditions, and the political, economic, and social results of it, is to study the really American part of our history. . . .

The effect of the Indian frontier as a consolidating agent in our history is important. From the close of the seventeenth century various intercolonial congresses have been called to treat with Indians and establish common measures of defense. Particularism was strongest in colonies with no Indian frontier. This frontier stretched along the western border like a cord of union. The Indian was a common danger, demanding united action. . . .

. . . [T]he frontier promoted the formation of a composite nationality for the American people. The coast was preponderantly English, but the later tides of continental immigration flowed across to the free lands. . . . The legislation which most developed the powers of the national government, and played the largest part in its activity, was conditioned on the frontier. Writers have discussed the subjects of tariff, land, and internal improvement, as subsidiary to the slavery question. But when American history comes to be rightly viewed it will be seen that the slavery question is an incident. In the period from the end of the first half of the present century to the close of the Civil War slavery rose to primary, but far from exclusive, importance. . . . The growth of nationalism and the evolution of American political institutions were dependent on the advance of the frontier. . . .

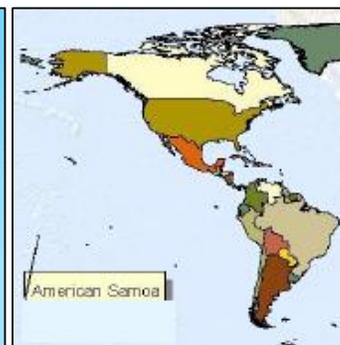
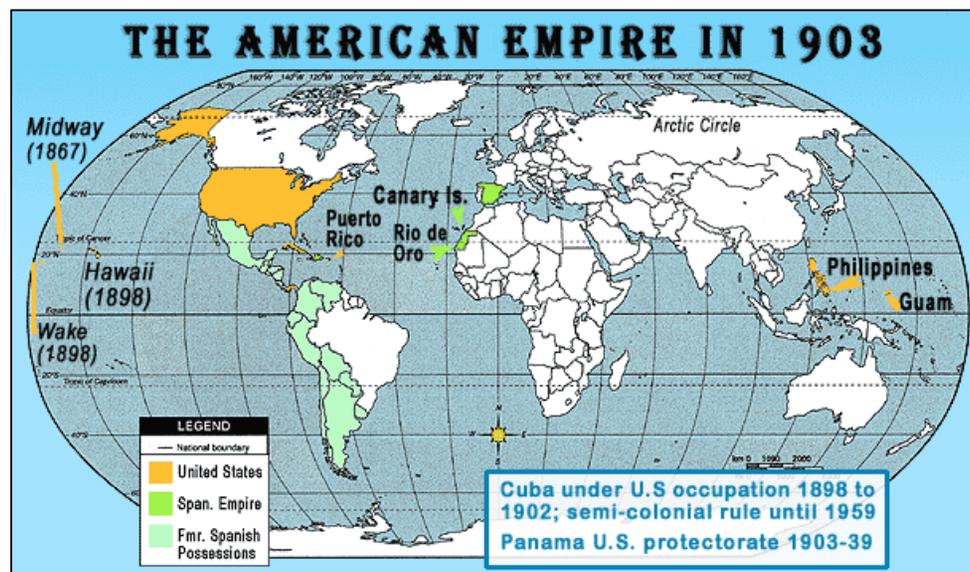
From the conditions of frontier life came intellectual traits of profound importance. . . . Since the days when the fleet of Columbus sailed into the waters of the New World, America has been another name for opportunity, and the people of the United States have taken their tone from the incessant expansion which has not only been open but has even been forced upon them. He would be a rash prophet who should assert that the expansive character of American life has now entirely ceased. Movement has been its dominant fact, and, unless this training has no effect upon a people, the American energy will continually demand a wider field for its exercise. But never again will such gifts of free land offer themselves. . . .

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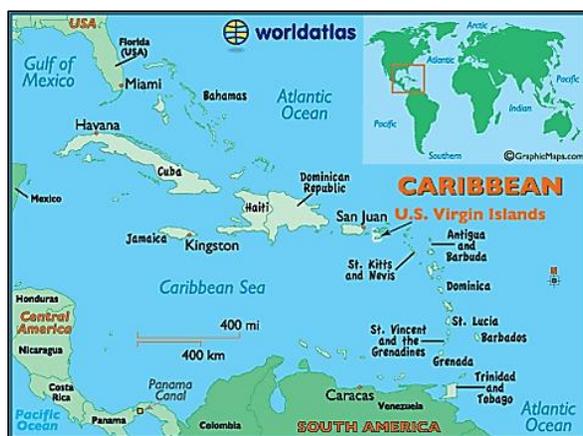
An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while

simultaneously propelling the United States into a dominant international military, political, cultural, and economic position. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific.

Imperialists were fueled by Alfred Thayer Mahan's book on *Sea Power*. Hawaii was annexed in 1898 [McKinley said, "We need Hawaii as much... as in its day we needed California."] Germany and the U.S. split Samoan islands in 1899. The perception in the 1890s that the western frontier was "closed" [Frederick Jackson Turner's Frontier Thesis], economic motives [bettering trade relations and routes], competition with other European imperialist ventures of the time, and racial theories all

furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe. The American victory in the Spanish-American War led to the U.S. acquisition of island territories [Puerto Rico, Guam, Cuba], an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia. Questions about America's role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists. In 1903 U.S. sponsored revolution leads to Panama becoming independent nation from Colombia Hay-Bunau Treaty opened door for U.S. Panama Canal project. [Theodore Roosevelt's Big Stick foreign policy], and in 1914 the Panama Canal was completed [...Panama Canal Zone returned to Panama in 1999 (as planned in Torrijos-Carter Treaty Signed in 1977)]. In 1917 the U.S. Purchased the Virgin Islands from Denmark in order to increase fueling stations for the growing merchant marine and trading vessels as well as help safeguard the Caribbean Sea and access to the Panama Canal.



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Stop and Write!

Briefly explain ONE way the deteriorating environment in rapidly growing cities impacted residents in the late nineteenth or early twentieth century. Briefly explain ONE way municipal or federal government responded to the deteriorating urban environment in the late nineteenth or early twentieth century.

Briefly explain ONE environmental factor that influence the United States decision to expand overseas from 1898-1917.

Briefly explain ONE way United States overseas expansion impacted the geography or natural environment.

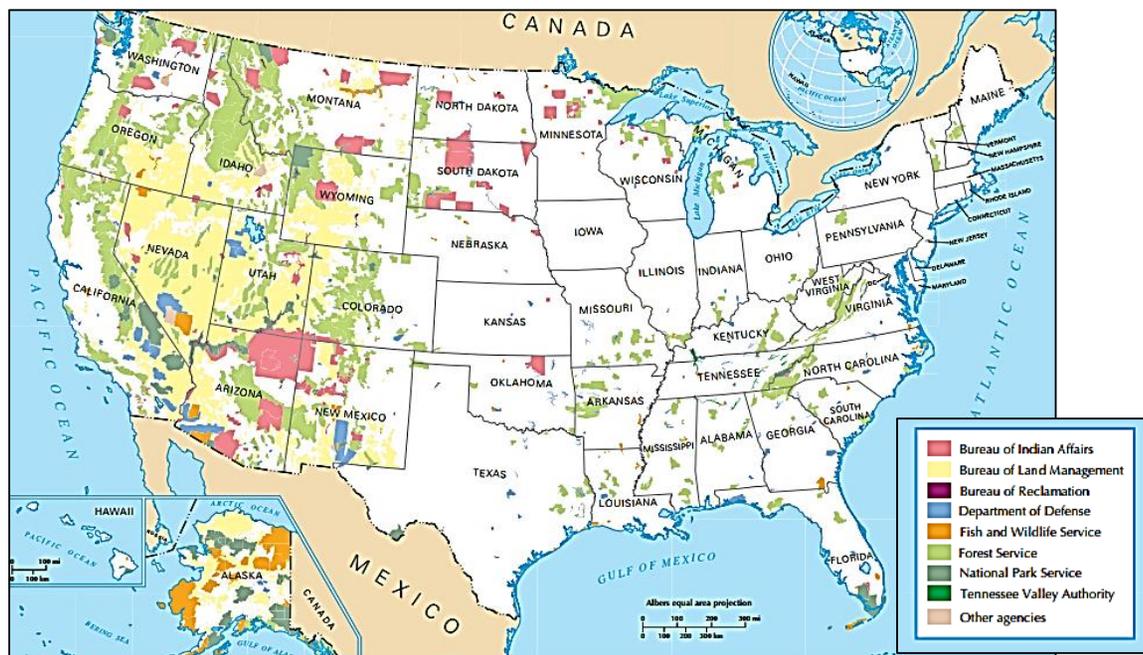
Geography & the Environment

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Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. Today, the government owns approximately 1/3 of lands in the U.S. Where they once gave it away [Homestead Act], they now began to preserve the environment following years of mineral, lumber, and soil depletion. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society. Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

Before Theodore Roosevelt, Yellowstone and the Grand Canyon had already been preserved. But he did far more in setting aside forest reserves, wildlife refuges, national parks [and the National Park Service], and national monuments like the Redwood Forest. Western governors objected as they were losing valuable resources and eventually an agreement was made that the government would seize no further land.

Organizations like Sierra Club and Boy Scouts began in this era and celebrated the environment and encouraged people to be committed to it.



Geography & the Environment

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HELLO... ARE YOU READING THIS... ????????

Last year, many of my students came to class after taking the AP exam asking “who is John Muir?” [They struggled heavily with one of the SAQs which had quotes from Muir and Roosevelt (about conservation vs preservation)]... **they had been assigned this review... Are you taking advantage of the packets?** Follow my lead... and Follow Directions! **A page you skip could be the page you need!**



Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺

Conservationists aimed to improve on nature by managing forests, regulating wildlife populations, and building dams to harness the bounty of nature for the public good. Theodore Roosevelt was a conservationist more than a preservationist, however he did support legislation to set land aside, not to be touched/exploited. In 1902 the Newlands Reclamation Act led to the creation of many dams to help provide irrigation to arid regions in the West such as the Great Basin. This made it possible for people to move into those regions.

[Damning rivers destroys the environment it floods.... Not preservationist...]

Preservationists, in contrast, opposed the conservationists’ hard-nosed reasoning. The preservationists best-known leader was John Muir, the president of the newly founded Sierra Club (which remains one of the nation’s foremost environmental groups). They urged the government to set aside public lands for their recreational and spiritual values. In *Our National Parks* (1901), Muir wrote, “[t]housands of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home; that wildness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.” Muir was instrumental in getting the federal government to set aside Yosemite National Park in 1890.

Geography & the Environment

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Despite protective efforts of Theodore Roosevelt, waterfowl population continued to decline in the 1930s driving some species toward extinction. By 1934, there were only 150 egrets left, and 14 whooping cranes. In 1934, President Franklin Roosevelt created a commission to study wildlife restoration. Industrialization and urbanization, with loss of wetlands habitat, were seen as major contributors to the loss of bird habitat. In some cases, federal projects for other agencies contributed to the loss of wetlands. The Civilian Conservation Corps, for example, which worked on many conservation-related projects in the Depression era, was involved in flood control and wetlands drainage programs in order to create new agricultural lands. The conflict in federal policies led to the Fish and Wildlife Coordination Act of 1934. The establishment of the U.S. Fish and Wildlife Service in 1940, merged the Bureau of Fisheries (Department of Commerce) and the Bureau of Biological Survey (Department of Agriculture). The new Fish and Wildlife Service became a unit of the Department of the Interior with a mandate to conserve, protect, and enhance fish, wildlife, and their habitats. The Service oversees national wildlife refuges and fish hatcheries, and develops recovery plans for endangered species. The National Wildlife Refuge System has grown dramatically since 1903, since the establishment of the first National Wildlife Refuge on Pelican Island, Florida. There are now more than 530 refuges in the National Wildlife Refuge System, administered by the U.S. Fish and Wildlife Service, providing 93 million acres of lands and waters managed for the protection of wildlife and habitat. The U.S. National Wildlife Refuge System is the most comprehensive wildlife management system in the world.

Stop and Write!

Briefly explain ONE similarity between preservationists and conservationists in the late nineteenth century or the early twentieth century.
 Briefly explain ONE difference between preservationists and conservationists in the late nineteenth century or the early twentieth century.
 Briefly explain ONE way preservationists influenced government policy in the late nineteenth century or the early twentieth century.
 Briefly explain ONE way conservationists influenced government policy in the late nineteenth century or the early twentieth century.

In August 1939, on the eve of World War II, Albert Einstein wrote to President Franklin D. Roosevelt, informing him that recent research showed that a nuclear chain reaction might make possible the construction of “extremely powerful bombs.” In response, Roosevelt initiated a Federal research program, and, in 1942, the Army Corps of Engineers established the Manhattan Engineer District to design and produce the first atomic bomb. Following the war, Congress engaged in a contentious debate over civilian versus military control of the atom. The Atomic Energy Act of 1946 settled the debate by creating the Atomic Energy Commission (AEC), which took over the Manhattan Project’s sprawling scientific and industrial complex. During the early Cold War years, the AEC focused on designing and producing nuclear weapons and developing nuclear reactors for naval propulsion. The Atomic Energy Act of 1954 ended exclusive government use of the atom and began the growth of the commercial nuclear power industry, giving the AEC authority to regulate the new industry. Until the 1970s, the Federal government played a limited role in formulating national energy policy in an era of relatively cheap and abundant energy. The nation relied on the private sector to fulfill most of its energy needs. Historically, Americans expected private industry to establish production, distribution, marketing, and pricing policies. When free market conditions were absent, Federal regulations were established to control energy pricing.

Geography & the Environment

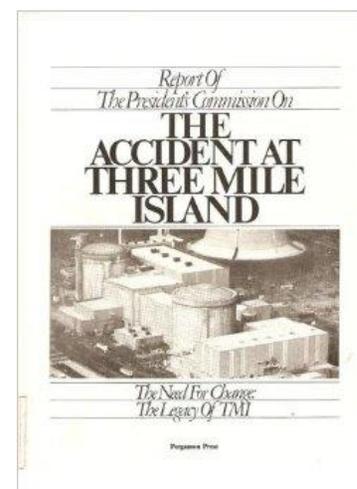
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After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals. The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes with varying levels of commitment to democracy. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. A massive nuclear accident in the Soviet Union (Chernobyl) and a minor accident in the United States (Three Mile Island) discouraged continued growth of nuclear energy and the focus returned to fossil fuels. Fear of a meltdown trumped fears of fossil fuel pollution and. The federal government has established many new environmental programs and regulations in the post-World War II era, and that movement is largely due to the continued use of fossil fuels in an automotive and industrial age.

Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

Federal Wilderness Act (1964), which established the National Wilderness Preservation System. This system now has more than 95 million acres of protected land. The Nature Conservancy, founded in 1951, was organized with the goal of protecting habitat and acquired more than 1500 preserves and over 9 million acres in North America.



Geography & the Environment

Directions: Read and highlight main ideas (especially major cues/proper nouns). Remember these essential components of the Content Outline provide helpful point of focus as you review for the exam! There are clues in the cues... ☺

Two influential books in environmental thinking in the mid-20th century were Rachel Carson's *Silent Spring*, published in 1962, and Aldo Leopold's *Sand County Almanac*, published in 1948. The compellingly written *Silent Spring* drew public attention to the alarming toxic effects of DDT and some other common pesticides on both wildlife and on people. In *Sand County Almanac*, Aldo Leopold demonstrated through work on his own property the restoration of badly eroded land created healthy wildlife habitat. The science of ecology provided new understandings of requirements for wildlife habitat, and the dangers of habitat fragmentation. A third book, Thoreau's *Walden* [written in the Antebellum Era], became an instant classic with many environmentalists, who used it to illustrate a healthier ideal for people living in harmony with nature. Growing public support for environmental protection in the 1960s and 1970s, led to the passage of much new federal legislation, including the Clean Air Act (1963); the Wilderness Act (1964); the Water Quality Control Act (1965); the Wild and Scenic River Act (1968); the National Trails System Act (1968); the National Environmental Policy Act (NEPA, 1969); the establishment of the Environmental Protection Agency (1970), the National Historic Preservation Act (1966).



In the second half of the 20th century, public concerns increased over a wide range of environmental issues, many related to quality of life. In urban areas, the toxic effects of polluted air and water were growing concerns. In suburban areas, a host of issues arose, including the loss of scenic and rural character, habitat fragmentation, and the spread of harmful pesticides and other chemical pollutants. Existing conservation organizations cultivated larger memberships and new groups formed, too. Grassroots organizations often began with local issues and later broadened in their concerns. They helped to educate the public and lobbied for legislation that would address a wide range of environmental issues. Local grassroots advocacy groups formed in both urban and suburban areas throughout the country, working on a variety of environmental concerns in their own area. Grassroots efforts coalesced in into a social movement in 1970, with the holding of the first Earth Day.

The Department of Energy Organization Act of 1977 created one the most interesting and diverse agencies in the Federal government. What brought these two traditions together in the Department of Energy were two factors. First, the AEC's activities in developing and commercializing nuclear energy represented the Federal government's largest and most significant energy project into the early 1970s. Second, the energy crisis of the mid-1970s hastened a series of government reorganizations as both the executive and legislative branches sought to better coordinate Federal energy policy and programs. The Department undertook responsibility for long-term, high-risk research and development of energy technology, Federal power marketing, energy conservation, the nuclear weapons program, energy regulatory programs, and a central energy data collection and analysis program. During the late 1970s, the Department emphasized energy development and regulation.

Stop and Write!

Briefly explain ONE way post World War II environmentalists differ from pre-war conservationists.

Briefly explain ONE way modern environmental activists have impacted government policy.

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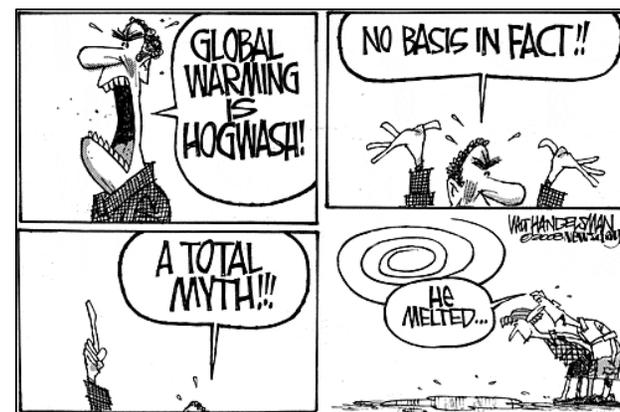
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Increased drilling for oil and natural gas has resulted from pressure from OPEC while at the same time environmentalists push for more research and development into renewable energies such as solar, wind, and geothermal power. Moving from gasoline powered cars to hybrids and electric is a slow moving trend. In the 1980s, the EPA (Environmental Protection Agency) nuclear weapons research, development, and production took a priority. With the end of the Cold war, the Department focused on environmental clean up of the nuclear weapons complex and nonproliferation and stewardship of the nuclear stockpile. In the 2000s, the Department's priority has been ensuring the nation's security and prosperity by addressing its energy, environmental and nuclear challenges through science and technology solutions. The Department has sought to transform the nation's energy system and secure leadership in clean energy technologies, pursue world-class science and engineering as a cornerstone of economic prosperity, and enhance nuclear security through defense, nonproliferation, and environmental efforts.

The Limited Test Ban Treaty was signed by the United States, the Soviet Union, and Great Britain in 1963 [negotiations began with Eisenhower, then signed], and it banned all nuclear tests in the atmosphere, in space, or underwater. Because it stopped the spread of radioactive nuclear material through atmospheric testing and set the precedent for a new wave of arms control agreements, the Treaty was hailed as a success. The Treaty was the first of several Cold War agreements on nuclear arms, including the Non-Proliferation Treaty that was signed in 1968 and the SALT I agreements of 1972. In 1974, the Threshold Test Ban Treaty returned to the question of nuclear testing by limiting underground testing of bombs with a yield greater than 150 kilotons. SALT II was not signed by Congress. Later in the 1980s, Ronald Reagan and Mikhail Gorbachev negotiated further limitation treaties. START I and START II.

Concerns about pollution led to the 1992 Kyoto Protocol which is an international agreement to dramatically cut emissions. The U.S. did not sign on due to the economic ramifications, but new policies have been implemented to limited emissions on automobiles and industry. Concerns over global warming or climate change remain a heated topic as debated continues over the extent of the role of industry and humans' impact on the environment... leading to new focus on renewable energy and other changes to reduce the negative impact on climate.

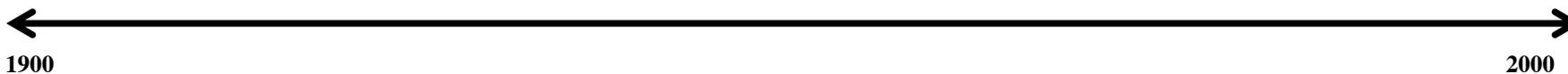
As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system. Conflict in the Middle East and concerns about climate change led to ongoing debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.



(political cartoon captured from globalwarminggrace.weebly.com)

Geography and the Environment - Practice Prompt

Prompt: Evaluate the extent to which twentieth century debates and policies concerning the use of natural resources have fostered change and maintained continuity in the role of the federal government in regards to environmental issues.



What is the skill being tested?

How will you target this skill?

Is there a qualifier?

How will you address it?

What is the historical context of this topic?

Brainstorm evidence regarding debates about the use of natural resources as well as government policies concerning the use of natural resources...

Remember you need at least three specific pieces of evidence for a long essay... and at least three generalizations to defend your thesis...

Did these debates and policies foster more change or maintain more continuity? Did one have a larger influence than the other? Remember your analysis much be complex!

Write your complete thesis: