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INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 12: 1932-1945

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CHAPTER 12 INTRODUCTORY ESSAY: 1932–1945

Review Questions

- To combat the Great Depression, President Herbert Hoover relied on
Answer: A. voluntary actions of producers and farmers to maintain employment and production levels
- In 1932, Franklin Roosevelt received electoral support from all the following except
Answer: C. northern bankers and manufacturers
- The bank holiday of March 1933 was designed to
Answer: D. restore public confidence in the banking system
- During the first 100 days of Franklin Roosevelt’s administration, the policies enacted showed
Answer: C. Congress was willing to follow the president’s lead
- Which New Deal agency sought to oversee stock market operations?
Answer: B. The Securities and Exchange Commission
- The federal works projects passed during the New Deal sought to
Answer: B. create temporary employment opportunities to relieve unemployment
- The ultimate impact of the New Deal was to
Answer: A. increase the federal government’s responsibility for individuals’ economic well-being
- The Wagner Act of 1935 most directly benefited
Answer: C. union workers
- New Deal reform programs that fundamentally altered the role of the government in the economy included all the following except
Answer: D. the Works Progress Administration
- Which statement most accurately states the relationship between African Americans and New Deal programs?
Answer: B. Despite discrimination in the administration of New Deal programs, a political realignment occurred, with African Americans beginning to vote overwhelmingly Democratic.
- The major challenge President Franklin Roosevelt faced in his first term was
Answer: A. the Great Depression
- In the 1930s, the military strength of the United States could best be characterized as

Answer: C. limited by isolationist sentiment in Congress and the public

13. Compared with that of Congress and the public, President Franklin Roosevelt's view of the role of U.S. foreign policy toward the growing threats in Europe and Asia in the 1930s was

Answer: B. more willing to provide aid and assistance to the Allies

14. The United States' primary military objective in mid-December 1941 was to

Answer: A. defeat Nazi Germany

15. U.S. forces halted Japanese advances in the Pacific at

Answer: B. the Battles of Midway and the Coral Sea

16. Allied wartime conferencing during World War II included all the following topics except

Answer: C. joint development of atomic weapons by the Big Three: United States, Great Britain, and the Soviet Union

17. The United States emerged from World War II with all the following except

Answer: B. an end to racial discrimination in the armed forces

18. Which statement best applies to working women during World War II?

Answer: D. Women helped avert the labor shortage during the war, but later, many voluntarily left their jobs or were forced out of those jobs.

Free Response Questions

1. Explain the major arguments against the New Deal by both conservatives and liberals.

Answer: Conservatives such as those in the newly formed Liberty League balked at the unprecedented increase in government spending and power, which they perceived as a threat to liberty. Radicals, in turn, criticized Roosevelt for not doing enough to fight the Depression.

2. Evaluate the success of the New Deal in tempering the effects of the Great Depression.

Answer: During the 1930s, President Roosevelt's New Deal programs sought to provide relief, recovery, and reform to a nation suffering from the Great Depression. Although the works programs provided temporary employment to millions of suffering citizens, they were not without controversy. The Supreme Court declared a number of New Deal programs unconstitutional. Reform legislation designed to correct the problems that created the Depression fared somewhat better. The Securities and Exchange Commission, the National Labor Relations Act, and banking reforms sought to correct weakness in the economic order. Despite the success of some programs, not everyone benefited. African Americans, especially in the South, were often limited by segregation and discrimination. And a recession in 1937, due in part to a cutback in funding, limited recovery.

3. Explain how the United States' foreign policy changed from 1920 to 1941.

Answer: After World War I, Congress and the public were generally opposed to remaining entangled in European affairs; the crusade to "make the world safe for democracy" had failed. Despite U.S. rejection of the Treaty of Versailles, the nation had hosted and participated in disarmament conferences. In the 1930s, as tensions increased elsewhere in the world, Congress passed a series of neutrality acts to distance the United States. Although Roosevelt's first priority in 1933 was to revive the economy, he was aware of the threats to world peace inherent in authoritarian and expansionist governments like those of Germany and Japan. He began quietly moving the U.S. military toward preparedness as he sought ways to support Britain's stand against totalitarianism in Europe. The United States entered the war after the Japanese bombed Pearl Harbor in December 1941.

AP Practice Questions

1. A historian might use these two images to support the claim that
Answer: C. public art created during the New Deal era celebrated the common worker
2. What theme do these images have in common?
Answer: A. Energy and cooperation among workers engaged in big jobs
3. The images best reflect which continuity in U.S. history?
Answer: B. Infrastructure benefitted from federal expenditures
4. The excerpt most directly resulted from which earlier ideas?
Answer: D. Woodrow Wilson's plan for the post-World War I world
5. This excerpt was written in response to the
Answer: D. Nazi expansion by war throughout most of Europe
6. The point of view in the provided excerpt challenged which prevailing norm in the United States at the time?
Answer: B. Support for an "America First" neutrality movement

NARRATIVES

The Dust Bowl

Review Questions

1. The Dust Bowl was created by all the following except
Answer: D. the building of "soddies"
2. The Dust Bowl inflicted the most significant damage on which area of the United States?
Answer: B. The Great Plains
3. The plight of the victims of the Dust Bowl was portrayed by John Steinbeck in his novel
Answer: B. *The Grapes of Wrath*
4. For economic opportunity, people known as "Okies" migrated toward which region of the United States?
Answer: C. The West Coast, primarily California
5. Families who settled the Great Plains and built their homes from the available resources there were often called
Answer: C. sodbusters

Free Response Questions

1. Analyze the events that led to the Dust Bowl during the Great Depression.
Answer: Destruction of wild grasses, introduction of power machinery, and the drive to raise wheat, in addition to a period of drought, all contributed to the dust storms. The flow of settlers moving west to establish farms increased with the Homestead Act of 1862. These sodbusters claiming their portions of land plowed up the native grasses and the sod in which they grew, disrupting the natural interaction between grasses, buffalo, and American Indians of the Great Plains. Rapid intervention in the natural environment resulted from the use of tractors and other gasoline-powered farm tools, especially when the U.S. government encouraged farmers to clear more land and plant wheat during World War I. Beginning in 1931, a decade-long dry spell led to persistent drought which further stripped the southern plains bare. In the 1930s, wind storms picked up vast quantities of prairie dirt and deposited it on and into homes, other structures, cities, and everything in its path across the

Great Plains. In 1932, 14 of these “black blizzards” violently swept the region, as did 38 in 1933, and they continued with increasing frequency throughout the decade.

2. Analyze the impact of the Dust Bowl of the 1930s on farmers in the United States.

Answer: Ultimately, the Dust Bowl forced thousands of farmers off their land during the 1930s because they could no longer successfully grow crops. The “Okies,” as many were known, headed west to California to look for work. The Dust Bowl eventually forced farmers to change their way of planting and harvesting crops. Improved methods could help conserve the topsoil, preventing a repeat of the dust storms.

AP Practice Questions

1. When the excerpted song was written, the government

Answer: B. created programs to provide jobs and relief for those suffering in the Great Depression

2. One doctrine or policy that may have contributed to the conditions described in the excerpt was

Answer: D. the Homestead Act

3. The sentiments expressed in the excerpt most likely would have been espoused by which group?

Answer: B. Populists

The National Recovery Administration and the Schechter Brothers

Review Questions

1. A key result of New Deal legislation was to create a federal government

Answer: C. that used emergency powers to expand the federal regulatory state

2. The National Industrial Recovery Act’s provisions included all the following except

Answer: D. federal government takeover of vital national industries

3. Government efforts to mobilize the economy during World War I influenced the development of programs to combat the Great Depression because

Answer: B. business-government cooperative efforts had proved successful before

4. Conservatives claimed the National Industrial Recovery Act was

Answer: A. a dictatorial attempt by the federal government to undermine American capitalism

5. The Supreme Court’s 1935 decision in the Schechter case found the National Industrial Recovery Act had unconstitutionally limited

Answer: A. intrastate commerce

6. The Supreme Court’s rulings on the National Industrial Recovery Act (1935) and the Agricultural Adjustment Act (1936) led to

Answer: B. a plan to reorganize the federal courts to be more sympathetic to the New Deal

Free Response Questions

1. Explain how the Roosevelt administration expected the National Industrial Recovery Act (NIRA) to correct some of the flaws of capitalism.

Answer: Roosevelt and Democratic members of Congress sought government-business cooperation to rationalize and plan the economy to prevent ruinous competition. The NIRA would provide for a “partnership in planning” that suspended antitrust laws and allowed industries to collaborate in drafting “codes of fair competition.” Thus businesses had the government’s blessing to collude and artificially lower production and raise prices, intending to restore profitability to industry. The law was also intended to protect the rights of labor by establishing minimum wages and maximum hours and encouraging the formation of unions and collective bargaining.

2. Explain how New Deal policies led to an increase in union membership.

Answer: Section 7a of the National Industrial Recovery Act (NRA) guaranteed workers the right to join unions and engage in collective bargaining with their employers. As a result, union membership soared in traditional union strongholds such as coal mining and the clothing industry, but also in steel and autos. However, the NRA was declared unconstitutional by the Supreme Court in the Schechter case. The Wagner Act of 1935 included many of the same key provisions protecting labor as the NRA.

3. Analyze the reasons the National Industrial Recovery Act was ruled unconstitutional.

Answer: The U.S. Supreme Court found the National Industrial Recovery Act unconstitutional on two major grounds: violating federalism and violating separation of powers. On May 27, 1935, the Supreme Court rendered a unanimous decision in favor of the defendants in Schechter v. United States. Chief Justice Charles Evans Hughes wrote the opinion for the Court and asserted that despite the crisis of the Great Depression, “Extraordinary conditions do not create or enlarge constitutional power.” All the justices agreed the NIRA was unconstitutional because it regulated intrastate commerce within New York rather than interstate commerce, as was permitted in the Commerce Clause of Article I of the Constitution. The reason was that the Schechter brothers were operating their butcher shops exclusively in New York State, specifically in Brooklyn. The law had allowed the government to exercise unlimited authority and sanctioned a “completely centralized government.” Moreover, the Court thought the legislative branch had unconstitutionally delegated its authority to regulate interstate commerce to the executive branch and so had violated the principle of separation of powers.

AP Practice Questions

1. A historian might use this speech to support the claim that the New Deal

Answer: C. created a limited welfare state

2. What was a direct result of the trend demonstrated in the excerpt?

Answer: D. A redefinition of government involvement in the economy

3. The ideas in this excerpt most directly resulted from what earlier movement?

Answer: C. Progressive Era

New Deal Critics

Review Questions

1. Much of the New Deal legislation passed during 1933 and 1934 focused on

Answer: B. providing jobs and relief to those hurt by the Great Depression

2. The Liberty League believed Franklin Roosevelt’s New Deal

Answer: C. was a threat to American capitalism

3. President Roosevelt’s critics from the left believed

Answer: D. the federal government was not doing enough to deal with the Great Depression

4. President Roosevelt’s critics from the left included all the following except

Answer: D. members of the Liberty League

5. The leadership of the Liberty League during Franklin Roosevelt’s administration came primarily from

Answer: B. the Democratic Party

6. The chief financial support for the Liberty League came from

Answer: C. business and financial elites

7. The creation of agencies such as the Tennessee Valley Authority, the Agricultural Adjustment Administration, and the Civil Works Administration caused controversy primarily because they

Answer: A. challenged the traditionally understood role of the federal government in the economy

8. Dr. Francis Townsend's plan to deal with one of the problems connected with the Great Depression influenced the development of the

Answer: B. Social Security Act

Free Response Questions

1. Explain the American Liberty League's criticism of President Franklin Roosevelt's New Deal.

Answer: Conservative critics from the right believed that the New Deal programs were drifting the nation toward state socialism and unchecked presidential power. Foremost among this group was the American Liberty League composed of Democratic party regulars from the South, who had been displaced as presidential advisors, and wealthy capitalists. The League branded the Agricultural Adjustment Act "a trend toward Fascist control of agriculture" and argued that passage of Social Security would "mark the end of democracy."

2. Identify the major liberal critics of President Franklin Roosevelt's New Deal and explain their criticism.

Answer: The New Deal faced some formidable opposition from liberals and leftist populists. These liberal critics believed the New Deal had not gone far enough in using the full resources of the federal government to provide relief, recovery, and reform. Upton Sinclair, in his losing bid to become governor of California, promoted a program called EPIC (End Poverty in California). Huey Long, U.S. senator from Louisiana, founded the Share Our Wealth Society, which gained the support of eight million Americans and called for massive redistribution of wealth through graduated income taxes and inheritance taxes. Dr. Francis Townsend proposed an Old-Age Revolving Pension Plan, calling for everyone older than 60 years to receive a monthly government pension of \$200 with the stipulation that they retire and spend the money in 30 days.

AP Practice Questions

1. The proposal in this excerpt most closely resembles which earlier idea?

Answer: A. "Forty acres and a mule" from Radical Reconstruction

2. What group would most likely support the provided argument?

Answer: C. Socialists

3. This excerpt was written in response to

Answer: D. New Deal policies

Labor Upheaval, Industrial Organization, and the Rise of the CIO

Review Questions

1. The 1933 National Industrial Recovery Act (NIRA) encouraged union growth because it

Answer: A. guaranteed workers collective bargaining rights

2. The 1935 National Labor Relations Act or Wagner Act did all the following except

Answer: D. mandate that employees must be union members

3. The Congress of Industrial Organizations (CIO) sought to organize workers in

Answer: C. mass-production industries

4. The CIO challenged the organizing philosophy of the American Federation of Labor (AFL) because the CIO

Answer: A. organized workers along industrial rather than craft lines

5. In Flint, Michigan, in 1937 a sit-down strike occurred in

Answer: A. the automotive industry

6. The formidable founder and head of the Congress of Industrial Organizations was

Answer: B. John L. Lewis

7. A major result of the competition between the American Federation of Labor and the Congress of Industrial Organizations in the late 1930s was

Answer: C. an increase in union membership and power

8. The passage of the National Industrial Recovery Act and the National Labor Relations Act or Wagner Act during the Great Depression led to

Answer: A. a resurgence in union membership

Free Response Questions

1. Explain the difference between the organizing philosophies of the American Federation of Labor and the Congress of Industrial Organizations.

Answer: The American Federation of Labor (AFL) sought to organize workers along craft or skill lines. Members of the AFL organization belonged to specific craft unions within the larger organization. The AFL resisted organizing workers in mass-production industries, such as autos and steel. The Congress of Industrial Organization sought to organize workers in mass-production industries without focusing on which skill each worker was engaged in. Originally part of the AFL, the CIO broke away and changed its name in 1938. This led to competition between the two organizations.

2. Explain how New Deal policies led to a change in union membership.

Answer: Section 7a of the National Industrial Recovery Act (NIRA) guaranteed workers the right to join unions and engage in collective bargaining with their employers. As a result, union membership soared in traditional union strongholds such as coal mining and the clothing industry, but also in the steel and auto industries. However, the NIRA was declared unconstitutional by the Supreme Court in the Schechter case. Thus, more-radical New Dealers in Congress, led by Senator Robert Wagner of New York, drafted legislation that put the power of the national government firmly behind the right of workers to unionize and to bargain collectively with their employers. The National Labor Relations, or Wagner, Act passed Congress in 1935. It guaranteed workers the right to unionize despite employer hostility; banned specified employer antiunion tactics, including company unions; placed no restrictions on the right to strike; and required employers to bargain in good faith with unions of their employees' own choice. It also created a National Labor Relations Board to enforce the law. This spurred the creation and expansion of the Congress of Industrial Organizations, in addition to the ranks of the American Federation of Labor (AFL).

AP Practice Questions

1. The actions in this image were most directly shaped by

Answer: C. New Deal legislation that guaranteed collective bargaining

2. What group would most likely support the position depicted in the photograph?

Answer: A. Members of the Franklin Roosevelt coalition

3. A historian might best use this photograph to support the claim that

Answer: B. southern textile mills employed a segregated workforce

Court Packing and Constitutional Revolution

Review Questions

1. A key motivation for President Franklin Roosevelt's plan to reorganize the federal judiciary in 1937 was to

Answer: B. nominate federal judges sympathetic to his legislative agenda

2. The Supreme Court's 1935–1937 decisions on New Deal legislation, President Roosevelt's proposal to reorganize the federal judiciary, and Congress's response to that proposal all exemplify the principle of

Answer: A. checks and balances

3. Franklin Roosevelt proposed the Court packing plan in 1937 because he

Answer: B. had just won a huge electoral majority

4. The major powers granted to the federal government under the Constitution derive from all the following except

Answer: D. the reserved powers clause of the Tenth Amendment

5. Constitutional disputes about the relative power of the national and state governments are debates about the interpretation of

Answer: A. federalism

6. Before Franklin Roosevelt proposed his plan to reorganize the federal judiciary, the Supreme Court had ruled that New Deal legislation

Answer: A. overreached on regulating interstate commerce

7. The failure of President Franklin Roosevelt's Court packing plan led to

Answer: D. diminished political support for Roosevelt's agenda

Free Response Questions

1. Explain why President Franklin Roosevelt proposed his Judicial Procedures Reform Act, otherwise known as the Court-packing plan.

Answer: By 1937, the Supreme Court had declared unconstitutional a number of early New Deal pieces of legislation, including the National Industrial Recovery Act and the Agricultural Adjustment Act. Though he had just won a landslide victory in the 1936 presidential election, President Roosevelt feared the same would happen with more recent legislation like the Social Security Act and the Wagner Act. Thus, he believed the time was right to revamp the federal judiciary. The key portion of the plan would allow the president to nominate a new federal judge for every sitting judge who had served at least 10 years, had reached the age of 70 years, and did not step down within six months. However, Roosevelt misjudged the level of congressional and public support for this proposal and it failed.

2. Explain how the events surrounding Roosevelt's court-packing plan illustrate the principle of checks and balances.

Answer: In declaring certain key New Deal legislation unconstitutional on a number of grounds, the Supreme Court was exercising its key power of judicial review. This acts as a check and balance on the powers of both the executive and legislative branches, which proposed and passed the legislation. By proposing the Judicial Procedures Reform Act to reorganize the federal judiciary, President Roosevelt, representing the executive branch, was attempting to check the powers of the federal

judiciary, especially the Supreme Court. However, Congress (the legislative branch) refused to pass this piece of legislation, exercising one of its abilities to check the executive branch.

AP Practice Questions

1. The sentiments expressed in the excerpt were most directly shaped by the

Answer: B. Federalist Papers

2. This excerpt was written in response to

Answer: D. the Supreme Court's ruling that a significant amount of New Deal legislation was unconstitutional

3. The excerpt from Roosevelt's fireside chat best reflects which continuity in U.S. history?

Answer: A. A belief in the democratic philosophy of the Declaration of Independence

Eleanor Roosevelt and Marian Anderson

Review Questions

1. By 1937, a new component of the New Deal coalition included

Answer: A. African Americans

2. The 1936 presidential election is considered a "realignment" election for African American voters because they

Answer: A. switched their votes from the Republican Party to the Democratic Party

3. First Lady Eleanor Roosevelt demonstrated support for the African American community during the Great Depression by doing all the following except

Answer: D. desegregating New Deal agencies operating in the South

4. Eleanor Roosevelt's actions toward singer Marian Anderson were a major influence in

Answer: A. earning African American voters' support for the Democratic Party

5. Eleanor Roosevelt took all the following actions in response to the Daughters of the American Revolution's refusal to rent its auditorium for Marian Anderson's concert except

Answer: C. encouraging the president to desegregate the U.S. military

6. Before the New Deal, African American voters tended to vote for the Republican Party primarily because

Answer: C. it was the Republican President Abraham Lincoln who issued the Emancipation Proclamation

Free Response Questions

1. Explain how Eleanor Roosevelt improved relations between the Roosevelt Administration and the African American community.

Answer: The Roosevelt Administration's New Deal had a mixed record on race relations. But African Americans felt they had a staunch ally in First Lady Eleanor Roosevelt. She had long been a crusader for the equal rights of workers, women, and blacks. She visited black churches, colleges, and New Deal programs and spoke to groups such as the NAACP and Urban League. She urged passage of an antilynching bill, but it did not pass. She spoke out for African American equality within the administration. In 1939, the First Lady took one of her most decisive and symbolically important stands for the equal rights of African Americans. When the singer Marian Anderson was denied the use of the DAR's Constitution Hall, Eleanor Roosevelt resigned from the organization and helped secure the Lincoln Memorial as the site of the concert.

2. Explain why the presidential elections of the 1930s led to a realignment of African American voters.

Answer: Since the end of the Civil War, African Americans in the South, who exercised their right to vote despite restrictions and harassment, usually voted for the party of Lincoln, the Republican Party. However, because the Democratic New Deal of Franklin Roosevelt offered federal government assistance, though with limitations, African Americans became part of the New Deal coalition that supported Democratic candidates.

AP Practice Questions

1. This image most directly reflected a growing belief that

Answer: D. the Democratic Party offered greater opportunity for African Americans

2. What group would support the events depicted in the photograph?

Answer: D. Proponents of guarantees of the Fourteenth Amendment to the Constitution

Foreign Policy in the 1930s: From Neutrality to Involvement

Review Questions

1. In the early to mid-1930s, examples of a world in growing international crisis included all the following except

Answer: D. Japan's attack on Pearl Harbor, Hawaii

2. As a result of the Nye Committee hearings, U.S. foreign policy during the mid-late 1930s can best be described as

Answer: C. passage of a series of neutrality acts to limit American exposure to rising world tensions

3. U.S. foreign policy during the interwar years was primarily motivated by a desire to

Answer: A. keep the United States out of another armed conflict

4. In an effort to aid the Allies despite isolationist sentiment in Congress at the start of World War II, President Franklin Roosevelt supported all the following except

Answer: D. sending American troops to reinforce British defenses

5. The Lend-Lease Act was a significant departure from most of American interwar foreign policy because it

Answer: C. recognized the need for direct American support of the Allies

6. Between September 1939 and the beginning of December 1941, President Roosevelt sought to help the Allies in all the following ways except

Answer: C. organizing American volunteer units to fight Germans in France

7. The America First Committee's most famous member was

Answer: B. Charles Lindbergh

8. American neutrality in World War II officially ended with

Answer: C. Congress's declaration of war after the Japanese attack on Pearl Harbor

Free Response Questions

1. Compare the arguments for the United States maintaining neutrality during World War I with the arguments for maintaining neutrality during the 1930s.

Answer: When World War I broke out in Europe in 1914, President Woodrow Wilson asked Americans to be neutral in thought as well as action, though American goods (e.g., cotton, food, armaments) and loans mainly supported the allies. In the 1930s, President Roosevelt was sympathetic to the Allies, particularly Great Britain, but the public would not support another war.

Congress passed a series of neutrality acts in the 1930s to prevent American involvement in the war. However, policies such as Lend-Lease still supported the allies, as they did before U.S. involvement in World War I. Aggression by foreign powers brought the U.S. into both world wars, though the attack on Pearl Harbor was much more severe in terms of lives and material lost than the attacks on American shipping before World War I.

2. Explain how and why Congress reacted to the growing threats of totalitarianism and fascism in Europe during the 1930s.

Answer: Concerned that the United States not get drawn into another European war, Congress passed legislation to keep the United States neutral if conflict broke out. The findings of the Nye Committee in the Senate, namely that American munitions makers and bankers had had significant financial ties to the Allies that propelled the United States into World War I, motivated Congress to pass several neutrality laws that made it illegal to loan money or sell arms and ammunition to any country involved in a war. Other items could be sold to belligerent countries, but only if those countries paid cash for them and transported them in their own ships, a provision commonly referred to as “cash and carry.” Finally, Americans were prohibited from traveling on ships belonging to countries at war. In other words, the Neutrality Acts sought to identify the factors that had allegedly drawn the United States into World War I, and then to ban them.

3. Explain why the passage of the Lend-Lease Act was so controversial.

Answer: Intense debate preceded passage of the Lend-Lease Act. It was opposed by those supporting American isolationism to avoid a repeat of U.S. involvement in World War I. They included members of the influential America First Committee, who argued that aiding one side in a war that did not involve the United States would bring the country into that war. President Roosevelt and the bill’s supporters claimed that helping the Allies now, especially the British, would help the United States avoid becoming an active participant, which would surely happen if Hitler were not defeated. Lend-Lease passed in March 1941.

AP Practice Questions

1. The image provided most directly reflected a growing belief that

Answer: A. the United States needed to abandon its post–World War I foreign policy of neutrality

2. The image was most directly influenced by the

Answer: D. advances of fascist regimes in Europe

3. Which group would most likely approve the policy depicted in the photograph?

Answer: B. Internationalists

4. Which of the following developments represented a continuation of the sentiments illustrated in the photograph?

Answer: B. Economic assistance to rebuild Western European countries after World War II

Pearl Harbor

Review Questions

1. Japan’s imperial expansion in China and Asia in the 1930s was driven by all the following except

Answer: A. fears that the communists would seize power in China

2. What event played a significant role in the Japanese decision to go to war with the United States?

Answer: C. American embargoes on oil and other supplies vital to the Japanese war machine

3. American interests in the Pacific that were threatened by Japanese imperialism in the 1930s included all the following except

Answer: D. security of the Hawaiian Islands

4. American reaction to Japanese imperialism in the Pacific during the 1930s included

Answer: A. embargos on supplies of aviation fuel, scrap iron, and oil

5. The events depicted in the map directly led to

Answer: A. President Franklin Roosevelt's referring to this as "a date which will live in infamy"

6. How did American foreign policy change after December 7, 1941?

Answer: D. The United States declared war on Japan, abandoning the neutrality policy it had followed since the end of World War I.

Free Response Questions

1. Describe the primary factors leading to Japan's war with the United States.

Answer: Japan's need for natural resources, the rise of its military, and economic isolation resulting from the Great Depression fed its desire for an imperialistic foreign policy that would expand its holdings beyond Korea and some Chinese territory. Concern about the Soviet Union and Chinese unification caused Japan to threaten the balance of power in Asia. The United States tried to limit Japanese imperialism by means short of outright war, such as embargoes on aviation fuel, oil, and scrap iron. Japan viewed war with the United States as inevitable and planned an attack on the U.S. naval and military operations at Pearl Harbor and other sites in the Pacific.

2. Explain the important military and geopolitical consequences of the Japanese attack on Pearl Harbor in December 1941.

Answer: Although the attack inflicted significant damage to the United States Pacific fleet, it did not destroy the fleet, especially because two U.S. aircraft carriers were not in port at the time. The attack led to American resolve for victory and a hatred for Japan that shaped the nature of the Pacific conflict. When Germany declared war on the United States a few days after Congress declared war on Japan, the United States was drawn into the European theater of war as well.

3. Compare the circumstances surrounding the 1941 attack on Pearl Harbor with the attack on Washington, DC, during the War of 1812 (see the Fort McHenry and the War of 1812 Narrative [<https://cnx.org/contents/NgBFhmUc:bCRQvg40>]).

Answer: The British attack on Washington, DC, occurred in 1814, while the United States was in the midst of a declared war against Great Britain since 1812. The attack on Pearl Harbor, by contrast, occurred when the United States was officially neutral in World War II, though some of its policies effectively favored the allied countries. Both attacks are memorable in that they are examples of the few major attacks the United States has endured on its soil. The attack on Pearl Harbor resulted in a much greater loss of life and material than the attack on Washington, DC, though the government was forced to flee the city when the British burned much of it in 1814.

AP Practice Questions

1. The events described in this excerpt most directly led to

Answer: C. the development of the Manhattan Project

2. The sentiments expressed in the excerpt contributed to which of the following?

Answer: B. Violations of civil liberties on the home front

3. This excerpt most directly reflected a growing belief that

Answer: D. fascism and totalitarianism threatened the existence of the United States

Double V for Victory: The Effort to Integrate the U.S. Military

Review Questions

1. The name of the Double V campaign during World War II stood for

Answer: B. American victory over the Axis powers and over segregation and discrimination at home

2. During World War II, the Tuskegee Airmen, the Red Ball Express, and the 92nd Regiment Buffalo Soldiers were noteworthy for

Answer: A. the heroism of their segregated military units

3. The 1.2 million African Americans who served in the armed forces during World War II did so in

Answer: C. segregated units

4. The purpose of the Tuskegee Experiment during the 1940s was to

Answer: A. train African American fighter pilots

5. African American soldiers returning home from World War II encountered

Answer: D. the beginnings of the modern civil rights movement

6. Situations such as the one depicted in the photograph led to

Answer: A. creation of the Double V campaign

Free Response Questions

1. Explain the role African Americans served in the armed forces during World War II.

Answer: Approximately 1.2 million African American men and some 6,500 African American women served in World War II in a military that did not become desegregated until after the war had ended. Some two-thirds of black soldiers were in service or support units supplying, maintaining, and transporting vital war materials. The Red Ball Express provided transportation in the aftermath of the Normandy invasion to mass supplies needed for the invading army. Some African American soldiers worked in service units, others in anti-aircraft battalions, and others in tank battalions. The Tuskegee Airmen formed six highly decorated flying squadrons. Women served in the WACs and WAVES.

2. Explain why World War II could be considered the launch of the modern civil rights movement.

Answer: More than 1.2 million African Americans served in uniform in World War II and more aided the war effort in vital war industries in a war to fight totalitarianism. A movement to declare victory over totalitarianism abroad and racism at home developed, called the Double V campaign. As African Americans from all over the United States encountered Jim Crow in military facilities located in the South and served in segregated units, discontent with the status quo grew. As the heroism of the Tuskegee Airmen, the truckers of the Red Ball Express, and others became known, the nation confronted growing pushback against legal segregation and racial prejudice in the post-war years.

AP Practice Questions

1. The position outlined in this excerpt was most directly shaped by

Answer: D. the needs of a nation facing the beginnings of the Cold War

2. This excerpt is an example of a

Answer: B. policy enacted by the president on his own authority

3. This excerpt most directly reflected a growing belief that

Answer: A. the goals of Reconstruction remained unfulfilled

D-Day

Review Questions

1. The outcome of the events depicted in the photograph resulted in

Answer: A. the liberation of Western Europe

2. The Allied leader overseeing D-Day was

Answer: B. Dwight Eisenhower

3. One of the key concerns in Allied planning for Operation Overlord was

Answer: B. amassing enough naval support to transport and land troops and equipment

4. The D-Day invasion marked the

Answer: D. opening of a second front against Nazi Germany

5. The Normandy invasion in World War II was considered necessary to

Answer: B. relieve the pressure on the eastern front

6. The night before the D-Day landings American and British troops successfully

Answer: C. captured vital bridges and crossroads

Free Response Questions

1. Explain the need for the D-Day invasion in World War II.

Answer: The Allies had long debated an ambitious invasion of German-occupied western Europe, but President Roosevelt and his generals decided it must be done to defeat Nazi Germany. The Soviet Union wanted a second front to take pressure off the eastern front. Although Allied troops were making inroads in North Africa and advancing northward through Italy, only a decisive second front in northern France could combine with the massive advance of the Russians through Eastern Europe to defeat Germany.

2. Explain the Allies' challenges in planning the D-Day invasion in World War II.

Answer: It wasn't until 1944 that the United States and Great Britain had the means and the forces to attack German-occupied France at the Normandy beachhead. First, adequate naval support, including landing and transport craft, had to be readied. Coordination between Allied air and ground forces was critical. In addition, Free French forces provided some assistance and needed coordination. Finally, an elaborate deception had to be created to help prevent Germany from massing defensive forces in Normandy.

AP Practice Questions

1. The sentiments expressed in Eisenhower's "Order of the Day" most directly led to

Answer: A. the collapse of fascist regimes in Europe

2. The situation referred to in the excerpt from Eisenhower's Order of the Day was directly shaped by

Answer: C. the defeat of Nazi tyranny by the free nations of the world

3. The sentiments in the excerpt were most directly shaped by

Answer: D. the belief that the war was a fight for the survival of democracy

Raising the Flag on Iwo Jima

Review Questions

1. American forces launched an assault to capture the island of Iwo Jima in February 1945 because

Answer: D. the airfields located on Iwo Jima had strategic importance

2. The most significant lesson Americans learned from the Battle of Iwo Jima was that

Answer: C. an invasion of Japan would come at a high cost of lives for both sides

3. The ultimate success of the Americans during the Battle of Iwo Jima depended on

Answer: C. the use of infantry forces to capture key terrain

4. By the time the United States attacked the Japanese on Iwo Jima in early 1945, American military planners

Answer: D. projected heavy casualties and a high cost to invading Japan

5. The event in the photograph depicted

Answer: D. the resolve and tenacity of the American military

6. The scene depicted in the photograph influenced the decision to

Answer: A. use the atomic bomb on Japan

Free Response Questions

1. Explain why Iwo Jima was considered of strategic importance in the war against Japan.

Answer: The American military was getting closer to making direct attacks on the Japanese home islands by 1945, but it had to contend with the geography of the Pacific. To reach Japan from the American-held Mariana Islands, aircraft had to detour around the Bonin Island chain, which included Iwo Jima, because of Japanese aircraft stationed there. Capturing Iwo Jima instead would allow the Americans to use its airfields for refueling bombers on their way to Japan and back. It could also become a base for American fighter aircraft that could escort the bombers, allowing them to drop bombs from a lower altitude and with greater accuracy.

2. Explain the significance of the provided photograph.

Answer: In February 1945, U.S. Marines began their assault on the Japanese-held island of Iwo Jima. This photograph, taken near the beginning of the long brutal assault of the island, depicts a group of American soldiers planting an American flag atop Mt. Suribachi. Although the Pulitzer-Prize winning photograph was reproduced thousands of times for propaganda and morale-raising purposes, it actually shows a reenactment of the event, which had been interrupted by a Japanese grenade a short time before. For U.S. service members and the public generally, however, it symbolized the United States' resolve to continue fighting against formidable odds. The symbolism was arguably more important for Americans at home than the reality.

AP Practice Questions

1. This map most accurately depicts

Answer: C. the island-hopping strategy

2. What enabled the strategy depicted in the map?

Answer: D. Allied cooperation fighting against Imperial Japan

The Manhattan Project

Review Questions

1. The costs associated with the Manhattan Project did not lead to protest primarily because

Answer: D. they were concealed from Congress

2. The atomic explosion at Alamogordo, New Mexico, on July 16, 1945

Answer: C. proved the success of the Manhattan Project

3. Development of the atomic bomb in the United States during the 1940s occurred

Answer: A. at various locations throughout the United States

4. The American scientist who oversaw the Manhattan Project was

Answer: B. Robert Oppenheimer

5. The scientific advances behind the Manhattan Project primarily benefited from

Answer: A. the work of émigré scientists from totalitarian regimes

Free Response Questions

1. Analyze the factors that led the United States to build the first atomic bomb.

Answer: German scientists investigated the military potential of atomic power and made significant discoveries. But the mistaken belief that it would take years to get enough nuclear materials for a bomb slowed their research. President Roosevelt initiated the Manhattan Project early in the war, having been warned that the Germans might develop the first atomic bomb, and he secretly secured the resources allowing for its ultimate success. America's industrial capacity and role as the "arsenal of democracy" aided the production of components. British innovations and willingness to share with the United States also played a key role. Teams of brilliant scientists, many of whom were exiles from fascist regimes in Europe, helped the United States build the first atomic bomb.

2. Describe the organization of the Manhattan Project.

Answer: The Manhattan Project was a military research project named for the supervising district of the U.S. Army Corp of Engineers that oversaw the effort, and it was headed by U.S. General Leslie Groves. Funding was secured by War Department appropriations. Scientific teams were spread across the United States from Tennessee to Illinois to Washington to New Mexico. Final assembly and testing occurred at Alamogordo, NM.

AP Practice Questions

1. The sentiments expressed in the excerpt most directly led to the

Answer: A. creation of the Manhattan Project

2. Which group would most likely support the argument made in the excerpt?

Answer: C. Proponents of the Lend-Lease Act

3. This excerpt was written in response to the

Answer: B. rise of fascism in Europe

DECISION POINT

Dropping the Atomic Bomb

Review Questions

1. President Franklin D. Roosevelt authorized the Manhattan Project because he

Answer: B. feared that Nazi Germany would develop an atomic weapon

2. Which of the following would President Truman have found a valid reason to forego using atomic weapons on Japan?

Answer: B. It would turn global opinion against the United States.

3. President Truman decided to use the atomic bombs against Japan because

Answer: D. he feared the civilian and military cost of an invasion of the Japanese home islands

4. Which statement most accurately describes the Manhattan Project?

Answer: B. It relied on the work of scientists who had fled totalitarian regimes for the United States.

5. President Truman first became aware of the scope and goal of the Manhattan Project

Answer: C. after he was sworn in as president

6. The Potsdam Declaration of July 20, 1945, called for

Answer: D. the unconditional surrender of Japan

7. A reason proposed for not using atomic weapons against Japan in the summer of 1945 was

Answer: B. the threat to Allied prisoners of war

8. A reason to use atomic weapons against Japan in the summer of 1945 was that

Answer: A. the projected loss of approximately one million lives during an American invasion of Japan was unacceptable

Free Response Questions

1. Analyze the factors that led President Harry Truman to make the decision to use the atomic bomb on Japan in 1945.

Answer: After President Roosevelt's death, Harry Truman became president of the United States and learned about the Manhattan Project. Just a few months later, after a successful test of the bomb at Alamogordo, New Mexico, he made the decision to drop the atomic bombs, first on Hiroshima, then on Nagasaki, Japan. By 1945, the horrific battles and fighting conditions of World War II were becoming even more deadly. The battles for Iwo Jima and Okinawa signaled a brutal and horrific cost associated with invading the Japanese home islands. The fight to defeat Japan could extend for months or years longer and cost at least one million military and civilian lives. In addition, within the United States, sentiment had grown to end the war against Japan—the nation that had bombed Pearl Harbor—as quickly as possible by any means necessary.

2. Analyze the factors that led the United States to become the first nation to successfully develop the atomic bomb in 1945.

Answer: German scientists had split the uranium atom in 1938, which led eminent scientist Albert Einstein to alert then-president Franklin D. Roosevelt to the possibility that Hitler's regime might eventually develop an atomic bomb. Roosevelt then set up the Manhattan Project to develop the bomb first, aided by scientists such as Enrico Fermi and others who fled fascist regimes in Europe and settled in the United States.

AP Practice Questions

1. The provided excerpt most directly reflected a growing belief that

Answer: A. the morality of using atomic weapons would lead to additional debate

2. The events discussed in the excerpt were most directly shaped by

Answer: B. the attack on Pearl Harbor

3. The events discussed in the excerpt illustrate which of the following?

Answer: A. The scientific community agreed with the goal of helping to save American lives.

POINT-COUNTERPOINT

Did the New Deal End the Great Depression?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		Claim B
Claim A	Did New Deal spending and programs succeed in restoring American capitalism during the Great Depression and should the government have spent more money to help the New Deal succeed, or did the New Deal spend unprecedented amounts of money on relief and recovery efforts but ultimately fail to stimulate a full economic recovery?	
Summarize this argument in one sentence, using your own words: Answer: Historian A argues that Roosevelt's New Deal successfully lowered unemployment, increased wages throughout the 1930s, and ultimately ended the Great Depression with the help of wartime spending into the 1940s.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Although both historians agree the New Deal did not single-handedly end the Great Depression, Historian A suggests wartime spending helped the New Deal end the Great Depression, whereas Historian B suggests the New Deal failed completely.	Summarize this argument in one sentence, using your own words: Answer: Historian B argues that Roosevelt's fiscal conservatism and lack of consistency led to the New Deal failing to pull the United States out of the Great Depression.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: "Over the next eight years, the New Deal's economic practices and spending helped create recovery and restore capitalism."		Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: "Roosevelt's fiscal caution and incoherence provides explanation for the New Deal's failure to achieve recovery."

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Students could argue for primary sources like unemployment statistics, New Deal program spending, accounts from Civilian Conservation Corps employees, New Deal acts, and so forth.

Explain how this debate highlights a redefinition of the goals and ideas of modern American liberalism.

Answer: This debate highlights a redefinition of modern American liberalism because Roosevelt's New Deal focused on providing Americans with the opportunity to work. Thereafter, it became a tenet of modern liberalism that the government has a responsibility to provide work for any American who cannot find a job.

PRIMARY SOURCES

Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

Sourcing Questions

1. Who was the audience for this speech?

Answer: The country at large was the audience. It was broadcast over the radio so most people in the country could hear his message.

2. Briefly explain the context for this speech.

Answer: This speech was given in the midst of the Great Depression, an unprecedented economic crisis that affected many Americans. Roosevelt had been elected by promising a new deal for the American people to address the crisis.

Comprehension Questions

1. According to Roosevelt, what is essential to solve the current crisis?

Answer: Strong, active leadership and the support of the people will solve the current crisis.

2. What are the “common difficulties” faced by the American people, according to Roosevelt?

Answer: Roosevelt lists the following problems: debased currency, high taxes, debt/inability to pay, lack of income at the personal and government levels, decline in trade, no markets for agricultural goods, lost savings, and unemployment.

3. Who is Roosevelt referring to when he uses the phrase “unscrupulous money changers”? What have they done to deserve censure, according to Roosevelt?

Answer: He is referring to bankers and large businesses. Roosevelt alludes to the rampant credit and speculation of lending more money common in the 1920s.

4. What is Roosevelt’s priority for addressing the crisis? What image does he invoke to convey the emergency of the situation? How does he propose doing this?

Answer: Roosevelt says the greatest task is to put people to work. He says this task must be treated like the “emergency of war,” and he will put people to work by recruiting by the government itself—having the government hire people to work on projects.

5. What actions does Roosevelt propose to help address the crisis in this paragraph?

Answer: Roosevelt proposes land redistribution, raising the value of agricultural goods, unifying/organizing relief efforts, and federal planning of transportation, communication, and “other utilities which have a definitely public character.”

6. What regulations or safeguards must be put in place to prevent another crisis, according to Roosevelt?

Answer: Banking, credit, and investment must be strictly supervised, presumably by the government.

7. Why does Roosevelt say the U.S. constitutional system “has proved itself the most superbly enduring political mechanism the modern world has produced”?

Answer: The Constitution has met every challenge the country has faced to date, whether foreign or domestic.

8. What would justify a “temporary departure” from the Constitutional principles of separation of powers and checks and balances, according to Roosevelt?

Answer: The unprecedented scale of crisis brought on by the Great Depression may require the executive and legislative branches to adjust the “normal balance” of their relationship.

9. What does Roosevelt say he will ask of Congress to address the crisis?

Answer: Roosevelt says he will ask for “broad executive power” to “wage war” against the Depression.

10. How does Roosevelt interpret his election?

Answer: He says the people of the United States have given a mandate for direct, vigorous action and he will act accordingly.

Historical Reasoning Questions

1. Throughout his speech, Roosevelt uses the imagery of an army and war. How does this imagery support his message?

Answer: Roosevelt argues that the crisis of the depression is unprecedented and requires decisive, immediate action, similar to a war. As president, by declaring war against the economic crisis, he can use broad powers as commander in chief to address problems. He also mentions meeting a common foe together, a sense of duty, and war powers.

2. Roosevelt proposed an active role for the government to meet the crisis of the depression. How does he justify his propositions within the framework of the Constitution? How might Roosevelt’s critics respond to his argument?

Answer: Roosevelt says the simplicity and practicality of the Constitution allows for “changes in emphasis and arrangement without loss of essential form.” He says he hopes to work within the “normal balance of public procedure” but will deviate or change the emphasis if necessary. Critics may argue that Roosevelt wants to expand the power of the presidency beyond what the Constitution lays out, and that what he implies is a threat to separation of powers and checks and balances.

3. In what way are Roosevelt’s arguments in this speech a continuation of the Progressive view of government?

Answer: The Progressives valued efficiency, social order, and the active involvement of government in improving people’s lives. Roosevelt refers to his election as securing a mandate from the people to act and a willingness to expand the scope of the federal government, especially the executive branch, in the public interest.

Art Analysis: The Art of the New Deal, 1934

Sourcing Questions

1. Who created these pieces of art?

Answer: Unemployed artists who were hired by the government created these works.

2. Why did the government hire these artists?

Answer: The government hired these artists to provide them jobs and to embellish government and public buildings.

Comprehension Questions

1. List three adjectives to describe the subject matter of each painting.

Answer: Answers may vary and could include playful, colorful, hopeful, and so forth.

2. How did each painting depict American life?

Answer: *Baseball at Night* depicts a typical summer scene in America, *Golden Gate Bridge* shows American industry, *Subway* depicts American diversity yet unity, and *Racing* shows the wealth that has defined American culture throughout history.

3. What symbols (if any) were used in each painting?

Answer: Answers may vary. Baseball is considered the national pastime. The Golden Gate Bridge is not yet finished, but the groundwork represents the start of something new. The subway painting depicts a mundane commute, but depicts people of men and women of various races and walks of life all together to show unity. The boat painting depicts a competitive spirit and also luxury, which could represent that the Depression has not affected all Americans.

Historical Reasoning Questions

1. Critics of Roosevelt argued that PWAP was a waste of taxpayer dollars, whereas those in favor of it argued PWAP created jobs and the created art was a form of entertainment for a public that desperately needed a morale boost. With which side do you agree and why?

Answer: Answers may vary. Students should use facts and historical details to defend their answers.

2. Why do you think the artists depicted optimistic, everyday scenes in these works?

Answer: Answers may vary. Students should note that although the Great Depression had a large impact on American society, even at its worst point, approximately 75 percent of the population was still employed and went through their daily lives in a relatively economically secure fashion. The artists could be attempting to portray that everyday life is still going on in order to boost the morale of Americans.

3. Compare these paintings (each completed in 1934) with the photographs of the Dust Bowl (see the Photographs: The Dust Bowl and Rural Poverty, 1936–1937 Primary Source [<https://cnx.org/contents/NgBFhmUc:3qjpmJHy>]). Taken together, what do these images reveal about American life in the 1930s?

Answer: Students should note that these paintings generally reveal optimistic scenes of American life, whereas the photographs reflect the harsh reality of the Dust Bowl and those living in rural areas. These photographs reveal the variety of experiences in the 1930s as well as disparities in who experienced hardships.

Huey Long and the American Liberty League, 1934

Sourcing Questions

1. Who wrote these documents?

Answer: The American Liberty League and Huey Long.

2. Why did the American Liberty League and Huey Long oppose Roosevelt's policies?

Answer: The American Liberty League believed many aspects of the New Deal were unconstitutional. Huey Long believed Roosevelt's policies did not do enough to address the issues of inequality and provide a proper standard of living.

3. The members of the American Liberty League wrote their statement in a pamphlet, whereas Huey Long gave his speech over the radio. How might this difference affect who their message reached?

Answer: Answers may vary. Possible answers may include that a message over the radio would reach more people and would be more accessible. The pamphlet statement would most likely be read by more educated individuals.

Comprehension Questions

1. Did the American Liberty League oppose all New Deal policies? Why or why not?

Answer: No, it supported the New Deal's relief for the unemployed and funding programs to repay debt as long as they were not competing with private industry.

2. The author accused the federal government of seizing the authority to regulate certain industries from state governments. What are these industries?

Answer: Electricity, coal, oil, and farming.

3. Which president before Franklin D. Roosevelt did Long claim failed to decentralize wealth?

Answer: President Herbert Hoover.

4. What limit did Long recommend for personal fortunes? To what extent do you think this was a prudent policy?

Answer: \$50,000,000. Students should explain their reasoning for supporting or opposing that limit.

Historical Reasoning Questions

1. In your own words, summarize the principles of the American Liberty League and Huey Long. Compare and contrast them.

Answer: Answers may vary. The American Liberty League fought against New Deal policies it believed violated the U.S. Constitution and threatened individual liberty. Huey Long demanded a decentralization of wealth via redistribution, a pension for the elderly, and a limit on the hours citizens could work. Although both the League and Long opposed the New Deal, they did so for different reasons. Long's policies would require even larger involvement of the federal government than Roosevelt's New Deal required. It was this government intervention in the economy that the American Liberty League would deem unconstitutional and dangerous.

2. Which program do you think would be more appealing during the Great Depression? Explain.

Answer: Answers may vary. In general, one might assume that individuals and families in the most desperate financial situations would support the New Deal, but many factors contribute to forming a person's fundamental expectations of government.

Photographs: The Dust Bowl and Rural Poverty, 1936–1937

Sourcing Questions

1. What caused the Dust Bowl?

Answer: The removal of prairie grass for agricultural reasons over decades meant that the soil was no longer protected from the elements and turned to dust.

2. How might photographs have a different effect on the audience than textual descriptions?

Answer: Answers may vary. Students should note that photographs generally elicit a greater emotional response than writing and can have a greater impact.

Comprehension Questions

1. These images focus on machines and/or families. Which image do you find most memorable? Why?

Answer: Student answers will vary but they should support their opinion with specific evidence from the images.

2. List at least three adjectives to describe these photographs.

Answer: These photographs depict despair and worry, but also resilience. Student answers may include terms such as bleak, depressing, hopeless, derelict, and so forth.

Historical Reasoning Questions

1. Compare the Dust Bowl photographs with a recent natural disaster that has occurred in the United States. What are some similarities and differences between the effects of the modern event and the 1930s event?

Answer: Answers may vary. Students may note the emotions on the faces of those who are affected are similar. They also may say that no modern disaster in the U.S. has been as widespread and caused as much of an exodus as the Dust Bowl did.

2. President Roosevelt created several new government agencies to fight the Great Depression. What actions do you think he intended to assist those affected by the Dust Bowl, if any?

Answer: Answers may vary. Students should note that Roosevelt was keen to use the federal government's power and resources to try to fix the nation's problems.

“Sit Down,” Maurice Sugar, 1936–1937

Sourcing Questions

1. Who wrote “Sit Down”?

Answer: “Sit Down” was written by Maurice Sugar during the 1936–1937 General Motors strike.

2. Briefly describe the context for the creation of this song.

Answer: This song was sung by autoworkers occupying general motors plants in 1936–1937. Many autoworkers had lost their jobs due to plummeting auto sales during the Great Depression. Those who kept their jobs demanded high wages and union recognition.

Comprehension Questions

1. What purpose does the repetition of “sit down” serve?

Answer: Sit down is the technique the protestors are using to make their point. Rather than a traditional strike, they are sitting down on the job and refusing to work by occupying the General Motors plant. It also means the company cannot bring in scabs to do the work.

2. What will convince the boss to negotiate, according to this stanza?

Answer: Walking out on the job or sitting down on the job (i.e., stopping work).

Historical Reasoning Questions

1. Compare the techniques and circumstances of the 1936–1937 UAW strike with the 1892 Homestead Strike (see The Homestead Strike Narrative [<https://cnx.org/contents/NgBFhmUc:TTHu-Xys>]).

Answer: In strikes, industrial workers were protesting for the right to unionize. The factory workers had jobs in dangerous factories and toiled with heavy machinery and materials. The 1892 Homestead Strike resulted in violence from private security forces as well as the state militia, who attacked the protestors, whereas in 1937, the Michigan governor used the National Guard as a peacekeeping force, indicating that the sympathies of the leaders was crucial in determining the outcome. The most significant difference between the Homestead Strike and the UAW strike was in the outcome: UAW won a pay increase and recognition, whereas the steelworkers were violently defeated in 1892. In general, the late 1800s was a time of strong anti-union actions by the companies and government, whereas the New Deal of the 1930s created a more pro-union environment.

The Atlantic Charter, 1941

Sourcing Questions

1. Who wrote this document?

Answer: President Franklin Roosevelt and Prime Minister Winston Churchill wrote this document.

2. What was Churchill's goal for meeting Roosevelt in 1941?

Answer: Churchill hoped for U.S. assistance in fighting Germany.

3. Did he accomplish that goal? Explain.

Answer: Answers may vary. Roosevelt would not discuss joining the war, but he did issue a statement of solidarity and shared principles with Great Britain. Students may point out that Roosevelt believed U.S. involvement in the war was inevitable, and the Atlantic Charter was priming the U.S. for eventual entry into the conflict.

Comprehension Questions

1. According to the document, what was the purpose of the Atlantic Charter?

Answer: To tell the world what principles the United States and Britain hoped to establish after the defeat of Nazi Germany.

2. How does this clause of the Atlantic Charter compare with Woodrow Wilson's concept of "self-determination" from the World War I era?

Answer: Self-determination, as Wilson understood it, is very similar to the idea promoted in Atlantic Charter Article 3.

3. To what extent is disarming "threatening" nations realistic?

Answer: Answers may vary. Students may note that, even though Article 8 uses the terms "realistic" and "practicable," the idea of disarming threatening nations implies that the Allies maintain a policing role over those nations, which creates its own challenges.

Historical Reasoning Questions

1. In your own words, summarize the eight principles Roosevelt and Churchill agreed to work for in this document. Which principle do you think contrasts most significantly with the Nazi regime?

Answer: Student summary should include the following ideas: Roosevelt and Churchill agreed to not pursue territorial aggrandizement, to not make any territorial changes without listening to the wishes of the residents, to respect self-determination, to help other nations achieve economic prosperity through trade, to promote the welfare of workers, to maintain peace after the Nazis are defeated, to promote freedom of the seas, and to disarm aggressive nations. Regarding the most significant contrast to the Nazi regime, the student should support the response with evidence that indicates understanding of the comparison.

2. Compare the principles set forth in this document with the principles set forth in Wilson's Fourteen Points (see the Woodrow Wilson's Fourteen Points, 1918 Primary Source [https://cnx.org/contents/NgBFhmUc:NiiI0_rM]).

Answer: Students should discuss that both documents encourage freedom of the seas, free trade, armament reductions, and self-determination.

3. At the time of the writing of the Atlantic Charter, Britain possessed numerous colonies around the globe. Though the United States had far fewer, it also had colonies and protectorates in the Pacific and Caribbean. Does this document repudiate imperialism? Given this stance on imperialism, why do you think Churchill and Roosevelt signed it?

Answer: The document is a repudiation of many “old world” policies such as imperialism and mercantilism. Churchill signed the document in large part because he needed the United States as an ally. Roosevelt hoped to create a new world order after World War II that would be founded on the principles of self-determination, free trade, and peace.

A. Philip Randolph, The Call to Negro America to March on Washington, 1941

Sourcing Questions

1. Who wrote this document?

Answer: A. Philip Randolph.

2. Why did some African Americans find it difficult to fully support the war effort?

Answer: They experienced frequent segregation and discrimination in their daily life.

3. What changes did Roosevelt institute in response to the author’s demands?

Answer: He created the Fair Employment Practices Committee (FEPC) to end discrimination in government hiring.

Comprehension Questions

1. What is the crisis Randolph believes African Americans are facing?

Answer: The frequent denial of defense industry jobs for African Americans and discrimination and segregation in the government.

2. What does Randolph believe is the most important goal African Americans can accomplish?

Answer: To end discrimination in the government.

3. What things will be necessary for African Americans to achieve their goals?

Answer: The struggle will cost money, require sacrifice, and tax courage, will, and determination.

4. What does Randolph believe to be the only thing that matters when seeking to accomplish his goal?

Answer: Pressure

5. How does Randolph describe national unity?

Answer: He states that he and his followers are all loyal Americans who oppose the Axis powers. However, he believes it is wrong for his country to claim to battle oppression when it practices segregation and discrimination at home.

Historical Reasoning Questions

1. Consider the challenges of demanding reforms within the government during a time of war. How do you think this affected Randolph’s writing and his actions? Do you think demanding changes during a national crisis was the best time to do so?

Answer: Students should support their answer with specific historical evidence. Students should consider the existential crisis that war poses and the negative image it could create to generate internal turmoil when facing an external enemy. They also should consider the possible benefits of pushing demands during a war for the liberation of the world.

2. Read the Martin Luther King Jr., “I Have a Dream,” August 28, 1963 Primary Source (<https://cnx.org/contents/NgBFhmUc:GelmCJHl>). Compare and contrast the goals each of these civil rights leaders had.

Answer: Students should note the differences in their goals and tone. Examples include Randolph fighting for jobs for African Americans, whereas King fought to end segregation. Randolph demanded changes during a world war, whereas King was active 20 years later. Both documents have an optimistic tone.

World War II Propaganda Posters, 1941–1945

Sourcing Questions

1. Why did the U.S. government create propaganda?

Answer: It created propaganda to influence the public's mind and boost support for the war effort.

2. Who helped the government create the propaganda materials?

Answer: Artists and film makers helped create propaganda materials.

Comprehension Questions

1. Who was the intended audience of this poster?

Answer: Women whose husbands or boyfriends are away from home fighting in the war.

2. What do you notice about this woman's features? Why do you think she is portrayed this way?

Answer: She is well dressed and wearing makeup. She is portrayed this way to encourage women to "roll up their sleeves" and find a job to help the war effort.

3. Who was the intended audience of this poster?

Answer: Young men are the intended audience.

4. Why would the government be recruiting this audience?

Answer: It needs more men in the Navy.

5. What do you notice about this man's features? Why do you think he is portrayed this way?

Answer: He is portrayed as physically fit and in the middle of combat. He is shown this way to appeal to patriotic men looking for adventure and excitement.

6. The U.S. government was aware that segregation would make some African Americans less likely to want to assist in the war effort. How do you think this poster is meant to address that problem?

Answer: The poster portrays a black man and white man working together on the same piece of equipment to show that they are in the effort together.

7. Why did the artist use the colors that are in this poster?

Answer: The poster is grey other than the flag to show that color does not matter, because both workers are, ultimately, Americans.

8. Whose hands are encroaching on the woman in this poster?

Answer: A Nazi hand and a Japanese hand, as evidenced by the rising sun and Nazi symbols.

9. Why does the poster depict a woman and a child?

Answer: Showing a woman and a child in a vulnerable state evokes emotion.

10. Who was the intended audience of this poster?

Answer: People who frequently drive to work are the intended audience.

11. Why would the government encourage people to not drive alone?

Answer: The government encouraged people to not drive alone in order to save more fuel for the war effort.

Historical Reasoning Questions

1. Consider the current conflict the U.S. is engaged in against terrorism around the world. Do you see propaganda like these posters to encourage assisting in the war effort? If not, why?

Answer: Students should note the war on terror does not pose the same existential threat as World War II. Thus, the public has not been mobilized to the same extent as during the 1940s.

2. This United States Navy Recruiting Station poster (<https://www.archives.gov/files/publications/images/i-wish-i-were-a-man.jpg>) was created as part of the propaganda effort during World War I. What similarities and differences do you notice between this and the second picture?

Answer: Students may note the use of a woman instead of a man in the image, the colors, and the difference in text.

Photographs: Women at Work on the Homefront during World War II, 1941–1945

Sourcing Questions

1. Why did so many women begin to work outside of the home during World War II?

Answer: The war required a massive amount of labor to produce supplies and equipment. In addition, many men left their jobs to join the military. Many women wanted to work or were already working at low-paying jobs and wanted higher wages.

Comprehension Questions

1. Notice how the women are dressed differently in each photograph. What does their clothing reveal about the nature of their work?

Answer: Students should note how the women in photograph #1 have their hair up and are wearing protective gear, the women in photograph #2 are dressed in normal attire, and the woman in photograph #3 has her hair up and is wearing pants. Each appears to have a very different type of job with different physical demands.

2. Consider the location where each photograph was taken. How would the work environment be different for each woman?

Answer: Answers may vary. Students could discuss how dangerous each job appears or how collaborative each job is as examples.

3. In what ways do these photos depict a breaking of gender norms of the day?

Answer: The women are working outside the home in roles that are not associated with education or families. Some of the women are wearing pants and operating machinery.

Historical Reasoning Questions

1. Compare the jobs these women are working to the jobs that the typical women hold in the modern day. Are they similar or different? If different, what has changed?

Answer: The American economy has shifted in the past 70 years from focusing on industry to information. Thus, fewer people work in factories and, instead, tend to work in offices or provide some sort of service (e.g., finance, consulting, technology). The war opened a wide variety of previously unavailable jobs to women. Legal, social, and cultural expectations today allow for women to work in many fields that would have been considered inappropriate for women if not for the war 70 years ago.

2. Two of the photographs depict African American women at work. What tensions could have existed for women like this who were supporting the war effort but still experienced segregation?

Answer: One of the photos shows only two African American women. The viewer cannot tell, on the basis of this image alone, whether segregation limited their opportunities. Another photo shows black women and white women across the table from one another working cooperatively on the same project. Segregation in many aspects of American life at the time may have meant that these women would have been unlikely to get acquainted with one another outside of their wartime job.

Franklin Roosevelt, Second Bill of Rights, 1944

Sourcing Questions

1. Who proposed the Second Bill of Rights to deal with the economic situation?

Answer: Franklin D. Roosevelt

2. What relationship or hardships had the American people and this president mutually overcome at that time?

Answer: The Great Depression, panic runs on the nation's banks, and unemployment.

3. How did the magnitude of the economic crisis they faced influence their willingness to consider his plan?

Answer: Roosevelt was seen as a proven commodity who had been able to take steps to fix a problem that had diminished the hope of Americans.

Comprehension Questions

1. What countries is Roosevelt alluding to?

Answer: Italy, Germany, Japan. Interestingly, not the Soviet Union.

2. What recent events does Roosevelt want to avoid as the United States comes out of another world war?

Answer: Roosevelt does not want to return to isolationism and the "economic roller coaster" that defined the 1920s and 1930s.

3. What challenge must the United States now face as the war ends?

Answer: The United States must establish a lasting peace and prosperity for its citizens.

4. According to Roosevelt, why are political rights inadequate to guarantee the "pursuit of happiness"? To what extent is he changing or refocusing the idea of inalienable rights?

Answer: According to Roosevelt, political rights do not guarantee that all citizens will be able to provide for themselves economically. Roosevelt is arguing that inalienable rights must go beyond the political realm to address the economic health of citizens.

Historical Reasoning Questions

1. Explain how Roosevelt connects his argument for economic rights to the political rights guaranteed in the Bill of Rights. How does his language support his argument?

Answer: Roosevelt implies that political rights (e.g., freedom of speech, religion, assembly) are inadequate to ensure security for the United States in the postwar world ("People who are hungry and out of a job are the stuff of which dictatorships are made"). He uses phrases from the Declaration of Independence to make the connection more explicit, such as: "In our day these economic truths have become accepted as self-evident" and "these political rights proved inadequate to assure us equality in the pursuit of happiness."

2. Do you agree with Roosevelt's argument? Explain.

Answer: Student answers will vary and should be supported by specific evidence.

Dwight Eisenhower, D-Day Statement, 1944

Sourcing Questions

1. Who wrote this document?

Answer: Dwight D. Eisenhower.

2. Why did the Allies invade Normandy?

Answer: The Allies invaded Normandy to attack the Germans and begin to move toward Berlin and a Nazi surrender.

Comprehension Questions

1. What was Eisenhower's goal for the invasion?

Answer: Eisenhower's goal was the destruction of the German war machine, the elimination of Nazi tyranny, and the establishment of security in a free world.

2. What had changed for the United Nations since 1941?

Answer: They had inflicted many defeats on Germany, reduced Germany's air and ground strength, gained a superiority in the production of munitions, and recruited a large fighting force.

3. Who did Eisenhower encourage the men to ask for blessings?

Answer: Eisenhower encourages the men to ask for the blessing of Almighty God in their task.

Historical Reasoning Questions

1. Consider the religious language that Eisenhower uses throughout his message. Why do you think he does this?

Answer: Eisenhower frames the Normandy invasion as a crusade to defeat the forces of evil embodied by the Nazi regime. Thus, he sees the Allies as fighting on the side of God, which would motivate his forces.

2. What can you discern about Eisenhower's character from this message?

Answer: Eisenhower demonstrates immense character by accepting full responsibility for a failure when he could have easily blamed a number of factors.

Phil "Bo" Perabo, Letter Home, 1945

Sourcing Questions

1. Who wrote this document?

Answer: Phil "Bo" Perabo.

2. Where was the author when he wrote this?

Answer: Ōfuna Camp.

3. How might the author's circumstances affect what he said?

Answer: Perabo's letter home might be emotional because it will be his first communication with his family since his liberation.

Comprehension Questions

1. What injuries has Perabo experienced?

Answer: A sprained ankle and scarred hands, neck, and face.

2. Who does Perabo blame for his circumstances of being shot down?

Answer: Himself.

3. Despite the horrific treatment Perabo likely experienced at Ōfuna Camp, he is generally very positive throughout this letter. Why do you think he does this?

Answer: Answers may vary. Perabo was just liberated and is likely feeling very optimistic. Many soldiers would also have spared telling their loved ones about their worst experiences to not disturb them.

4. What do you think that Perabo means by this final line?

Answer: Perhaps Perabo meant he had experienced all aspects of a soldier's life, from training to completing many missions to capture and survival.

Historical Reasoning Questions

1. Could a historian use Perabo's account to illustrate the typical experience of an Allied prisoner of war in the Pacific? Explain.

Answer: This letter is a good primary source to tell one man's story. To show the typical experience, we would need a much larger sample size of letters or diaries.

2. Compare Lougheed's letter home with Perabo's letter to his family. Consider what the letters reveal about each man as well as the context of the wars in which these men fought.

Answer: Students can mention that each man is fighting in a new place and they both miss home and their family, and they have both experienced life-altering events. Students can also consider the difference between a civil war and a global war. The purposes of the letters seem to be different; Lougheed reveals some of the "horrors of war" that Perabo chose to conceal.

Images from the Congressional Committee Investigating Nazi Atrocities, 1945

Sourcing Questions

1. When and why were these photographs taken?

Answer: April 1945, as proof and an official record of German atrocities.

2. Briefly describe the context in which these photographs were taken.

Answer: World War II in Europe was coming to an end and the Allied forces were closing in on Germany. As they did, they encountered evidence of the Nazi concentration camps and were horrified by what they saw. By having politicians and the press visit the camps, an official record of the extent of the atrocities was made.

Comprehension Questions

1. Based on the expressions of the American observers, what are their reactions to these photographs?

Answer: Possible answers: shock, grief, horror.

2. How would you describe the condition of the camp survivors in the third image?

Answer: The men are emaciated. They could also be sick, because they are malnourished, have been overworked, and are crowded together in unsanitary conditions.

3. How is the systematic and bureaucratic nature of the Holocaust evident in these photographs?

Answer: Possible answers may include: The human remains in mass graves reveal that many people were murdered in quick succession or at once. The total lack of dignity for the human remains reflects that those doing the killing had no regard for the humanity of those who were murdered. To

house and execute so many people would require the workings of a bureaucratic system to identify prisoners, transport them, overwork them, kill them, and bury them in mass quantities.

Historical Reasoning Questions

1. What is significant about the following line in Eisenhower's cable: "whatever has been printed on them to date has been understatement."

Answer: This implies that information about the concentration camps has been printed before but may not have been believed or did not fully capture the extent and horror of what had occurred.

2. Generals Eisenhower and Patton also instructed U.S. soldiers and German citizens to visit these camps. Why might they have done this?

Answer: They wanted to impress upon all the reality of the horror that had happened and to force German citizens, in particular, to confront the nature of the fallen Nazi regime and their moral culpability in it.

3. Eisenhower ended his message to General Marshall by saying "I am hopeful that some British individuals in similar categories will visit the northern area to witness similar evidence of atrocity." What would be the value of having British politicians and press visit the camps?

Answer: Having British politicians and press visit and document the atrocities of the camps would corroborate what the Americans saw. Eisenhower could prevent any claims that he was exaggerating the extent of the horror.

LESSONS

***Korematsu v. United States* and Japanese Internment DBQ**

Document 1: Constitutional Provisions

1. What guarantees of personal liberties are contained in these passages?

Answer: The writ of habeas corpus is the guarantee that a person who is arrested may insist on being taken before a judge for a hearing. If the arresting authorities cannot demonstrate to the judge that they have good cause for detaining the prisoner, he or she must be promptly released. The privilege of habeas corpus may be suspended only in cases of rebellion or invasion, when public safety does not allow for prompt individual hearings. This portion of the Fifth Amendment provides that the federal government must not take anyone's life, liberty, or property without following fair and just procedures according to the law. Life, liberty, and property are inalienable rights belonging by nature to every human being.

2. What must government provide when it deprives someone of these liberties?

Answer: Government must provide due process when depriving someone of these liberties.

Document 2: Franklin D. Roosevelt's Infamy Speech, December 8, 1941

1. What is infamy?

Answer: Definition of infamy: a shameful, criminal, or outrageous act

2. Note the descriptive terms that President Roosevelt used in this speech. What is the overall effect of this speech?

Answer: Descriptive terms include infamy, suddenly deliberately, obvious, false, uttermost, certain, treachery, grave danger, unprovoked, dastardly. Accept reasoned responses regarding the overall

effect. Students may suggest that the overall effect was to highlight the urgent situation that the Japanese attack created, while conveying a calm and strong sense of resolve in the nation's response.

3. Why did the president maintain that a state of war “has [already] existed”?

Answer: Beginning from the time the Japanese attacked, the U.S. was at war even before Congress could make the official declaration.

4. According to the Constitution, which branch of government has the power to declare war?

Answer: According to Article 1, Section 8, Clause 11, only Congress has the power to declare war.

Document 3: Executive Order 9066, February 19, 1942

1. What does this executive order authorize the secretary of war and his military commanders to do?

Answer: The executive order authorizes military authorities to designate and take control of certain military areas, permitting them to exclude any and all persons, as well as to determine who has the right to enter, remain in, or leave the area. The military authorities have discretion to determine and impose any restrictions at any time.

Document 4: Instructions to Japanese, April 1, 1942

1. To whom are these instructions directed? On what date was the announcement posted?

Answer: The instructions are directed to all persons of Japanese ancestry within the area indicated in the first paragraph. It was posted on April 1, 1942.

2. What are they instructed to do?

Answer: The head of each family is to report to the Civil Control Station on April 2 or 3 for further instructions regarding the evacuation.

3. What assistance is promised to them?

Answer: Assistance is promised with respect to the following: advice, disposition of property, temporary residence, and transportation of people and limited amounts of their belongings to temporary housing.

4. What part(s) of these instructions would be most frightening or difficult for you? Why? To what extent would you trust the Wartime Civil Control Administration to safeguard any property left behind in their care?

Answer: Accept reasoned responses.

Document 5: Memorandum, Biddle to FDR, December 30, 1943

1. What practice did Biddle describe as “dangerous and repugnant to the principles of our government”?

Answer: According to Biddle, the practice of “keeping loyal American citizens in concentration camps on the basis of race for longer than is absolutely necessary is dangerous and repugnant to the principles of our government.”

2. To what principles do you think he was referring in this warning?

Answer: Accept reasoned responses. Students may mention rule of law, due process inalienable rights, limited government

3. Why did he write that it was important to act immediately “to secure the reabsorption [of loyal Japanese people] into normal American life”?

Answer: Biddle wrote that it was important to act immediately to “secure the reabsorption [of loyal Japanese people] into normal American life . . . so that agitation against them would not continue after the war.”

Handout B: Student Document Packet Part 2

Document 6: *Korematsu v. United States* (1944) Majority Opinion, Justice Hugo Black

1. According to the majority opinion, why was the exclusion order within the power of Congress?

Answer: According to the majority opinion the exclusion order was within the power of Congress due to the “conditions of modern warfare . . .” Even though “compulsory exclusion . . . is inconsistent with our basic governmental institutions, . . . the power to protect must be commensurate with the threatened danger.”

2. What were the “real military dangers” that justified the exclusion order? (see paragraph 3)

Answer: The real military dangers included the following: We were at war with the Japanese empire and the properly constituted military feared an invasion of our west coast. “There was evidence of disloyalty on the part of some . . . we cannot determine that the actions were unjustified based on hindsight.”

3. Why do you think this justice clarified the point regarding racial prejudice?

Answer: The majority specifically disputed the dissenters’ claim that the exclusion and detention of Japanese Americans was based on racial prejudice. “To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. *Korematsu* was not excluded from the military area because of hostility to him or his race.”

Military leaders determined it was necessary for the nation’s safety to remove the Japanese Americans from the area and Justice Black thought congress was correct to trust the military leaders.

Document 7: *Korematsu v. United States* (1944), Dissenting Opinions

Justice Robert Jackson

1. Why does this dissenting justice object to the majority’s ruling?

Answer: Justice Jackson charges that the military order was unconstitutional because it was based on racial prejudice.

2. Put the following phrase in your own words: “The principle then lies about like a loaded weapon, ready for the hand of any authority that can bring forward a plausible claim of an urgent need.”

Answer: Accept reasoned responses. Students may say that once the Court decides the exclusion and detention of the Japanese Americans were consistent with due process under wartime circumstances, it becomes easier in the future to use emergency conditions to justify a flawed interpretation of the Constitution and infringe on inalienable rights.

Justice Frank Murphy

1. According to Justice Murphy’s opinion, what condition would be necessary to justify the deprivation of constitutional rights involved in *Korematsu*’s case?

Answer: Only an actual military necessity involving immediate, imminent, and impending public danger can justify such a deprivation of constitutional rights.

2. What does Murphy write is the real reason for the exclusion and confinement orders?

Answer: According to Justice Murphy, the real reason for the exclusion and confinement order was racial prejudice.

Justice Owen Roberts

1. Put this excerpt from Justice Owens’s opinion in your own words.

Answer: Accept reasoned responses. Students may write that the root of the case was that Korematsu was unconstitutionally deprived of his rights merely because of his ancestry, without legitimate cause or evidence of disloyalty—or even inquiry into his individual loyalty.

2. What do all three of the dissents have in common?

Answer: All three dissenters point to racism as the reason for the exclusion and detention of Japanese Americans.

Document 8: Duty of Absolute Candor: Katyal Blog Post, May 20, 2011

1. Define “candor.”

Answer: Candor means absolute truth, sincerity, forthrightness, and transparency.

2. On the basis of this document, to what extent do you believe the relocation and detention of Japanese Americans were based on “military necessity?”

Answer: Accept reasoned responses. Students may say that this document shows not only that the relocation and detention of Japanese Americans were not in any way based on military necessity but that Solicitor General Charles Fahy and the military authorities categorically knew there was no military necessity.

3. Restate the last paragraph of Acting Solicitor General Katyal’s 2011 blog post in your own words.

Answer: Accept reasoned responses. Students should note the solicitor general is held to a higher standard of responsibility and integrity.

4. To what extent do you believe Solicitor General Fahy in 1944 carried out his “great responsibility and duty of absolute candor?” What civic virtues are relevant to his behavior?

Answer: Accept reasoned responses.

- a. Some students may say Fahy acted in good faith, believing that a credible threat of espionage or sabotage was still possible despite memos denying such a threat. What if intelligence authorities just had not discovered a Japanese spy ring yet? Should the government not act in an abundance of caution to preserve public safety despite the violation of the constitutional rights of Japanese Americans? These students might say Fahy demonstrated civic virtues such as responsibility, courage, and vigilance.
- b. Others may say Fahy acted dishonestly, concealing evidence that might have changed the majority’s opinion and freed thousands of U.S. citizens from unjust confinement. These students might also believe Fahy was stubbornly implementing his own racist views. They might say Fahy demonstrated deception, demagoguery, and intolerance while failing to demonstrate courage, honor, humility, integrity, justice, moderation, respect, and responsibility.

Part II: Conclusion and Assessment: Thesis

Answer: Sample thesis statement: World War II experiences, as in previous conflicts, led all three branches of the federal government to prioritize perceptions of national security over protection of individual rights, especially in the case of an unpopular and mistrusted minority, Japanese Americans.

Unit 6 Civics Connection: The Role of Government According to the Founders and the Progressives

Handout A: Background Essay

1. Briefly compare the views of the Founders and the Progressives with regard to the government's power.

Answer: Progressives believed elected officials should appoint experts in executive agencies who were immune to political considerations to study and implement sound policies on the basis of their advanced knowledge. Progressives implemented changes on the basis of the idea that experts with good motives had moved beyond the need for the precautions of limited government and the contentious debates and sometimes mixed results of popular government. The Founders, by contrast, believed political ambition was an inherent human trait and, therefore, sought to limit government's power.

2. Define the terms administrative state and bureaucracy.

Answer: An administrative state is a form of government in which unelected specialized commissions and agencies make rules, implement those rules, and punish rule breakers. Workers in these commissions and agencies make up a bureaucracy.

3. How did the events of the first half of the twentieth century lead to a reshaping of the U.S. government?

Answer: The two world wars and the Great Depression contributed to expansion of government's role, particularly the expansion of executive power. The perceived need for expertise, urgency, and efficiency in decision-making increases in times of crisis. Congress and successive presidents established specialized agencies intended to address the urgent problems of the times, which increased the size of the government and also led to the creation of the administrative state.

Handout B: Graphic Organizer: The Role of the Federal Government

<i>Quote</i>	<i>In my own words</i>	<i>Team Founder?</i> <i>Team Progressive?</i> <i>WHY?</i>
1. "The accumulation of all powers legislative, executive, and judiciary, in the same hands . . . may justly be pronounced the very definition of tyranny." Source: James Madison, <i>Federalist</i> #47, 1788	Government power should be placed in three branches; power should be shared; any one branch with too much power is dangerous or tyrannical.	Founders. Quote argues the power of government should be limited.
2. The modern state needs "not merely legislative power or simply executive power, but whatever power might be required to achieve the desired results." Source: James Landis, <i>The Administrative Process</i> , 1938	Answer: Branches of government do not matter as much as achieving results.	Answer: Progressives. Expansive government
3. "Every act of a delegated authority, contrary to the tenor of the commission under which it is exercised, is void. No legislative act, therefore contrary to the Constitution, can be valid." Source: Alexander Hamilton, <i>Federalist</i> #78, 1788	Answer: Congress/legislative branch must make the laws consistent with the fundamental law of the Constitution; powers given to "delegated authority" (i.e., not elected) must be exercised within the bounds of those who gave the commission.	Answer: Founders. Limited government
4. "Government does now whatever experience permits or the times demand." Source: Woodrow Wilson, <i>The State</i> , 1889	Answer: Societal needs should dictate the course of action for the government.	Answer: Progressives. Expansive government
5. "As a man is said to have a right to his property, he may be equally said to have a property in his rights. Where an excess of power prevails, property of no sort is duly respected. No man is safe in his opinions, his person, his faculties, or his possessions."	Answer: Any institution with too much power is a threat to an individual's rights.	Answer: Founders. Limited government

<i>Quote</i>	<i>In my own words</i>	<i>Team Founder? Team Progressive? WHY?</i>
Source: James Madison, "On Property," 1792		
6. "The doctrine of 'personal liberty' as applied to the use of liquor has been over-worked by the liquor men. As a matter of fact, there is no such thing as an absolute individual right to do any particular thing, or to eat or drink any particular thing or to enjoy the association of one's own family, or even to live, if that thing is in conflict with 'the law of public necessity.'" Source: Charles Stelze, <i>Why Prohibition!</i> , 1918	Answer: Public necessity is greater than personal liberty.	Answer: Progressives. Expansive government
7. "In questions of power, then, let no more be heard of confidence in man, but bind him down from mischief by the chains of the Constitution." Source: Thomas Jefferson, "Kentucky Resolutions," 1798	Answer: Men cannot be trusted and must be put in check by the limits ("chains") of the Constitution.	Answer: Founders. Limited government
8. "The Constitution ought to be the standard of construction for the laws, and that wherever there is an evident opposition, the laws ought to give place to the Constitution." Source: Alexander Hamilton, <i>Federalist</i> #81, 1788	Answer: The Constitution is the ultimate authority when it comes to the law.	Answer: Founders. Limited government
9. "Give us administrative elasticity and discretion: free us from the idea that checks and balances are to be carried down through all stages of organization." Source: Woodrow Wilson, "Notes for Lectures at the Johns Hopkins," 1891	Answer: Administrative elasticity and discretion should take precedence over checks and balances.	Answer: Progressives. Expansive government

<i>Quote</i>	<i>In my own words</i>	<i>Team Founder? Team Progressive? WHY?</i>
10. “The fabric of American empire ought to rest on the solid basis of THE CONSENT OF THE PEOPLE. The streams of national power ought to flow immediately from that pure, original fountain of all legitimate authority.” Source: Alexander Hamilton, <i>Federalist</i> #22, 1787	Answer: The legitimate source of power is the consent of the people.	Answer: Founders. Limited government
11. “The rights which [an individual] possesses are, it is believed, conferred upon him, not by his Creator, but rather by the society to which he belongs. What they are is to be determined by the legislative authority in view of the needs of that society. Social expediency, rather than natural right, is thus to determine the sphere of individual freedom of action.” Source: Frank Goodnow, <i>The American Conception of Liberty and Government</i> , 1916	Answer: Rights are conferred by society, not the Creator (i.e., not natural rights).	Answer: Progressives. Expansive government
12. “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among men, deriving their just powers from the consent of the governed.” Source: Second Continental Congress, Declaration of Independence, 1776	Answer: Rights are conferred by the Creator (i.e., men are born with them). A government’s power comes from the consent of the people.	Answer: Founders. Limited government

<i>Quote</i>	<i>In my own words</i>	<i>Team Founder? Team Progressive? WHY?</i>
<p>13. “For it is very clear that, in fundamental theory, socialism and democracy are almost, if not quite, one and the same. They both rest at bottom upon the absolute right of the community to determine its own destiny and that of its members. Men as communities are supreme over men as individuals.”</p> <p>Source: Woodrow Wilson, “Socialism and Democracy,” 1887</p>	<p>Answer: The community is supreme over the individual. The source of power is a community, rather than an individual.</p>	<p>Answer: Progressives. Expansive government</p>

Analysis Questions:

1. a. What do these quotes reveal about the proper purpose and/or structure of government according to the Founders?

Answer: The Founders thought that government should be limited and protect that natural rights of all people. They believed that power should be checked and no one branch should be too powerful.

b. What do these quotes reveal about the proper purpose and/or structure of government according to the Progressives?

Answer: The Progressives believed that the government should value the rights of the community over the individual, and should place emphasis on results rather than checks and balances.

2. a. What do these quotes reveal about the relationship between the government and the individual according to the Founders?

Answer: The Founders believed that individual rights should be protected by the government. They felt humans were naturally ambitious and should be put in check by the systems placed in the Constitution.

b. What do these quotes reveal about the relationship between the government and the individual according to the Progressives?

Answer: The Progressives believed that individual rights were second to those of society.

Unit 6 Civics Connection: The Constitution and Foreign Policy, 1898–1945

Handout A: Separation of Powers and International Involvement

<i>Congress, president, or shared</i>	<i>Power of government</i>	<i>Constitutional reference</i>
Answer: Congress	1. Regulate commerce with foreign nations	Article 1, Section 8, Clause 3
Answer: Congress	2. Declare war	Article 1, Section 8, Clause 11
Answer: Congress	3. Raise and support armies	Article 1, Section 8, Clause 12
Answer: Congress	4. Maintain a navy	Article 1, Section 8, Clause 13
Answer:	5. Command the army, navy, and other branches of the military	Article 2, Section 2, Clause 1
Answer: Congress	6. Make rules for the government and regulation of the land and naval forces	Article 1, Section 8, Clause 14
Answer: Shared	7. Make treaties	Article 2, Section 2, Clause 2
Answer: Shared	8. Appoint diplomats	Article 2, Section 2, Clause 2
Answer: Congress	9. Collect taxes and draw money from the treasury to provide for the common defense and general welfare of the United States	Article 1, Section 8, Clause 1
Answer: President	10. Receive or decline to receive diplomats from foreign countries	Article 2, Section 3
Answer: Congress	11. Provide oversight of military budgets and programs as part of the appropriations process	Article 1, Section 9, Clause 7
Answer: President	12. Prepare the annual national defense budget	Article 2, Section 1, Clause 1
Answer: Shared	13. Establish an agency responsible for enhancing national security	Article 1, Section 7, Clause 2

Predict which powers may lead to conflict about foreign policy.

Answer: Accept reasoned answers.

Handout B: Constitutional Arguments and Foreign Policy

<i>Event and date</i>	<i>Brief summary</i>	<i>Constitutional argument FOR the action</i>	<i>Constitutional argument AGAINST the action</i>
Annexation of Hawaii, 1898	A group of American sugar (\$\$) planters overthrew HI's queen with tacit knowledge of the U.S. gov't. New HI government submits treaty of annexation to the U.S., Congress approves annexation in 1898	Congress and the president have the power to make treaties with foreign nations (Article 2, Section 2, Clause 2)	The president has the power to receive or decline to receive diplomats from foreign countries (Article 2, Section 3), but the validity of the Hawaii government installed by a coup of American planters was questionable
Spanish-American War, 1898	Answer: U.S. invests heavily in Cuba throughout nineteenth century; U.S. joins the fight for a revolution in Cuba (against Spain) after the Maine mysteriously explodes in Havana harbor	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Philippine-American War, 1899–1902	Answer: U.S. sends fleet to Spanish-controlled Philippines to drive them out (like Cuba), ends up fighting Filipino people, who want true independence, not to swap Spain for U.S.	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Open Door Notes in China 1899, 1900	Answer: Hoping to gain entry into Asian markets (\$\$\$), U.S. seeks an open-door policy for all to trade with China before Europe carves it all up and leaves the U.S. out	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.

<i>Event and date</i>	<i>Brief summary</i>	<i>Constitutional argument FOR the action</i>	<i>Constitutional argument AGAINST the action</i>
U.S. involvement in the Panamanian rebellion against Colombia, 1903, and the Building of the Panama Canal, 1904–1914	Answer: U.S. assists Panamanian rebels against Colombia with the hope that the new government would be more favorable to U.S. interests there, such as a canal through the isthmus of Panama that would shorten trip from the East Coast to California and improve trade/communication/movement of people. U.S. administers canal zone until 1979	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Roosevelt Corollary to the Monroe Doctrine, 1904	Answer: “Big Stick Policy”: Idea that Latin American domestic stability is a threat to U.S. security because we are building a canal through Panama; U.S. military is a fixed presence in region	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Taft’s dollar diplomacy 1909–1913	Answer: “Substituting dollars for bullets” Encouraging/supporting American investments abroad (e.g., Latin America, East Asia) through economic power rather than use or threat of military power	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Wilson’s Fourteen Points, 1918	Answer: Wilson’s speech to Congress at the end of WWI that	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.

<i>Event and date</i>	<i>Brief summary</i>	<i>Constitutional argument FOR the action</i>	<i>Constitutional argument AGAINST the action</i>
	outlines his idealistic vision for postwar world. Wilson wants to not just establish a peace treaty but create a just and cooperative international order to prevent future wars		
U.S. Expeditionary Force fighting in France during World War I, 1917–1918	Answer: Repeated violations of American neutrality (unrestricted submarine warfare) + Zimmerman telegram bring U.S. into the war	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Good Neighbor policy in Latin America, 1930s	Answer: FDR's policy of nonintervention and noninterference; reciprocal agreements rather than U.S. using threats/economic might	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Neutrality Acts, 1935, 1937, 1939	Answer: Accommodating isolationist sentiment of public, Congress passes three acts to keep U.S. out of foreign (mainly European) conflicts FDR wanted	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Lend-Lease Act, 1941	Answer: U.S. "lends" the supplies to the British, with a "payment" of joint U.S./U.K. action directed toward the creation of a liberalized	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.

<i>Event and date</i>	<i>Brief summary</i>	<i>Constitutional argument FOR the action</i>	<i>Constitutional argument AGAINST the action</i>
	international economic order after the war FDR strongly sympathetic to Allied cause in WWII in Europe; Congress and significant portion of the public still opposed to involvement in another war		
Atlantic Charter, 1941	Answer: FDR and Churchill issue a joint statement of U.S. and British war aims. U.S. remains neutral, but establishes closer ties to Britain	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.
Atomic bombing of Hiroshima and Nagasaki, 1945	Answer: An effort to expedite the end of the war in the Pacific and avoid an invasion of Japan; also demonstrates to U.S. allies (namely, U.S.S.R.) that U.S. has developed atomic weapons; decision made by President Truman	Answer: Accept reasoned answers.	Answer: Accept reasoned answers.

Analysis Questions:

1. Which events were particularly difficult to justify? Why?

Answer: Accept reasoned answers. The goal is to generate critical thinking and/or discussion among students.

2. How do you think public opinion factored into foreign-policy decisions in the late nineteenth and early twentieth centuries?

Answer: Accept reasoned answers. The goal is to generate critical thinking and/or discussion among students.

3. How might the cartoon *A Lesson for Anti-Expansionists* by Victor Gillam change if it included events from the first half of the twentieth century? Draw and explain your additions to his cartoon below. Attach additional paper if necessary.

Answer: Accept reasoned answers. The goal is to generate critical thinking and/or discussion among students.

UNIT 6 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
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