

## Exam #2 Review

ID: Please use the following terms to prepare for the second hour exam. Remember that full credit for the I.D. comes from correctly describing the person or event (one third of the points awarded) and then giving the historical significance of that term (**two thirds**). You can expect to have eight terms to select from on the exam. There will be no “partial credit” for terms incorrectly identified.

Triangle Shirtwaist Fire (1911)	Adolf Hitler
Social (Gospel) Progressives	Lebensraum
National Progressives	Anschluss
Corporate Liberal Progressives	Appeasement
Jane Addams	Nazi-Soviet Non-Aggression Pact (1939)
Settlement Houses	Blitzkrieg
Theodore Roosevelt	Lend Lease
1901 Anthracite Coal Strike	Atlantic Charter (1941)
Food & Drug Act (1906)	Battle of Britain
Woodrow Wilson	Pearl Harbor (Dec., 1941)
Clayton Act (1914)	Casablanca (1942 film)
Welfare Capitalism	Executive Order #8802 (1942)
Imperialism	CORE
Alfred Thayer Mahan	Zoot Suit Riots
Spanish-American War (1898)	Korematsu -v- U.S.
Platt Amendment (1901)	Stalingrad (1943)
Hay-Bunau-Varilla Treaty (1903)	D-Day (1944)
Nativism	Battle of Midway Islands (1942)
Immigration Restrictive Leagues	Use of Atomic Weapons in WWII
Sacco & Venzetti	
“Jim Crow” Laws	
Plessy v. Ferguson, 1896	
W.E.B. DuBois	
NAACP (1910)	
High/Middle/Lowbrow Culture	
Central Park, NYC	
Coney Island	
Nickelodeons	
National Board of Review (1908)	
Herbert Hoover	
Franklin Delano Roosevelt	
AAA (1933)	
NIRA/NRA (1933)	
Reconstruction Finance Corporation (1932)	
Wagner Act (1935)	
Social Security Act (1935)	
The “Good War”	
Fascism	

Essay: The following are sample essay questions. For the second exam you will be asked to answer one of these questions (the wording may change, but only slightly). An acceptable “college-level” response will consider the entire question, providing specific examples to justify your responses. There will be no “partial credit” for essays that do not address the questions.

1. In class I argued that racism and imperialism were seen by many Nativists as logical, scientific, and “progressive” policies. (i) Briefly describe the rationale used by nativists to support this claim. (ii) Provide an example each for both racial and imperial policies pursued by the U.S. during the Progressive Era.

2. (i) Describe the goals and give specific examples of the three main types of Progressive reform groups, making sure to highlight how each was a unique interpretation of Progressivism. (ii) Which of the three, in your opinion, was the most successful during the era (be sure to justify your answer)? (iii) Looking at either Nativism, racism, or “imperialistic” U.S. foreign policy from 1880-1920, how was it possible for Americans to argue that these actions were as “progressive” as other reforms of the era?

3. (i) Using specific examples, show why the Great Depression was “great” and how it destroyed many Americans's faith in industrial-capitalism (at least as it existed in 1929) (ii) What were some key policies of the New Deal and how did these policies address these doubts? (iii) What role did Franklin Roosevelt play in helping Americans cope with the Great Depression?

4. Modern popular culture reshaped the way Americans defined themselves. (i) What were high and low brow culture? (ii) Using specific examples, define how the four characteristics of middle brow culture, or “cheap amusements,” are different from the high/low culture that came before it? (iii) Give examples to show how middle brow culture changed the way Americans interacted with one another or how they better understood the modern world.

5. (I) World War II is often seen by historians as the most pivotal event in U.S. twentieth-century history. Why? (ii) Give at least two examples where the war fundamentally changed the country. (Do not focus simply on the defeat of the Nazis, Japanese, etc., as this is not relevant to the question.)